

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Name of Property
County and State
Name of multiple listing (if applicable)

Section number _____ Page 1

Supplementary Listing Record

NRIS Reference Number: MP100004071

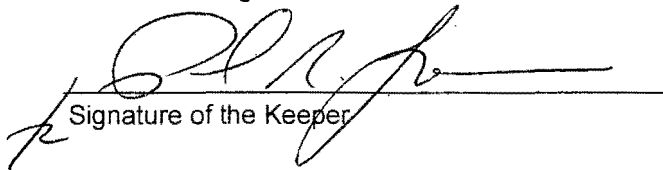
Date Listed: 6/3/2019

Property Name: Hardy, Rose Lees, School

County: District of
Columbia

State: DC

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


Signature of the Keeper

6/3/2019
Date of Action

Amended Items in Nomination:

Significance:

The Significant Person block is used only for Criterion B. [At this time, Ms. Hardy is removed from the significant person block as Criterion B is not justified for this property. Hardy's association with the building is only commemorative in nature as she had no direct association with the school, which was completed after her death. The narrative text outlining her career is fine to remain in the nomination.]

Criteria Consideration G should be checked--property that continues to achieve significance into a period less than 50 years before the nomination [The end of the period of significance, 5 years over the 50-year mark, is justified as marking a significant change in use associated with the innovative redistricting of several local schools and the transformation of the Hardy school from an elementary school into a middle school.]

The DISTRICT OF COLUMBIA SHPO was notified of this amendment.

DISTRIBUTION:

- National Register property file
- Nominating Authority (without nomination attachment)

United States Department of the Interior
National Park Service

4071

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: Rose Lees Hardy School
Other names/site number: Foxhall Village School; Rock Creek Int'l School; Lab School
Name of related multiple property listing: Public School Buildings of Washington, D.C., 1862-1960

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

2. Location

Street & number: 1550 Foxhall Road NW
City or town: Washington State: DC County: N/A
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

<p><u>DA</u> <u>DAVID MALONEY / DC SHPO</u></p> <p>Signature of certifying official/Title:</p> <p><u>DC HISTORIC PRESERVATION OFFICE</u></p> <p>State or Federal agency/bureau or Tribal Government</p>	<p><u>3/29/2019</u></p> <p>Date</p>
<p>In my opinion, the property <u> </u> meets <u> </u> does not meet the National Register criteria.</p>	
<p>Signature of commenting official:</p>	<p>Date</p>
<p>Title :</p>	<p>State or Federal agency/bureau or Tribal Government</p>

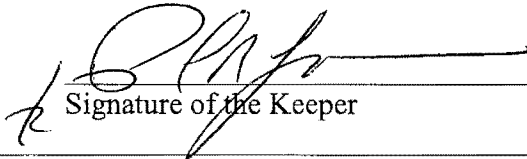
Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

4. National Park Service Certification

I hereby certify that this property is:

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


Signature of the Keeper

6/3/2019
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

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>1</u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u>2</u>	<u> </u>	objects
<u>3</u>	<u>1</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.)

EDUCATION/School

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVAL: Colonial Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick, Masonry (foundation), Limestone (trim), Wood (cornice, trim), Slate (roof), Granite (steps).

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 Rose Lees Hardy School is a two-story Colonial Revival-style building of red brick with limestone and wood trim designed by Albert Lewis Harris in 1932 and constructed 1933-1936. The school design followed one of several patterns of extensible schools developed by the Office of the Municipal Architect to be built in phases as needs dictated. As conceived, the plan consisted of a U-shaped building with central block and wings connected by hypkens. As with other extensible-designed public schools in D.C., only one wing of Hardy was ever completed. The completed wing—a two-story, twelve-room building was designed with five classrooms on the first floor and six on the second, with the rooms on either side of a narrow corridor. The first-story of the school was completed in 1933 and the second-story in 1936.

The school is located at the southwest corner of Foxhall Road and Q Street, NW, facing northeasterly to Foxhall Road, with a broad, flat lawn in front and parking on the northwest and southeast sides of the building. Hardy Recreation Center and playground abuts the southeast (rear) of the school property, while the field to the southeast, once intended to accommodate the school's other wings, is now part of the Hardy Recreation Center property. The landmark property consists of the school building and its site, including an open wooden pavilion at the rear (non-contributing), and two objects (contributing)—a flagpole to the southeast of the building close to Foxhall Road and a memorial marker along the southeastern edge of the property toward its rear.

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

General Description:

Site:

The Rose Lees Hardy School is located at the southwest corner of Foxhall Road and Q Street, N.W. The school building is set back from and faces Foxhall Road with a broad lawn and several mature trees in front. A wide concrete lead walk provides access across this lawn to the school entrance from the sidewalk along Foxhall Road. The terrain is flat at Foxhall Road and in the front of the school but descends gradually towards the southwest. On the southwest and southeast, the school is bounded by the Hardy Recreation Center playground, fieldhouse and fields, and includes parking lots on both the northwestern and southeastern sides of the building. A metal flagpole, original to the property, is located along Foxhall Road to the south of the school at the southeast corner of the school lot. It is set upon a concrete foundation and features a fluted metal base which supports the pole. A bronze memorial marker to Miss Rose Lees Hardy is set into a stone base and is located along the southwestern edge of the property next to the parking area. A non-contributing wooden pavilion with four posts supporting a roof and open sides located at the rear of the school building.

Exterior Description

Hardy School is a rectangular in-plan, two-story solid, red-brick structure designed in the Colonial Revival style. The building is set upon a random-range, rough-faced ashlar stone foundation, with brick walls above, laid in six-course common bond with limestone quoins at the corners. The building is capped by a hipped roof sheathed with slate shingles and features a wood cornice with modillions surrounding the building. A cupola is centrally located atop the roof. All of the windows are the original wood astral-type windows typical of D.C. Public School buildings from the period. The upper and lower sash of this window type appear to be double-hung in the closed position, but when in the open position, the upper sash is an awning type, and the lower sash is a hopper.

The main (northeast) elevation, facing Foxhall Road, is three bays wide with a central entrance pavilion projecting slightly from the bays to either side. The entrance is marked on the first story by a portico supporting a wrought iron balcony that incorporates the Chinese coin motif. The portico is surmounted by an arched, tri-partite "Palladian" window on-center of the second story. This central projecting pavilion is covered with a gable roof with cornice returns implying a pediment. Limestone quoins mark the corners of the central pavilion and the corners of the building. The single bays to either side of the central pavilion feature blind brick window panels with limestone sills and brick lintels with limestone keystones. The second-floor contains two limestone cartouches located directly above these first-floor recesses.

The northwest elevation, facing Q Street with parking in front, spans 14 bays with each bay articulated by single 12/12 wood astral windows arranged in the following rhythm: four-one-four-one-four. Limestone quoins mark the corners. The first story windows have bold limestone keystones, while the second story windows have narrow limestone keystones. A wooden cornice is at the top of the elevation and sits beneath the slate hipped roof.

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State

The southeast elevation similarly spans 14 bays with single, 12/12 windows arranged in groups of four-one-four-one-and-four defining each bay. An exception to this is on the first story where a polygonal projecting bay set upon the stone foundation which conforms to it at this point, occupies the second and third bays of the façade closest to Foxhall Road. This projecting bay contains three 9/9 wood windows in the front and two 6/6 windows in the canted sides of the polygonal bay. The projecting bay marks the location of the original kindergarten classroom.

The southwest (rear) elevation is three bays wide. An entry door surmounted by a fanlight is on-center, framed by an engaged wooden architrave with a broken pediment. At the second story above the central door is an arched window opening. The 12/12 window with a fanlight above is set into an arched opening framed by a limestone surround and featuring an iron balcony with Chinese coin motifs. Blind window panels of brick are recessed into the walls on the northern side of the entry door, on both the first- and second stories, and include limestone keystones and sills. The bays on the first- and second-floor to the south of the entry door contain 12-over-12 wood windows with limestone sills and keystones. Brick vents are located to either side of central door and a large chimney stack is located at the southern corner of the building.

