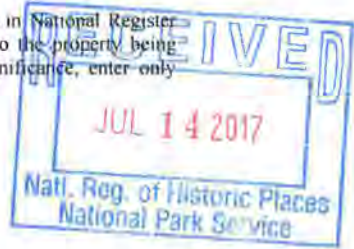


United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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



1. Name of Property

Historic name: George F. Sands School
Other names/site number: 14th District School, Sands Montessori School
Name of related multiple property listing:
N/A
(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 940 Poplar Street
City or town: Cincinnati State: Ohio County: Hamilton
Not For Publication: Vicinity:

3. State/Federal Agency Certification

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

___ national ___ statewide X local
Applicable National Register Criteria:
X A ___ B X C ___ D

Barbara Power DSHPO for Inventory & Registration July 10, 2017
Signature of certifying official/Title: Date
State Historic Preservation Office, Ohio History Connection
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

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:)

Patrick Andrew
Signature of the Keeper

8/24/2017
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u>0</u>	Total

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.)

DOMESTIC/
Multiple Dwelling

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7. Description

Architectural Classification

(Enter categories from instructions.)

Late 19th & 20th Century Revivals:

Beaux Arts Style

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick, Terra Cotta, Stone

Narrative Description

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

Summary Paragraph

The nominated property, known as George F. Sands School, is located on the northeast corner of Poplar Street and Freeman Avenue in West End, a neighborhood in northwest Cincinnati. The property is bounded by Livingston Street to the north and vacant parcels to the east. The building is located in the Dayton Street Historic District (NR Reference #73001457) [Image 13]. The building is a non-contributing structure in the Dayton Street Historic District as the construction date is outside the period of significance. Built in brick and limestone, with terra cotta highlights, the building was built in the Beaux Arts style and was constructed in 1912. The building's front façade faces Poplar Street and consists of four full stories. The rectangular building sits upon a raised corner lot bordered by a concrete retaining wall and a wrought-iron fence on the south, east and west elevations. It is approximately one hundred and eighty-eight feet long in the east/west direction and one hundred and thirty-five feet wide in the north/south direction. The George F. Sands School retains a significant amount of historic integrity. The exterior of the building has excellent historic integrity, as it has not been subjected to additions and extensive renovations. The interior also reflects the original school design and layout. Preserved corridors,

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classroom configurations, and assembly areas such as the auditorium and gymnasium resemble the original school floor plans. Currently being used as senior housing, updates throughout the building consist of modern walls, elevators, and contemporary finishes. These changes do not diminish the historic integrity of building's interior. The property retains historic integrity through design, workmanship, materials, location, setting, feeling, and association.

Narrative Description

SETTING

The area around George F. Sands School has been predominantly residential since 1850. The Dayton Street Historic District was known for larger estates and well-to-do citizens of Cincinnati. Within the West End neighborhood, this area contained the largest number of residential structures in Cincinnati and flourished until the 1920s (Image 14). Dayton Street, located three blocks north of George F. Sands School, was once called "Millionaires Row" by local Cincinnatians. To the north of the George F. Sands School site, the Sanborn Map of 1891 shows large plots of land with grand estates ranging from two to three stories with oversized carriage houses at the rear (Image 15). To the south of the future school, the plots of land are more narrow and shallow. The townhouses on these plots are attached two-story structures. Also indicated on the 1891 Sanborn Map is a number of large businesses such as, the Ohio Planning Lumber Company, the National Buggy Company, Shannon Furnace Company, and Braun & Meier Livery, Boarding & Sale. On the site of the George F. Sands School was the Fourteenth District Primary School built in 1862.

The 1904-1950 Sanborn Map publication shows an increase in residential structures and civic buildings (Image 16). The manufacturing and industrial shops shown on the 1891 Sanborn Map were replaced with townhouses and relocated to the west side of West End. The map indicates three new schools in the Dayton Street District: George F. Sands School, Lafayette Bloom Public School, and Heberle School. A new public library was constructed along Dayton Street situated between Lafayette and Heberle School. Today, the buildings to the north and east of George F. Sands School look very much like the configuration of the 1904-1950 Sanborn Map. Large Italianate detached townhouses built in the nineteenth century make up the greater part of the urban landscape.

In the 1920s the attraction to West End began to decline. Wealthy entrepreneurs who invested in West End began relocating to other cities such as Chicago and Kansas City. Prohibition in the 1920s caused many families to relocate leaving a once lavish community in disrepair. Largely due to the remoteness of the neighborhood, West End has not yet completely recovered socially from the 1920s and today the area remains underpopulated and the remaining infrastructure is in various states of disrepair. Two blocks to the west of the school, Interstate 75 cuts through the neighborhood. Historically known as the Mill Creek Expressway, this section of the interstate highway was originally constructed in 1941 during World War II to provide access to the Wright

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Aeronautical Plant twelve miles north of downtown.¹ To the southeast of the school is the Stanley Row development built in 1963. This development consists of two towers and multiple row houses completed by the Cincinnati Metropolitan Housing Authority. Bordering the school to the east is a small green area and a community playground.

The West End neighborhood has not had any significant development in the past fifty years. The neighborhood remains pedestrian friendly with sidewalks interconnecting the commercial district to the east with residential streets and schools within West End. Historically, the streets surrounding George F. Sands School were well traveled and used as the main routes for traveling in and out of West End. These wide streets, including Poplar Street, Findlay Street, and Freeman Avenue, continue to be well-traveled and provide direct access to the redeveloping Over-The-Rhine and central business districts in Cincinnati. The side streets leading to the residential areas remain narrow and lightly traveled and historic alleyways provide access to remaining carriage houses and driveways. George F. Sands School was designed as a neighborhood school serving kindergarten through eighth grade in a pedestrian-friendly neighborhood and did not originally have a designated parking lot. Presently a small parking lot exists along the west elevation between the school and existing retaining wall serving the needs of the new building occupants.

¹ Jacob R. Mecklenborg, *Cincinnati's Incomplete Subway: The Complete History*. (The History Press, 2010), 149.

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EXTERIOR

George F. Sands School is a rectangular building that rests upon a smooth limestone foundation. The building is symmetrical in plan with two centrally located light wells. The Flemish brick bond and terra cotta on the first floor are cream colored as well as the two penthouses and the light wells. The remaining brick, which extends to the upper floors, is a deep red color outlined with cream terra-cotta masonry openings. The main south-facing façade is separated from the foundation with a continuous Greek key pattern terra-cotta belt course and a guilloche ornament border. Extending above the belt course are rectangular terra-cotta molds with more ornate detailing between each window opening. Directly above the first floor windows is a terra-cotta belt course with egg-and-dart detailing and vertical grooves topped with a bead molding. The second through fourth floors have the same uninterrupted Flemish bond up to the roofline. At the roofline there is a terra-cotta cornice that sits approximately three feet below the terra cotta coping. The original flat roof was composed of asphalt but today has been updated with a thermoplastic reinforced membrane (TPO).

Overall the front façade consists of a central frontispiece measuring ninety-eight feet in length alongside two thirteen foot wide projections with brick pilasters. Adjacent to each projection is a side wing approximately thirty feet wide recessed eight feet from the central frontispiece (Photo 01).

There are two entrances on the front façade that lead to the first floor. These entrances have elaborate terra-cotta door surrounds with iron grille transoms. The door surrounds are designed in the Beaux Arts style with Classical forms including rosettes, bead moldings, rounded channels, and a keystone with a pattern resembling overlapping shingles (Photo 02). These entrances are in excellent condition and contribute to the exterior integrity through design, materials, and conservation.

The main entrance into the building is on the second floor of the front façade accessed by a twin flight of concrete stairs with brick and terra cotta balustrades (Photo 03). Rosettes, egg-and-dart pattern, and rounded channels make up the detailing around the stairs. The grand entrance at the top of the stairs has intricate detailing. The heavily ornate entrance is clad in Classical forms of rosettes, perforated terra-cotta detailing, floral motifs, wave scrolls, bead molding, and oval patterns. The entrance is in excellent condition and has minor alterations.

The first floor windows are eight-over-eight double-hung with wood sashes. Above the window openings are brick voussoirs that form a flat arch with protruding keystones. The brick running between each window head are laid vertically with the broad face exposed. Along the lower section of the jambs one-foot high terra-cotta molds run continuous between each window opening.

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At the central frontispiece the original double-hung wood sash windows are eight over eight and grouped together in fours. There are eight window bays on the main section of the south façade. The window bays are separated with a smaller scale eight-over-eight double-hung window on the second floor and a four-over-four double-hung window on the third and fourth floor. These smaller windows have brick headers and a low profile terra-cotta sill. The larger row of windows are framed with painted brick molds and surrounded with cream-colored terra-cotta bricks. Around the perimeter of the masonry opening the terra cotta is smooth and plain whereas between each window the terra cotta is adorned with rosettes. The window headers are composed of red brick laid out in a soldier course with a line of rowlock brick above. The soldier brick and rowlock turn ninety-degrees and continues parallel to the window jambs. The sills are also terra cotta and extend beyond the masonry openings.

The windows located on the recessed wings of the front façade are similar. Each floor has one window bay of four double-hung windows except for the fourth floor which has a different configuration. The fourth floor bays are designed with casement doors and transoms that align with the window configurations below. Located adjacent to the recessed area on the frontispiece are four-over-four double-hung windows on floors two through four.

The east and west elevations have many of the same architectural features as the front façade (Photos 04 and 05). Each elevation is symmetrical with the same window configuration and door treatment with terra-cotta detailing wrapping around all four elevations (Photo 06). However, there are a few differences. The central section of each elevation steps back five feet from the north and south wings rather than protruding like the front façade. The north and south wings do not have windows on the second and third floors, except for south wing of the east elevation. The fourth floor casement doors are the same configuration as the front façade but they also have a terra-cotta balcony sill supported by terra-cotta brackets and detailed with rosettes.

The less prominent north elevation also has the same common detailing but with different wall configurations (Photo 07). Similar to the front façade, the north elevation has an east and west wing which steps back six and a half feet from the foremost elevation. At the center of the north elevation the building is recessed twenty-six feet. There is a large chimney that expands from the first floor to the top of the penthouse roofline. The chimney is capped with a terra-cotta cornice and coping.

There have been minor alterations made on the exterior. During a previous renovation, date unknown, the pediment on the south facing parapet wall was removed creating a continuous parapet surface. Modern modifications in 2016 include aluminum storm windows, new handrails, exterior aluminum clad wood doors, and exterior wall mounted lighting fixtures. On the east, north, and west elevation the entry steps have been removed and replaced with a sloped surface to accommodate accessibility needs. A new ramp was added on the west end of the front façade in accordance with the modern building code.

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Overall, all four elevations are in excellent condition and represent school construction during the early-20th century and the popularity of Beaux Arts design. Built during a period of educational reform in Cincinnati, this school demonstrates the emphasis placed on design and craftsmanship. Today, one can still view the building as it looked over one hundred years ago.

INTERIOR

George F. Sands School was designed as a modern neighborhood school based on ideas of the education reform in Cincinnati during the Progressive Era. The overall layout of the school and classroom functions are a representation of the transformation made within the Cincinnati education system. Today, the existing massing and square footage of each floor remains the same as the historic building. Over the years, new interior partitions and updated finishes were installed to accommodate new owners and tenants. At this time, the school is being used for senior housing. Historic classrooms have been preserved and transformed into apartment units. In spite of the change in use, the historic school maintains its original appearance. Historic materials, classroom layouts, circulation spaces, and assembly spaces remain intact and preserved.

There are five historic entry points into the building and two non-historic. Four historic entries lead to the first floor from the east, west, and south elevations. The fifth entrance is the primary entrance located on the second floor of the south façade. The two entrances into the first floor from the north elevation were added at an unknown date.

All first floor entryways lead one to a U-shaped stacked corridor that wraps around the building. Along the perimeter and interior of the first floor corridor are apartment units, offices and a community room. The first floor historically housed the boiler and fan rooms, two plunge pools (last used in the 1940s and infilled in 2016) with locker rooms on the north end, restrooms to the south, and areas designated as boys and girls playrooms to the east and west.² Today these areas have been converted into apartment units. The apartment units do not affect the historic circulation of the first floor. Historic details remaining on the first floor are undamaged and contribute to the integrity of the building. These materials include historic plaster ceilings, beams, columns, wood window trim, and transom grilles above the exterior doors (Photos 08, 09).

To access the upper floors there are four historic stairwells located at the south and north end of the light wells. These stairwells are in excellent condition and retain much historic integrity. The stairs are constructed out of cast iron risers and stringers. The balusters are composed of decorative cast iron panels. These panels are Classical in style and have repeated patterns of the Greek key and rosettes (Photo 10). Historically, these stairwells were open to the corridor. At an unknown date, these stairwells were enclosed with drywall partitions and fire-rated doors to comply with modern fire ratings and building codes. The design and condition of the historic stairwells contribute to the historic integrity of the building.

² Community Health & Welfare Council, *West End Survey*. (Cincinnati, Ohio 1962).

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The layout of the second floor is similar to the first floor. The historic U-shaped corridors are stacked with apartments along the perimeter, an auditorium in the center of the building, and views into the light wells on the second through fourth floors (Photo 11). The corridors have been well preserved with little alterations since the time of construction (Photos 12 and 13). The second floor main lobby has been well preserved and displays the grandeur in school design during the early twentieth century. The main lobby is constructed out of a light colored marble and plaster detailing. The original marble encompasses the entrance walls, the floor, the stairs, and base trim. The marble is intact and in excellent condition. The plaster ceiling and walls are ornamented with paired pilasters, dentil molding, rosettes, arches, and a box beam ceiling, which are characteristics of the Beaux Arts style (Photos 14 and 15).

To the north of the main lobby is the auditorium (Photos 16 and 17). There are three main entrances into the auditorium. The original painted wood grilles with Roman lattice mullions above the entrances have been preserved (Photo 18). The auditorium floor is constructed out of wood and slopes down from south to north. The fixed seating appears to be historic and in good condition. The walls and ceilings within the space have been well preserved and hold much historic integrity. There are eight large windows with historic trim that look out into the light courts located on either side of the auditorium. Between each window are pilasters with rosettes and beaded molding (Photo 19). Above the pilasters is a cornice that wraps around the perimeter of the room with a dentil band and a frieze with circular medallions. The auditorium has a coffered ceiling with decorative beams that align with the pilasters below. These beams have a Greek key pattern and dentil band. The ceiling is in excellent condition as well as the historic pendant light fixtures that have been preserved.

At the north end of the auditorium is the historic stage and two anterooms. The stage is four risers higher than the lowest point in the room and is defined by a curved tin lined trough and decorative cast iron grilles below. The stage opening is bounded by two pilasters and a continuous ornate opening. On either side of the stage are two entryways into the back anterooms. These two entryways are made up of a single wood panel door with an architrave and a wood pediment. Above the doors are large ornamental cast iron registers. Behind the entry doors are a set of stairs leading to the anterooms. The anterooms have been preserved. The historic wood railing and wood steps remain intact as well as two doors leading to the back of the stage. The auditorium and associated rooms retain Classical detailing that symbolizes an early 20th century assembly space.

The apartment units on the second floor are built within the original classroom layouts and do not significantly alter the historic floor plans or classroom configurations. Historic elements within original classrooms are intact. Original classroom materials found in apartment units include plaster cove ceilings, picture rails, wood baseboard and trim, wood flooring, chalk rail, blackboards, wood doors with transoms, and wood windows with adjoining trim (Photo 20). The original footprint, entry door, and door casing of a large number of historic wardrobe rooms, located within original classroom locations, remain undamaged and preserved (Photo 21). Most

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all of the original built-in wood bookcases and bookcases with glass doors remain intact and undamaged (Photo 22). Areas where gypsum soffit ceilings are installed, the plaster cove ceiling is still intact and remains hidden above the ceiling. Historic trim remaining in the classrooms, including baseboards, chair rails, chalk rails, and picture rails remain intact except for furred out wall locations in restrooms and kitchens. Today, one can still experience the environment of an early twentieth century classroom through historic materials and original design layouts.

The third floor mirrors the historic detailing and layout of the second floor. The U-shaped corridors are well preserved and remain in their historic location. Preserved details in the corridors include plaster walls and ceilings, wood baseboards, concrete floors, horizontal wood trim, wood doors, wood door casings, plaster drop beams, and wood windows with adjoining trim (Photo 23). Replicating the same historic principles from the second floor, the apartment units are built within the original classroom layouts and preserve the same historic elements such as doors, windows, transoms, trim, flooring, ceilings, wardrobe locations, bookcases, and blackboards.

The third floor also houses the historic two-story gymnasium. During the 2016 renovation project the northern half of the gymnasium was converted into four apartments. A wall was constructed in the center of the gymnasium up to the underside of the ceiling and a new floor was constructed above the gymnasium floor. The southern half of the gymnasium still gives one a sense of a typical gymnasium in the early 20th century. Many historic details and materials remain intact and unaltered by the renovation project. These features include wood flooring, wood baseboards, chair rail, wood windows and trim, concrete ceiling beams, historic gym equipment, and double wood paneled entrance doors (Photos 24 and 25). It is unique that the historic gym equipment is still intact. These pieces provide a wonderful glimpse into the history of physical education at the turn of the century.

The corridor outside of the gymnasium on the third floor is also notable. The original marble steps and adjoining wall lead to historic double-wood doors flanked with plaster pilasters and a marble base (Photo 26).

The fourth floor also looks very much like it did at the time of construction. The U-shaped corridor has been preserved with many historic details intact such as wood trim, windows, plaster ceiling and walls, wood doors, and plaster drop beams (Photo 27). The historic classroom locations remain intact and have also been transformed into apartment units. Historic materials have been preserved inside each apartment unit including plaster cove ceilings, picture rails, wood base and trim, wood flooring, chalk rail, blackboards, wood doors with transoms, wood windows, bookcases, and the original footprint and entry doors of wardrobes (Photos 28-30).

At the fourth floor, two historic stairwells to the north lead to the penthouse and roof level. There are two rooms located at the penthouse level that are accessible by historic stairwells on the east and west wing. Historically these were restrooms located in close proximity to the original rooftop play yards, removed sometime before 1970. Today they are being used for storage. The

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exterior walls and stairways contribute to the character of the building. The stairwells are in excellent condition and have the same detailing found on the lower levels. These penthouses are visible from the street level and contribute to the historic character of the school. Additional roof elements that are visible from the street level are historic ventilation towers and ornamental hoods. These towers are six feet tall with cast iron hoods and registers that were built with Classical detailing (Photo 31). The towers are in great condition and signify the importance of student's health during the education reform.

ALTERATIONS

A small number of renovation projects were completed between the time of construction and when the school closed in 2007. The exact dates and number of renovation projects are undocumented and unknown. Alterations to the building were primarily on the first floor and did not affect the integrity of the building. These alterations included the addition of two new entryways on the north façade, renovating the west wing to accommodate a cafeteria and a kitchen, enclosing the original boys' and girls' playrooms at the south end of the building, removing the boys' and girls' toilets and locker rooms at the north end of the building, and enclosing the stairwells. In the 1970s a modern elevator was added to the east wing of the building for accessibility.

