

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Name of Property

County and State

Section number _____ Page _____

Name of multiple property listing (if applicable)

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 14000488

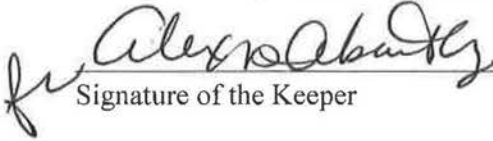
Property Name: Violet Avenue School

County: Dutchess State: New York

Multiple Name:

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

8/15/2014



Signature of the Keeper

Date of Action

=====
Amended Items in Nomination:

In Section 3 of the National Register of Historic Places nomination level of significance has been changed from National to State and local.

While FDR may have been involved in planning the school his influence did not impact schools nationally Therefore the change to the level of significance to state and local .

This information has been confirmed with the New York State Historic Preservation Office.

Alexis Abernathy
National Register Reviewer
202-354-2236

United States Department of the Interior
National Park Service



National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Violet Avenue School

other names/site number _____

2. Location

street & number 191 Violet Avenue

not for publication

city or town Poughkeepsie

vicinity

state NY code NY county Dutchess code 027 zip code 12538

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.
In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local

Luther A. Purpant DBAPO
Signature of certifying official/Title

6/19/14
Date

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:) _____

Alvin Liberman
Signature of the Keeper

8/18/14
Date of Action

5. Classification

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

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.)

- private
- public - Local
- public - State
- public - Federal

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
2	1	buildings
		sites
		structures
		objects
2	1	Total

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

Number of contributing resources previously listed in the National Register

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Current Functions

(Enter categories from instructions.)

EDUCATION: School

EDUCATION: School

7. Description

Architectural Classification

(Enter categories from instructions.)

Materials

(Enter categories from instructions.)

Late 19th & 20th Century Revivals: Colonial Revival

foundation: concrete

walls: stone

roof: slate

other: wood

Narrative Description

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

(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

Setting and Location

The Violet Avenue School is located north of the city of Poughkeepsie along the west side of New York Route 9G (Violet Avenue) in the Town of Poughkeepsie, Dutchess County, NY. The 9.1- acre property is bounded by Violet Avenue to the east, Fulton Street to the south, a residential neighborhood to the west, and a semi-wooded utility easement and commercial property to the north. The school was built on a fallow farm plot surrounded by farmland and wooded lots, with a small residential area along Fulton Street to the south. Violet Avenue was named when it became the central corridor of the booming Dutchess County violet industry that extended from Poughkeepsie north through Rhinebeck. The violet industry had been in decline for more than a decade by 1939 when the school was constructed. Farms were beginning to be converted into residential areas, though this transition was slow until after WWII. Today this community is a moderately dense suburban and commercial area.

The school is set back on the lot from Violet Avenue and is accessed by a U-shaped asphalt driveway. The driveway also provides access to a parking lot directly to the north of the building and vehicle access in the rear. A fieldstone wall with bluestone coping defines the entrances at both ends of the driveway. A three-rail black painted metal fence extends from the walls marking the east and south borders. An eight-foot chain link fence lines the north and west edges of the property.

Landscaping along the front and sides of the building consists primarily of grass lawn. There are a few mature deciduous trees along the front wall and fence, while two mature evergreens mark the north and south corners of the building. The same type of evergreen is located along the south façade. In addition there are evergreen plantings along the front of the school and flagpole. Along the west border is a wooded area of deciduous and evergreen trees that expands in the northwest corner. The grade decreases gradually to the south along the building then slopes sharply just beyond the south façade before leveling off into a large playing field. There is a paved play lot adjacent to the south entrance. A concrete walkway surrounds the front and sides of the school and leads down to the playfields. Behind the building there are two adjacent utility sheds. One is stone with a metal roof and appears to date to construction of the school, while the other is a concrete block shed that was built c. 1980.

Narrative Description

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

Abstract

The Violet Avenue School, constructed in 1939 and 1940, is a monumental public school building consisting of load-bearing bluestone walls laid out in a random ashlar pattern with a concrete basement and reinforced concrete floor joist construction. The two-story building has a symmetrical five-part facade, with four wings, two on either side of a central tetrastyle portico entry block. A central two-story classical portico and prominent domed cupola rises from the main roof ridge. A hipped gray slate roof covers the main part of the building, with cross gables over the outer and central wings. The gable-front wings at each end echo the gabled central portico.

Stylistically the building is consistent with the Colonial Revival style that dominated many public buildings of the era. The classical Georgian and Adam inspired details are executed primarily of wood, while the walls are of native stone meant to evoke the local Dutch Colonial building tradition. All windows are wood or vinyl with stone sills. A plain wooden frieze spans the entire façade below the roof.

In terms of overall style, form, siting, and materials, the Violet Avenue School retains its historical and architectural integrity. Though many of the windows have been replaced, excepting the wood sash windows on the central entry block, the placement, size and overall style of the replacement windows relate closely to the originals. Aside from the windows and some minor interior and exterior maintenance, the building has remained unchanged.¹

Description

The façade faces east toward Violet Avenue. The central entry block extends outward slightly from the inner wings by two to three stone courses. A rectangular-cut bluestone patio, extending the width of the portico, approaches the central entry from the driveway. The main entryway consists of a pair of half-glazed, nine-light wood panel doors with a classically detailed wooden surround. The surround features moulded sides topped by a Doric frieze and cornice, and a three-paneled architrave. Small scrolls separated by a rectangular panel crown the cornice. Single eight-over-eight double-hung wood windows with flat stone arches flank the entryway on the first floor. Centered above the entry are taller paired nine-over-nine windows that light the stairway on the second story. Flanking these windows are paired six-over-six windows, which are centered over the first story windows.

The pedimented portico features four slender full height un-fluted columns with Corinthian capitals. Square engaged pilasters with capitals mark the corners behind the outer portico columns. The capitals resemble the Greek *Tower of the Winds* variant with acanthus and palm leaf ornaments without volutes. The capital bases rest on low square stone plinths. Supporting the pediment above the capitals is a simple frieze containing the name of the school, "Violet Avenue School," in dimensional block letters mounted on a painted wood backer. Dentils are carried along the horizontal and raking portions of the pediment. The tympanum is clad with flushboard and is unadorned except for a central round oxe-eye window.

The inner wings compose the largest portion of the façade. On each wing are nine-over-nine windows on each floor adjacent to the central block. Of these, the first floor windows feature stone flat arches that match the windows on the central block. Adjacent to the inner windows on each wing are two separate two-story window blocks. Each window block contains a single long stone sill and five contiguous twelve-over-twelve windows

¹ Information about repairs was compiled by Linda Bouchey through interviews with school maintenance staff and Superintendent Greer Fischer.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

on each floor. Between floors, the windows are separated by wood panel spandrels with the central panel serving as an HVAC vent. Window blocks terminate at the frieze.

The pediment and engaged pilasters of the outer, gable-fronted wings present a flattened temple front that echoes the fully formed central portico. The outer wings project slightly less than the central block. The façade of each outer wing is virtually covered with a large wooden window block featuring a single stone sill and six paired four-over-four double-hung windows on each floor. Mullions separate the windows within each pair, while two full-height pilasters with Tower of the Winds capitals separate the pairs. The windows are divided horizontally between stories by a spandrel with square panels, with the two central panels functioning as HVAC vents. The window block terminates at the frieze. The pediment is plain with the exception of a centrally placed louvered vent placed in a bulls-eye window frame.

The main feature of the roof is the central cupola, which is flanked by substantial stone chimneystacks centered above the inner wings. The cupola consists of three progressively smaller tiers. The stone base is square and features a moulded wooden cornice topped by a pierced wooden screen railing. The central tier, also square, is flushboarded and contains a moulded cornice, octagonal windows on the front and sides, and a rectangular door in the rear. The upper tier is eight-sided and features louvered apertures and a moulded cornice. An eight-sided metal dome fitted with a sailboat weather vane completes the cupola.

The south facing elevation of the building functions as a second entrance, providing direct access to the school's large sporting fields and play areas. Featuring an offset central entry bay and a bay window on the east side, the south elevation breaks from the strict symmetry of the main façade. The entry door is approached by a bluestone platform surrounded by the concrete walkway that connects to two sets of concrete stairs that lead down to the playing fields. The architrave consists of a pair of half-glazed, nine-light wood panel doors with a five-light transom and a wooden surround. The classically detailed surround features scroll brackets supporting a cornice above the transom. A rectangular panel flanked by small scrolls crowns the cornice. A second story window is centered directly above the door surround. This window features paired four-over-four double-hung windows separated by mullions with a pair of fixed four-light windows above capped by a flat stone arch. Centered above this window, in the gable story, is a thin rectangular window or vent opening that has been filled in with matching stone. The pediment of the central bay extends above the main roofline and features cornice returns. The entry bay supports the south stair well.