Interior Description

The interior of Hardy School is laid out with a central corridor running from the front to the rear of the school building with classrooms to either side on both the first and second floors. The front and rear doors open into small vestibules which lead through double wood doors up a flight of stairs to a small lobby area that provides access to the main first floor, or up another flight to the second floor. The door at the rear of the building also provides access to stairs leading to the basement level. Historically, the first floor held kindergarten, first and second grade classrooms, teachers' offices, restrooms, and a storeroom. The kindergarten room occupied the room at the southeast corner of the building with the projecting bay window apparent on the exterior. A bronze dedication plaque Rose Lees Hardy is mounted on the northwestern wall of the first floor corridor. The second floor, completed in 1936, provided an additional second grade classroom and classrooms for grades 3-6. The basement accommodated coal storage, an ash pit and a boiler room.

The corridors have terrazzo floors, glazed tile wainscoting and plaster walls above. Small recessed water fountain alcoves, some with non-historic fountains in places, survive at either ends of the corridors. The doors leading into the classrooms, and other rooms are wood with transoms above. The floors in the classrooms are laid in wood or vinyl and all have their historic wood windows.

INTEGRITY

Rose Lees Hardy School retains high integrity of location, setting, design, materials, workmanship, feeling and association. The school sits on its original site and within the same neighborhood-based setting. The building has had no notable alterations or additions and retains its historic materials and quality workmanship.

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

- 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

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE
COMMUNITY PLANNING AND DEVELOPMENT
EDUCATION

Period of Significance

1933-1974

Significant Dates

1933
1935-36
1974

Significant Person

(Complete only if Criterion B is marked above.)

Hardy, Rose Lees (1869-1932)

Cultural Affiliation

N/A

Architect/Builder

Harris, Albert Lewis (architect)
Lloyd A. Goode Construction Co. (builder)

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State

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.)

Named in honor of Rose Lees Hardy, an accomplished teacher and assistant superintendent of the D.C. public schools, the Hardy School building was begun in 1932-1933 and completed with a second story in 1936 to the designs of Municipal Architect Albert Harris. Hardy was one of several schools erected as part of a five-year building plan for new schools enacted in 1925 to relieve overcrowding, catching up on a backlog that predated World War I. Construction was already outpaced by additional population growth because of the expansion of the federal government during the Depression, but the Depression made available new capital funds. The first floor of Hardy was scarcely finished when the need for more space became obvious. Additional funds supplied by the Public Works Administration made possible its completion.

The primary historic significance of the school is its function, educating the youth of Foxhall Village and surrounding areas. By virtue of its function and siting, Hardy, like other public schools, soon became a visual landmark of its neighborhood, as well as a community center. An elementary school initially, it was converted to the city's first middle school—serving grades five through eight—in 1974, part of a reorganized “Six School Complex” of pre-high-school facilities from Georgetown to the western District line, including four elementary schools and the Fillmore arts center. Accepting older pupils, Hardy relieved crowding in the elementary schools.

The Rose Lees Hardy School meets National Register Criterion C with Architecture as its Area of Significance for “embody[ing] the distinctive characteristics of a type, period or method of construction,” specifically as an exemplar of a particular type and era of public school, the “extensible” school of the late 1920s to mid-1940s. As such, it is eligible for designation under the Multiple Property Document: *Public School Buildings of Washington, D.C., 1862-1960* as an example of the property sub-type, “The Office of the Municipal Architect, Albert Lewis Harris, 1921-1934. As described in the Multiple Property document, the schools from this period were primarily designed in the Renaissance and Colonial Revival styles. They were generally larger buildings and were designed to be “extensible.” The Hardy School follows the U-shaped prototype. Other examples of this prototype are Key (1928), Murch (1929), Shepherd (1931), LaFayette (1931), and Noyes (1931) elementary schools. The entire plan was eventually completed at Key and Murch, but at Hardy only the northernmost wing was constructed.

The Hardy School also meets National Register Criterion A with Education and Community Planning and Development as its Areas of Significance for being “associated with historical periods, social movements, groups, institutions [D.C. Public Schools], achievements, or patterns of growth and change that contributed significantly to the heritage, culture or development of the District of Columbia.” It is a visual landmark and community center of the Foxhall neighborhood, a testament to growth of that community during the interwar period and financed by Depression-era government programs. Although the Foxhall Village Citizens’ Association opposed a site remote from Reservoir Road, its activism was partly responsible for construction of the school. The property is also significant as the first D.C. middle school.

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State

The period of significance extends from 1933 when the first floor of the elementary school was completed and opened to students, through the addition of its second story, until 1974 when the elementary school was converted for use as a middle school as part of the Six School Complex.

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

Community Planning and Development and Education: The Hardy School was built to serve the educational needs of the growing Foxhall Village neighborhood. The Washington Board of Education initiated plans for a school in the Foxhall Village community in May 1930 – when they included the need to purchase a site for an elementary school in the vicinity of Foxhall Road and Calvert street in their budget estimates for 1932. While the Board of Education originally requested \$14,829,780 for the purchase of new school sites and to construct new school buildings in the 1932 budget, the Bureau of the Budget only approved \$13,179,250, an amount \$1,650,530 less than the Board’s request. Despite the reduction in the 1932 budget, the need to purchase a school site in the vicinity of Foxhall and Reservoir roads remained in the budget at that time.

The process to secure a site in the Foxhall Road vicinity began in earnest in 1931. A site initially considered by the District Engineer Commissioner’s office was located on the west side of Foxhall Road several blocks north of Reservoir Road. This site was opposed by the Foxhall Village Citizens’ Association in February 1931 which considered it removed from the homes the school was to serve. It also required children to cross both Foxhall Road and Reservoir Road, both considered to be arterial highways. Ultimately, the site north of Reservoir Road was abandoned in favor of a site farther south.

On December 9, 1931, Major H. L. Robb, assistant to the Engineer Commissioner of the District, met with the Foxhall Village Citizens’ Association and outlined the plans for the proposed new elementary school. The site purchased for the school was located on the west side of Foxhall Road and south of Q Street. The new school was to harmonize with the general style of the community development and \$100,000 for construction had been included in the recommendations of the Budget Bureau transmitted to Congress.

The design for the school was to follow the plans for an extensible school building also used for Key Elementary School (1928), Murch (1929), Shepherd (1931), LaFayette (1931), and Noyes (1931). The school building proposed for Foxhall Village was one wing of a much larger design which would have four classrooms, a kindergarten room, and school offices on the first floor with an upper floor partially finished as a playground, but so arranged that it could be finished for additional class rooms on the upper floor.

The year 1932 was a time of uncertainty and controversy for the school’s future. Funding for the school was threatened in April when the \$100,000 placed in the budget for its construction by the Budget Bureau was eliminated from the District of Columbia appropriation bill for 1933 by the

Rose Lees Hardy School

Washington, D.C.

Name of Property

County and State

House of Representatives. In June, the Senate reversed this setback, voting to restore \$366,089 to District school appropriations, including \$100,000 for the Foxhall Village School.

With funding secured, the next challenge came from residents of Foxhall Village on October 7th who decided that the location of the school should be moved back to Reservoir Road, expressing concern that the school's playground would "attract an undesirable class of children which live[d] near the village but not in it,"¹ resulting in a feared depreciation of real estate values. The Foxhall Village Citizens' Association supported the residents and went on record October 12th urging that the location of the school be changed. Despite the protests, with the land secured and the budget in place, the District Commissioners opened the bids to construct the Foxhall Village School on October 13, 1932, with A. Lloyd Good of Charlotte, N.C., winning the bid. Yet, the award of the bid was held up until after the Board of Education recommended that the District Commissioners proceed with constructing the school on the Q Street site. This resulted in the bid being awarded on November 2, 1932. The late protest by the Foxhall Village residents had little hope of success, as the plans for the Foxhall Village School were completed on September 15, 1932 and had been reviewed and approved by the District Commissioners on September 23, 1932.

With the location of the school settled, funding in place, and a construction contract awarded, the school broke ground on November 23, 1932. The school's extensible design was noted in the press, with the building being described as the "first unit of a proposed 16-room-and-auditorium building."² The final change to the new school in 1932 occurred on December 7, 1932, when the Board of Education decided to rename the Foxhall Village School the Rose Lees Hardy School in memory of Ms. Hardy who had passed away in October.