The most recent renovation project occurred in 2016 when Sands School was converted into senior housing. Historic elements on the exterior and interior of the school were protected and preserved using cautious construction methods. Elements that were protected during the recent renovation project include exterior brick and stone, windows, wood trim, wood flooring, historic lighting, auditorium seating, and marble elements in the main lobby. During construction the historic ceiling lights were removed off site, cleaned, and reinstalled after construction. The curtains in the auditorium were also removed, cleaned off site, and hung after the renovation project. Alterations on the exterior of the building were minimal and do not affect the historic integrity of the school. As previously stated, these alterations included new storm windows, new entry doors, handrails, exterior lighting, and the addition of an accessible ramp and sloped entryways.

Modifications made to the interior of the building have minimal impact on historic elements and the historic appearance of the school. Dwelling units have been constructed within the boundaries of historic classrooms and do not alter the historic configuration of the school. Modern dwelling units include drywall partitions, a new restroom, a kitchen, minimal amount of exposed ductwork painted to match the ceiling, updated lighting fixtures, ceiling fans, and drywall soffits which conceal ductwork, electric wiring, plumbing lines, and sprinkler lines. These modifications are compatible with the historic character of the building.

Assembly spaces have also been renovated with minimal alterations. Modifications within the auditorium consist of new sprinkler lines, an updated mechanical system, and new carpeting. The southern portion of the gymnasium has also been updated with new sprinkler lines, ductwork,

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refrigerant lines, and new ceiling light fixtures. These alterations do not impact the historic character of the assembly spaces.

Other modern interior alterations throughout the building include sprinkler lines, updated mechanical systems, a new elevator, new lighting, updated restrooms, installation of a wheelchair lift into the gymnasium, and drywall corridor walls on the first floor.

HISTORIC INTEGRITY

The George F. Sands School retains a significant amount of integrity through design, materials, workmanship, feeling, association, setting, and location. The unaltered massing and façade proportions represent the era of early school design and the influence of Beaux Arts architecture. The exterior of George F. Sands School looks very much like it did at the time of construction (Image 17). Historic materials that contribute to the historic integrity include load bearing brick walls, limestone base, terra-cotta belt courses, ornamental terra cotta detailing, iron grille transoms, a terra-cotta cornice, wood windows, and cast-iron vent hoods. Classical forms and detailing remain intact and contribute to the overall Beaux Arts style of the school. These elements include rosettes, floral motifs, bead molding, ornamental door surrounds, bracketed balconies, wave scrolls, egg-and-dart patterns, Greek key patterns, belt courses, and a wide terra-cotta cornice. These materials and designs contribute to the original character of the building.

As previously stated, there had been minor alterations to the school prior to 2007 and again in 2016. These alterations do not diminish the historic integrity of the original school design. The corridors, classrooms, auditorium, and southern portion of the gymnasium remain intact and contribute to the integrity of the original building design. Historic features that contribute to the interior integrity of the school include the original school layout, cove ceilings, picture rails, wood baseboard and trim, wood flooring, chalk rails, blackboards, wood doors with transoms, wood windows with adjoining trim, stairwells, wardrobe walls, built-in bookcases, gymnasium equipment, corridor layouts, staircases, marble detailing at entry lobby, plaster walls, and ornamental work found in grilles, railings, and registers. These preserved historic elements allow one to experience the workmanship, feeling, and association of a twentieth century primary school.

The school also retains integrity through the setting and location. George F. Sands School was intended to be a neighborhood primary school in an urban environment that encouraged academic achievement. Located on a corner lot at the intersection of Freeman Avenue and Poplar Street, the grand scale and notable style of the school dominates the urban landscape. Today, the school remains a visual focal point within the neighborhood and remains a symbol of progress in American education.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

Education

Architecture

Period of Significance

1912-1966

Significant Dates

1912

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Rudolph Tietig

William H. Lee

Leonard B. Willeke

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

The George F. Sands School is significant under Criteria A for its association with education on the local level; specifically, the educational reform influenced by the thoughts of the Progressive Era, 1890-1920. Sands School was constructed during a time when the general public rejected corruption and greed and placed great emphasis on improving society through education. Sands School is an example of a modern twentieth century school designed with innovative ideas that signified the importance of advance education during the education progression in Cincinnati.

The school is also significant under Criteria C for its distinctive characteristics associated with Beaux Arts-inspired design. Designed by the firm of Tietig & Lee, George F. Sands School was the only Beaux Arts primary school designed for the Cincinnati Board of Education in West End and downtown Cincinnati during the early twentieth century. The building has a high level of integrity in design, workmanship, materials, location, setting, feeling, and association.

The justification for the period of significance, 1912-1966, is based on when the building was constructed and its continued use up to the fifty-year requirement for National Register eligibility. George F. Sands School continued to play an active role in the community long after the fifty-year requirement. The school closed in 2007 when the city believed the aging building was too expensive to maintain and renovate.

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

HISTORY OF WEST END

To better understand the setting in which the Sands School exists, it is helpful to understand how the neighborhood developed, and how the school in turn serves as a record of those developments. Cincinnati was settled in 1788 after the American Revolution on the north bank of the Ohio River and soon became the sixth largest city in the United States between 1840 and 1860. The earliest settlers were ethnic Germans and soon Cincinnati became the center of pork processing. In 1811, steamboats along the Ohio River increased trade and shipping leading to an explosion of laborers and entrepreneurs. The competition of the Miami and Erie Canal in 1827 also stimulated growth within the city limits. When first settled, the city population was concentrated within the basin and around the Ohio River. As the area became more crowded businessmen and developers looked outward for more opportunities. It was only natural to look west along the foothills of the basin. One of the earliest residents on record was William Betts Sr., (1763-1815), who was a bricklayer and developer who owned eleven acres.³ In 1809 William Barr bought sixty acres in the area currently known as West End. Barr was the first banker-speculator of Cincinnati to move to West End. He subdivided fifteen lots between 5th and 8th Street west of Central Avenue.⁴ By the 1820s residential blocks covered the landscape between 5th Street and the River. West End became the ideal place to build a home. In 1841, one of the earliest city chroniclers noted, "many frame cottages surrounded by trees and shrubbery make this an attractive residence quarter for people of moderate means."⁵

One thing that made West End unique is that while moderate living quarters covered the area to the south, the northern section of West End had the highest residential land value and the most expensive homes in the city. Together these two cultures created an area of great importance to Cincinnati. The Dayton Findlay neighborhood was developed around 1860 when wealthy owners of breweries and pork packing plants wanted the convenience of being close to their factories as well as being within walking distance of the central business district and City Hall. West End had the greatest number of residential structures in Cincinnati and was home to the most well to do citizens. In 1860 Dayton Street caught the attention of surrounding residents. Dayton Street was dubbed "Millionaires Row" by the citizens of Cincinnati in 1880 for its grand homes and spacious lots. Lots were fifty-feet wide by one hundred and fifty-feet deep. Homes were built in a stately manner designed in the Italianate style. The economy in Cincinnati was booming during the mid-1800s and the Dayton Street area was a symbol of growth and wealth within the city. As

³ Geoffrey J. Giglierano, *The Bicentennial Guide to Greater Cincinnati: A Portrait of Two Hundred Years*. (Ohio: The Cincinnati Historical Society, 1988), 102.

⁴ Giglierano, 102.

⁵ Giglierano, 102.

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the Dayton Findlay neighborhood became established more facilities started to extend into the area.

The George F. Sands School is the third school to be built on the Poplar Street lot. In 1851 a small schoolhouse named the Fourteenth District School was built at the corner of Poplar Street and Freeman Avenue. This schoolhouse was constructed before the economic boom of Cincinnati and before the popularity of West End. After notable Cincinnati residents purchased land and homes along Dayton Street, the 1851 schoolhouse was demolished and a new eighteen-room schoolhouse was constructed in 1862. This three-story structure cost \$20.88 per pupil and provided more than twenty square feet of area per pupil.⁶ Considered a large school in its time, the eighteen-room schoolhouse was used until 1911, twenty-years after the start of the Progressive Era. During the height of the education reform during the Progressive Era, George F. Sands School replaced the Fourteenth District School. There was another school in the area built during the mid-nineteenth century at the corner of Bank and Baymiller Street called Fourth Intermediate School where George F. Sands was the Principal. This school was located one block north of Dayton Street and cost \$42.71 per pupil.⁷ The Fourth Intermediate School was not as grand as the 1862 Fourteenth District School, the character and massing of each were similar, but the depression caused by the Civil War greatly affected building costs. The Fourth Intermediate School was demolished shortly after the completion of George F. Sands School and replaced with Lafayette Bloom Public School, completed in 1915, becoming the first Junior High School in Cincinnati. Reformers also felt a social duty to provide children with the best possible education and offer modernized facilities. George F. Sands School was a product of these ideas and became the most modern school in the city at the time of construction.

During the construction of George F. Sands School, the area surrounding West End was growing rapidly. The southern half of West End saw an influx of African-Americans and Irish-Americans looking for work and economical housing while the northern half were wealthy German-American residents who were building factories along the Miami Canal just west of Over-The-Rhine. At the time, the dividing line between the social classes was just south of present day Liberty Street. Both communities had strong ties to their neighborhood. Within the Dayton Findlay community, families lived and worked within blocks of each other. One example is the well-known Hauck family. One of the first families to move to Dayton Street, the Hauck family adopted the values of the Progressive Movement. As owners of one of the top three beer companies in Cincinnati, the family displayed high moral values and were great contributors to the city. Beer baron John Hauck was known for sharing beers and wienerwurst with his employees as well as paying off the debts of the Cincinnati Zoological Gardens.

This type of social awareness also placed emphasis on high moral and family values, apparent in the design of Sands School. The George F. Sands School was a neighborhood School built in the heart of a community looking for a symbolic focal point. The high design and functionality of

⁶ John B. Shotwell, *A History of the Schools of Cincinnati*. (Cincinnati, Ohio: The School Life Company, 1902), 323,327.

⁷ Shotwell, 325.

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the school gave it the air of prosperity and focused on the needs of the community. As the first school to be built during the education reform in the northern West End, Sands became a reflection of not just the success of West End but also the entire city. The men and businesses who contributed to the economic accomplishments of Cincinnati were all located around Sands School. Their pride for their community and their school was evident when thousands attended a huge parade celebrating the opening of the new school. Flowers and flags hung from the school to honor the achievements of their neighborhood.⁸

The end of the Progressive Era and the decline of the Dayton Street area happened simultaneously beginning in the 1920s. Many factors contributed to the decline of West End and the transformation of Sands School. The first factor was the creation of Prohibition which started in 1920. A community founded by beer barons was suddenly at a standstill. Thirty breweries closed between the West End and Over-The-Rhine. It devastated both communities. According to the book, *Cincinnati: A Guide to the Queen City and its Neighbors*, the beer barons moved north to Milwaukee and the meat packers followed closely behind relocating to larger cities such as Chicago and Kansas City. As the wealthy entrepreneurs moved out, more space became available to immigrants and lower income families living in slum conditions to the south. In the early 1920s, there were approximately thirty homes on Dayton Street which were occupied by seventy-two adults.⁹ Homes were subdivided and turned into apartments.

City officials recognized a growing need to revitalize West End and established the City Plan of 1925. The Plan introduced radical changes to the overpopulated area and tried to shape the urban growth with regional planning. In 1938, the first public housing community, Laurel Homes, was created north of Ezzard Charles Drive with twenty-nine apartment buildings. The project displaced 1,600 families in a sixteen-block area just south of George F. Sands School.¹⁰ A few years later in 1942, fifty-three more buildings were built creating Lincoln Court just south of Laurel Homes. During this time period enrollment at Sands School did not decline but the social classes of the enrollment began to change rapidly. There were 1,074 students at Sands in 1931, with seventy-eight percent students from middle to upper class families.¹¹ In 1945, seventy-one percent of the student population was from lower-income homes.

The ultimate deconstruction of West End was laid out in the 1948 Metropolitan Master Plan. This plan included the construction of a major highway connecting all major cities in Ohio. The route of Interstate 75 through Cincinnati was purposely laid out in West End through the poorest area in the city. The highway missed Sands School by two blocks. Over three thousand buildings were demolished on four hundred and fifty acres between 1959 and 1980.¹² Twenty-seven thousand people were displaced. The population in the West End decreased from forty-two thousand to twelve thousand between 1960 and 1980.¹³ In the 1978-1979 school year, the last

⁸ "Dedication of Sands School." *Cincinnati Enquirer*, 25 May 1913.

⁹ Giglierano, 119.

¹⁰ Jeff Suess, *Lost Cincinnati*. (Charleston, South Carolina: The History Press, 2015), 147.

¹¹ Giglierano, 118.

¹² John W. Harshaw Sr., *Cincinnati's West End*. (Create Space, 2009), 156.

¹³ Harshaw, 156.

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year Sands operated as a neighborhood school, Sands School had three hundred and twelve students enrolled.¹⁴ The most modern and sophisticated school of its time was faced with declining enrollment and was struggling to keep up with daily building maintenance and repairs. Just as the school mirrored the success of West End at the turn of the century, it also reflected the steady decline of the late twentieth century.

Today, the area directly around George F. Sands School looks very much like it did over fifty years ago. The 1904-1950 Sanborn Map designates open areas directly north and east of the school in addition to two-story townhouses to the west and bordering the open space to the north. The historic Italianate townhouses remain intact and contribute to the historic feeling of the neighborhood. The absence of development in the past fifty-years has helped preserve the historic character of the neighborhood. There have been many attempts to revitalize the neighborhood including the creation of the Dayton Street Historic District, 1973. Local preservationists also moved their headquarters into the Hauck mansion in hopes of saving local buildings from demolition. These tactics have proven to be beneficial to the neighborhood and slowly more people are moving back into the historic neighborhood and renovating single-family homes. The George F. Sands School is a success story within the neighborhood. Vacant between 2007 and 2016, the renovation of George F. Sands School is a symbol of progression within West End.

EDUCATION REFORM IN CINCINNATI DURING THE PROGRESSIVE ERA

The Progressive Era was a period of social activism and political reform in the United States that flourished from the 1890s to the 1920s. It was a response to widespread economic and social corruption in American cities. The education reform was influenced and developed by the Progressive Era. Many reformers believed that the root of economic and social problems could be solved through better access to education by all classes of citizens. With a proper education younger generations would have a stronger foundation for moral and family values. To instill these new values in Cincinnati, the Board of Education focused their efforts on the design and layout of new schools that reflected modern educational values. George F. Sands School was one of the earliest schools in Cincinnati to be designed using theories from late nineteenth century/early twentieth century educational reform. As a catalyst for school design and local education, the educational reformers of the Progressive Era changed public perception of schools. The George F. Sands School is a great example of how effective educational reformers were. The school was built in a manner that supported modern ideas of education.

The Progressive Era also demonstrated a shift from an agriculture economy to an industrialized economy beginning in the late nineteenth century. Educational reformers were a part of the middle-class community and were college-educated. They believed education would bring success to the United States and felt strongly that children should achieve an education rather than laboring in factories.

¹⁴ Giglierano, 118.

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These ideals were expressed through an expanded curriculum that included health, physical education, and science. At George F. Sands School these new programs were incorporated into the school through dedicated classrooms. The new modern floor plan of George F. Sands School reflected the ideology of the educational reformers by providing enough square footage to accommodate the broadening curriculum as well as the growing number of children attending school. Sands School signified the end of the crowded schoolhouses with limited curriculums that encouraged children to obtain trade jobs rather than continue with a higher form of education.

The Board of Education took notice of the public interest in modernizing schools and looked to create a more diverse experience for children. The Board was able to create a different variety of experiences through art, architecture, community exposure, and a new curriculum. Schools became monumental structures and focal points attracting new families and students to neighborhoods in and around Cincinnati. New schools such as Sands not only reflected an interest in art and architecture but symbolized innovation of education through updated floor plans and urban site locations.

To understand how innovative George F. Sands School was it is important to know the design history of Cincinnati schools. Between 1835 and 1859, the typical layout for a school building was two rooms deep by two rooms wide. The four room school houses were typically two to three stories high and resembled a residence from the exterior. According to author John Shotwell's book entitled, "History of the Schools of Cincinnati and Other Educational Institutions, Public and Private," in 1902, these schools were simple, economical, contained good proportions and were Classic in style.¹⁵ The floor plan optimized natural light and ventilation allowing a healthy environment for students and teachers. By 1858 neighborhoods were expanding and populations were increasing causing overcrowding in the school houses. Superintendent at the time John McCammon recognized the need for larger and additional schools. Mr. McCammon had knowledge of architectural drawings and assisted in the design of his first school referred to as 5th District on Third Street in downtown Cincinnati. For the next 22 years Cincinnati used this model in the construction of all new schools. Shotwell referred to this new style as plain and writes, "They are devoid of any suggestions of art or beauty – not a feature that warms the feelings or begets a knowledge or appreciation of beauty."¹⁶ These schools had little conveniences and the only positive attributes Shotwell noted were that they offered a safe shelter to keep school. Stylistically, the only schools worth noting at the time were Hughes High School completed in 1853 and Woodward High School completed in 1854. These schools displayed architectural beauty in Cincinnati. Both constructed in the Gothic form, they commanded attention with their massive size and delicate details. The next noteworthy style came in 1880 when Cincinnati was introduced to a new type of architecture that dominated the landscape: Richardsonian Romanesque.

¹⁵ Shotwell, 188.

¹⁶ Shotwell, 188.

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Around the turn of the century, education was mandated for children through public policy. Educational reformers of the Progressive Era believed that children should be required to attend school and for longer periods of time. In 1877, children from the ages of eight until fourteen were required to attend school for twelve weeks per year. The requirement increased to twenty weeks per year in 1889.

Mandatory attendance and a growing population required additional schools. At the same time, schools were built with students divided by age. In 1915 the first junior high school was built in the West End named as Bloom Junior High School. Students would attend elementary school for six years, junior high for three years, and high school for an additional three years. This was known as the 6-3-3 plan which replaced the traditional plan of eight years attending elementary school and four years of high school. By 1921, the state increased the school age to include children ages six to eighteen. The city witnessed a boom in school construction in the 1920s and 1930s which included twenty-eight new schools. These schools were typically Colonial or Georgian Revival in style and included the new standard amenities of arts and music as well as additional space for physical education. Schools were being built on larger lots with open green space for playgrounds and physical activities. The George F. Sands School was the first school in the country outside of New York City that had additional playground space on the roof.¹⁷

The design of George F. Sands School supported all the values which were instilled in the ideas of the education reform. The building was designed to accommodate an enhanced curriculum, a large range of grades, emphasized the importance of advanced education, and built to inspire learning through new technologies in building construction. Located in an urban landscape, the school's philosophy symbolized the importance of moral and family values by promoting self-worth and instilling moral values. Sands School was the heart of the community and the citizens of West End took great pride in their neighborhood school. The school also represented the promise of prosperity and a symbol of accomplishment.