To the east of the south entry bay, the three sided bay window on the first floor contains paired six-over-six double hung windows on each side providing ample light to the former kindergarten room. A continuous stone sill underlines the bay windows. The roof of the bay window is of flat metal construction. To the west of the bay window are two nine-over-nine double-hung windows with stone sills and flat stone arches. A rectangular vent is located above the inner window. On the second floor there are three equidistant windows, two of which lie above the west windows and one above the westernmost section of the bay. To the west of the entry bay, the facade is filled with a window block that matches those on the inner blocks of the main façade. There is a rectangular vent opening centered below this window block on the first floor.

The north elevation provides direct access to the parking lot to the north of the building. The gabled central entry bay, including the architrave trim and windows, matches that of the south entry bay. The rectangular gable-story opening on the north side is a functioning louvered vent. There is no additional fenestration to either side of the entry bay.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

On the rear (west) elevation, gable-fronted wings extend west from the center and south blocks. The raised basement allows for short basement-level windows with flat stone arches along the entire rear façade. Half-round aluminum gutters with round downspouts are attached to the fascia. The gable end (west facing) two-story south wing contains a pair of half-glazed nine-light entry doors toward the north corner. There is no other fenestration on this end save for a louvered oxe eye opening centered in the flushboarded pediment. The north face of this wing contains six evenly spaced windows, three on each floor, above two basement windows.

Next, the south inner block contains two large two-story window blocks that match those on the front of the building. The window blocks are separated by single double-hung windows on each floor. There is another set of double-hung windows to the north of the window blocks. The basement level contains three below-grade entry doors; at the center is a pair of doors with transoms and sidelights accessed by a sunken stairway with tubular steel railings; at the north corner a single utility access door is reached by a descending ramp running between the wall of the central wing and a stone retaining wall. This ramp also leads to a single entry on the south face of the central wing.

The one- and a half-story central wing that houses the gymnasium contains an entry on the south side of its gable-fronted west face providing access the basement level. The grade slopes steeply up to the north, leaving room for a square vent opening on the north end and a small steel utility access door in the center. The first floor contains two eight-over-eight double-hung windows with four-light transoms. The gable story features cornice returns and a small central louvered opening. Continuing from the north face is a single-story shed-roof bay containing a single six-over-six window on the west side. Moving to the south face, there are three equidistant eight-over-eight double-hung windows with four-light transoms on the first floor. The basement level on this side contains two windows and an entry door. The north face of the central wing features a paired entry door on the shed-roofed extension and two adjacent basement windows.

The rear northern block contains two of the large window blocks that match those on the front inner blocks. There are two additional windows, one on each floor, to the south of the window blocks. At the basement level is a concrete stairway leading to a utility entrance and containing a pair of six-over-six windows. A rectangular wood access opening with a stone-lined window well is to the north of the basement stair.

Interior

The central block contains a vestibule and the central stairway. The rear central wing houses the gymnasium/auditorium, which is accessed across from the main entryway. The classrooms extend from both sides of the central north-south hallway on the first floor, second floor, and the basement. The central hallway leads to stairways at the north and south ends. The basement also houses the cafeteria and some larger storage areas.

The front double doors lead into a small vestibule, which is finished with granite walls, a plaster ceiling with cove molding, and a red tile floor. A pierced metal grate covers a radiator set into the south wall. Paired half-glazed nine-light wood doors open from the vestibule to a short hallway, which connects to a stairway leading to the landing on the main floor. The central stairwell continues from the landing to the second floor. Moving forward from the landing, an archway opens into the main north-south hallway, which leads to the classrooms on the first and second floors.

The central hallway is fitted with red tile floors, black tile baseboards, tan ceramic tile wainscoting with brown tile coping, plaster walls above the wainscoting, and square acoustic tile ceilings. The ceiling tiles are adhered to

Violet Avenue School
 Name of Property

Dutchess County, NY
 County and State

a plaster ceiling.² The hallway leads to stairwells at the north and south ends and the center of the building. Stairways are steel and are clad with the same materials as the hallways. To the north of the entry are administrative offices, while to the south is the health room. A polished brass plaque in the hallway across from the administrative offices reads as follows:

FEDERAL WORKS AGENCY PUBLIC WORKS ADMINISTRATION JOHN M. CARMODY FEDERAL WORKS ADMINISTRATOR FRANKLIN D. ROOSEVELT PRESIDENT OF THE UNITED STATES VIOLET AVENUE SCHOOL 1940 CENTRAL SCHOOL DISTRICT NO 1 TOWNS OF HYDE PARK, POUGHKEEPSIE, CLINTON AND PLEASANT VALLEY, DUTCHESS COUNTY, NY	
BOARD OF EDUCATION	
ARTHUR E. J. WHITE PRESIDENT (1938- 1938) DECEASED	RALPH R. SMITH PRESIDENT
FRANK E. BOTSFORD	RAYMOND HILL
ALEXANDER W. HORTON	SAMUEL MATTHEWS
VICTOR F. DURBECK CLERK	
MAUD SMITH RANDALL DISTRICT SUPERINTENDENT	EDWIN A. JUCKETT SUPERVISING PRINCIPAL
ANTHONY A. BOCKMILL CLERK OF THE WORKS	CAULWAY INC. GENERAL CONTRACTOR
CHARLES J. COOKE ARCHITECT	

Directly across from the central arch and hallway is the combination gymnasium-auditorium, housed in the rear central wing. This space is fitted with a wood gymnasium floor, basketball nets, and a wood door-height wainscoting. Wall pads cover most of the wainscoting. The raised stage is set into the north wall and is embellished by a reeded proscenium with rosettes at the upper corners. A paired fire exit door is located in the northwest corner of the room. The auditorium-gymnasium was originally equipped with portable metal folding chairs. Hinged steel mesh guards protect the windows. Storage containers, which appear to be a later addition, are built out from the south wall between the windows.

The classrooms on both floors vary in size and arrangement but share several original treatments. The parquet floors are laid in a square pattern. The walls are plaster with wooden, usually unpainted, baseboards and picture rail. The ceilings are acoustic tile with hanging fluorescent lighting fixtures. The cast-iron radiators are fitted with metal covers or are built into walls behind metal grates. Many of the classrooms retain original cubbies and built-in cabinets. The old library room, now a media room, retains its original built-in wood library bookshelves.

² The fact that the tiles are glued to the ceiling indicates that they are a later addition.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

The former kindergarten, now the library, features a large bay window with sweeping views of the outdoor playing fields, built-in shelves, and a cork wainscoting that is found only in this room. Several of the doors, including the kindergarten and the health room retain their original labels. The original handsets and receivers from the intercom system are found mounted on the walls in many of the rooms. The hanging fluorescent lights throughout the building are later additions; photographic sources indicate the rooms were equipped with hanging incandescent fixtures.

Violet Avenue School
Name of Property

Dutchess County, NY
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.

Areas of Significance

(Enter categories from instructions.)

Architecture

Education

Period of Significance

1939-40

Significant Dates

1939, 1940

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Charles J. Cooke, architect

Caulway Inc., general contractor

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.

Period of Significance (justification)

Criteria Considerations (explanation, if necessary)

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

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

The Violet Avenue School is closely associated with President Franklin Delano Roosevelt (FDR), who was influential in the design of the school and the concurrent development of the centralized school district in Hyde Park. FDR's heavy involvement in the Hyde Park schools exemplifies his influence on the architecture of Hyde Park and Dutchess County and his strong devotion to education both in his own community and the nation. The school's well-conceived Colonial Revival plan features classical architectural elements borrowed from the Georgian and Federal architectural periods. The school also features elements of the local Dutch Colonial tradition, such as fieldstone walls, which can be linked directly to FDR's influence. The school was built under the auspices of the federal New Deal school building program administered by the Public Works Administration (PWA). The PWA directly funded over 7,200 schools nationally to help school districts meet the growing demand for school construction. The Violet Avenue School is nationally significant under criterion C as a Colonial Revival style school design directly associated with FDR and funded by the PWA. It is also significant under criterion A for its association with the development of the Hyde Park Central School District, with which FDR was also directly involved.