Construction continued through 1933 with the school completed in time for classes in September 1933. School enrollment city-wide was expected to approach 77,000 students. Even with the growing need for classrooms, only three new school buildings were opened in 1933 with the Hardy School being the largest and most important. The school not only accommodated students from Foxhall Village, but also those of much of the territory lying south to the Chesapeake & Ohio Canal and westward toward Potomac Heights. Before the opening of the Hardy School, the children of this area attended either the Fillmore and Jackson Schools in Georgetown, the new Horace Mann School in Wesley Heights, or to the Reservoir and Key Schools, all further afield for them.

Efforts to build out the second floor of the Hardy School began in March 1935, when the Hardy School was listed among the construction jobs sent to the Public Works Administration by Dr. John W. Studebaker, United States commissioner of education. Despite the urgent need to finish Hardy's second floor to address the school's overcrowded classrooms on the first floor, funding for Hardy was cut in the District appropriation bill that passed in April 1935. Funding to complete the school was eventually achieved with plans completed by mid-July 1936.

¹ "Foxhall Village School Opposed." *The Evening Star*, October 7, 1932, p. A11.

² "Ground is Broken for Foxhall School." *The Evening Star*, November 28, 1932, p. B-7.

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

Six School Complex

Hardy School continued to serve the Foxhall community as an elementary school until June 1973. In response to changes in the community and declining elementary school population throughout the city's public schools, Hardy reopened in the fall of 1974 as the District of Columbia's first middle school for grades 5-8 as a part of the Six School Complex.

The Six School Complex was organized to cope with population shifts by increasing the number of neighborhood children attending public schools, to broaden and improve the quality of educational programs in the schools at reasonable costs, and to foster greater social integration. The six schools involved were located in the area running from Georgetown to the District line along the Palisades, and included Mann, Hardy, Key, Fillmore, Stoddert, and Hyde Elementary Schools. The schools were organized into a single system serving pre-kindergarten through eighth grade whereby four of the schools operated as elementary schools, Hardy served as the middle school, and Fillmore served as an arts center serving all five schools.

While the Six School Complex was based on a cluster system established in Richmond in the 1960s, it was a pioneer in Washington and the rest of the United States. The Complex was noted for small schools, individual attention, neighborhood orientation, high-quality education and special arts and language programs. One of Hardy's most notable students during its service as a middle school was President Jimmy Carter's daughter, Amy, whose attendance began in 1978.

Patricia Patton was hired as Director of Hardy and served from 1975 to December 1980. Prior to Hardy, Mrs. Patton had taught in both public and private elementary and secondary schools. Her philosophy concerning the educational needs of children aged 10-14 strongly influenced the development of curriculum and programs at Hardy. She strongly supported the varied scholastic and extracurricular activities that were developed during her years at Hardy, which included a school newspaper, participation in citywide science fairs, and Latin as an elective.

In 1996, Hardy and Fillmore Arts Center consolidated and moved to the former Carlos Rosario Adult Education Center. The old Hardy building was deemed surplus and efforts by the District to sell Hardy met with community opposition. In 1998, the city leased the building to Rock Creek International, a private school that declared bankruptcy in 2006. The Lab School acquired Rock Creek's lease and has used the building since that time.

Architecture: As detailed in the Multiple Property document, extensible schools were a clever response to demographic changes and fiscal constraints and to the architectural challenge of having to expand. Developed in the late 1920s by Municipal Architect Albert Harris, and first implemented in the prototype Langdon Elementary (designed 1928, completed 1930), the idea was to design buildings that would be built out incrementally, as need dictated and funds allowed, but at each stage resulting in an architecturally coherent and self-contained composition. There were different forms of the extensible school, but the most ambitious for elementary schools was the H- or U-shaped building enclosing an entrance courtyard, providing plenty of outdoor space and natural light. At complete build-out, the model elementary school consisted of two, mirror-image, eight- to twelve-classroom wings joined by hyphens to a central

Rose Lees Hardy School

Washington, D.C.

Name of Property

County and State

administrative and auditorium wing. The extensible school typically began with a single wing, architecturally and functionally self-contained, combining both teaching and administration. Although planned and sited so that it would grow into its five-part plan as designed, Hardy, like many others, never grew beyond a single wing.

The most common architectural style for extensible schools—and for schools of the second quarter of the twentieth century—was the Colonial Revival. Although his predecessor had favored Tudor and Elizabethan modes, Harris viewed the Colonial Revival as more compatible with residential neighborhoods in which the new schools were to be sited. The Colonial Revival reflected a nationwide revival of interest in the country's early years and spurred by a particular fascination with the restoration of Colonial Williamsburg. The adoption of this architectural vocabulary was strongly encouraged by the United States Commission of Fine Arts, which considered it appropriate as native to the region and of a domestic scale suited to suburban residential settings and distinct from the more classical and monumental high schools.

Harris's design for Hardy exhibits the hallmarks of the Colonial Revival style including rectangular massing with a hipped roof; porticoes; brick cladding embellished with stone detailing; elaborate door surrounds; symmetrically arranged windows; and a crowning cupola.

Rose Lees Hardy (1869-1932)

On December 7, 1932, the Washington Board of Education decided to rename the planned Foxhall Village School in memory of Rose Lees Hardy. Hardy passed away on October 26, 1932, following an illness of several months. In 1934, a triple memorial was planned for Miss Hardy by school officials. The memorial was headed by Robert L. Haycock, Assistant Superintendent of DC Public Schools, and consisted of three features:

- a tablet to be placed in the Rose Lees Hardy School;
- a rose garden in the grounds of the school; and,
- an endowment fund for lecturers to address Washington school teachers each year.

Miss Rose Lees Hardy (1869-1932) was Assistant Superintendent of Washington, DC Public Schools, an appointment she received in 1925. Born in Winchester, Virginia, Miss Hardy came to Washington, DC at the age of 17 to study music. In 1918, she graduated with a B.A. degree from George Washington University. She later took continuing education courses at both Columbia University and New York University. Ms. Hardy taught music for several years—with piano as her specialty. She subsequently entered the school system as a first-grade teacher in 1898 at the Jefferson School and was made a model teacher a year later. A specialist in primary education, Miss Hardy taught for 18 years at the Wilson Normal School. In 1929 she underwent a serious operation from which she never recovered. Rose Lees Hardy passed away in October 1932. At the time of her death her residence was listed as 2930 Macomb Street, NW, Washington, DC. Miss Hardy was remembered for her civic and club work and interest in young children. She also authored a series of elementary readers and supplementary texts. She was survived by her brother, William G. Hardy, of Winchester, VA, and three sisters, Miss Margaret

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State

Hardy, a teacher at Eastern High School; Miss Frances Hardy, a Government worker; and Mrs. Elizabeth Eyre, of Wayne, PA.

With Catherine T. Bryce, Rose Lees Hardy was co-author of *Newson Readers: A Basal Reading Series* (collected stories and poems with guidance for teachers)

- *Playtime—The Primer*, 1927
- *Good Times—Book One*, 1927
- *The Open Door—Book Two*, 1927
- *Storyland—Book Three*, also with Edna Turpin, co-author, 1927
- *Book Friends—Book Four*, also with Edna Turpin, co-author, 1929
- *Book Adventures—Book Five*, also with Edna Turpin, co-author, 1929

Rose Lees Hardy's published works also include:

- *Good Companions: Comrades* (1931)
- *Good Companions: Neighbors* (1931)
- *Good Companions: Helpers* (1931)

Architect Albert Lewis Harris, Municipal Architect (1921-1933)

Albert L. Harris was born in Abergynolwyn Wales in 1869 and emigrated to America with his father Job Harris in 1873. He was in the Washington area by 1890 when he began attending the Arlington Academy for three years. He left without graduating to work for Henry Ives Cobb in Chicago for five years on residential buildings. In 1898 Harris moved to Baltimore where he worked for Wyatt & Nolting until 1900 when he relocated to Washington. He was employed by Hornblower & Marshall from 1900 until 1917, noting that he worked on the firm's two most important public commissions, the Baltimore Custom House (1908) and the Smithsonian's Natural History Museum (1901-1911) while in that office. While employed by Hornblower & Marshall, Harris began receiving his formal education at George Washington University, earning a B.S. in architecture in 1912. The same year Harris was appointed assistant professor of architecture at the university; by 1915 he was a full professor, a part-time position he held until 1930. In 1924 he prepared a quadrangular plan for the university's campus and with Arthur B. Heaton also designed Stockton and Corcoran Halls.