THE GEORGE F. SANDS SCHOOL

As a school that symbolized reform in the educational system, George F. Sands School was considered an excellent school. Successful and prominent families in the area recognized the importance of education and were proud of the amenities offered at Sands School. Known for large spacious classrooms and exquisite architectural detailing, George F. Sands School was the most modern and desirable school in its time.

George F. Sands School was constructed in 1912 under the design of Tietig & Lee Architects of Cincinnati. The school cost \$290,000 to build and was described in the Cincinnati Enquirer as "a modern example of scientific school construction and embodies all the equipment which is essential in education."¹⁸ The same article states that Sands School was the, "most modern public school building." The school contained thirty-four classrooms, two additional classrooms for

¹⁷ "Pupils' Playground is on Roof of Cincinnati's Newest School." *Post*, 24 December 1912.

¹⁸ "All Eyes Centered on Aged Educator." *The Cincinnati Enquirer*, 25 May 1913.

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"weak children," two playrooms on the first floor, a large kindergarten room on the second floor, two plunge pools, a rooftop playground, and a 350-seat auditorium. Designed to accommodate 1,100 students from grades kindergarten thru eighth grade, the enrollment during the first school year was 950 with 30 teachers.¹⁹

Tietig and Lee's design ideas for Sands School reflect the concerns brought forward by educational reform. One can notice the influence of the reform movement in the floor plan of the school. The building was designed on a west and east axis which maximized both ventilation and natural light. Large windows are oriented to maximize daylight on all elevations which was beneficial when the School Board increased the length of the school year. In a dissertation written by Lindsay Baker entitled, "A history of School Design and its Indoor Environmental Standards, 1900 to Today," a detailed description of daylighting standards in school buildings during the early twentieth century is defined. These standards define calculations to determine area of windows, the ratio of total wall to window area, location of each window from the floor and the ceiling, sill heights, and the importance of views to the outside.²⁰ Sands School is a great example of how essential natural lighting was during early school design and the influence of daylighting standards. Per the early standards of lighting in school design, the windows at Sands School are more than 50 percent of the total wall area of the longest wall, window sills are less than three feet from the finished floor, the head height of the windows are within six inches of the ceiling, and historically every classroom had a view to the outside. Today these windows remain intact, unaltered from their original design, and provide tenants with picturesque views of West End.

The use of light wells also increases daylight within the building. Two large light wells were designed in the center of Sands School to bring natural light into corridors, the gymnasium, and the auditorium. Classroom doors have half-lights which allow the classrooms to fill with natural light from the light wells. The light wells also assist in bringing in fresh air throughout the building. Cross-ventilation through the main corridors and light wells created a stack ventilation effect through the four open staircases. The open staircases drew cool air in low while warmer air rose up through the staircases. These staircases not only improved air quality but also served as egress routes out of the building. Ensuring student safety at George F. Sands School was another example of the influence of the educational reform.

The classroom spaces at George F. Sands School were designed very large in response to legislation passed in 1877 that all children ages eight until fourteen were required to attend school. These classrooms were designed to fit as many children as possible. Unlike the previous schoolhouse layout, Sands School offered thirty-four classrooms which allowed students to be broken up into classes based on age rather than lumped together in schoolhouses with only eighteen rooms. Not only did these classrooms offer a structured learning environment but also provided dedicated space for subjects such as art, science, and physical education.

¹⁹ "All Eyes Centered on Aged Educator." *The Cincinnati Enquirer*, 25 May 1913.

²⁰ Lindsay Baker. "A History of School Design and its Indoor Environmental Standards, 1900 to Today." *National Clearinghouse for Educational Facilities* (January 2012): 7.

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There were many activities and programs at the school that were unique to George F. Sands School. It was the first school in Cincinnati to have an auditorium built as a social center to serve the community. As previously mentioned, the West End was a tight knit community and had pride for their neighborhood. The principal at the time, E.M. Sawyer, came up with the idea of introducing social events through the school which would bring the neighborhood together and give residents a chance to meet other neighbors. The first night at the inaugural meeting four hundred residents showed up. In an article written in the *Star* on January 16, 1914, one describes the event as mothers and fathers walking up the grand staircase as children roller-skated outside and waited on the steps. The social center would put on music performances, have lectures on things such as Australia, and plays performed by the Kyrk Dramatic Company. E.M. Sawyer states, "Sands School social center is to be, if not the biggest and finest, at least the most neighborly in the whole country."²¹ The idea of bringing people together to further enrich their lives was an idea well known during the Progressive Era.

Educational reformers were also instrumental in encouraging new programs and curriculums. At Sands School two large corner classrooms on the fourth floor were dedicated to domestic science and manual training. Today the historic layouts of these classrooms remain intact. On the third floor two smaller classrooms were designed to help students who needed more guidance and attention. The modern gym was filled with physical training devices such as rings and ladders promoting health and physical activity. The auditorium was designed to encourage the arts and music. These spaces were designed to give children the opportunity to become creative and successful in their future endeavors. As previously mentioned, the auditorium and half of the original gymnasium with exercise equipment remain intact.

It is also important to note that the school was named after the best-known educator in Hamilton County according to multiple newspaper articles. George F. Sands had spent fifty-five years as a scholar and educator in the Cincinnati Public School system. He spent the last forty years as a principal at the Fourteenth District School, present-day Sands School, and the Fourth Intermediate School just north of Sands School. Not only was he an educator and a man dedicated to bettering the lives of children, he was also instrumental in founding the National Base Ball Association. In 1867, George F. Sands became the first President of the National Base Ball Association during a rally in Philadelphia. Located just two blocks west of Sands School stood one of Cincinnati's beloved baseball parks, Crosley Field. Ironically, the year that Sands School was completed was also the same year that Crosley Field was completed. The community's adoration of George F. Sands was apparent during the dedication of Sands School. Thousands of people attended the dedication which lasted an entire day. Parades, speeches, German songs, and a list of activities filled the day. At the end of the day, a bronze tablet was unveiled honoring George F. Sands.²²

²¹ "'Friendship' Village Story Told At Institution of Cincinnati's Public School Social Center." *Star*, 16 January 1914.

²² "Tablet of Bronze." *Cincinnati Enquirer*, 12 November 1912.

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BEAUX ARTS ARCHITECTURE

The George F. Sands School is significant under Criterion C for its distinctive characteristics of Beaux Arts architecture and high level of integrity in design, workmanship, materials, location, setting, feeling, and association. As previously mentioned, Sands School is the only primary school in West End and downtown Cincinnati built in the Beaux Arts style during the early twentieth century.

Beaux Arts design began in France during the seventeenth century and lasted into the twentieth century in the United States.²³ Associated with L' École des Beaux Arts in Paris, Beaux Arts design highlighted Greek and Roman elements with Italian Renaissance forms. L' École des Beaux Arts was the most sought-out architecture school during the nineteenth century. The first American architect to attend was Richard Morris Hunt in 1846. Beaux Arts architecture was popularized during the World's Fair of 1893 in Chicago. Also known as the Columbian Exposition, the fair grounds and structures were designed using the principles based on L' École des Beaux Arts. These principles included classical proportions, grandiose compositions, decorative surfaces, massive scale, grand rooms, classical ornamentation, and formal urban planning. Richard Morris Hunt designed the Administration Building, which received a gold medal from the Royal Institute of British Architects.

In Cincinnati, a city known for its extensive collection of Italianate structures, local architects were taking note of the growing popularity of the Beaux Arts style. The Beaux Arts style had a great impact on Americans who thought the style symbolized European culture, architectural greatness, and civic virtue. During the inception of the style, beginning in 1893, the ornamentation and details were grandiose, exuberant, and elaborate. Towards the end of the Beaux Arts period the eclectic flair gave way to more subtle ornamentation. Three individual structures in Cincinnati that exemplify Beaux Arts design in the early twentieth century are Hamilton County Memorial, Woodward High School, and George F. Sands.

The prominent Cincinnati firm of Samuel Hannaford & Sons is credited for the design of the Soldiers and Sailors Memorial. As one of the most recognizable Beaux Arts structures in Cincinnati, Hamilton County Memorial Hall (NR Ref. No. 78002076) was constructed between 1905 and 1908 (Image 18). The memorial is an example of Cincinnati's high Beaux Arts design. The symmetrical front façade is decorated with paired colossal Corinthian columns, pedimented doorways with large brackets, arched windows, keystone with statue faces and leaf decorations, a large central pediment outlined with the Greek Key pattern, six statues detailed in uniforms above the entry frieze, an accentuated cornice, and a monumental staircase that spans the width of the façade. Hamilton County Memorial Hall has an imposing presence along Washington Park. The grand exterior masonry, adorned with lavish and orderly ornamentation, provides a striking contrast to the red brick Italianates and Victorian Gothic structures in Over-The-Rhine.

Woodward High School, completed in 1910, is a contributing building in the Over-The-Rhine

²³ Norman Tyler, *Historic Preservation*. (New York: W.W. Norton & Co., 2000), 115.

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Historic District (NR Ref. No. 83001985), and another example that exemplifies Beaux Arts style in Cincinnati (Image 19). Woodward High School does not have the same level of ornamentation or lavish details as Hamilton County Memorial Hall but what it lacks in ornamentation it makes up for in massing and scale of materials. The five-story, symmetrical, red brick structure sits upon a rusticated light-colored stone base. The building is ornamented with stone quoins, arched windows, a heavily bracketed belt course, an accentuated cornice, and a parapeted roofline. The main entrance, located in the center of the frontispiece, is detailed with a balustrade canopy, large ornamented brackets with draped swags, and an oval cartouche surrounded by leaf details. A grand bracketed belt course visually separates the fourth floor from the attic level. The paired brackets supporting the belt course are detailed with round cartouches on top of an acanthus leaf. Above each bracket location is a small round lion head statue commonly found in Greek and Roman architecture.

George F. Sands School, completed in 1912, has similar massing and materials found at Woodward High School. The four-story red brick building sits upon a heavy light-colored limestone base with a projecting frontispiece, recessed wings, and an accentuated cornice. The monumental stairs and areas of lavish ornamentation found on Sands School more closely reflects the details found on the Hamilton County Memorial Hall. Details at Sands School that are considered to be high Beaux Arts design are detailed brackets with acanthus leaves, elaborate door surrounds with rosettes and rounded channels, horizontal panels with low-relief floral carvings, egg and dart detailing on the belt course, a door canopy ornamented with rosettes and acanthus leaves, and balcony sills with floriated running ornament, acanthus leaves, rosettes, and bead and reel motifs. The property is also distinctive within the Dayton Street Historic District. The nomination to the National Nomination of Historic Places describes the Dayton Street Historic District being significant for its collection Italianate townhouses. The monumental size and grandiose detailing of Sands School distinguishes the building from its surrounding urban landscape.

The contrast between Hamilton County Memorial Hall, Woodward High School, and George F. Sands School demonstrates the different distinct phases of the Beaux Arts style. The distinguishing characteristics of Hamilton County Memorial Hall, such as exuberant details, large statuary, a monumental staircase, and decorative surfaces, exemplify the highly articulated phase of Beaux Arts. Woodward High School illustrates the more sedate phase of Beaux Arts which abandoned the use of lavish details and encouraged monumental character. George F. Sands School has distinctive characteristics of the Beaux Arts style that includes both elaborate detailing in focused areas and imposing scale that is uncommonly found in Cincinnati architecture. These characteristics distinguish itself from other Beaux Arts buildings in Cincinnati.

In addition to the distinctive characteristics of George F. Sands School, the building has a high level of integrity. The exterior massing and building ornamentation have not been significantly altered and continue to be a representation of Beaux Arts architecture. Historic elements on the interior that reference the Beaux Arts period are also intact. These elements include a

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symmetrical floor plan, a marble entryway, prominent central spaces, paired pilasters, arched ceilings, a box ceilings, rosettes, egg and dart patterns, Greek Key patterns, and pedimented doors. The building's setting, a prominent lot in an urban setting, has remained unchanged and contributes to the overall feel and association of the historic block. In summary, Sands School retains the essence of its original design and today looks very much like it did at the time of its construction.

ARCHITECTS: TIETIG & LEE

Rudolph Tietig (1877-1958) was a native of Cincinnati and the son of German parents. Tietig was raised in Mt. Auburn located northeast of downtown Cincinnati. He was educated at the Technical School of Cincinnati and graduated from Massachusetts Institute of Technology in 1898 with a bachelor of science. After attending MIT, Tietig remained on the East Coast and found employment as a draftsman in New York City with Robert Maynicke and G.K. Thompson. In 1902 Tietig returned to Cincinnati and started his own firm with childhood friend and fellow architect William H. Lee (1877-1952).

William Lee spent his childhood west of downtown Cincinnati in Saylor Park. Lee also attended the Technical School of Cincinnati and was roommates with Tietig at MIT. Lee returned to Cincinnati after graduation and began working with the firm of Samuel Hannaford & Sons from 1898 to 1903.

Tietig and Lee were partners for fifty years until the death of Lee in 1952. They became a prominent firm in Cincinnati and designed a wide range of building types. The firm of Tietig and Lee remained modest in size during its existence. Employing eight men, the firm was divided into areas of expertise. Rudolph Tietig oversaw day to day operations and brought in new clients while Lee managed the office and specialized in the design of commercial buildings and factories. Also on staff were men who focused on residential design, such as Leonard B. Willeke (Images 20 and 21), and others who focused on industrial structures.

Credited for the design of the George F. Sands School, Leonard B. Willeke was born in Cincinnati in 1884. By the age of eighteen, Willeke had his first job as a draftsman for the Cincinnati firm of George W. Rapp & Son. Over the next several years he enrolled in drawing classes at Cincinnati Art Academy and Ohio Mechanics' Institute.²⁴ Between 1905 and 1906 Willeke worked as a draftsman for Tietig & Lee. After working for Tietig & Lee, Willeke traveled to New York where he worked for the renowned firm of Trowbridge & Livingston and became a member of the Society of Beaux Arts Architects. In 1908 Willeke traveled to Paris to study at the L' École des Beaux Arts but found the curriculum too rigid and spent the next two years traveling around Europe and briefly studied at the American Academy in Rome.²⁵ Returning to Cincinnati in 1910, Willeke rejoined Tietig & Lee as a partner on a trial bases for one year. It was during this period that Willeke designed Sands School. As one of his first

²⁴ Thomas W. Brunk. *Leonard B. Willeke*. (Michigan: University of Detroit Press, 1986), xi.

²⁵ Brunk, xi.

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commissioned projects following his European studies, Sands School exemplifies the stylistic characteristics of the Beaux Arts style. Following the trial year, Willeke joined the Allyn Engineering Company in Cincinnati that was modeled after the office of Daniel Burnham of Chicago.²⁶ Willeke left Cincinnati in 1914 and relocated to Detroit where he practiced until his death in 1970. Early in his career, Willeke took an interest in the L' École des Beaux Arts and although he did not finish the program, his design work demonstrates the influence of the École. Willeke's buildings are artistic, picturesque, and natural. He favored not only the Beaux Arts style but also the Arts and Crafts style. Many of Willeke's later works combined the philosophy of Beaux Arts style and the Arts and Crafts period. Willeke believed, "an Architect must be an artist, and that painting, music, poetry, sculpture, etc. must be studied by him in order to educate all artistic senses which are expressed in his work."²⁷

An article in *The Ohio Architect Engineer and Builder* states (speaking of Tietig & Lee), "The work of these architects manifests not only a wide scope of composition including domestic, commercial and church work, but an extraordinary mastery of the details of each branch of design."²⁸ Building types ranged from schools, residences, businesses, theaters, religious institutions, recreational organizations, banks, telephone branch exchanges, and public libraries.

The firm of Tietig & Lee was well known for their residential designs. They designed homes in affluent neighborhoods such as Avondale, East Walnut Hills, Indian Hill, and Hyde Park. These grand homes were designed in various architectural styles including Arts and Crafts, Tudor, Classical Revival, Beaux Arts, and Colonial Revival. The principal designer responsible for the successful residential designs was architect Leonard B. Willeke. Willeke was a talented residential designer responsible for the design of Rudolph Tietig's residence in Hyde Park. Built in 1905 in the Arts and Crafts style, Tietig's home demonstrates the firm's versatility to design in a wide range of styles.

By the 1930s, the firm had expanded their portfolio to include a large number of institutional and commercial buildings. Well known Tietig and Lee works within Cincinnati consist of the Cincinnati Tennis Club (1906) in East Walnut Hills, North side Public Library (1906) in Cumminsville, several buildings on the University of Cincinnati campus (c. 1910), Standard Theater (1913-1950) in downtown Cincinnati, Kilgour School (1922) in Hyde Park, Doctors' Building (1923) on Garfield Place located in downtown Cincinnati, Federal Reserve Bank (1927) at 4th and Race, and Saylor Park School (1929) in Saylor Park.

Tietig & Lee designed in a number of different styles. The majority of their work has strong ties to the Classical Revival style, the Italian Renaissance Revival style, and a variety of Beaux Art adaptations. The Classical Revival period, Italian Renaissance Revival period, and the Beaux

²⁶ Brunk, 57.

²⁷ Brunk, 211.

²⁸ *The Ohio Architect, Engineer and Builder. Messrs. Tietig and Lee, An Architectural Firm of Cincinnati that Aided in the Development of Building Southern Ohio.* (The Architect and Builder Company, 1910.) Volume 20, Number 4, page 15.

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Arts style have similar identifiable features. The three styles, based upon formal Greek and Roman buildings, display grand scales, classical columns and pilasters, symmetry, and classical ornamentation. The Beaux Arts style can be easily identified by the use of floral patterns, escutcheons, ornate wall surfaces, and paired columns. In many of Tietig & Lee's projects one will notice the firm often blended these three styles together. The Jewish Synagogue, constructed in 1906 in Avondale and demolished circa 1970, Highland School, built in 1909 in Columbia-Tusculum and demolished in 2012, the Chamber of Commerce Building, constructed in 1927 within the business district of Cincinnati are a few examples of Classical Revival, Italian Renaissance Revival, and Beaux Arts structures designed by Tietig & Lee.

The Jewish Synagogue is an early example of Tietig & Lee integrating Beaux Arts design into a Classical Revival structure (Images 22 and 23). The grand structure has many identifiable features that classify it as Classical Revival building. These elements include a symmetrical façade with a full-height porch, large Corinthian columns, unadorned frieze, dentiled cornice, front facing pediment, flat roof, and arched windows. At the same time there are elements that allude to the Beaux Arts style. These identifiable features include pedimented doorways with decorative brackets, paired columns, an escutcheon symbol in the front pediment, interior arched ceilings, and paired pilasters at the altar with ornate detailing.

Highland School is the first known school designed by Tietig & Lee in 1909 (Images 24 and 25). Designed in the Italian Renaissance style, Highland School was built at a grand scale with symmetrical elevations, a rusticated stone base with smooth brick above, a parapet roofline, a flat roof, pediments above the side wings, and classical pilasters. There are also elements that are similar to Sands School that can be classified as Beaux Arts. These details consist of stone panels with rosettes, Greek Key patterns, and bead and reel motifs, swags, a grand stone door surround with classical elements, a pedimented entryway, brackets with leaf carvings, pilasters with acanthus leaves at the capital, and Roman cross transoms. Unlike Sands School, the Beaux Arts detailing at Highland School is less elaborate and is used more sparingly.