The Violet Avenue School was built between 1939 and 1940 along with two other PWA-funded district schools; the Hyde Park Elementary School (NR, 1990) and the former Franklin Delano Roosevelt High School, now Haviland Middle School (NR, 2010). The district hired Poughkeepsie architect Charles J. Cooke to design the school and Caulway, Inc. to work as the general contractor. The cornerstone was laid on April 19, 1940. The Violet Avenue School is a well-preserved, prominent, and well-designed example of the federal government's first and largest program to directly fund school building construction. The inclusion of the Violet Avenue School in the National Register would complement the other two contemporaneous National Register-listed Hyde Park schools, completing a set of nationally significant nominations that together illustrate a defining period for the Hyde Park School District and illustrate FDR's architectural and educational influence in the community.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

Developmental history/additional historic context information (Provide at least **one** paragraph for each area of significance.)

The Great Depression, Roosevelt, and the PWA

FDR entered office at the height of the Great Depression. He responded to a mandate by voters to take strong action with his New Deal policies, which established numerous federal programs and agencies to help relieve the suffering population and bolster the US economy. Among these agencies was the PWA, established by the National Industrial Recovery Act in June 1933 and active from 1933-1941. Led by Secretary of the Interior Harold Ickes, the PWA was established to construct highways, public buildings, public utilities, and other facilities to stimulate the economy by providing jobs and much needed services and infrastructure. From 1933 to 1939, the PWA spent a total of about six billion dollars on 34,000 projects impacting nearly every county in the nation; it proved to be one of the longest lasting and most effective of the New Deal Programs. Under the PWA, contracts for construction projects were given to private firms who were responsible for hiring their own labor under federal guidelines for minimum pay and fair working conditions.³

School construction and improvements were a significant part of the PWA's mission. Notably, 70 percent of all educational facilities built during the Depression were PWA-funded. Under the program, the government granted 45 percent of the total cost of construction to the local school board. From 1933 to 1939, 7,282 educational building projects were completed, including 6,400 secondary schools, at a cost of 1,161,118,00. Colleges and universities, public libraries, and other educational buildings were also built by the agency. This national school building initiative lasted throughout the Depression, and was the largest single non-federal building project of the PWA, amounting to over 40 percent of all the non-federal projects funded by the agency.⁴

In addition to funding buildings, the PWA assisted small and rural school districts with consolidation. This was seen as a way to eliminate sub-standard schools and improve educational opportunities. The PWA provided funding and other assistance for 791 consolidated school districts while reducing the number of one-room and small schoolhouses by 1,582. It also provided allotments for road construction and school buses to facilitate the transportation made necessary by the consolidation.⁵

In designing the new schools, PWA leaders, educators, and architects stressed the importance of using the most modern available lighting, ventilation, and fire safety technologies, and established a high standard of building construction. The new schools would need to accommodate expanded programs and educational opportunities with spaces for playgrounds, shops, manual and industrial training, libraries, auditoriums, and other educational initiatives.⁶ In terms of style and design, there were no nationally established standards. Architectural style varied by location, architect, school administrators, budget, and other factors. Local vernacular styles were

³ Public Works Administration, *America Builds: The Record of PWA* (Washington: Public Works Administration, 1939), 288-289.

⁴ *Ibid*, 128.

⁵ *Ibid*, 131-132.

⁶ Alice Barrows, "Public Buildings: Architecture Under the PWA." In *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939 With the Assistance of the Public Works Administration*, edited by Rudolf Stanley Brown and Charles W. Short (U.S. Government Print Office, 1939), 19.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

common, as was the traditional Colonial Revival, but elements of modernism and Art Deco were prevalent as well.⁷

Development of the American School Building and the PWA Schools

The PWA concerned itself exclusively with spending on school construction rather than funding wider educational reforms. The mandate of the PWA and other New Deal agencies was to provide direct help to citizens and communities in need by providing jobs and useful infrastructural improvements. While local state education departments and other local institutions did receive New Deal support, especially in the early years of the Depression, New Deal money primarily went directly to government educational programs or infrastructure.⁸ To this end the New Deal funding for education was funneled primarily to agencies such as the PWA and the CCC. The government's emphasis on improving the physical conditions of the learning environment followed a general American trend toward developing and improving upon an education-specific architecture.

American school design had evolved up to World War II through collaborations with progressive educators, designers, and an American public who came to view schools as an essential part of a democratic society. Beginning in the early- to middle- nineteenth century, educators and designers became increasingly concerned with the poor state of school buildings.⁹ By the 1830s-40s, American school reformers and designers led by Henry Bernard and Horace Mann stressed the importance of school buildings in educational reform. Reformers led the move away from large, multiple-grade halls to education-specific buildings containing separate classrooms, which could accommodate new instructional methods. By the turn of the twentieth century, with the rise of progressivism, schoolhouse designs began to reflect curriculum diversity and expansion. Schools needed to become larger, more complex, and specialized, while retaining flexibility. Advances such as H-shaped buildings, greater availability of natural light, kindergarten rooms with movable furniture, and large auditoriums were common in larger municipal schools by the 1920s. Landscaping gained prominence as playgrounds, outdoor education, socialization and team play were emphasized. By the turn of the twentieth century the school building increasingly came to function as a community center.¹⁰

School reformers were less concerned with exterior appearance than with providing safe, well lit, buildings with ample interior space and specialized facilities to accommodate students' educational needs. School building architectural styles remained relatively unchanged through the early twentieth century up to World War II. These multi-story buildings are defined by their monumental scale and Classical or Gothic details and tend to be symmetrical with long corridors to access classrooms on either side. In his observations on school design and educational reform, educational historian N.L. Engelhardt, Jr. noted in 1942, "these changes, however, merely tend to improve and expand traditional school design. The classroom unit still remains. The exterior façade is still monumental with its columns, massive entrances, terraces, and bell towers."¹¹ School designs of this period reflect an expanding, but still largely traditional educational system.

⁷ *America Builds*, 131-132.

⁸ David Woolner, "The New Deal's Unintended Impact On Education," Available at: <<http://www.rooseveltinstitute.org/new-roosevelt/new-deal-s-unintended-impact-education>>.

⁹ N.L. Engelhardt, Jr., "Trends in School Architecture and Design," *Review of Educational Research* 12 (1942): 171.

¹⁰ William W. Cutler, "Cathedral of Culture: The Schoolhouse in American Educational Thought and Practice since 1820," *History of Education Quarterly* 29 (1989): 27, 33.

¹¹ Engelhardt, Jr., "Trends," 172.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

The new larger schools were made possible through school district consolidation, especially in suburban and rural communities. Early efforts at school consolidation were the most successful in larger cities, but faced challenges in rural areas. Funding pressures, lack of adequate transportation, distance between communities, and resistance to consolidation were all factors that made building large schools difficult in rural America. In 1920 about two hundred thousand one-room schoolhouses remained in the country despite efforts by states to provide money and transportation necessary for consolidation.¹²

One of the more significant technological changes affecting school building design was the use of artificial lighting, common by the 1930s. The general acceptance and availability of artificial lighting meant that architects did not have to design classrooms around natural lighting standards.¹³ Designers gained more freedom to place classrooms and other spaces such as gymnasiums and auditoriums within the building.

The Violet Avenue School exemplifies this period in the development of American school architecture that effectively ended with the start of World War II. Architecturally, its prominent two-story symmetrical façade and classical detailing maintain the tradition of the school as a public monument to education and community status. The school is both traditional and modern, accommodating new educational standards while maintaining the outward appearance and interior configuration of schools from the previous few decades.

Development of the Hyde Park Central School District

Like many rural New York regions, the Hyde Park school district consisted of numerous small community schools. In order to secure PWA funding for much needed new schools, the district had to create a consolidated school district. As a Hyde Park native, FDR had a strong interest in the well being of his hometown. FDR was personally invested in securing PWA funding for the new Hyde Park schools and encouraged the development of the Hyde Park centralized school district. FDR had many friends among his neighbors and frequently returned to his home as president. His father, James Roosevelt, had been president of the Hyde Park school board for twenty years, beginning around 1880.