From 1917 to 1920 Harris worked for the Navy's Bureau of Yards and Docks where he was principally employed writing specifications. He began working for the Municipal Architect's office in 1920 and was named Snowdon Ashford's successor the following year; as members of the Washington chapter of the American Institute of Architects, the two had served on a 1911 committee with Waddy B. Wood condemning bay windows as not being "in accord with the dignity of architecture which the Capital should maintain." In 1914, he served with the same men, as well as Glenn Brown, on the local AIA chapter's committee that first proposed licensing architects. Harris submitted the first application for architectural registration in the District and was the first to be registered on April 6, 1925.

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State

As was true with his predecessors, Municipal Architect Harris focused on Washington's schools. Harris responded to suggestions made by the Commission of Fine Arts about the appropriateness of the Colonial Revival style for Washington's neighborhood municipal buildings with the majority of his school designs and public buildings. His 1931 Gothic Revival additions to the Park View School were a notable exception. In that case Harris closely adhered to the style of the 1916 building designed by his predecessor, Snowdon Ashford.

Not surprisingly, Harris not only developed types for Colonial Revival-style schools, firehouses, and municipal buildings, but also adapted the style in developing a field house type for Washington playgrounds. In the case of the field house, however, Harris modeled his building type after the vernacular Hall-and-Parlor houses of the Tidewater region.

While Snowdon Ashford predicted greater sophistication of the District's buildings to keep pace with developments in the city's federal architecture, Harris balanced fine-quality Colonial Revival buildings scaled and styled for Washington's neighborhoods with appropriately urban-scaled ones for the city's governing center adjacent to the heart of Washington's monumental core.

Foxhall Village³

The Rose Lees Hardy school was constructed to provide education for the growing number of children in the neighborhood--originally named the Foxhall Village School. However, following the death of assistant school superintendent Rose Lees Hardy on October 26, 1932, the school was renamed in her memory in December 1932.

Foxhall Village is a Tudor Revival-style rowhouse neighborhood located in northwest Washington, D.C. The first homes were constructed along Reservoir Road and Greenwich Parkway in the mid-1920s. By the end of December 1927, some 150 homes had been erected, and the community given the name of Foxhall Village. It is one of the city's only large-scale residential developments to have been conceived and realized in such a stylistically cohesive and holistic manner. The neighborhood was developed by three developer/builder teams who worked separately, but harmoniously, to create a cohesive collection of rowhouses enhanced by lush gardens and planted terraces. The neighborhood is laid out in a picturesque manner with winding lanes, circles, and crescent-shaped open spaces that were inspired by historic precedents. The overwhelming majority of the 310 buildings in the historic district reflect the Tudor Revival style, while offering a variety of forms, roof treatments, fenestration patterns, and entryways that make each rowhouse distinctive.

Recognized for its planning principles and its architectural expression, Foxhall Village occupies 29 acres of the former 60-acre Spring Hill Farm property that was owned in the nineteenth century by Henry Foxall. In 1908, the property was subdivided for residential development and named "Foxall Heights" in honor of its previous owner. Foxall Heights was resubdivided in part to form Foxhall Village (with an added H) by real estate developer Boss and Phelps. The

³ Excerpted from *Foxhall Village Historic District* brochure. Historic Preservation Office .

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

southern portion of the original subdivision, using the name Foxall Village (without the H), was developed and promoted by Waverly Taylor, Inc. Although developed independently, the two subdivisions are stylistically compatible, and the buildings of Harry K. Boss and H. Glenn Phelps and Waverly Taylor, Inc. are both of similar architectural style. Today, the two subdivisions – and the immediate area, including six houses built in 1933 by Cooper C. Lightbown on P Street, are collectively known as Foxhall Village.

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

9. Major Bibliographical References

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

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Rose Lees Hardy School

Washington, D.C.

Name of Property

County and State

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“Foxhall Village Body Favors School Site.” *The Evening Star*, February 12, 1931, p. A4.

“Foxhall Village School Opposed.” *The Evening Star*, October 7, 1932, p. A11.

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Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

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- “New High School to be Named for Woodrow Wilson.” *The Washington Post*, December 8, 1932, p. 18.
- “New School Site Demand is Backed.” *The Evening Star*, October 13, 1932, p. A2.
- “Proposed Location for School Hit by Foxhall Villagers.” *The Washington Post*, October 8, 1932, p. 16.
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- “Schools Applaud ‘Square Deal’ for D.C. Bill’s Item.” *The Evening Star*, April 9, 1935, p. B1.
- “Schools Expect to Enroll 77,000 by Close of Day.” *The Evening Star*, September 18, 1933, p. B1.
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- “Site for Foxhall School Approved.” *The Washington Post*, November 2, 1932, p. 9.
- “U.S. District Sum is Fixed at \$7,750,000.” *The Washington Post*, June 23, 1932, p. 1.

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

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: Sumner School Museum and Archives

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 1.13 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|------------------------|----------------------|
| 1. Latitude: 38.910097 | Longitude: -77.08418 |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

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

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

Hardy Elementary School at 1550 Foxhall Road occupies Lot 0980 in Square 1363 in the District of Columbia, comprising 1.193 acres.

Boundary Justification (Explain why the boundaries were selected.)

Lot 0980 in Square 1363 is part of historic Lot 822 upon which Hardy School was constructed. The remainder of the lot and adjoining land was set aside for fields and buildings associated with Hardy Recreation Center.

11. Form Prepared By

name/title: Kent Boese
organization: _____
street & number: 608 Rock Creek Church Rd, NW
city or town: Washington state: DC zip code: 20010
e-mail kcboese@hotmail.com
telephone: 202-904-8111
date: September 30, 2017

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

Additional Documentation

Submit the following items with the completed form:

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

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: Rose Lees Hardy School
City or Vicinity: Washington
County: N/A State: DC
Photos 1-13: Photographer: Kent C. Boese
Date Photographed: May 14, 2018; September 29, 2018
Photos 14-22: Photographer: Kim Williams, April 2019

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

- 1) General view looking southwest from Foxhall Road, NW
1 of 22
- 2) Detail showing central portion of Foxhall Road elevation
2 of 22
- 3) General view looking west-northwest from Foxhall Road, NW
3 of 22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

- 4) General view looking east-southeast from Q Street, NW
4 of 22
- 5) General view looking north from Hardy Recreation Center
5 of 22
- 6) General view looking east from Hardy Recreation Center
6 of 22
- 7) Detail of wrought iron balcony above entrance portico that incorporates the Chinese coin motif
7 of 22
- 8) Detail of rear entrance on southwestern elevation
8 of 22
- 9) Detail of Palladian window at rear of building showing wrought iron railing that incorporates the Chinese coin motif
9 of 22
- 10) Flag pole on southeastern corner of site
10 of 22
- 11) Detail of base of flag pole
11 of 22
- 12) Rose Lees Hardy Memorial Plaque – Interior (first floor hallway)
12 of 22
- 13) Memorial Marker at Rose Garden Site
13 of 22
- 14) Detail of recessed panel on northeast front elevation
14 of 22
- 15) Interior, view looking northeast at stair at front end (Foxhall Road) side of school
15 of 22
- 16) Interior, view looking northeasterly at first floor corridor
16 of 22

Rose Lees Hardy School

Washington, D.C.