Lastly, the Chamber of Commerce Building is an example of a high-rise building designed in the Beaux Arts style by Tietig & Lee (Image 26). The fourteen-story high-rise sits upon a rusticated four-story base with light colored brick above. One of just a few Beaux Arts high-rises in Cincinnati, the Commerce Building has an imposing street presence. The Beaux Arts detailing at the base is a strong contrast to the surrounding Italianate structures. Identifiable Beaux Arts features at the base include rusticated stone, swag details in the door surrounds, pedimented windows, escutcheons above entryways, panels with low relief carvings, arched doorways, and a frieze along the eastern facing architrave with escutcheons. The top of the structure is adorned with a roofline balustrade, an accentuated cornice with classical ornamentation, classical detailed pilasters, and additional stone relief panels.

Though not all of these examples are representation of Beaux Arts architecture, they all have distinct characteristics that reference the Beaux Arts style. As previously mentioned, it was uncommon for Tietig & Lee to design in the Beaux Arts Style. The firm used many classical

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references and based on their collection of built works, Sands School is the best overall representation of the Beaux Arts style. Sands School exhibits identifiable Beaux Arts features that are not found on other projects. Design elements such as balustrade balconies, monumental stairs, and elaborate stone carvings of floral patterns are unique to Sands School and not exhibited in other works by Tietig & Lee.

CONCLUSION

George F. Sands School is a building that symbolizes the importance of education in Cincinnati and represents a period in Cincinnati history when school design was completely transformed. Large classrooms, dedicated areas for new curriculums, an auditorium, a gymnasium, large windows, two light wells, and ventilation towers were innovative ideas in school design during the early twentieth century. These historic design elements are intact and contribute to the integrity of the building. The grand scale of the imposing Beaux Arts structure also emphasizes the ideology that schools should be a symbolic focal point for the community. Unlike any other Cincinnati primary school, the Beaux Arts architecture of Sands School symbolizes civic virtue, stability in American education, and prestige. As one of the earliest schools in Cincinnati to reflect the educational reform ideas of the Progressive Era, the Beaux Arts design of Sands School was in keeping with the Cincinnati School Board's desire to create inspiring structures that stood for Classic ideology. The early ideas of the education reform influenced the School Board in Cincinnati to change their image within the city. Leonard Willeke of Tietig & Lee brought his knowledge of Beaux Arts design to Cincinnati and created the most impressive elementary school of its time. Sands School is an empowering structure that towers over neighboring historic homes and dominates the landscape in West End. The architectural design of Sands makes it clear that education, children, and success were a priority in Cincinnati at the turn of the century.

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Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): HAM0622628

10. Geographical Data

Acreege of Property 1.142 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|--------------|------------|
| 1. Latitude: | Longitude: |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

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Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|-------------|-----------------|-------------------|
| 1. Zone: 16 | Easting: 713465 | Northing: 4332270 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The George F. Sands School is located in parcel 184-0002-0009-90 and extends into a section of parcel 184-0002-0048-90. The boundary is described as the following: the beginning point starts at the northwest corner of parcel number 184-0002-0009-90 at the intersection of Freeman Avenue and Livingston Street and continues 169.03 Feet east along the curb side of Livingston Street; continue 113.32 Feet in the same direction in parcel 184-0002-0048-90; then travel 189.78 Feet south in parcel 184-0002-0048-90; continue 113.32 Feet west in parcel 184-0002-048-90 along the curb side of Poplar Street; then continue 169.03 Feet west along Poplar Street in parcel 184-0002-0009.90 and finally travel 189.78 Feet north along the curb side of Freeman Avenue ending at the point of origin.

Boundary Justification (Explain why the boundaries were selected.)

The boundary description contains all land historically associated with the school and documented in the 1904-1950 Sanborn Fire Insurance Map of West End (Image 16).

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11. Form Prepared By

name/title: Deanna Heil, Architect
organization: City Studios Architecture
street & number: 1148 Main Street
city or town: Cincinnati state: Ohio zip code: 45202
e-mail dheil@citystudiosarch.com
telephone: 513.621.0750
date: 04-14-2017

Additional Documentation

Submit the following items with the completed form:

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

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Photographs

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

Photo Log

Name of Property: George F. Sands School

City or Vicinity: Cincinnati

County: Hamilton

State: Ohio

Photographer: Madeline Williams

Date Photographed: 12.07.2016

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

01. South façade, looking north from Poplar Street
02. East entry at south façade, looking north
03. Main entry at south façade, looking north
04. East façade, looking west from Baymiller Street
05. West façade, looking east from Freeman Avenue
06. Entrance at west façade, looking east
07. North façade, looking south from Livingston Street
08. First floor, unit 106, view looking southeast
09. First floor, corridor 100C, view looking south
10. First floor, stair D, view looking northeast
11. First floor, courtyard 1, view looking south
12. Second floor, west corridor 200, view looking north
13. Second floor, south corridor 200, view looking west
14. Second floor, main entry, view looking south
15. Second floor, main entry, view looking east
16. Second floor, auditorium, view looking north
17. Second floor, auditorium, view looking south
18. Second floor, auditorium doors, view looking north

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19. Second floor, auditorium, view looking west
20. Second floor, unit 206, view looking southwest
21. Second floor, unit 207, historic wardrobe, view looking southeast
22. Second floor, unit 202, historic bookcase, view looking east
23. Third floor, east corridor 300, view looking south
24. Third floor, gymnasium, view looking south
25. Third floor, gymnasium, view looking southeast
26. Third floor, gymnasium entrance, view looking northeast
27. Fourth floor, east corridor 400, view looking south
28. Fourth floor, unit 416, view looking east
29. Fourth floor, unit 416, view looking southwest
30. Fourth floor, unit 403, view looking northwest
31. Roof, view looking northwest

Images:

1. Original Drawing: First Floor Plan, George F. Sands School
2. Original Drawing: Second Floor Plan, George F. Sands School
3. Original Drawing: Third Floor Plan, George F. Sands School
4. Original Drawing: Fourth Floor Plan, George F. Sands School
5. Original Drawing: Roof Plan, George F. Sands School
6. Original Drawing: South Elevation, George F. Sands School
7. Original Drawing: East Elevation, George F. Sands School
8. Original Drawing: West Elevation, George F. Sands School
9. Original Drawing: North Elevation, George F. Sands School
10. Original Drawing: Exterior Detail Sheet, George F. Sands School
11. Original Drawing: Exterior Detail Sheet, George F. Sands School
12. Original Drawing: Auditorium Section and Details, George F. Sands School
13. Dayton Street Historic District Map, National Register Boundary
14. 1930 Aerial of the West End neighborhood, Cincinnati History Library and Archives
15. Sanborn Map 1891, Volume 3 Sheet 109
16. Sanborn Map 1904-1950, Volume 3 Sheet 205
17. George F. Sands School c. 1913, the Public Library of Cincinnati and Hamilton County
18. Hamilton County Memorial Library Hall c. 1908, Cincinnati History Library and Archives
19. Woodward High School, Cincinnati, Ohio, Constructed in 1910, (Photo credit: 2016, City Studios Architecture)
20. Rendering by Leonard B. Willeke, Brunk. Thomas W. *Leonard B. Willeke: Excellence in Architecture and Design*. Detroit, Michigan: University of Detroit Press, 1986.
21. Second Floor Plan
22. Jewish Synagogue, Cincinnati, Ohio, constructed 1906, The Public Library of Cincinnati and Hamilton County
23. Jewish Synagogue, Cincinnati, Ohio, constructed 1906, The Public Library of Cincinnati and Hamilton County

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24. Highland School, Cincinnati, Ohio, constructed 1909, (Photo credit: © 2009
Ohiooldschools: <https://www.flickr.com/photos/oldohioschools/albums/72157619385810453>)
25. Highland School, Cincinnati, Ohio, constructed 1909, (Photo credit: © 2009
Ohiooldschools: <https://www.flickr.com/photos/oldohioschools/albums/72157619385810453>)
26. Chamber of Commerce Building, Cincinnati, Ohio, constructed 1927, Cincinnati History
Library and Archives

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

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

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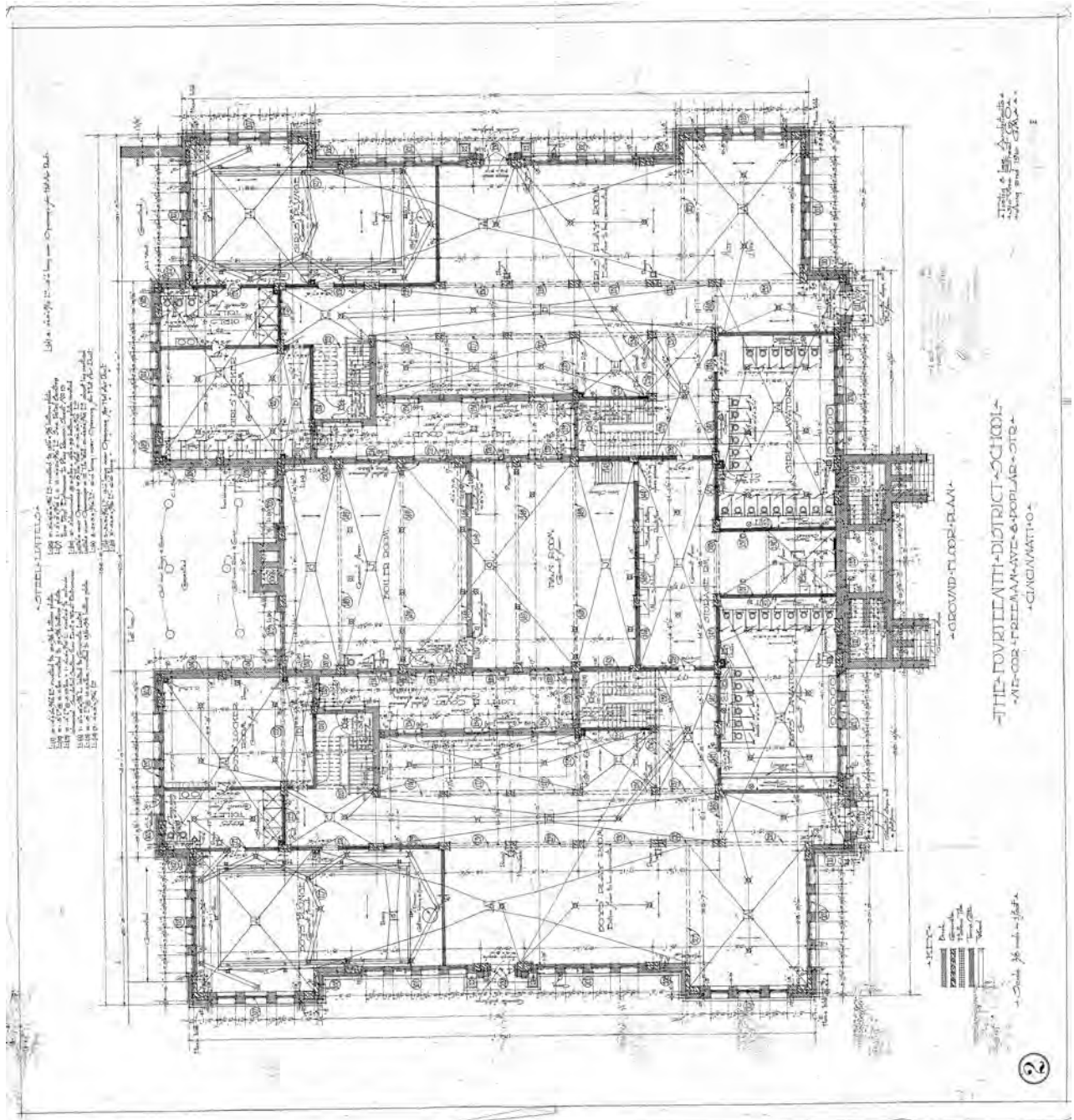
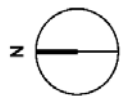


Image 1:
Original Drawing: First Floor Plan
George F. Sands School



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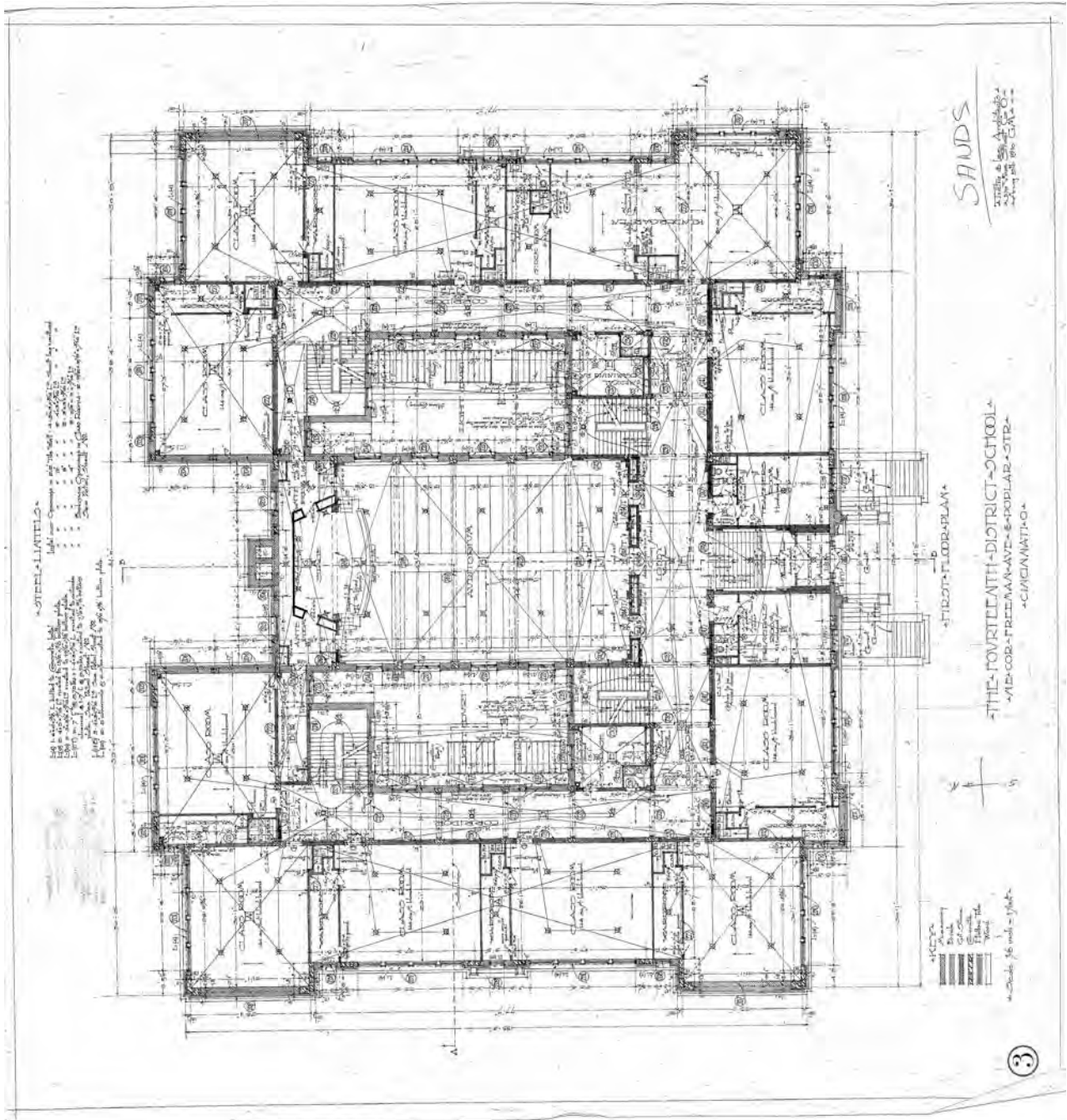


Image 2:
Original Drawing: Second Floor Plan
George F. Sands School



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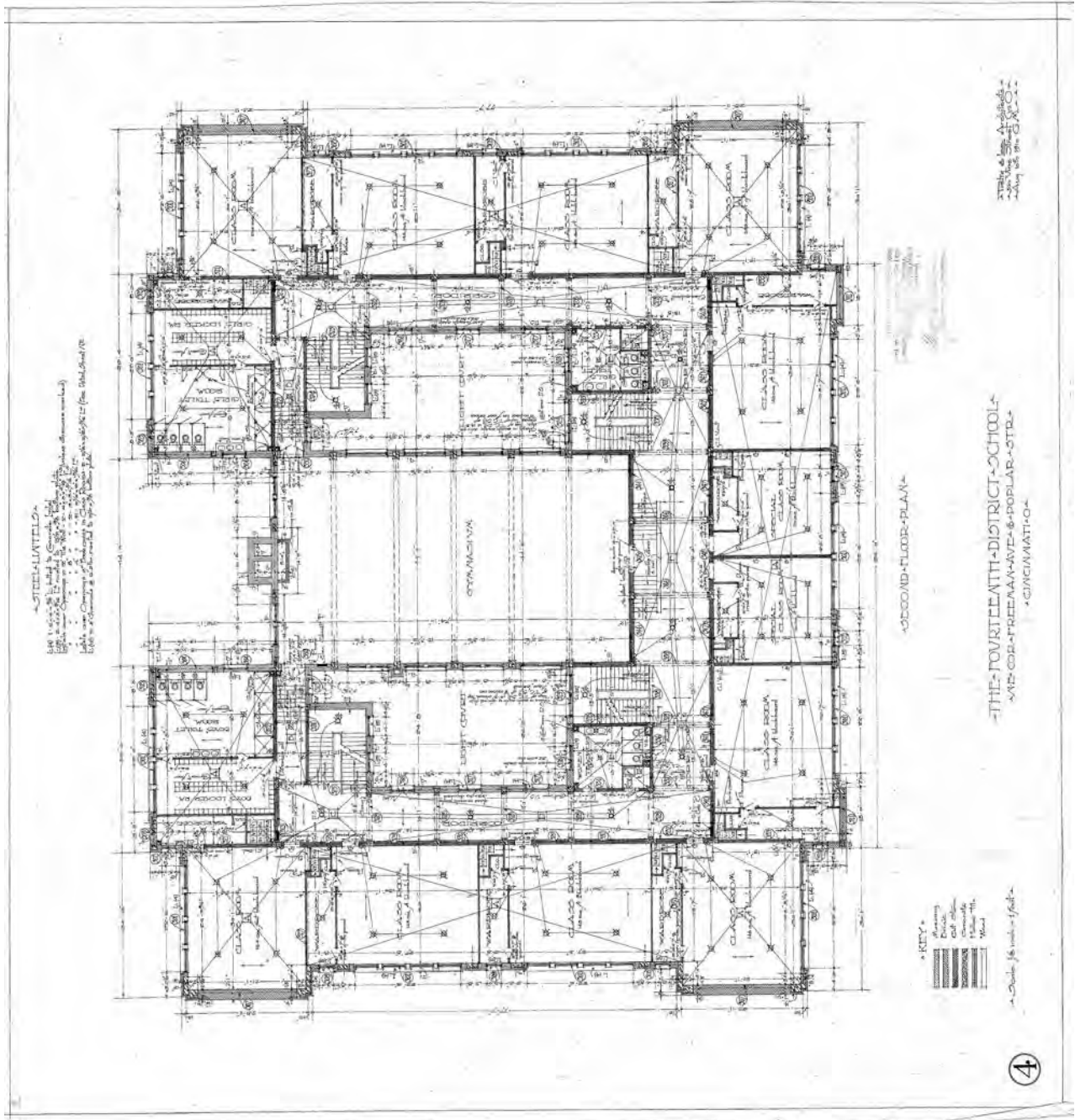
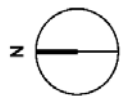