In the fall of 1937, FDR met with Hyde Park school board members to assess the needs of area schools. The school board decided that a survey of school conditions and needs was necessary before moving forward with a request for public funding.¹⁴ By April of 1938, the state Department of Education completed the needs assessment survey. The survey stated the need for two new consolidated district schools and recommended an additional elementary school in the village of Hyde Park. As was typical of many rural New York school districts, the survey noted that students experienced over-crowded classrooms, poor physical conditions of school facilities, and long commutes - some more than thirty-five miles.¹⁵ FDR used his obvious influence to move the consolidation process forward, but it was up to board members and area citizens to follow through with securing the funding.

In June, July, and August of 1939, school board officials held meetings with local schools while petitions explaining the consolidation efforts were distributed to voters. The new district was delineated in late August by

¹² Cutler, "Cathedral of Culture," 6.

¹³ Suzanne Warren, "Context Study: The Schools of New York State; Development of the School as a Building Type" (Context submitted to the New York State Office of Parks Recreation and Historic Preservation, 1990), 260.

¹⁴ Hyde Park School District, "Dedication of Franklin Delano Roosevelt High School, Violet Avenue Elementary School, Hyde Park Elementary School, October 5, 1940."

¹⁵ "Dedication."

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

acting NY State Commissioner of Education, Ernest E. Cole. The single new district would be created from the Union Free School district no. 1, the Town of Hyde Park, Common School districts nos. 4, Hyde Park, nos. 3 and 4, Clinton, nos. 8 and 9, Pleasant Valley, and nos. 3 and 6, Poughkeepsie. On September 16, 1938 voters established the new Central School District #1, towns of Hyde Park, Poughkeepsie, Pleasant Valley, and Clinton. On October 1, 1938 electors voted for a bond issue of \$715,000 for the schools.¹⁶

The bond issue allowed for the construction of three new schools; the FDR Junior- Senior High School, located in Staatsburg, north of Hyde Park, along Route 9G, Hyde Park Elementary School, located on Route 9 in the Village, and the Violet Avenue Elementary School, located in the northern part of Poughkeepsie near the southern border of Hyde Park. In December 1938 the PWA granted up to \$585,000, 45 percent of the total cost of the schools, to the projects. Shortly after funding was secured, contractors were selected and construction of the three schools began. On July 1, 1939, Edwin A. Juckett became the first supervising principal of the new Central School District. Juckett wrote his first official letter to FDR, thanking him for his help and seeking advice on long range planning and curriculum.

On October 28, 1938, Proposition 5 was voted, establishing the location of the Violet Avenue School on Violet Avenue in the Town of Poughkeepsie.¹⁷ Construction was completed before classes began on September 3, 1940. Four hundred and fifty three students attended the first class day at the Violet Avenue School, with around 1350 attending district wide.¹⁸

FDR dedicated the schools on October 5th, 1940 in a ceremony on the lawn of the new Franklin Delano Roosevelt High School. The event was broadcast live on a local radio station and was attended by numerous prominent speakers and invited guests. In his speech, the president spoke of his belief that both the students and the community as a whole would benefit from the new schools:

...better [educational] results should be attainable in a modern school building.... schools are not merely convenient housing places for children during the daylight hours of the school year, but highly important institutions owned by communities, operated by communities, and representing the center of the new community cooperation, cohesiveness, and democracy.¹⁹

FDR believed in the necessity of a quality building to bring about educational improvements. For FDR the building was also a physical symbol of the greater community wholeness achieved through the school project. In the dedication, FDR modestly expresses his satisfaction with the style and quality of the new schools without mentioning the great efforts he made toward the funding and design of the schools.

Despite the advantages of smaller class sizes and greater educational opportunities that the new schools provided, their construction was not entirely free of controversy. Consistent with events in other small communities, local district rights groups fought centralization.²⁰ While voters approved the consolidated school

¹⁶ "Dedication."

¹⁷ "Official Ballot No. 724: Special District Meeting of Central School District No. 1 of the Towns of Hyde Park, Poughkeepsie, Clinton and Pleasant Valley, Dutchess County, Oct. 28, 1938", Hyde Park Central School District Scrapbook Files.

¹⁸ "Dedication," 4.

¹⁹ Franklin D. Roosevelt, Master Speech File, 1898-1945, #1310, Franklin Delano Roosevelt Presidential Library Archives (hereafter cited as FDRL).

²⁰ Warren, "Context Study," 280.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

district, local districts were required to vote to close their school. A few one-room schoolhouses still remained open by August 1941, though enrollment was very low.²¹ In September 1941, for example, the Fallkill district's remaining 4 students transferred to the Violet Avenue School.²² Resistance to consolidation did not hold for long, and by the end of 1941 all remaining local districts closed their schools.

FDR's Architectural Influence in Hyde Park, the PWA Schools, and Architect Charles J. Cooke

In addition to the three Hyde Park district schools, FDR had a direct influence on the design of numerous public buildings in Dutchess County. FDR's reverence for the Dutch Colonial vernacular, along with his strong influence, resulted in the creation of a distinctive architectural genre in the area. Nearly every public building constructed from 1933- 1941 in southern Dutchess County boasted elements of the Dutch Colonial vernacular. In his dedication speech for the Rhinebeck Post Office on May 1, 1939, FDR articulated his preference for Dutch Colonial architecture, and especially the use of native fieldstone:

We are seeking to follow the type of architecture which is good in the sense that it does not of necessity follow the whims of the moment but seeks an artistry that ought to be good, as far as we can tell, for all time to come. And we are trying to adapt the design to the historical background of the locality and to use, insofar as possible, the materials, which are indigenous to the locality itself. Hence, fieldstone for Dutchess County. Hence the efforts during the past few years in federal buildings in the Hudson River Valley to use fieldstone and to copy the early Dutch architecture which was so essentially sound besides being very attractive to the eye.²³

In addition to designing new buildings in the spirit of the early Dutch settlers, FDR worked to preserve surviving Dutch Colonial houses. In one instance, FDR appointed Sarah Lounsbury to the position of Stone Ridge Postmaster so that she would be able to pay for upkeep of her family's historic 18th century Wynkoop House, an important stone colonial home that FDR admired.²⁴

Eleanor Roosevelt's retreat at Val Kill and the Hyde Park Library, both built in the 1920s, are among the earliest examples of FDR's efforts to revive colonial architecture in the area. Between 1936 and 1940 he oversaw the design and construction of six new post offices, including the Hyde Park Post Office, all of which exhibit fieldstone walls and other Dutch Colonial elements. The Poughkeepsie Post Office project illustrates the ways in which FDR could wield his power to influence designs of local buildings. FDR rejected the neoclassical ideas of architect Eric Kebbon and insisted on a design based on local colonial precedents. He also guided the design of the Rhinebeck Post Office, modeled after the c.1700 Kip mansion that had been home to his ancestor, Henry Beekman.²⁵

FDR's closest architectural partnership was with architect Henry Toombs. He worked with Toombs on Top Cottage (his personal retreat in Hyde Park), the "Little White House" in Warm Springs Georgia, and Val Kill, as well as his early plans for the Roosevelt Library. FDR did not create formal architectural drawings but would

²¹ "District Schools to be Represented," *Poughkeepsie New Yorker*, Aug. 30, 1941.

²² "Teacher and Four Pupils Abandon Fallkill School," *Poughkeepsie Courier*, Sept. 28, 1941.

²³ Franklin D. Roosevelt, Master Speech File, 1898-1945, #1310, FDRL

²⁴ William Rhodes, *Ulster County New York: The Architectural History and Guide* (Delmar, New York: Black Dome Press Inc., 2011), 96-97.

²⁵ Harlan Althen, "F.D.R. As Architect," *New York Times*, Dec. 8, 1940.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

supply the initial rough sketches and continue to make design decisions as the project moved forward.²⁶ The key elements of Hudson Valley Dutch vernacular style which FDR continually referenced include fieldstone walls, steeply pitched roofs, low shed dormers, and overhanging eaves forming porches.

FDR's preference for local stone was not always well received, though not necessarily for aesthetic reasons. In the case of the Saugerties Post Office, fieldstone was resisted because it was perceived as being more expensive than other materials, such as brick.²⁷ When the schools were being proposed, the local brick laborers union expressed their disapproval of FDR's choice of fieldstone for the three buildings, arguing that the builders would have to bring in outside laborers to do this work rather than employ skilled area bricklayers.²⁸

All three distinctly designed school buildings share characteristics, including fieldstone walls and classical detailing that bear the strong design influence and sensibility of FDR. FDR had a personal and professional relationship with Robert R. Graham, architect of the FDR High School, as well as with Charles J. Cooke, architect of the Violet Avenue School. Cooke corresponded with FDR concerning matters of local architecture and politics and the two shared an interest in the local Dutch Colonial vernacular and classical architectural styles.