Name of Property

County and State

- 17) Interior, view looking from stair landing at front end of school to second floor landing
17 of 22
- 18) Interior, view of second floor corridor
18 of 22
- 19) Interior, view to classroom door in second floor corridor
19 of 22
- 20) Interior, view from second floor landing to tri-partite window at front (Foxhall Road)
20 of 22
- 21) Interior, view of second floor classroom looking across corridor to another classroom
21 of 22
- 22) Interior, detail view of terrazzo flooring, first floor stair hall
22 of 22



General view looking southwest from Foxhall Road, NW

1/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Detail showing central portion of Foxhall Road elevation

2/22

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State



**General view looking west-northwest from Foxhall Road,NW
3/22**



**General view looking north from Hardy Recreation Center
4/22**

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State



General view looking east-southeast from Q Street, NW

5/22



General view looking east from Hardy Recreation Center

6/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Detail of wrought iron balcony above entrance portico that incorporates the Chinese coin motif

7/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Detail of rear entrance on southwestern elevation
8/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Detail of Palladian window at rear of building showing wrought iron railing that incorporates the Chinese coin motif

9/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Flag pole on southeastern corner of site
10/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

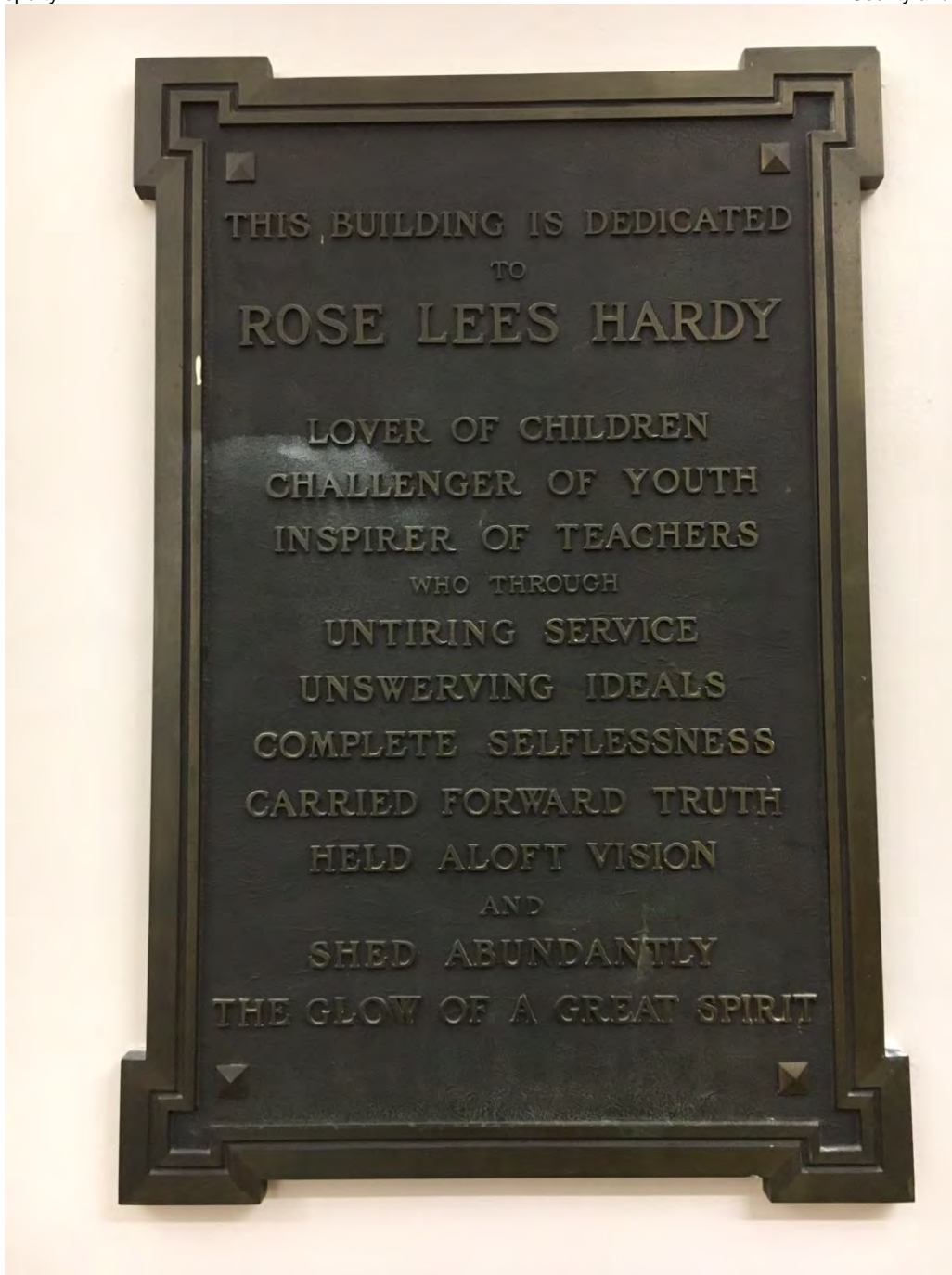


Detail of base of flag pole

11/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Rose Lees Hardy Memorial Plaque – Interior (first floor hallway)
12/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Memorial Marker at Rose Garden Site

13/22

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State



Detail of recessed panel on northeast front elevation

14/22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



**Interior, view looking northeast at stair at front end (Foxhall Road) side of school
15 f 22**

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



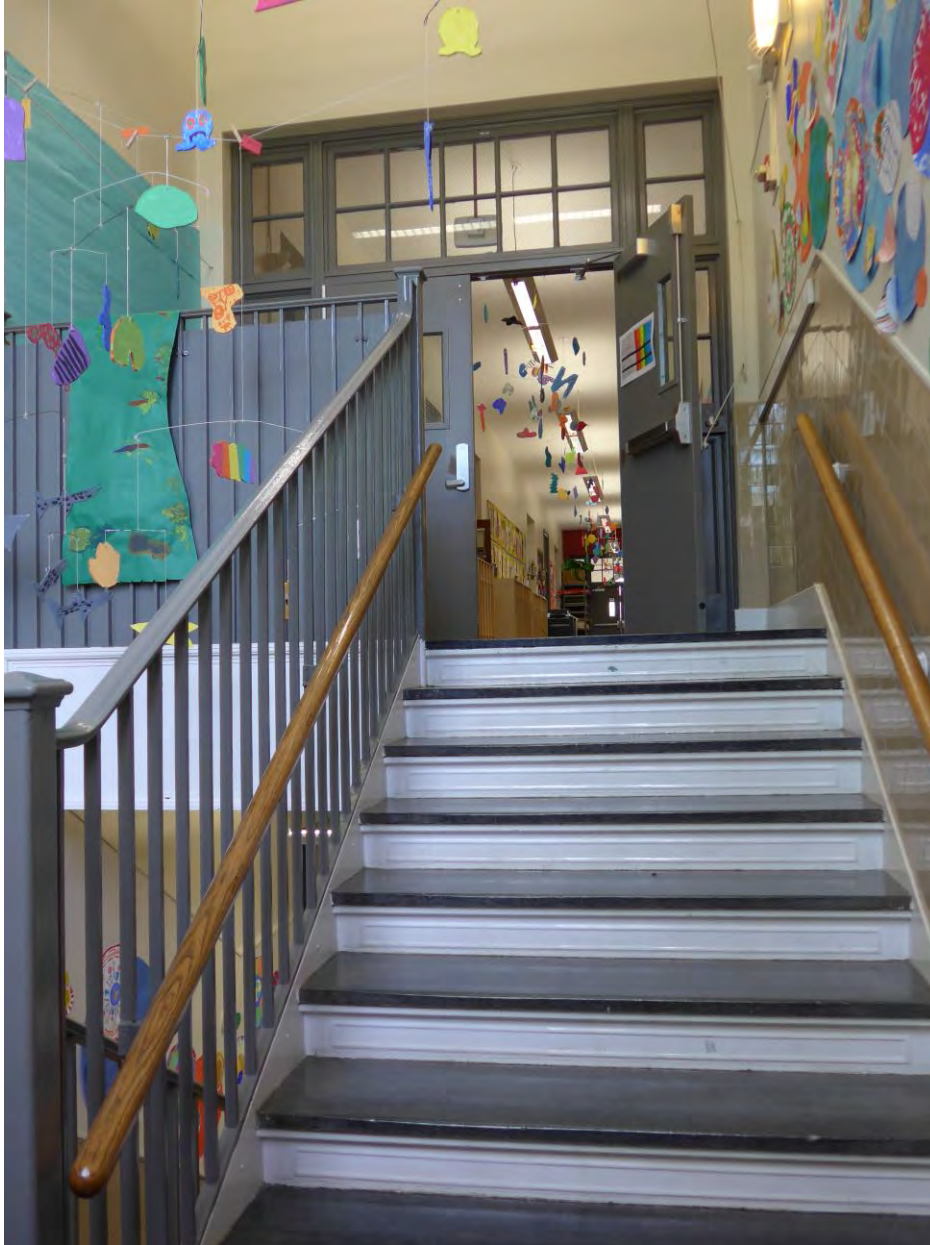
Interior view of first floor corridor
16 of 22

Rose Lees Hardy School

Name of Property

Washington, D.C.