Image 3:
Original Drawing: Third Floor Plan
George F. Sands School



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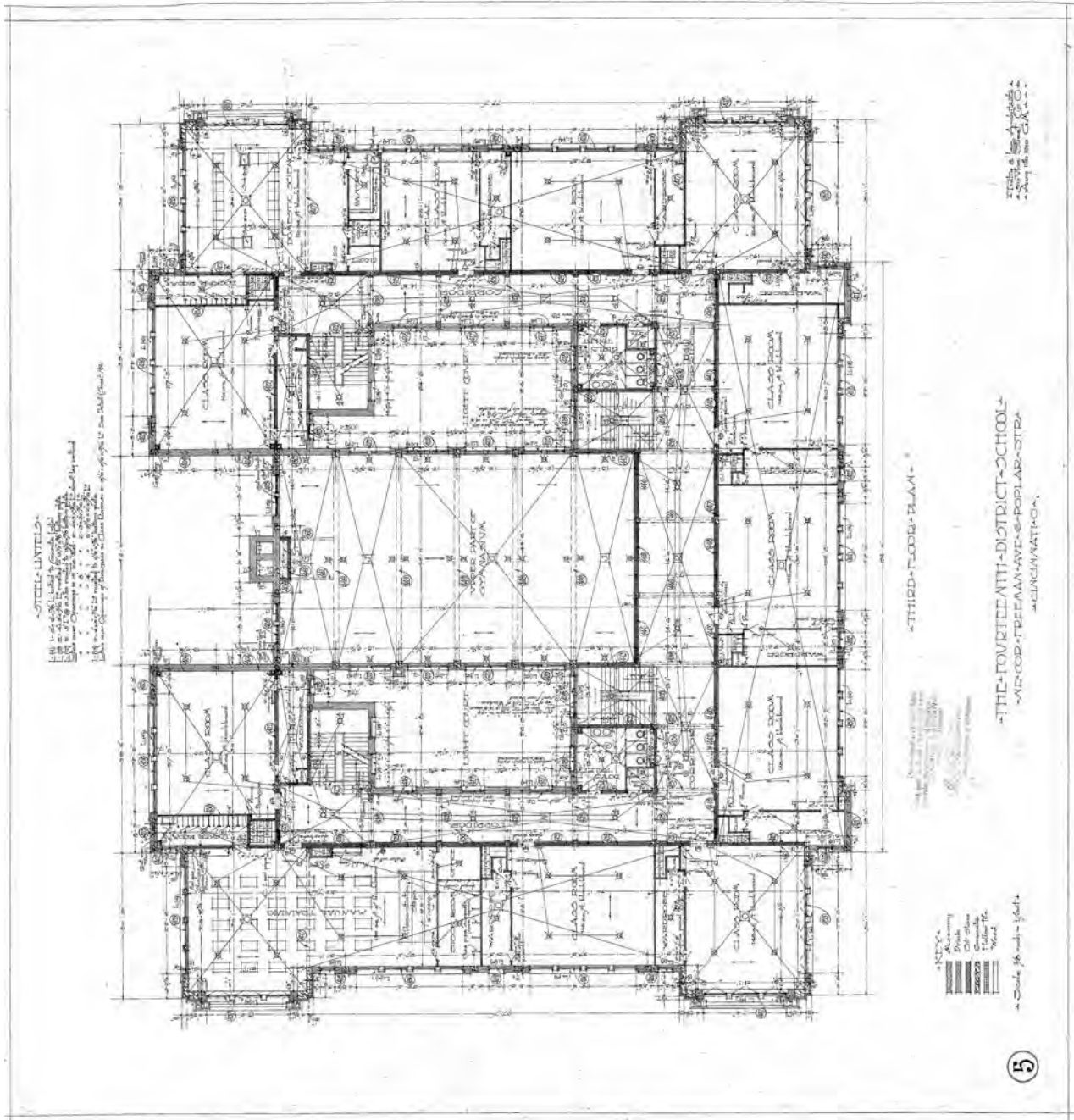
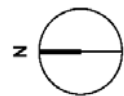


Image 4:
Original Drawing: Fourth Floor Plan
George F. Sands School



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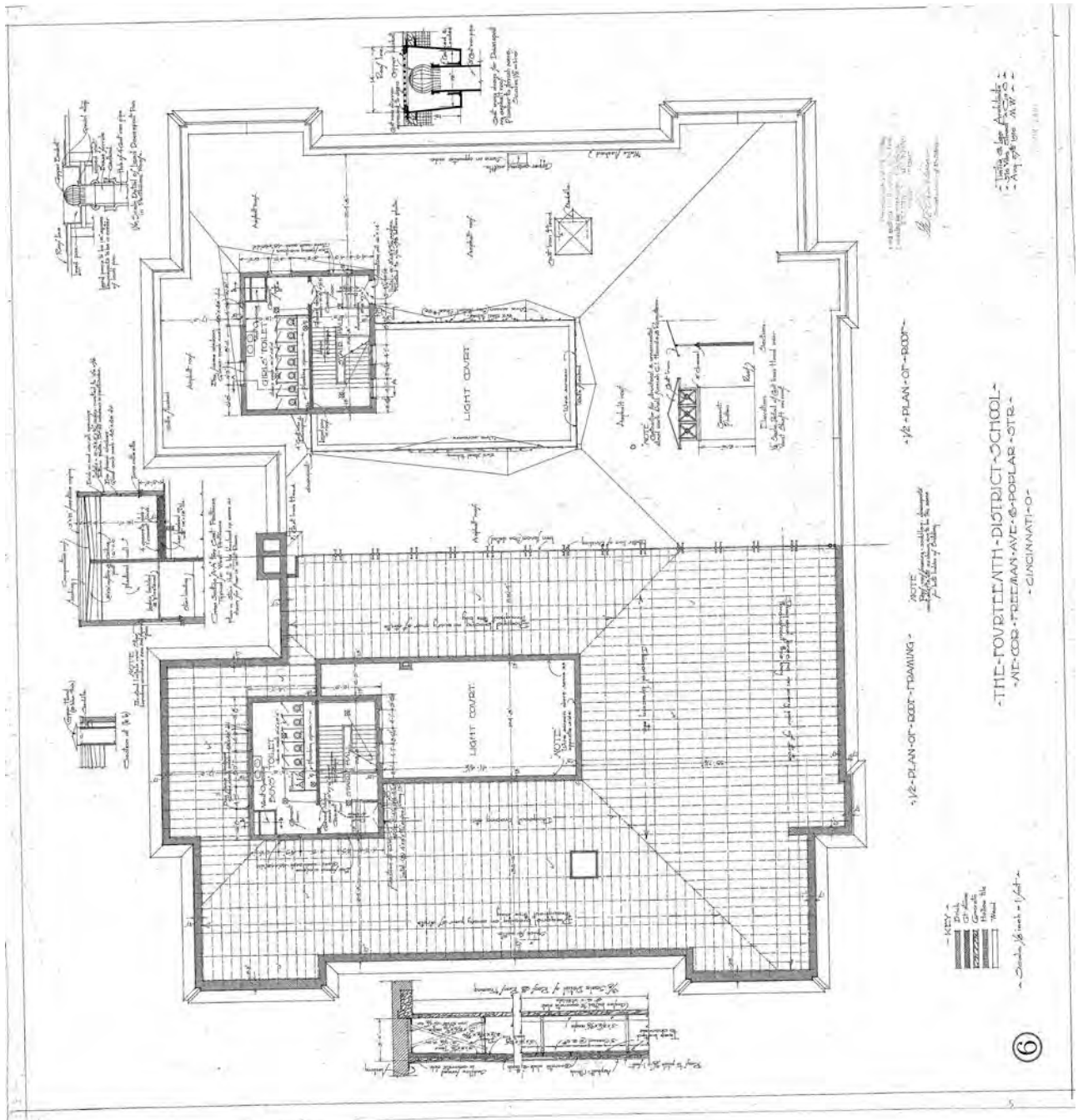
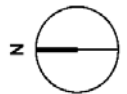


Image 5:
Original Drawing: Roof Plan
George F. Sands School



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Image 6:
Original Drawing: South Elevation
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Image 7:
Original Drawing: East Elevation
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Image 8:
Original Drawing: West Elevation
George F. Sands School

George F. Sands School
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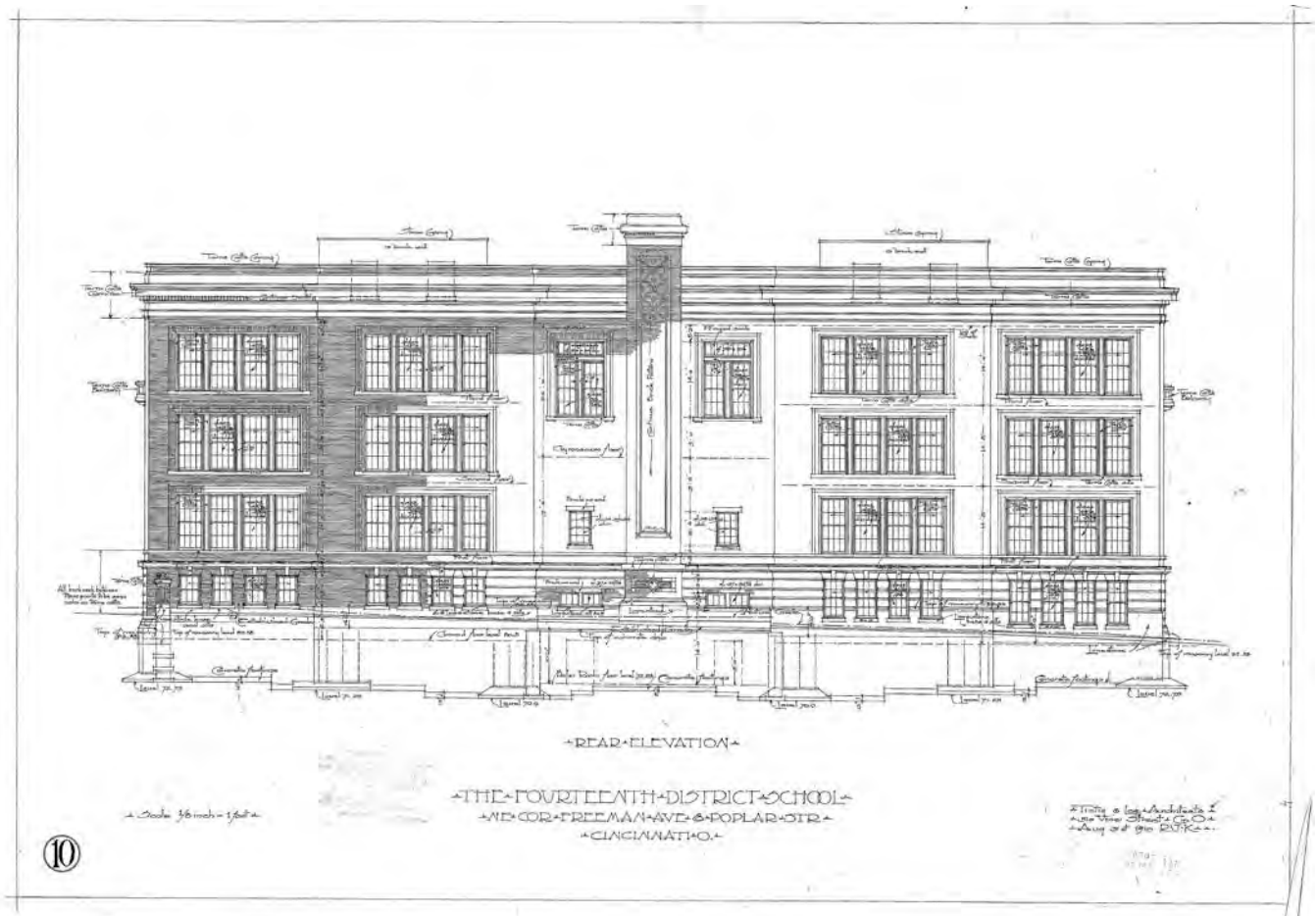


Image 9:
Original Drawing: North Elevation
George F. Sands School

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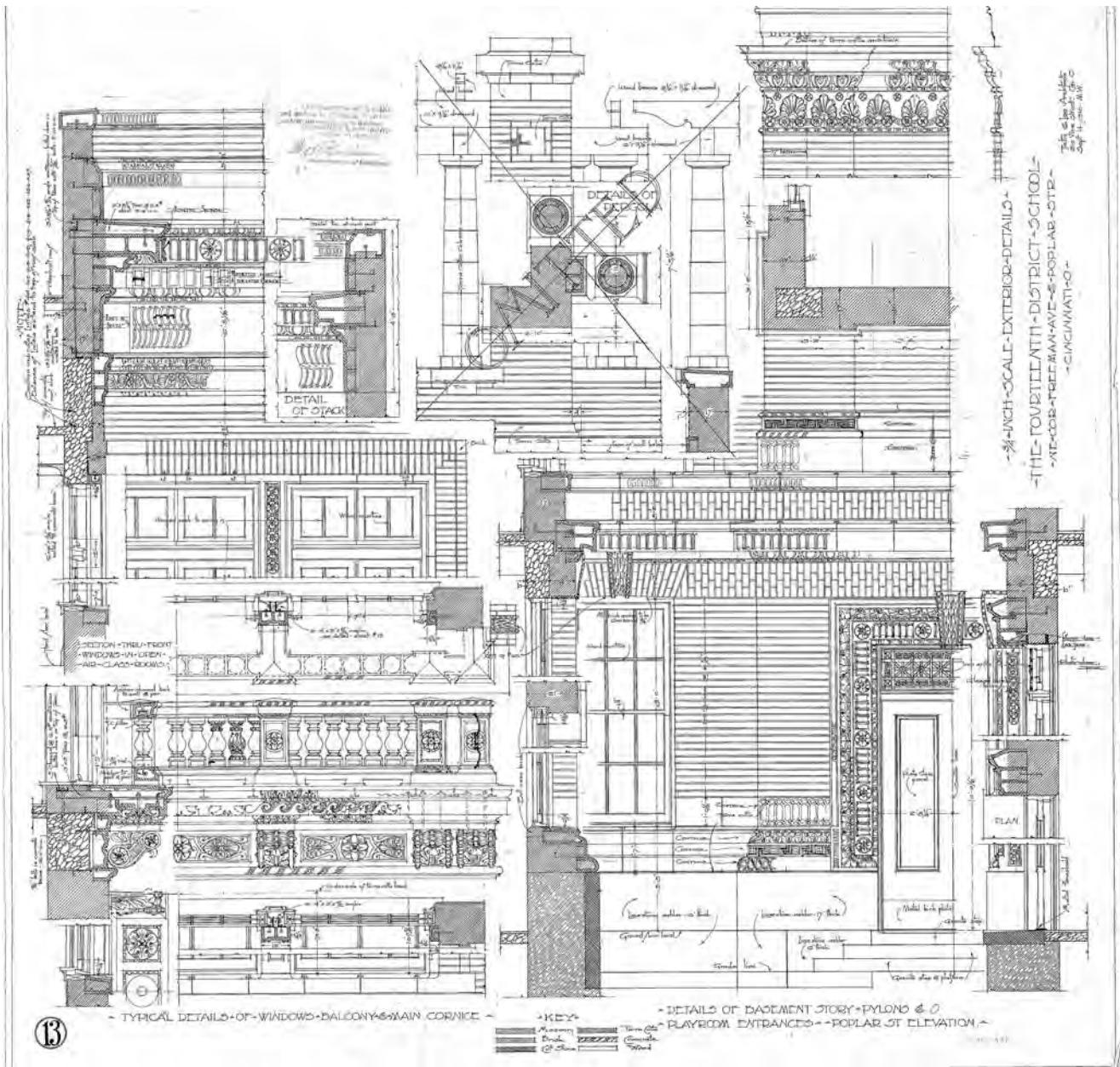


Image 10:
Original Drawing: Exterior Detail Sheet
George F. Sands School

George F. Sands School
Name of Property

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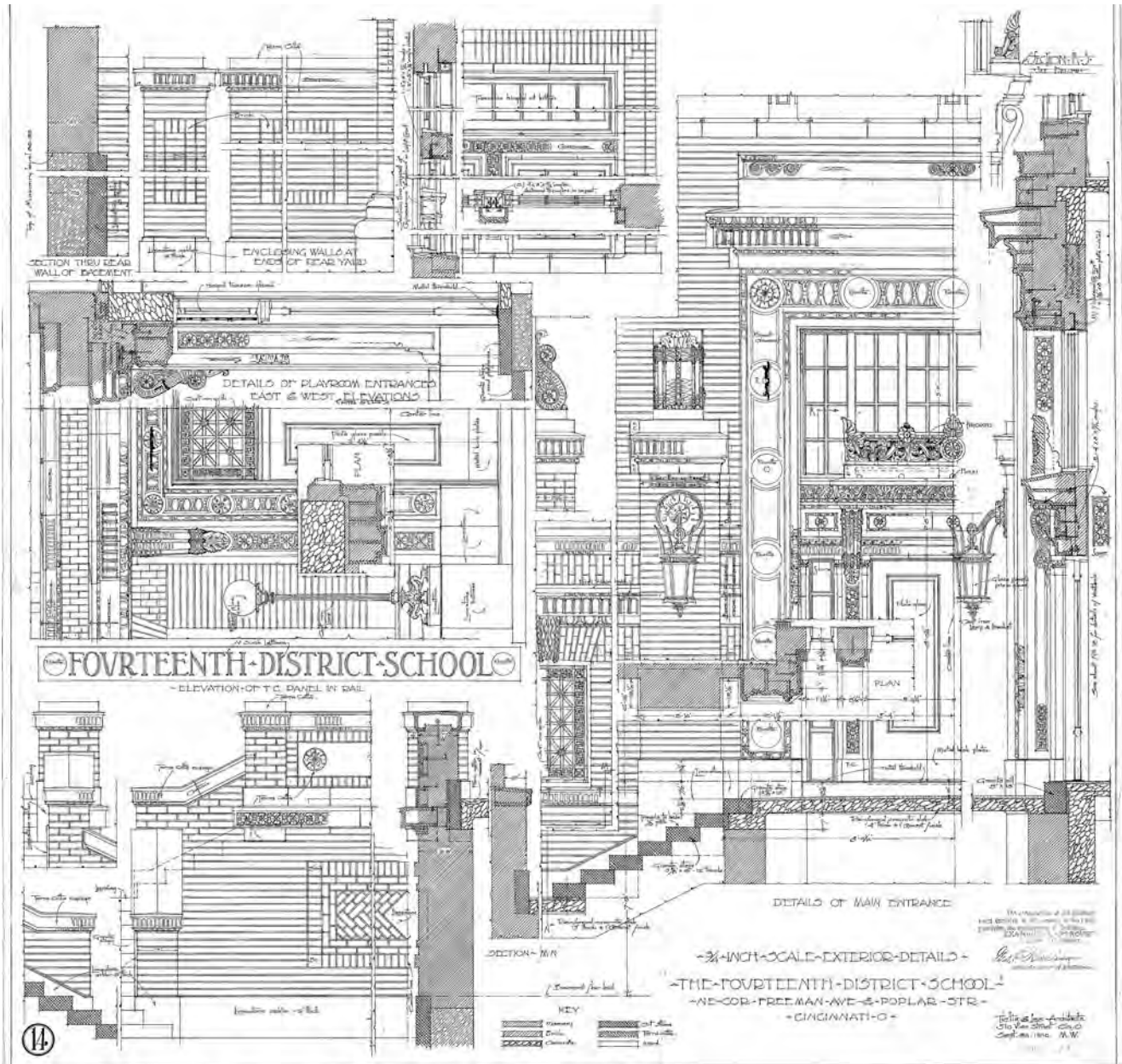