By the time the Violet Avenue School project began, lead architect Charles J. Cooke (1888-1973) was an established local professional. He founded his own practice in 1924 in Poughkeepsie, NY.²⁹ He graduated from Poughkeepsie High School in 1905 and the University of Pennsylvania School of Architecture in 1913. After graduation he worked as a draftsman for John T. Windrim in Pennsylvania from 1914 to 1920. He returned to Poughkeepsie and became the head draftsman for Edward C. Smith from 1920 to 1924. As a member of Smith's team, Cooke worked on the neoclassical Luckey Platt & Company building in Poughkeepsie.³⁰

Cooke specialized in schools, institutional buildings, and commercial architecture. By 1946 he had worked on, in his own estimate, "over 300 commissions consisting of fire houses, infirmaries, mercantile establishments, etc."³¹ From his office at 20 Cannon Street in Poughkeepsie, he designed the Sedgwick Machine Works (demolished), the Wallace Company Department Store, the Wallace W. Krieger School, and additions to the Warring School and Saint Francis Hospital in Poughkeepsie, among other commissions. He was also an associate architect on the Poughkeepsie Journal building.³²

Available correspondence from the period indicates that FDR and Cooke did not frequently communicate specific details in writing about the Violet Avenue School project. However, through FDR's communications with Robert R. Graham, architect of the FDR High School, it is clear that FDR's strong opinions influenced all of the school designs. It can be inferred that FDR's preferences were well understood by Cooke and that his ideas were likely passed on through Graham if not directly by the president.

²⁶ J.G. Waite Associates, *The President as Architect: Franklin D. Roosevelt's Top Cottage* (Albany: Mt. Ida Press, 2001), 20.

²⁷ Rhodes, *Ulster County*, 207-208.

²⁸ Reeve Palmer to FDR, C.1939, President's Personal File, Box 1853, FDRL.

²⁹ "Cooke, Charles J." obituary, *Poughkeepsie Journal*, Thursday, October 25, 1973.

³⁰ The American Institute of Architects (AIA), *Questionnaire for Architect's Roster and/or Register of Architects Qualified for Federal Public Works: Charles J. Cooke*. Poughkeepsie, New York, May 7, 1945.

³¹ AIA, *Questionnaire*.

³² "News Cathedral' Will House Three Poughkeepsie Newspapers," *Poughkeepsie New Yorker*. Monday Evening, June 23, 1941.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

In Nov 1938 FDR returned a message from Mrs. Katherine F. Cooke, Charles' wife, expressing his pleasure that Cooke will use fieldstone for the school, and his desire that all three schools be "made similar in appearance by use of stone."³³ This letter indicates that Charles Cooke specified fieldstone in anticipation of FDR's desires or had previously spoken with him on the matter and drew his plans accordingly.³⁴ The November 1938 letter is the only known correspondence involving Cooke and FDR where the Violet Avenue School is directly mentioned.

FDR's advisory design role for the schools is elucidated through his correspondence with architect Robert Graham. Graham frequently wrote to FDR seeking his feedback and approval on color schemes, stone, mortar joints, building orientation, trim details, and other specific construction and design details of the FDR High School. Graham also updated FDR concerning budgeting for all three schools.³⁵ In May 1939, Graham wrote to FDR seeking his approval of stonemasons and mortar joint style. FDR responded that he would like to see troweled mortar joints, as they would be historically accurate.³⁶ In October 1939 Graham asked for FDR's approval of paint colors inside the High School.³⁷

FDR was also involved in landscaping at the schools. An article from 1941 describes how he toured his estate with florist Alfred E. Bahret to pick out plantings for landscaping the school grounds. The plantings included birch, spruce, poplar, oak, larch, buttonball, and others. FDR hoped that the landscaping of the schools would double as an outdoor hands-on educational project and be an example for the country. According to this article, there were roughly 500 plantings at the Violet Ave School.³⁸

Cooke began to regularly correspond and meet with FDR around the time of the Violet Avenue School project.³⁹ As a loyal Democrat, Cooke updated FDR extensively about local politics while adding his own political opinions. Cooke also discussed his architectural projects, family events (both of Cooke's sons were in the Navy), and updated FDR on restorations and threats to local historic buildings. FDR's responses were short, but often enthusiastic and engaged. In April 1940, Cooke visited FDR at Springwood to discuss the design of the new Hyde Park Post Office.⁴⁰ In May 1944, Cooke sent his rendering of a proposed First National Bank building, the institution where FDR had been a director.⁴¹ Cooke informed FDR in 1944 about the fate of the "old post office" in Hyde Park. Even with his extremely busy schedule and ailing physical condition, FDR responded to Cooke that, "I want nothing done about the old Post Office without letting me know."⁴²

Conclusion

The Violet Avenue School is an excellent representative example of the PWA's school building program, and a particularly well-designed Colonial Revival style school that echoes local building traditions and can be linked directly to the design preferences of Franklin D. Roosevelt and his personal relationship with architect Charles J. Cooke. The school symbolizes the importance that FDR placed on the role of education in improving lives and

³³ Mrs. Katherine F. Cooke to FDR, Nov 4, 1938, President's Personal File, Box 1853, FDRL.

³⁴ This letter is the earliest evidence in which FDR specifically mentions fieldstone for the schools.

³⁵ Graham to FDR, Jan 4, 1939, President's Personal File, Box 5809, FDRL.

³⁶ Graham to FDR, May 22, 1939; FDR to Graham, May 22, 1939, President's Personal File, Box 5809, FDRL.

³⁷ Graham to FDR, October 27, 1939, President's Personal File, Box 5809, FDRL.

³⁸ "Roosevelt Tours Estate," *Poughkeepsie New Yorker*, Oct. 1, 1941.

³⁹ As there is no evidence that the two corresponded prior to 1938, it is likely they became acquainted during the school project.

⁴⁰ "Roosevelt Receives Lehman at Hyde Park," *New York Times*, April 9, 1940.

⁴¹ Cooke to FDR, May 9, 1944, President's Secretary's File, FDRL.

⁴² Cooke to FDR, May 15, 1944. President's Secretary's File, FDRL.

Violet Avenue School

Name of Property

Dutchess County, NY

County and State

maintaining American democracy. In conjunction with the two other FDR-influenced and PWA-funded Hyde Park district schools, the Violet Avenue School reflects a significant change in the nature of area education, transforming a scattered rural district into a large modern consolidated system. As a whole the trio of schools is unique in the nation as a large school district project marshaled by a sitting president. Today the Violet Avenue School retains its architectural beauty and integrity and continues to serve the community as an educational facility and community asset.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

9. Major Bibliographical References

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

Althen, Harlan. "F.D.R. As Architect." *New York Times*, December 8, 1940.

The American Institute of Architects. *Questionnaire for Architect's Roster and/ or Register of Architects Qualified for Federal Public Works: Charles J. Cooke*. Poughkeepsie, NY: AIA, May 7, 1945.

Barrows, Alice. "Public Buildings: Architecture Under the PWA." In *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939 With the Assistance of the Public Works Administration*, edited by Rudolf Stanley Brown and Charles W. Short. Washington, D.C.: U.S. Government Print Office, 1939.

"Cooke, Charles J." *Poughkeepsie Journal*, October 25, 1973.

Cutler, William W. "Cathedral of Culture: The Schoolhouse in American Educational Thought and Practice since 1820." *History of Education Quarterly* 29 (1989): 1-40.

"District Schools to be Represented." *Poughkeepsie New Yorker*, August 30, 1941.

Engelhardt, N.L. Jr. "Trends in School Architecture and Design." *Review of Educational Research* 12 (1942): 171-177.

Harlan, Althen. "FDR as Architect". *New York Times*, December 8, 1940.

Hyde Park School District. "Dedication of Franklin Delano Roosevelt High School, Violet Avenue Elementary School, Hyde Park Elementary School, October 5, 1940."

J.G. Waite Associates, Architects. *The President as Architect: Franklin D. Roosevelt's Top Cottage*. Albany, Mt. Ida Press, 2001.

"News Cathedral' Will House Three Poughkeepsie Newspapers." *Poughkeepsie New Yorker*, Monday Evening, June 23, 1941.

Public Works Administration. *America Builds: The Record of PWA*. Washington: Public Works Administration, 1939.