County and State



Interior, view looking from stair landing at Foxhall Road end of school to second floor landing

17 of 22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Interior, view of second floor corridor
18 of 22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Interior view to classroom door in second floor corridor
19 of 22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Interior view from second floor landing to tri-partite window at front (Foxhall Road)
20 of 22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Interior view of second floor classroom looking across corridor to another classroom
21 of 22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

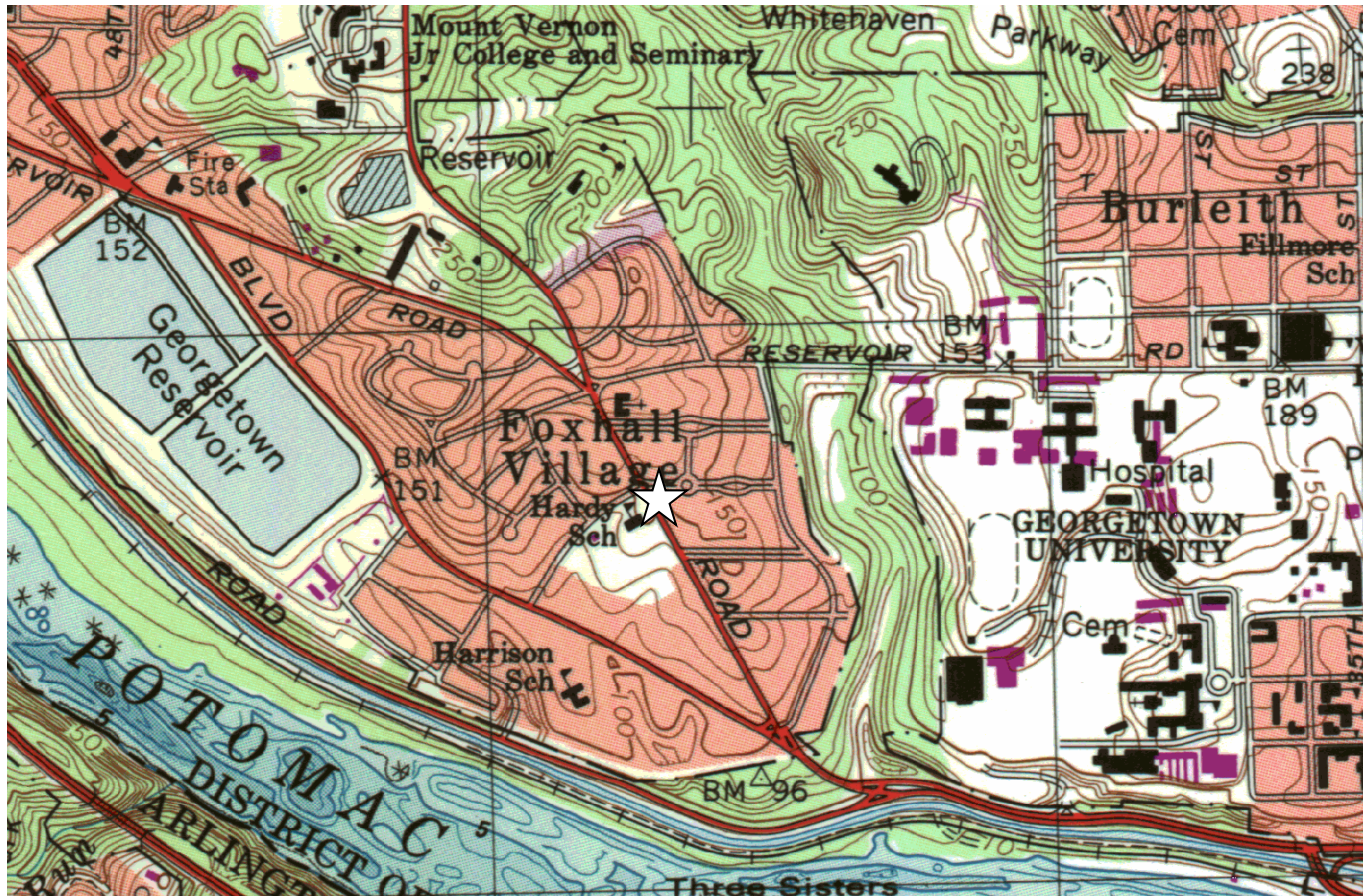


Interior detail view of terrazzo flooring, first floor stair hall
22 of 22

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

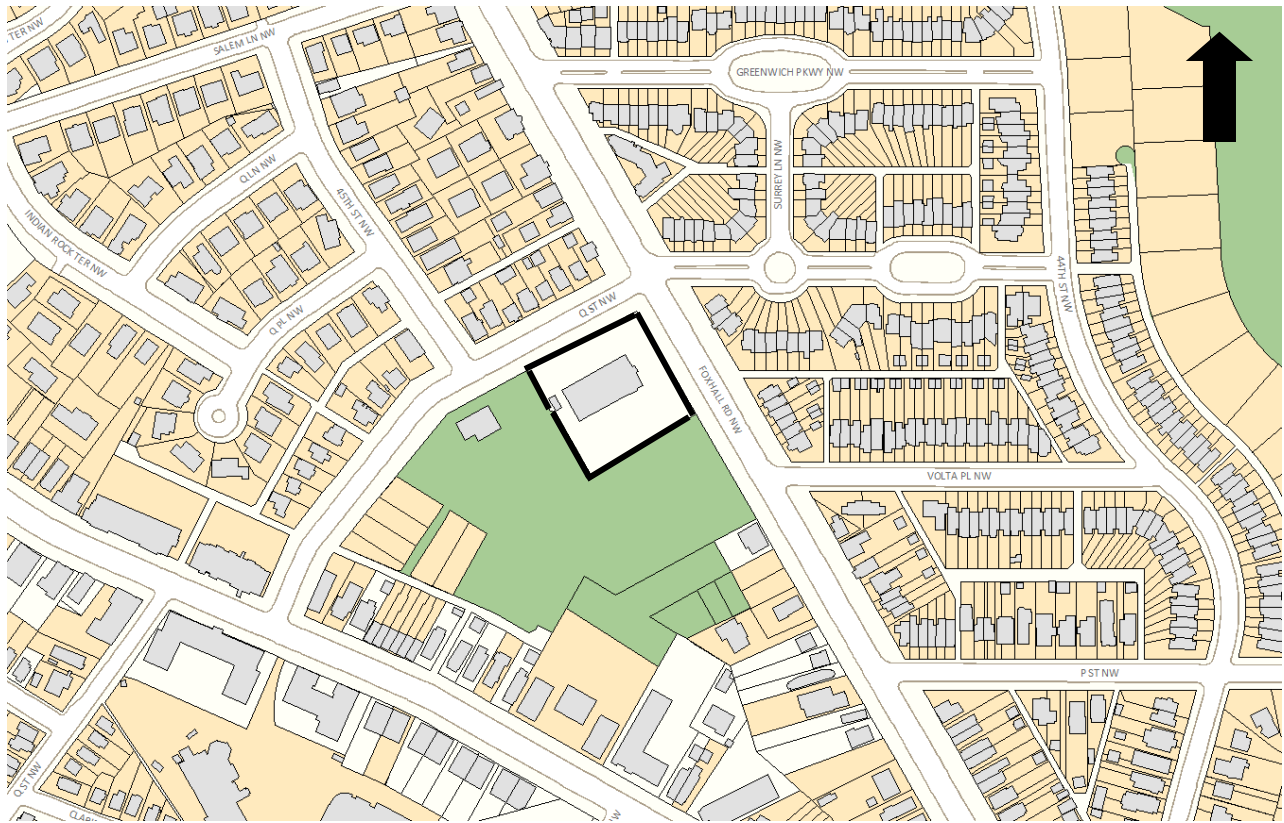
Site Plan:



Site of Hardy School (USGS Quad Washington West)