Image 11:
Original Drawing: Exterior Detail Sheet
George F. Sands School

George F. Sands School
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Image 12:
Original Drawing: Auditorium Section and Details
George F. Sands School

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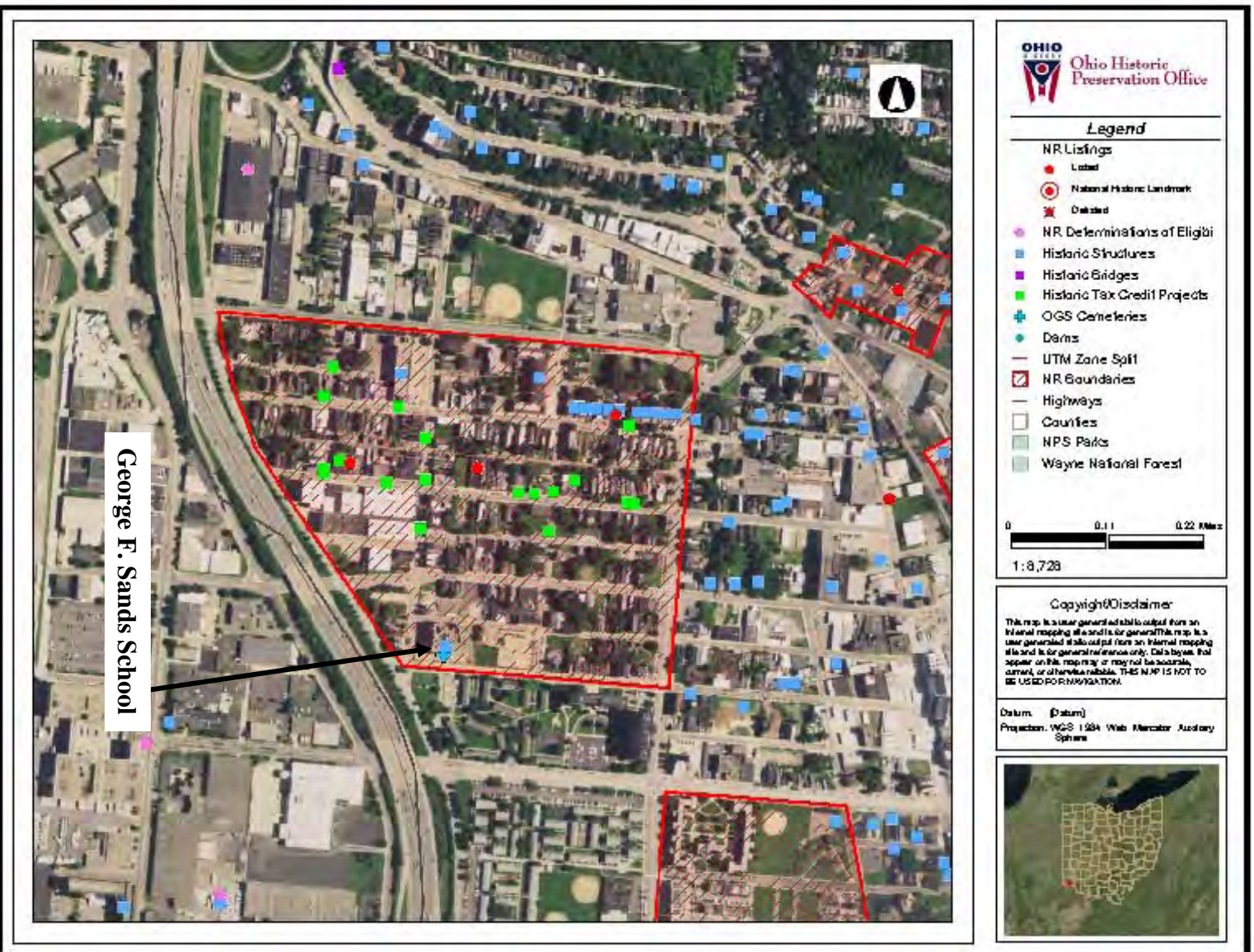


Image 13: Dayton Street Historic District Map, National Register Boundary

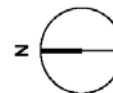
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George F. Sands School



Image 14: 1930 Aerial of the West End neighborhood,
Cincinnati History Library and Archives



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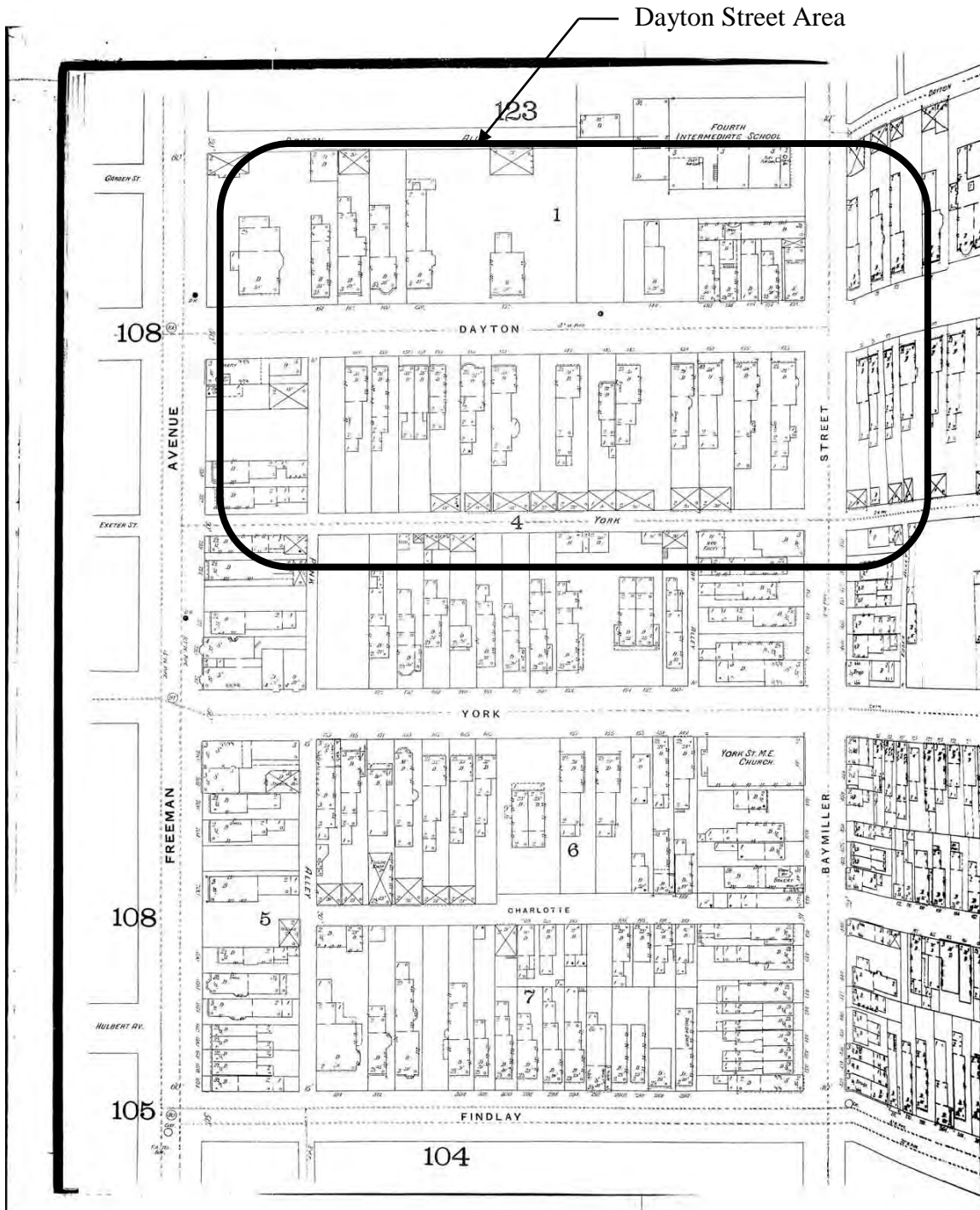


Image 15: Sanborn Map 1891, Volume 3 Sheet 109



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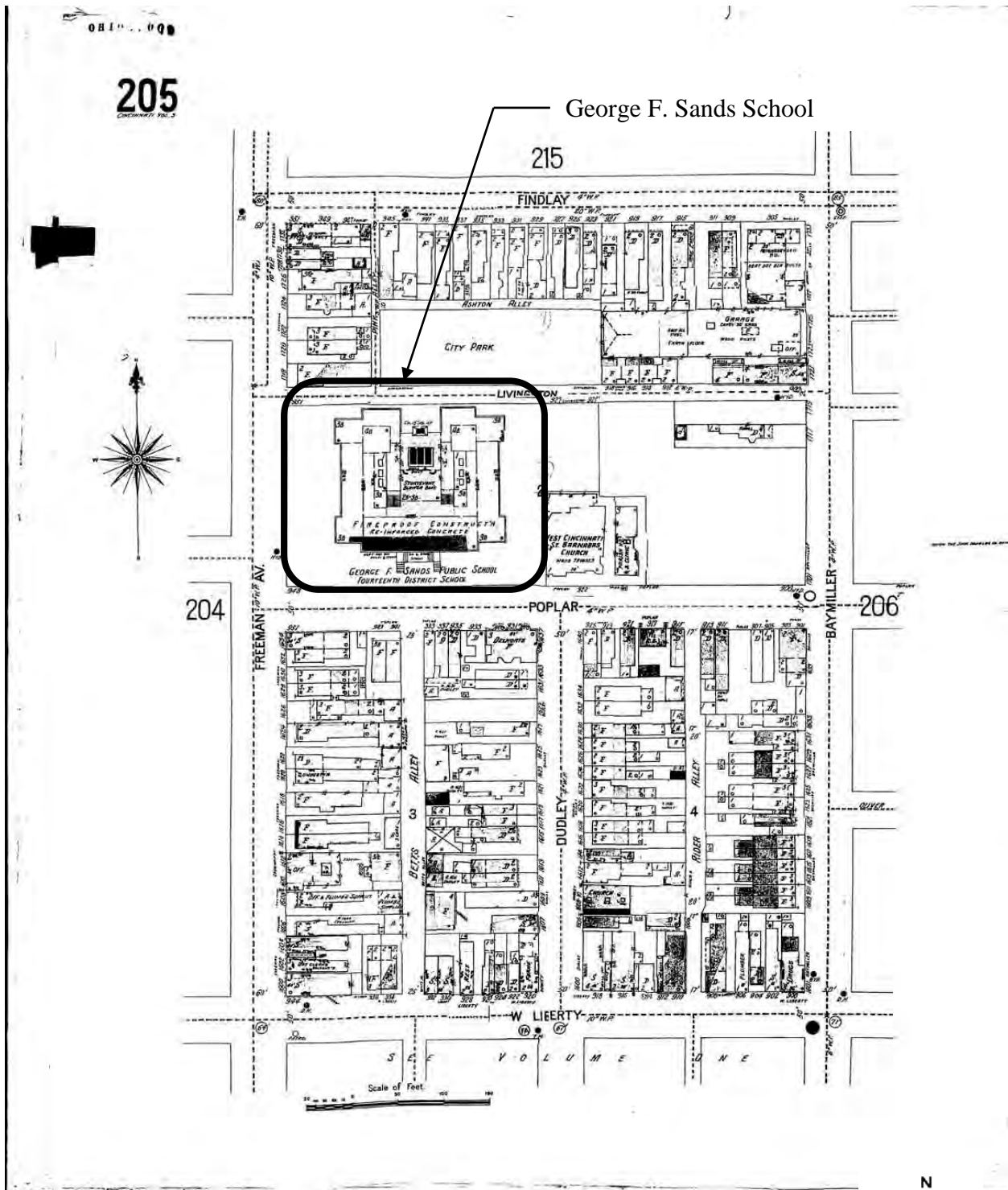
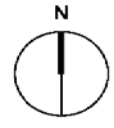


Image 16: Sanborn Map 1904-1950, Volume 3 Sheet 205



George F. Sands School
Name of Property

Hamilton County, Ohio
County and State

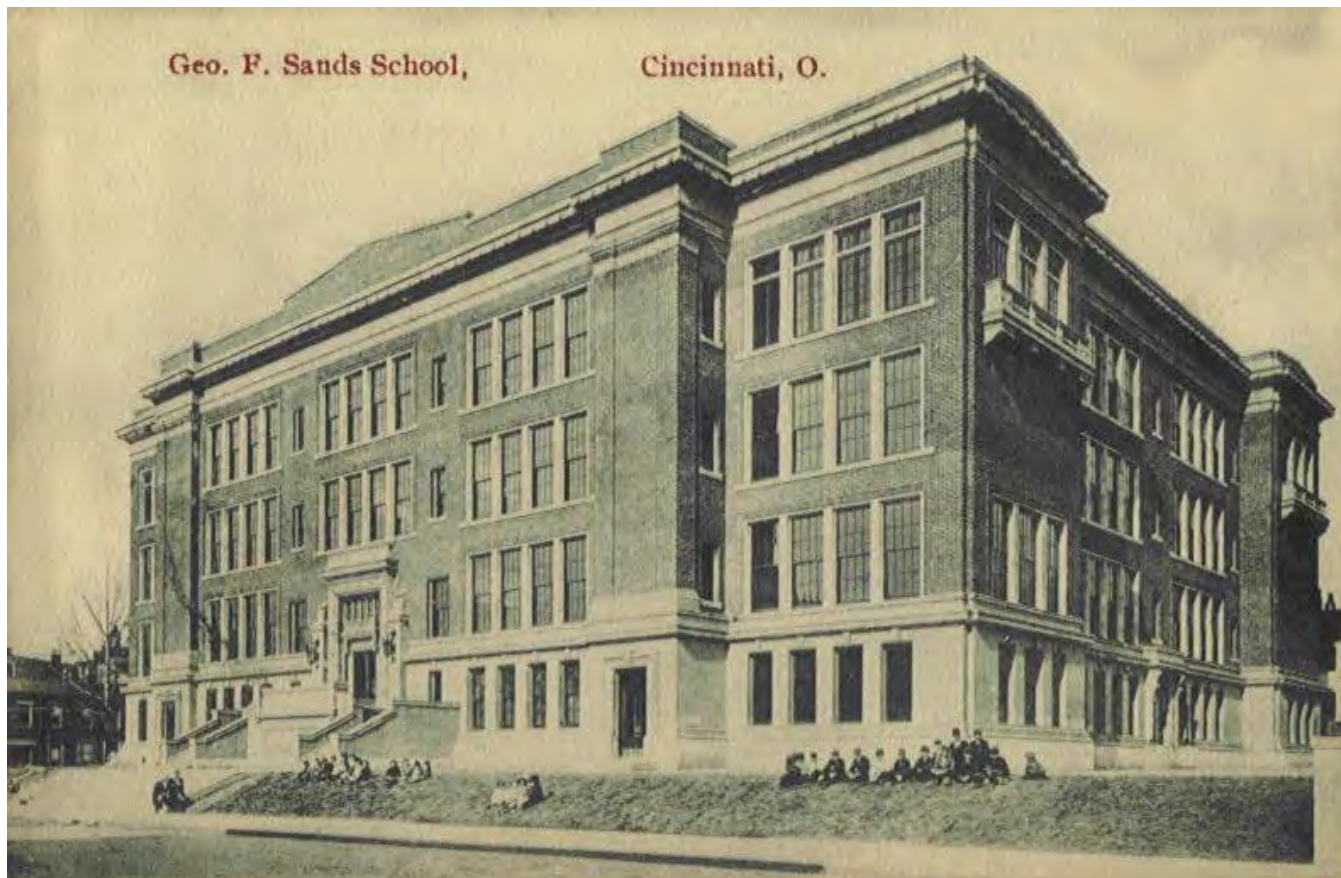


Image 17: George F. Sands School c. 1913,
The Public Library of Cincinnati and Hamilton County

George F. Sands School
Name of Property

Hamilton County, Ohio
County and State



Image 18: Hamilton County Memorial Hall c. 1908,
Cincinnati History Library and Archives

George F. Sands School
Name of Property

Hamilton County, Ohio
County and State

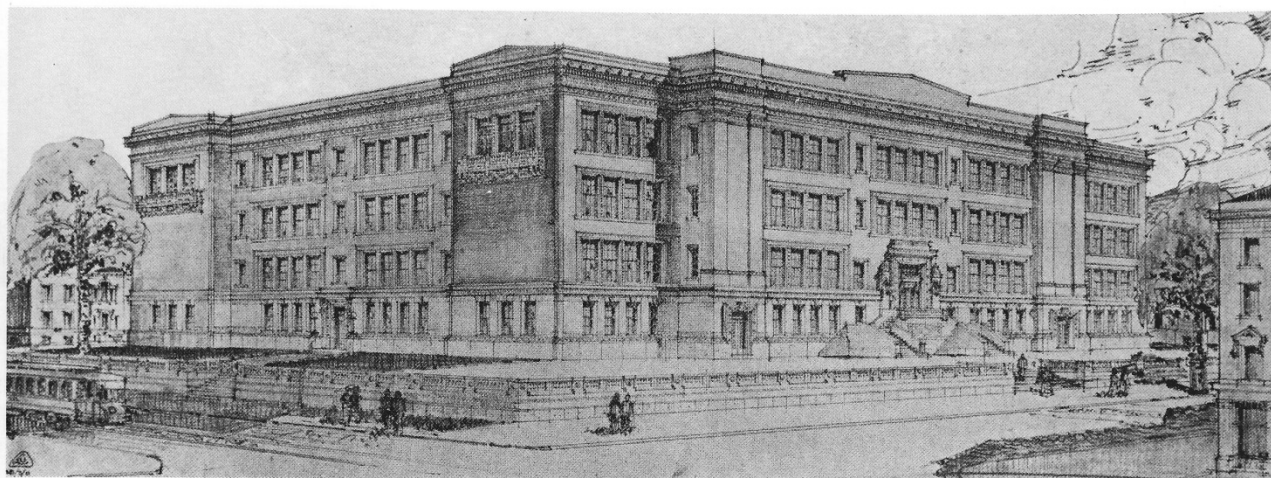


Image 19: Woodward High School, Cincinnati, Ohio, constructed in 1910,
(Photo credit: 2016, City Studios Architecture)