Rhodes, William. *Ulster County New York: The Architectural History and Guide*. Delmar, New York: Black Dome Press Corp., 2011.

"Roosevelt Receives Lehman at Hyde Park." *New York Times*, April 9, 1940.

"Roosevelt Tours Estate." *Poughkeepsie New Yorker*, October 1, 1941.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

“Teacher and Four Pupils Abandon Fallkill School.” *Poughkeepsie Courier*, September 28, 1941.

Warren, Suzanne. “Context Study: The Schools of New York State; Development of the School as a Building Type.” Context submitted to the New York State Office of Parks Recreation and Historic Preservation, 1990.

Woolner, David. “The New Deal’s Unintended Impact on Education.” Available at:
<<http://www.rooseveltinstitute.org/new-roosevelt/new-deal-s-unintended-impact-education.>>

Archival Sources

President’s Personal File. Franklin Delano Roosevelt Presidential Library and Museum (FDRL). Hyde Park, NY.

President’s Secretary’s File. Franklin Delano Roosevelt Presidential Library and Museum (FDRL). Hyde Park, NY.

Hyde Park Central School District Scrapbook Files.

Other Relevant Sources

Adam, Robert and James Adam. *The works in architecture of Robert and James Adam, Esquires*. Volume I, London: 1778.

Franklin Delano Roosevelt High School. National Register of Historic Places Hyde Park, NY. Published 1/7/2011. NRIS 10001125.

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67 has been requested)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: _____

Historic Resources Survey Number (if assigned):

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

10. Geographical Data

Acreage of Property 9.1
(Do not include previously listed resource acreage.)

UTM References
(Place additional UTM references on a continuation sheet.)

1	<u>18</u> Zone	<u>590511</u> Easting	<u>4620108</u> Northing	3	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing
2	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing	4	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing

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

The boundary is indicated by a heavy line on the enclosed map with scale.

Boundary Justification (Explain why the boundaries were selected.)

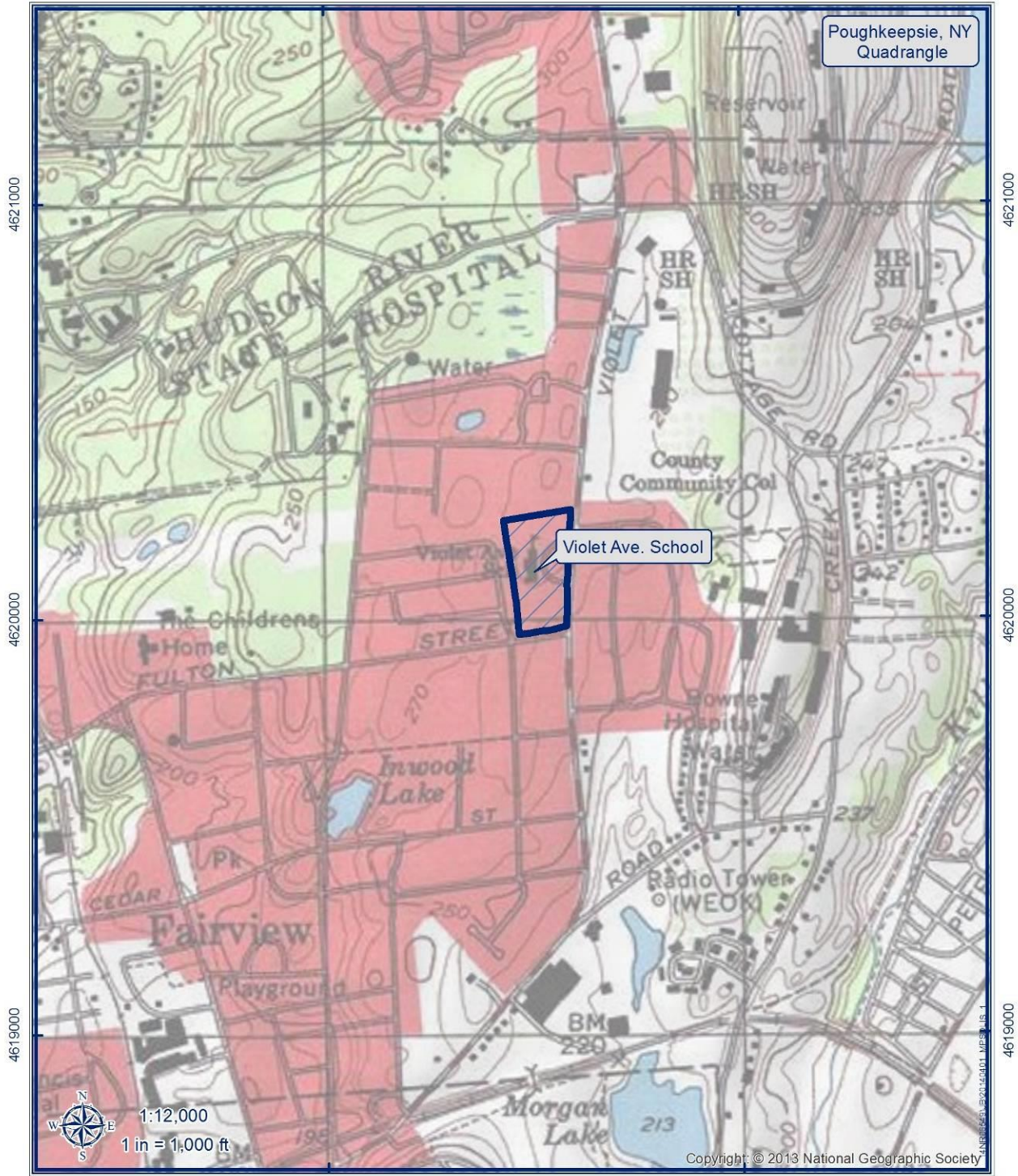
The boundary for this nomination has been drawn to correspond to the current legal tax boundary for the property. All of the 9.1 acres of land included in the property as drawn corresponds to the original property boundary and is associated with the stated period of significance for the property.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

Violet Avenue School
Town of Poughkeepsie, Dutchess Co., NY

191 Violet Avenue
Poughkeepsie, NY 12601



Coordinate System: NAD 1983 UTM Zone 18N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