Rose Lees Hardy School
Name of Property

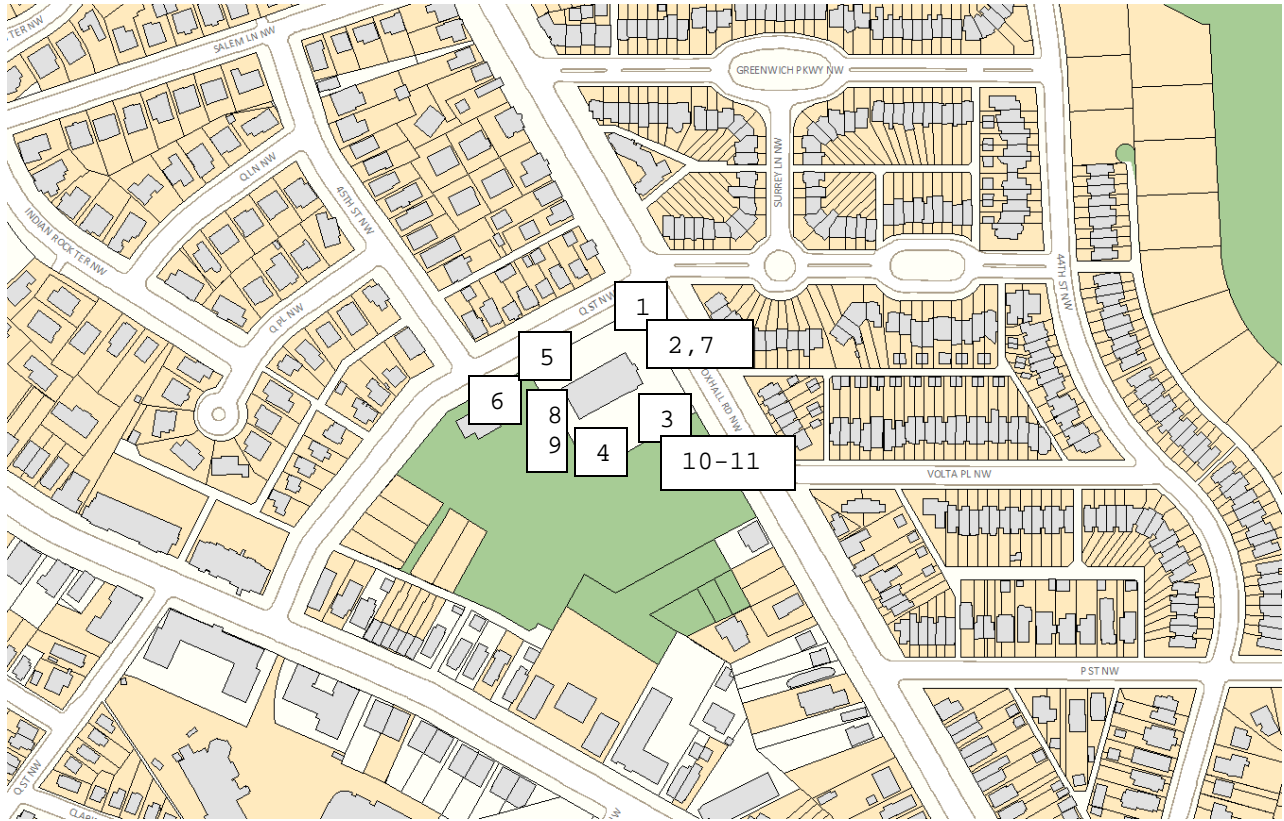
Washington, D.C.
County and State



**Site Plan showing National Register Boundaries (Square 1363 Lot 0980)
(DC GIS, 2019)**

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Key to Photographs

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

Historic Photographs



Hardy School from Foxhall Rd on May 25, 1934. View toward southwest.
(From DC Public Library, *Washingtoniana Collection*)

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Hardy School from Foxhall Rd and Q Street, NW, on May 21, 1950. View toward south.
(From *Historical Society of Washington, D.C.*)

Rose Lees Hardy School
Name of Property

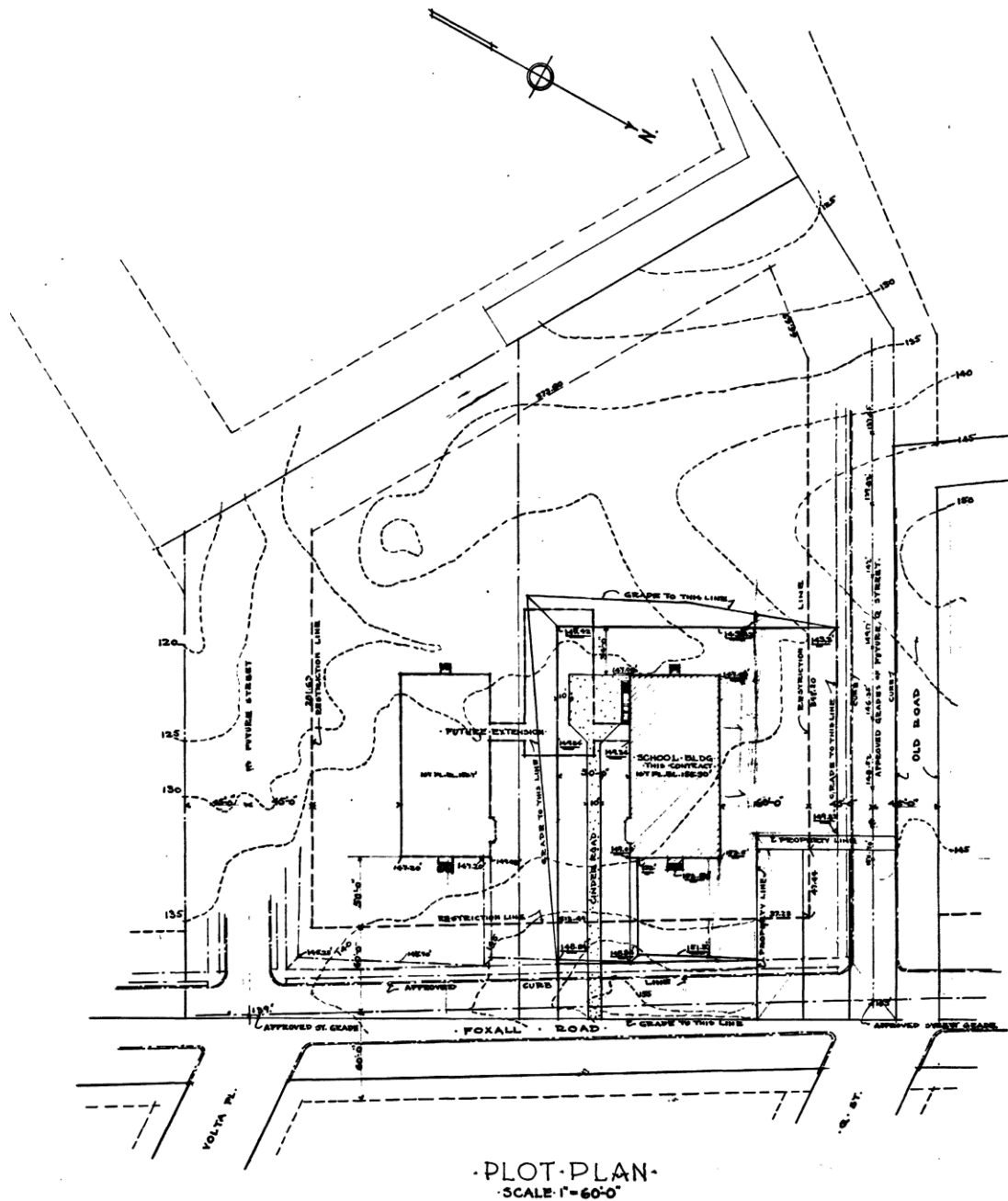
Washington, D.C.
County and State



Hardy School from Foxhall Rd on June 16, 1978. View toward west.
(From DC Public Library, *Washingtoniana* Collection)