George F. Sands School
Name of Property

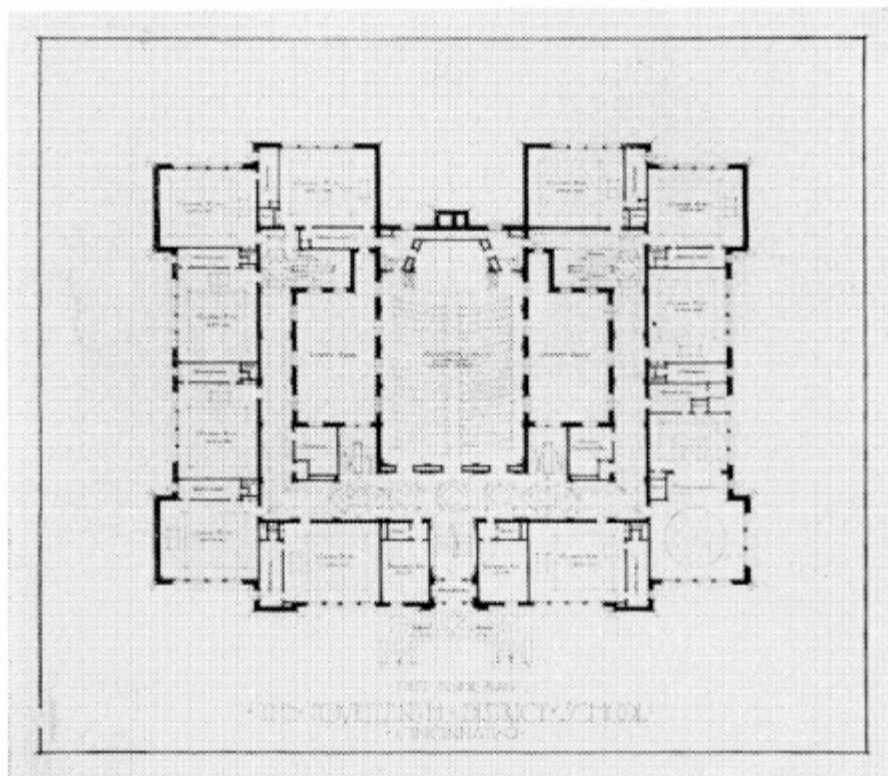
Hamilton County, Ohio
County and State

Fourteenth District School, Cincinnati.



Tietig & Lee, Cincinnati 45

Image 20: Rendering by Leonard B. Willeke, Brunk. Thomas W. *Leonard B. Willeke: Excellence in Architecture and Design*. Detroit, Michigan: University of Detroit Press, 1986.



PLAN—THE FOURTEENTH DISTRICT SCHOOL, CINCINNATI, O.
TETIG & LEE, ARCHITECTS, CINCINNATI, O.

Image 21: Second Floor Plan

George F. Sands School
Name of Property

Hamilton County, Ohio
County and State



Image 22: Jewish Synagogue, Cincinnati, Ohio, constructed 1906
The Public Library of Cincinnati and Hamilton County



Image 23: Jewish Synagogue, Cincinnati, Ohio, constructed 1906
The Public Library of Cincinnati and Hamilton County

George F. Sands School
Name of Property

Hamilton County, Ohio
County and State



Image 24: Highland School, Cincinnati, Ohio, constructed 1909
(Photo credit: © 2009 Ohiooldschools:
<https://www.flickr.com/photos/oldohioschools/albums/72157619385810453>)

George F. Sands School
Name of Property

Hamilton County, Ohio
County and State



Image 25: Highland School, Cincinnati, Ohio, constructed 1909
(Photo credit: © 2009 Ohiooldschools:
<https://www.flickr.com/photos/oldohioschools/albums/72157619385810453>)

George F. Sands School
Name of Property

Hamilton County, Ohio
County and State

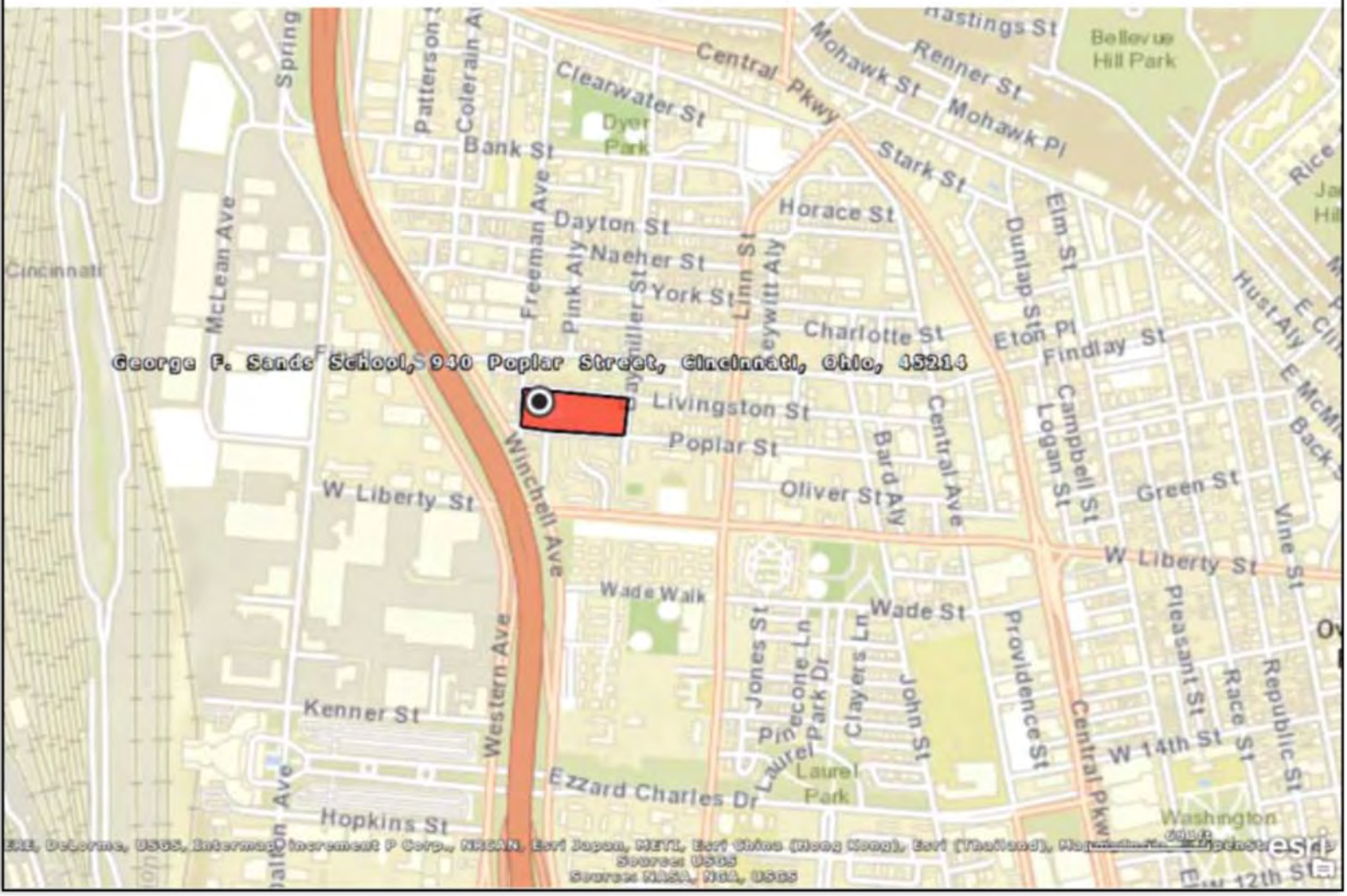


Image 26: Chamber of Commerce Building, Cincinnati, Ohio, constructed 1927
Cincinnati History Library and Archives

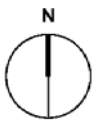
George F. Sands School
Name of Property

Hamilton County, Ohio
County and State

George F. Sands School, 940 Poplar Street, Cincinnati, Ohio, 45214

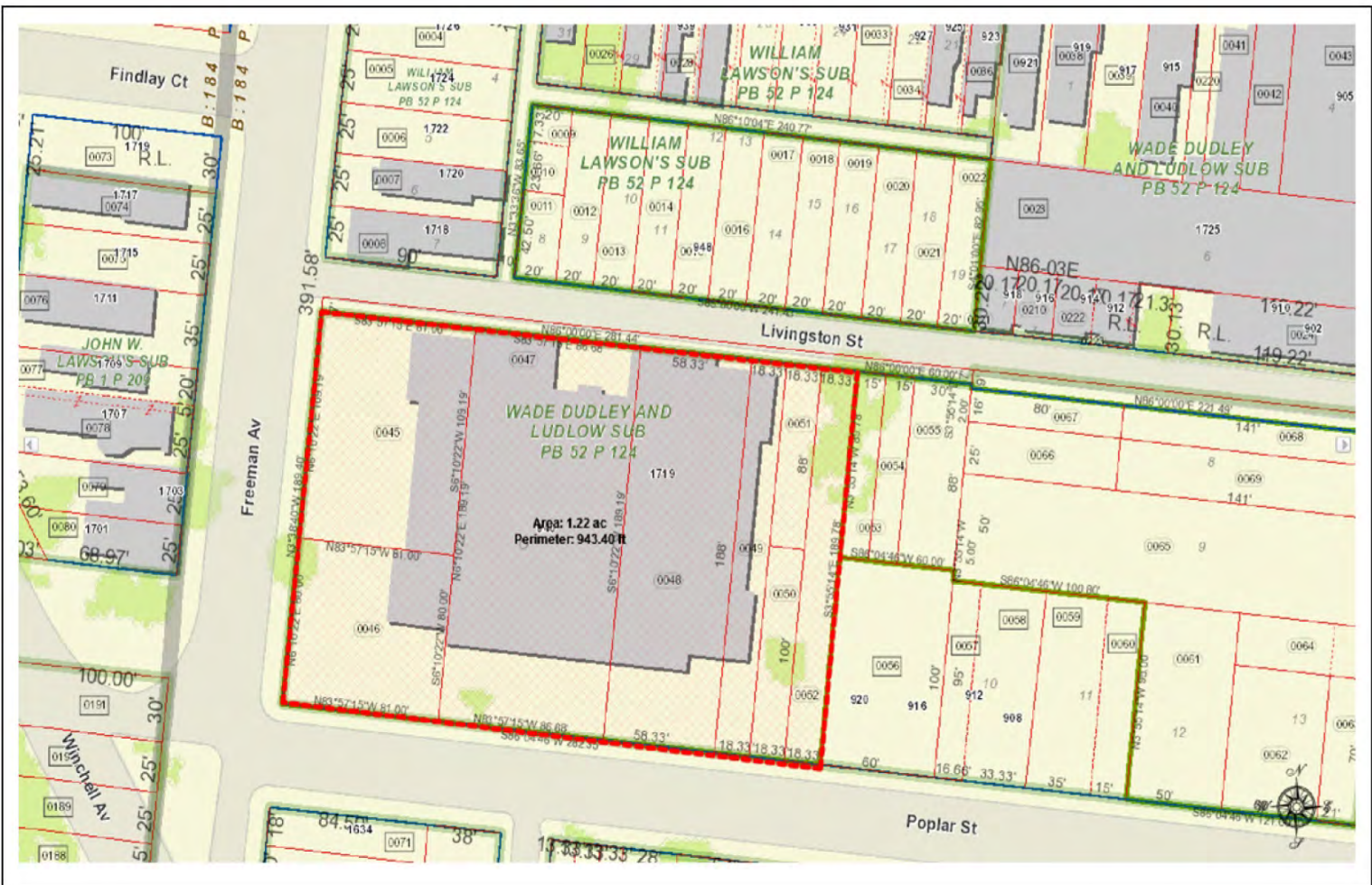


George F. Sands School 940 Poplar Street, Cincinnati 45214
NAD 1927, Zone 16, Easting 713465, Northing 4332270