 Violet Ave. School

Tax Parcel Data:
Dutchess Co, RPS
www.co.dutchess.ny.us

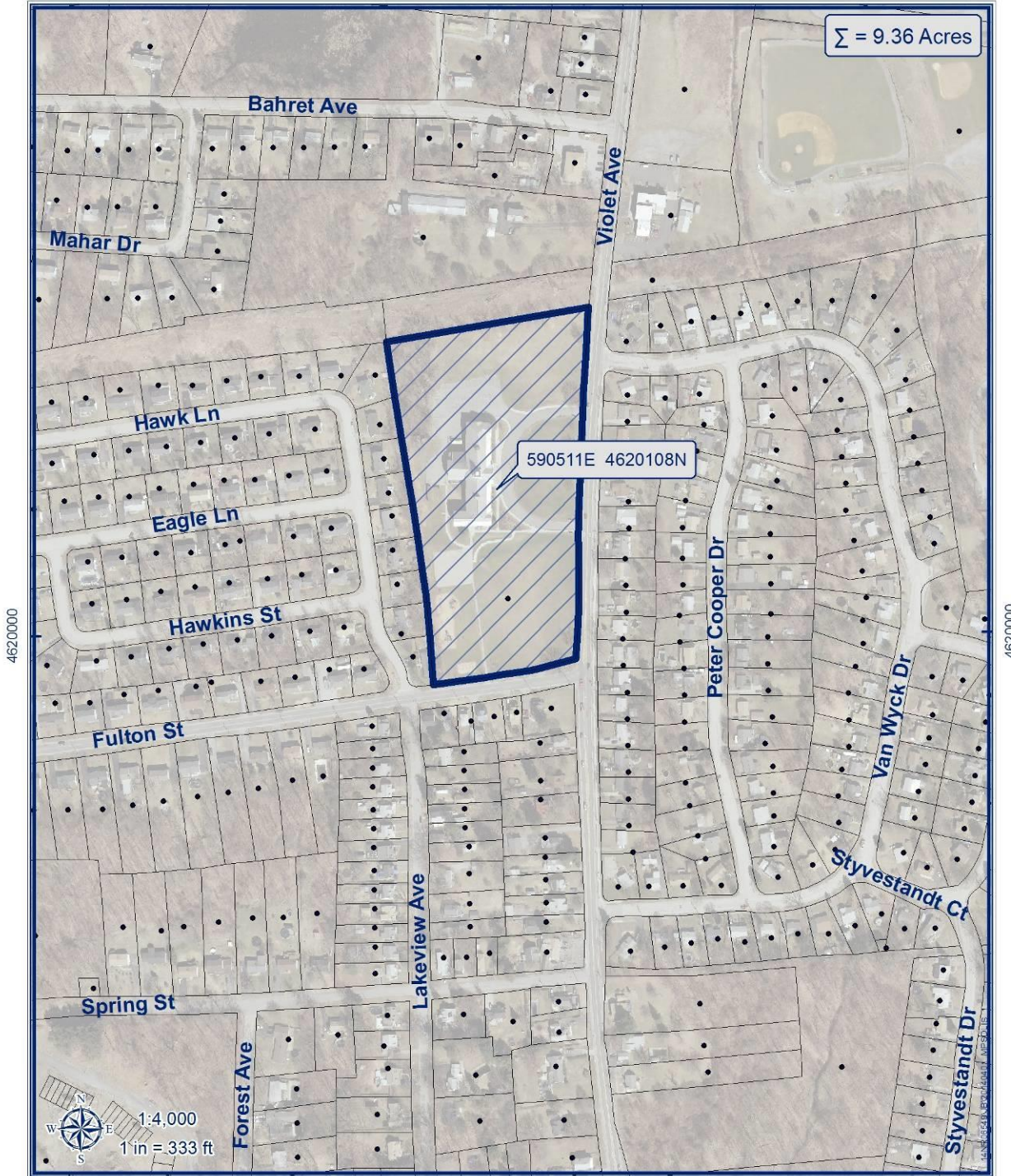


Violet Avenue School
Name of Property

Dutchess County, NY
County and State

Violet Avenue School
Town of Poughkeepsie, Dutchess Co., NY

191 Violet Avenue
Poughkeepsie, NY 12601



Violet Avenue School
Name of Property

Dutchess County, NY
County and State

11. Form Prepared By

name/title Weston Davey
organization _____ date Feb 28, 2014
street & number 121 Linderman Avenue telephone _____
city or town Kingston state NY zip code 12401
e-mail westonfd@gmail.com

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.)
-

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: Violet Avenue School

City or Vicinity: Poughkeepsie

County: Dutchess

State: NY

Photographer: Weston Davey

Date Photographed: June 2013 and January 2014

Description of Photograph(s) and number:

1 of 18	Exterior, façade elevation, view looking west
2 of 18	Exterior, detail of portico, view looking west
3 of 18	Exterior, detail of capitol, pilaster, pediment, and frieze treatments
4 of 18	Exterior, detail of front entry
5 of 18	Exterior, view of cupola, looking southwest
6 of 18	Exterior, façade and south elevations, view looking northwest
7 of 18	Exterior, south elevation, view looking north
8 of 18	Exterior, north elevation, view looking south
9 of 18	Exterior, rear elevation, view looking northeast
10 of 18	Exterior, northern half of rear elevation, view looking east
11 of 18	Exterior, sheds in rear of building, view looking northwest
12 of 18	Exterior, front lawn, view looking south
13 of 18	Exterior, stonewall, view looking roughly northeast
14 of 18	Interior, gymnasium/auditorium, view of proscenium looking northwest

Violet Avenue School
Name of Property

Dutchess County, NY
County and State

15 of 18 Interior, classroom, view looking southwest
16 of 18 Interior, view of central entry and stairwell from hallway looking east
17 of 18 Interior, gymnasium/ auditorium, view looking southwest
18 of 18 Interior, central hallway, view looking south

Property Owner:

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

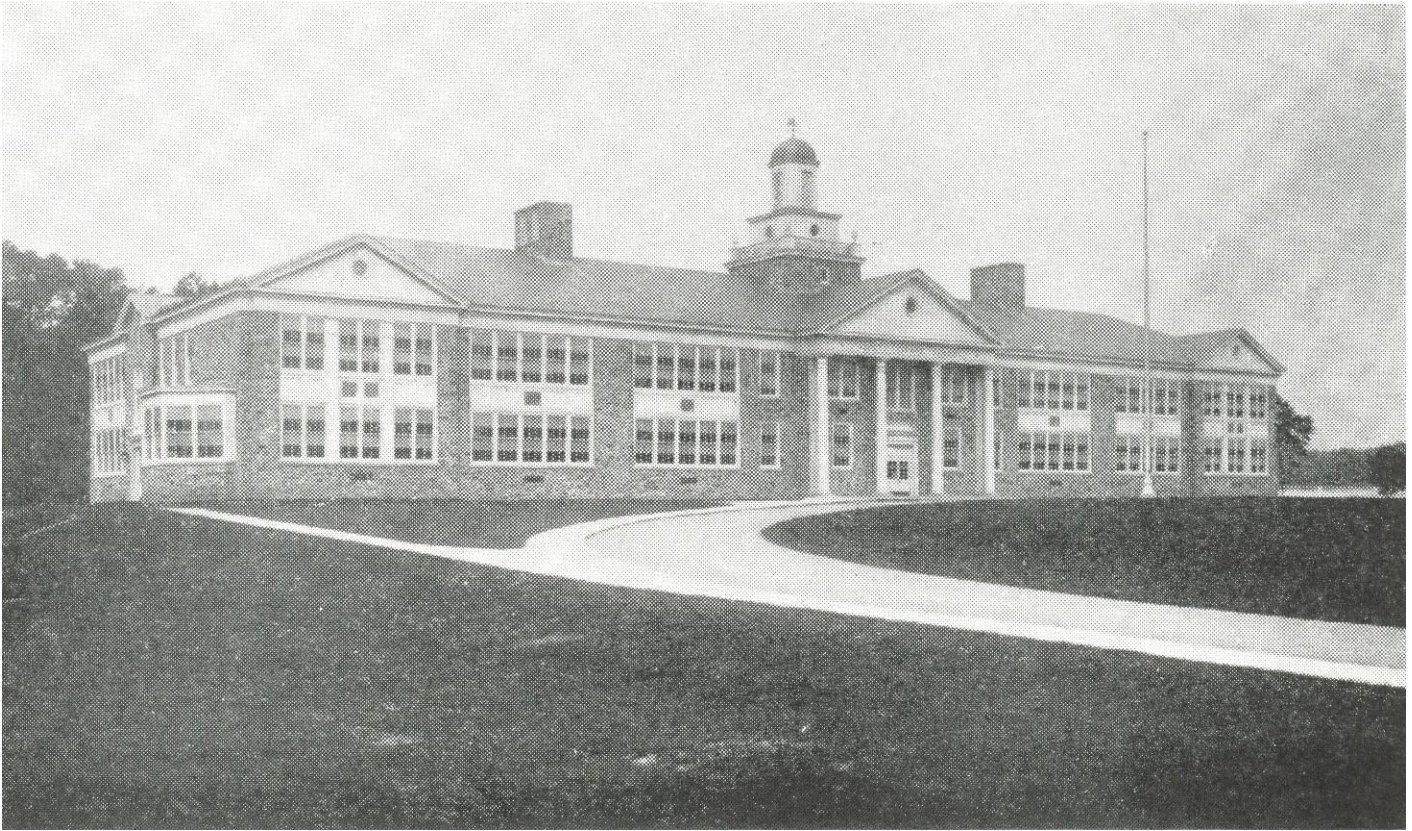
name Hyde Park Central School District
street & number PO Box 2033 telephone 845-229-4000
city or town Hyde Park state NY zip code 12538

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.