George F. Sands School
Name of Property

Hamilton County, Ohio
County and State



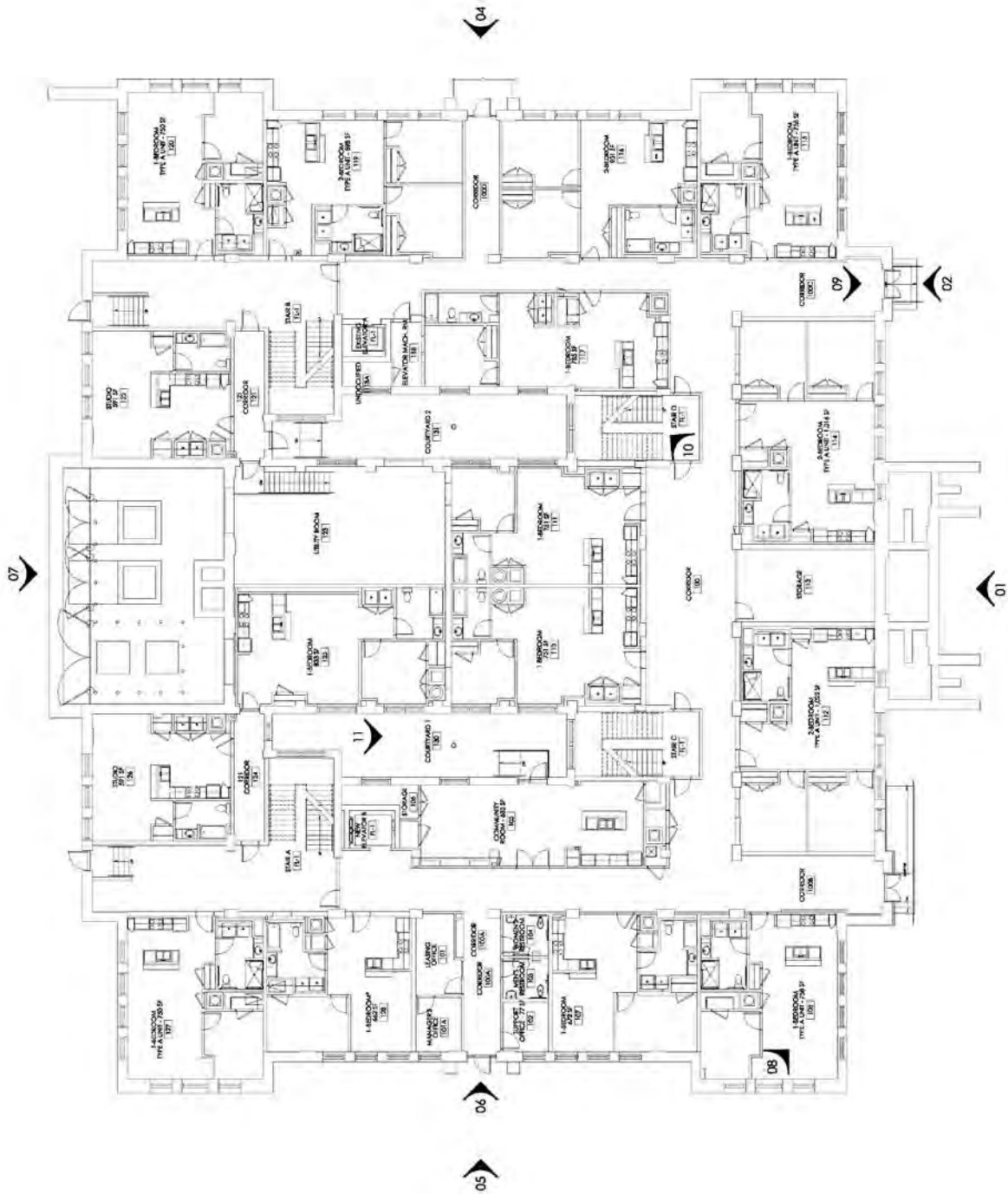
Sands School CAGIS Map

Printed: Sep 13, 2016 CAGIS©2016

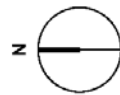


George F. Sands School
Name of Property

Hamilton County, Ohio
County and State

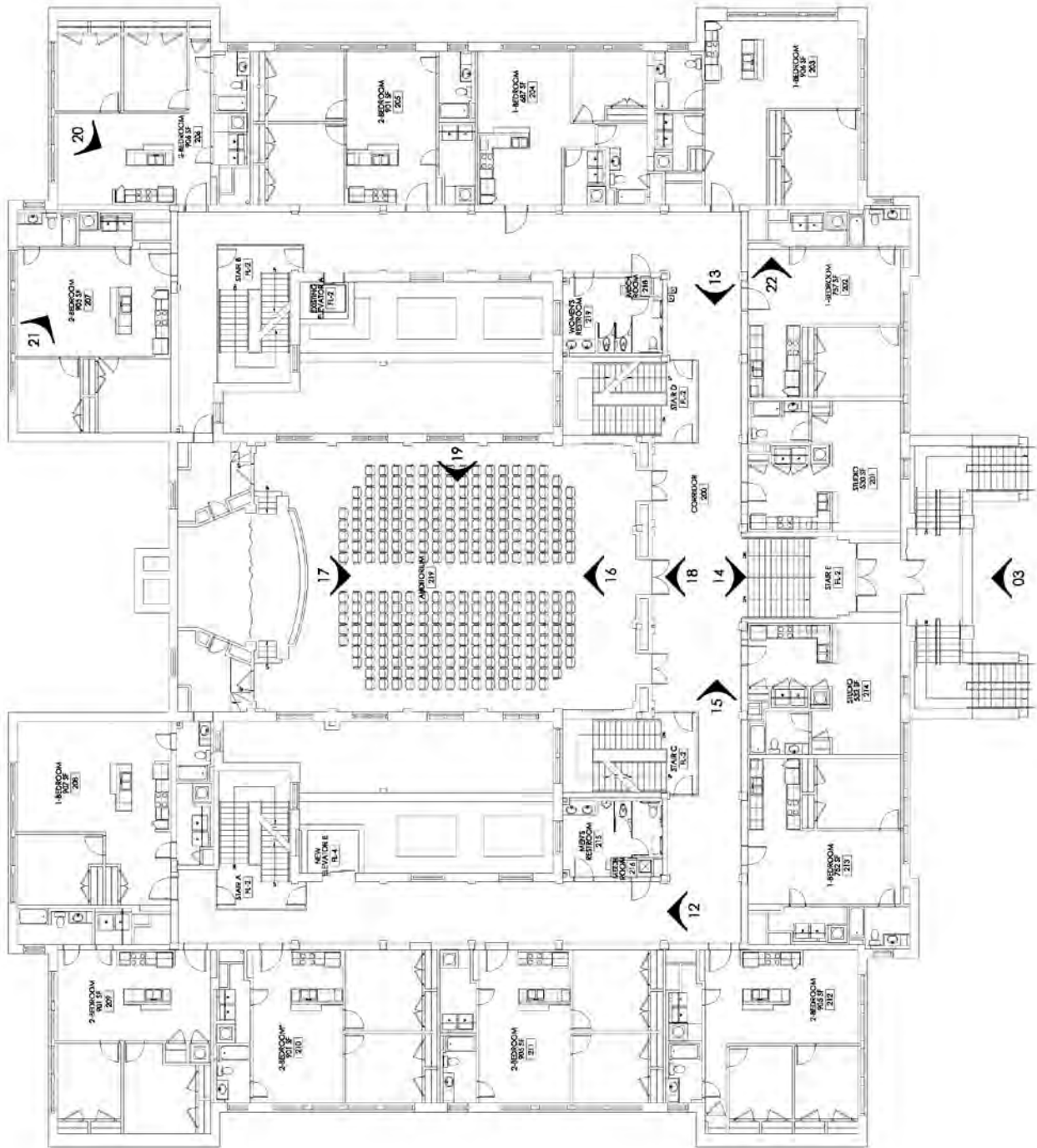


First Floor - Photo Key Plan, George F. Sands School

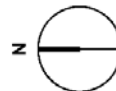


George F. Sands School
Name of Property

Hamilton County, Ohio
County and State

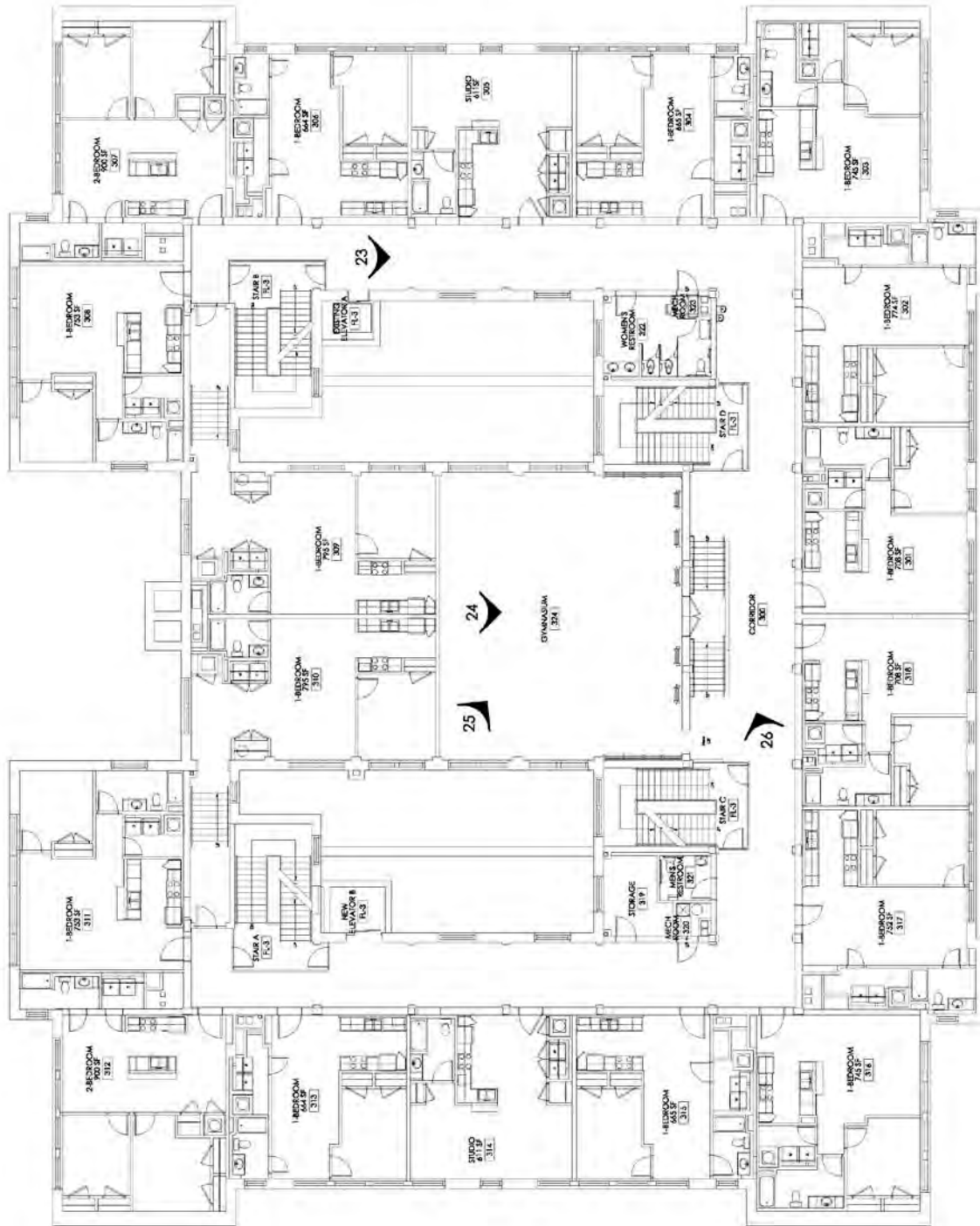


Second Floor - Photo Key Plan, George F. Sands School

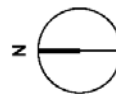


George F. Sands School
Name of Property

Hamilton County, Ohio
County and State

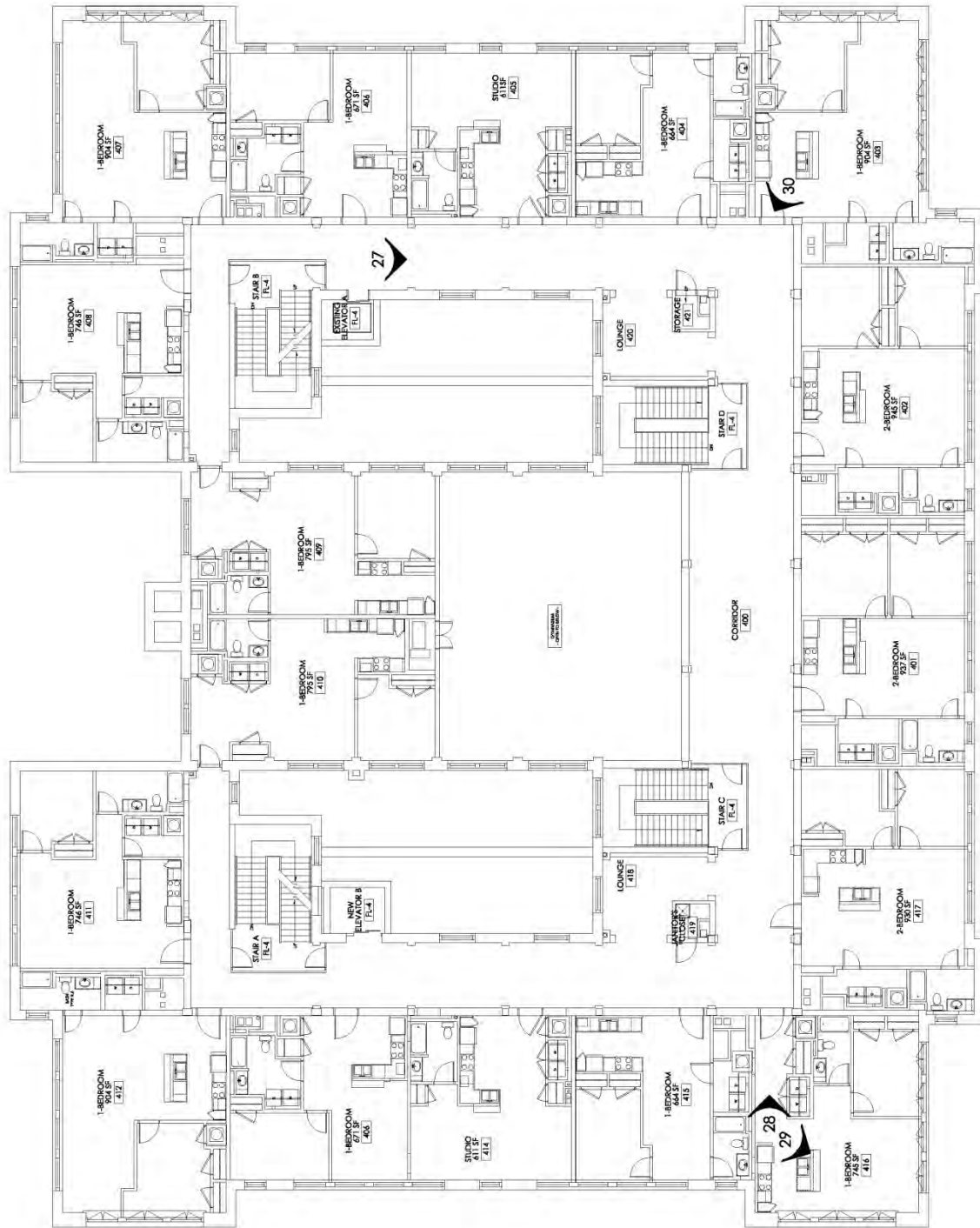


Third Floor Plan - Photo Key Plan, George F. Sands School

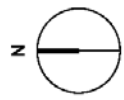


George F. Sands School
Name of Property

Hamilton County, Ohio
County and State

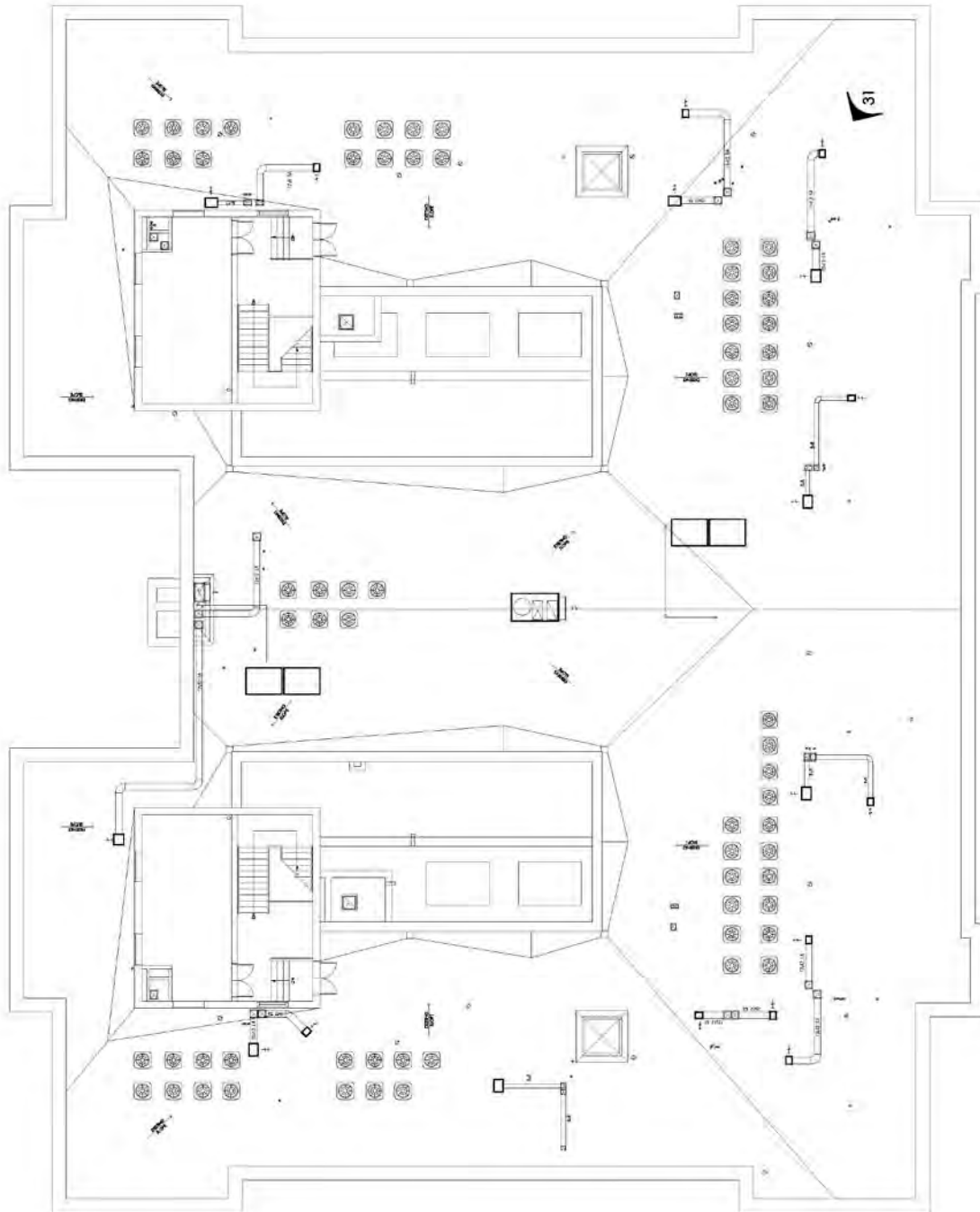


Fourth Floor Plan - Photo Key Plan, George F. Sands School

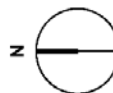


George F. Sands School
Name of Property

Hamilton County, Ohio
County and State



Roof Plan - Photo Key Plan, George F. Sands School





POPLAR

940 Poplar Street

SANDS SENIOR APARTMENTS
FOR A TOUR CALL 347-806-1000





GEORGE E SANDS SCHOOL

940 Poplar Street



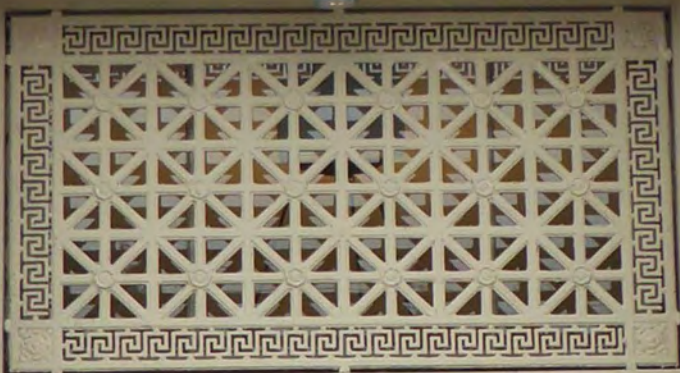


944
Pc

COMING SOON!
SANDS SENIOR APARTMENTS
FOR LEASING INFO: 317-264-4813

NO FREE ZONE

940
Poplar



MAIN ENTRANCE
VISITORS & DELIVERIES
♿ ACCESSIBLE









EXIT



EXIT











EXIT

FLOOR 2
EXIT
FIRE



EXIT



207



SMS



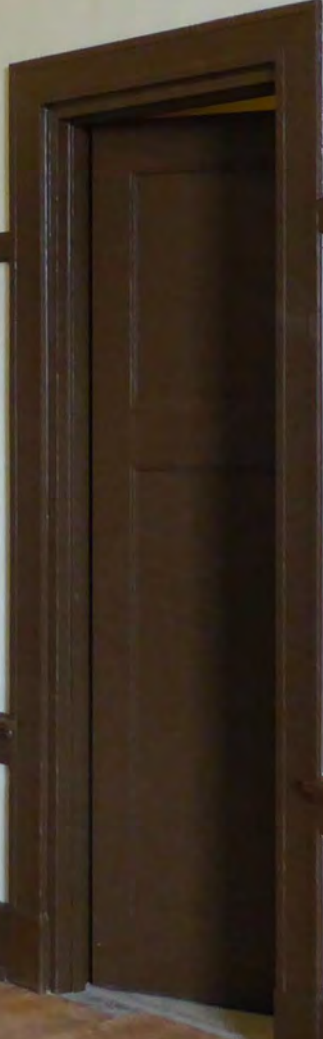


AUDITORIUM
MAXIMUM
OCCUPANCY
306













EXIT



EXIT

















UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Sands, George F., School

Multiple Name:

State & County: OHIO, Hamilton

Date Received: 7/14/2017 Date of Pending List: 8/9/2017 Date of 16th Day: 8/24/2017 Date of 45th Day: 8/28/2017 Date of Weekly List:

Reference number: SG100001507

Nominator: State

Reason For Review:

- | | | |
|---------------------------------------|------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Appeal | <input checked="" type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input type="checkbox"/> Other | <input type="checkbox"/> TCP | <input type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject 8/24/2017 Date

Abstract/Summary
Comments:

Recommendation/ Criteria Accept, National Register Criteria A and C.

Reviewer Patrick Andrus Patrick Andrus Discipline Historian

Telephone (202)354-2218 Date 8/24/2017

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.

NATIONAL REGISTER OF HISTORIC PLACES
NPS TRANSMITTAL CHECK LIST

OHIO HISTORIC PRESERVATION OFFICE
800 E. 17th Avenue
Columbus, OH 43211
(614)-298-2000

The following materials are submitted on July 10, 2017
For nomination of the George F. Sands School to the National Register of
Historic Places: Hamilton County, OH

- Original National Register of Historic Places nomination form
___ Paper PDF
- ___ Multiple Property Nomination Cover Document
___ Paper ___ PDF
- ___ Multiple Property Nomination form
___ Paper ___ PDF
- Photographs
___ Prints TIFFs
- CD with electronic images
- Original USGS map(s)
___ Paper Digital
- Sketch map(s)/Photograph view map(s)/Floor plan(s)
___ Paper PDF
- ___ Piece(s) of correspondence
___ Paper ___ PDF
- ___ Other _____

COMMENTS:

- ___ Please provide a substantive review of this nomination
- This property has been certified under 36 CFR 67
- ___ The enclosed owner objection(s) do _____ do not _____
Constitute a majority of property owners
- ___ Other: _____



July 10, 2017

J. Paul Loether, Deputy Keeper and Chief, National Register
and National Historic Landmark Programs
National Park Service
National Register of Historic Places
Mail Stop 7228
1849 C St, NW
Washington, D.C. 20240

Dear Mr. Loether:

Enclosed please find three (3) new National Register nomination for Ohio. All appropriate notification procedures have been followed for the nomination submissions.

NEW NOMINATION

East Boulevard Apartment House
George F. Sands School
John H. Lehman High School


COUNTY

Cuyahoga
Hamilton
Stark

The enclosed disks contain the true and correct copy of the nomination to the National Register of Historic Places for the following: East Boulevard Apartment House, Cuyahoga County; George F. Sands School, Hamilton County; and John H. Lehman High School, Stark County, Ohio.

If you have questions or comments about these documents, please contact the National Register staff in the Ohio Historic Preservation Office at (614) 298-2000.

Sincerely,


for
Lox A. Logan, Jr.
Executive Director and CEO
State Historic Preservation Officer
Ohio History Connection

Enclosures