Violet Avenue School
Name of Property

Dutchess County, NY
County and State



Violet Avenue School, FDRL, ca. 1940



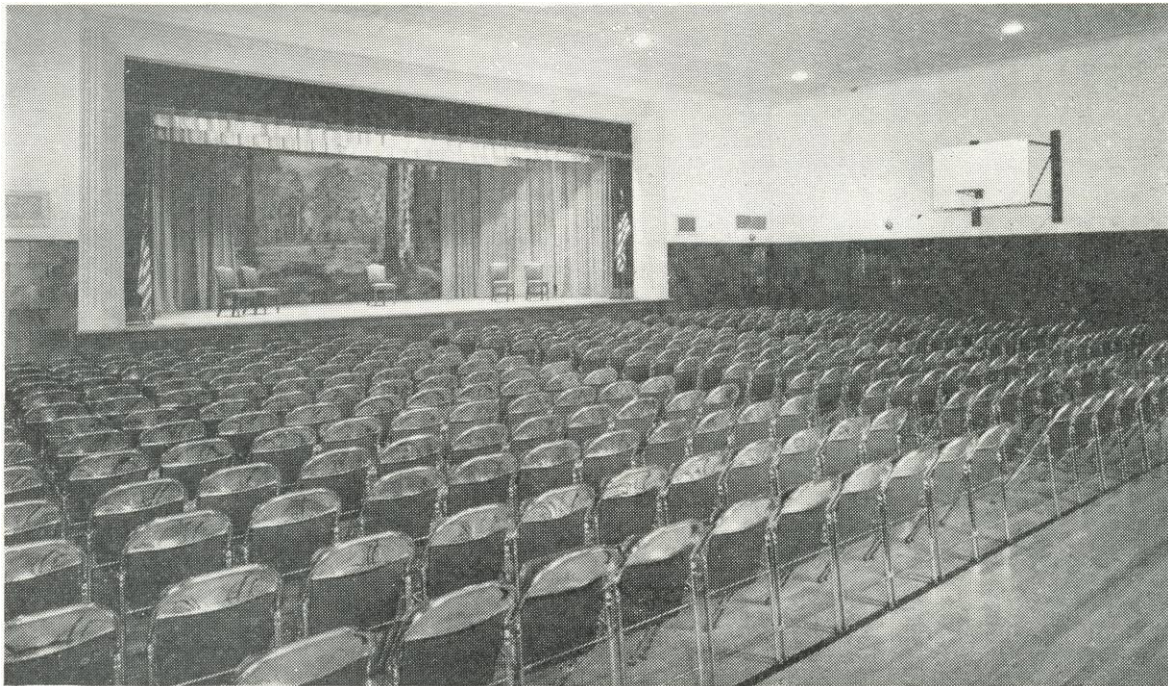
Violet Avenue School Study, FDRL

Violet Avenue School
Name of Property

Dutchess County, NY
County and State



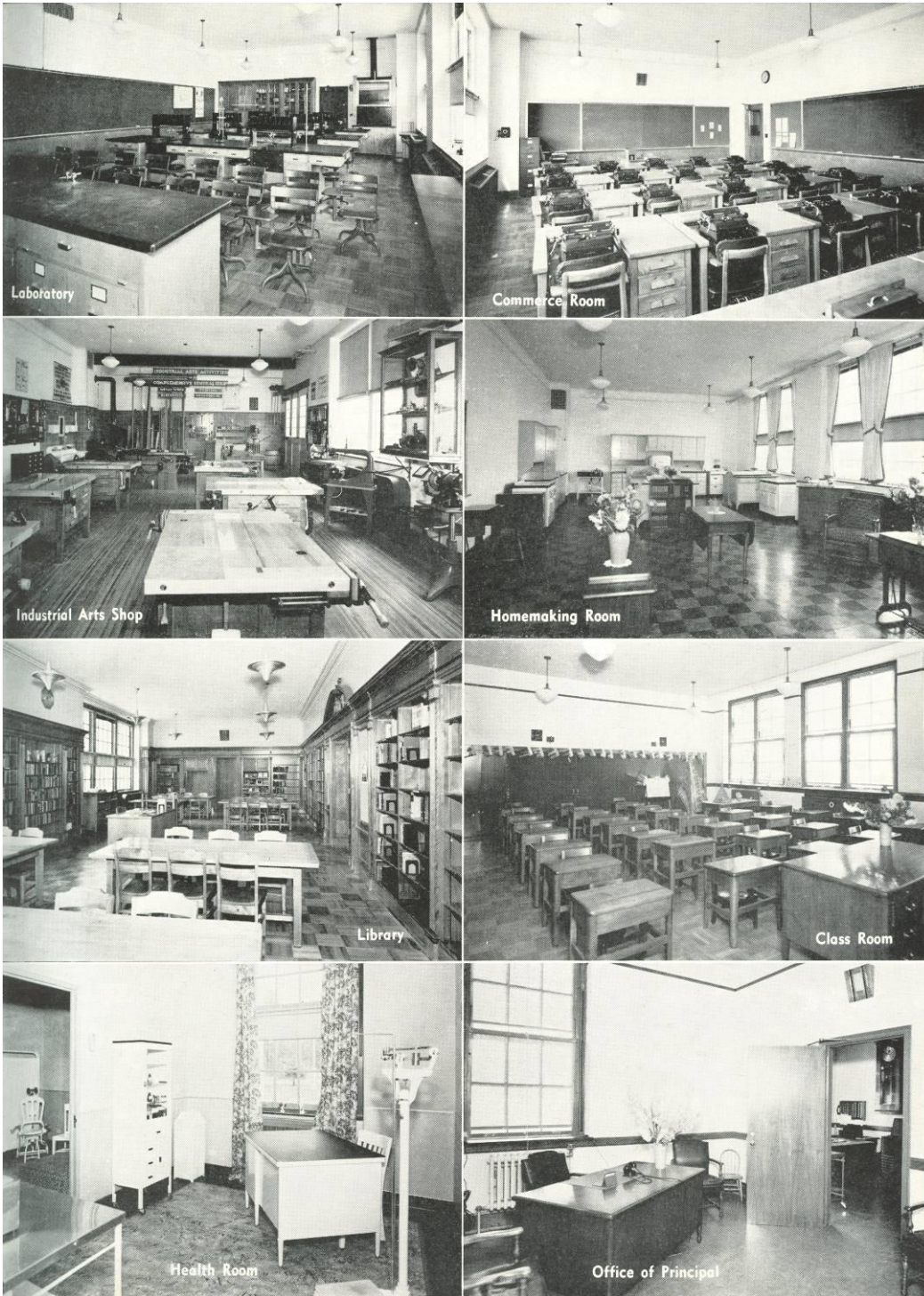
Violet Avenue School, *Poughkeepsie Journal*, 1940



Violet Avenue School Auditorium, Dedication Pamphlet, 1940

Violet Avenue School
Name of Property

Dutchess County, NY
County and State



Select rooms from the three new district schools, Dedication Pamphlet, 1940

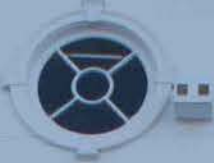


VIOLET AVENUE SCHOOL

BUDGET VOTE
Headboard Comm
MAY 21st 10am-12pm



VIOLET AVENUE SCHOOL







ALL VISITORS:
Please report to
the main office
You must have ID
ready

3333
3333
3333









NO
SMOKE
NO ALCOHOL
NO DRUGS
NO WEAPONS
NO FIREARMS
NO FIREWORKS
NO RECREATION
NO GAMING

VISITORS
ONLY
NO SCHOOL
BUSINESS





50

44

50







FOR THE FUTURE



CARE For YOURSELF



Place Value

millions	thousands	ones	.1	.01	.001
hundred thousands	ten thousands	hundreds	ten	hundredths	thousandths

Class Rules

1. Be responsible and safe
2. Be respectful and treat others the way you want to be treated
3. Always do your best

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60



福

EXIT

Help Our School Earn FREE Equipment

冬
去
山
明
水





UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Violet Avenue School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: NEW YORK, Dutchess

DATE RECEIVED: 6/30/14 DATE OF PENDING LIST: 8/04/14
DATE OF 16TH DAY: 8/19/14 DATE OF 45TH DAY: 8/16/14
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 14000488

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: Y

COMMENT WAIVER: N

ACCEPT RETURN REJECT 8/16/14 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



New York State Office of Parks, Recreation and Historic Preservation

Division for Historic Preservation
P.O. Box 189, Waterford, New York 12188-0189
518-237-8643



Andrew M. Cuomo
Governor
Rose Harvey
Commissioner

20 June 2014

Alexis Abernathy
National Park Service
National Register of Historic Places
1201 Eye St. NW, 8th Floor
Washington, D.C. 20005

Re: National Register Nomination

Dear Ms. Abernathy:

I am pleased to enclose the following four National Register nominations, all on discs, to be considered for listing by the Keeper of the National Register:

Public School 60, Erie County
William Landsberg House, Nassau County
Violet Avenue School, Dutchess County
Philip Livingston Junior High School, Albany County

Please feel free to call me at 518.237.8643 x 3261 if you have any questions.

Sincerely:

Kathleen LaFrank
National Register Coordinator
New York State Historic Preservation Office