Rose Lees Hardy School
Name of Property

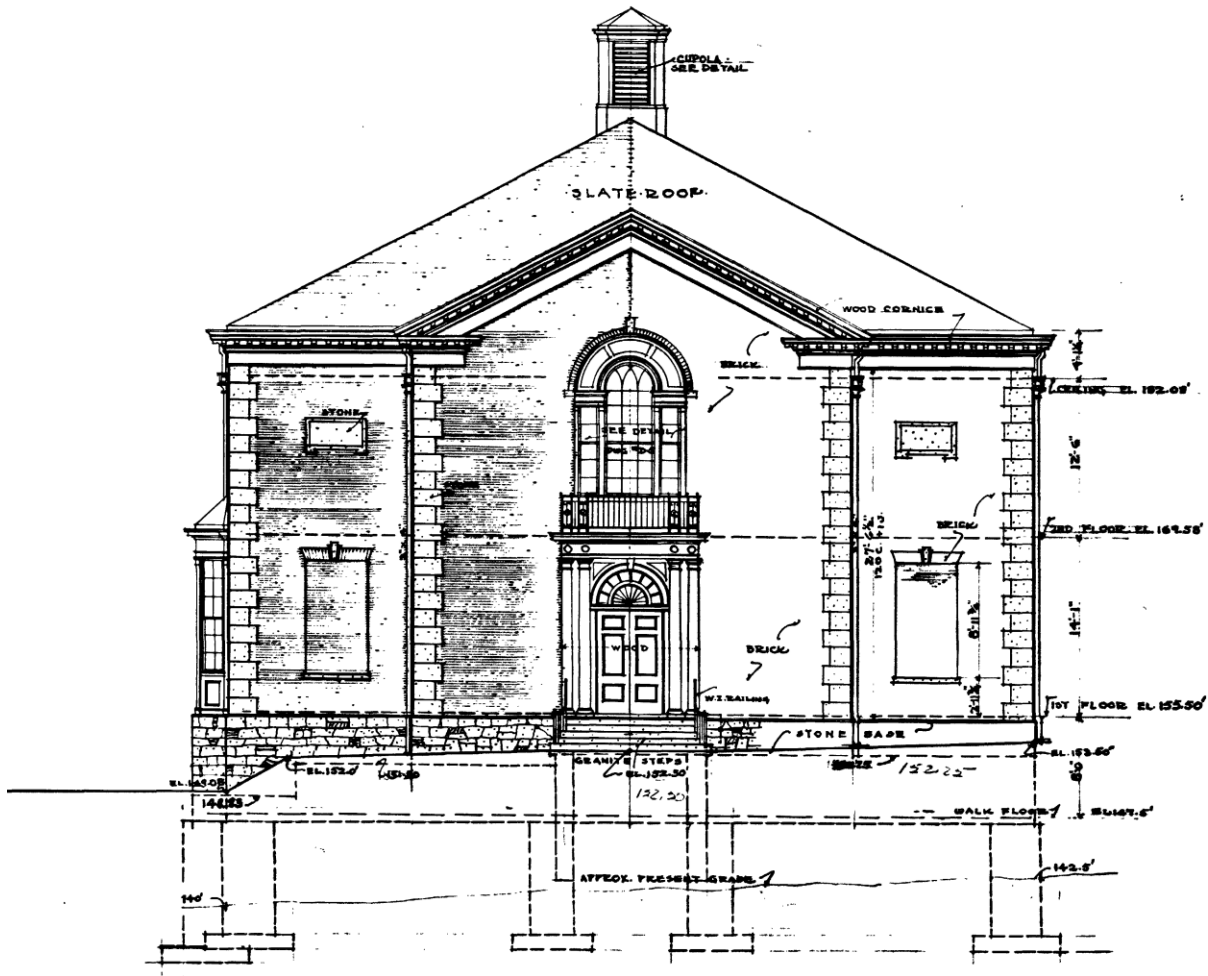
Washington, D.C.
County and State



Site Plan from Plans dated September 15, 1932 showing building as part of larger extensible school plan. The school, as built, corresponds to the northeastern wing on the above plan. (D.C. Historic Preservation Office)

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

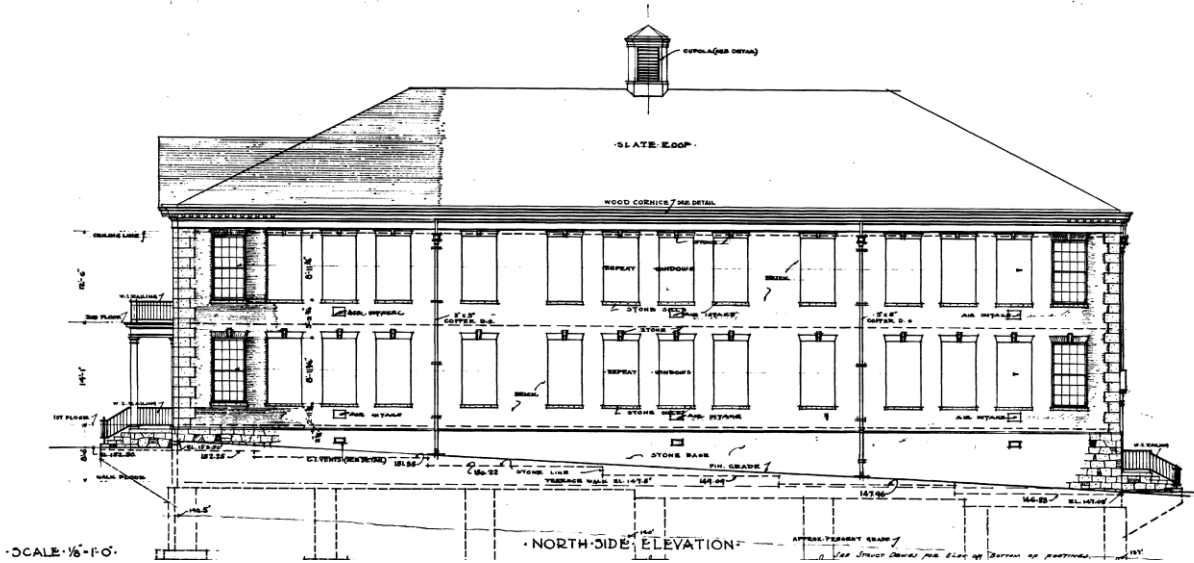


FRONT ELEVATION

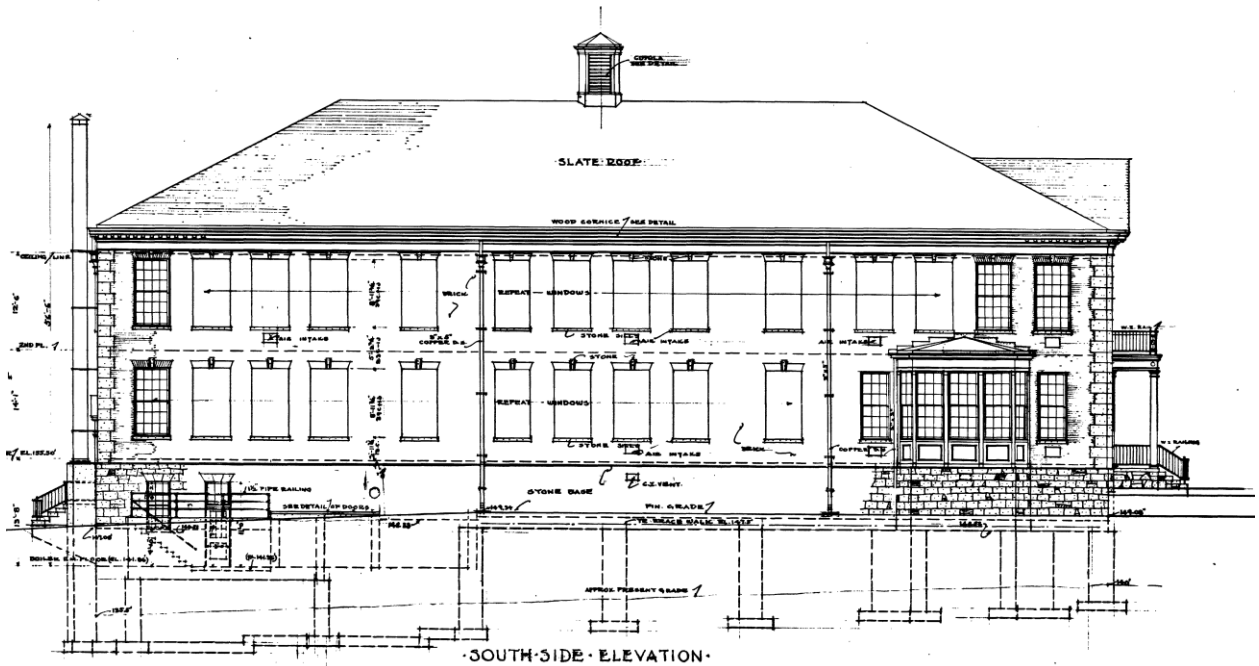
Front (Foxhall Road) Elevation from Plans dated September 15, 1932
(D.C. Historic Preservation Office)

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



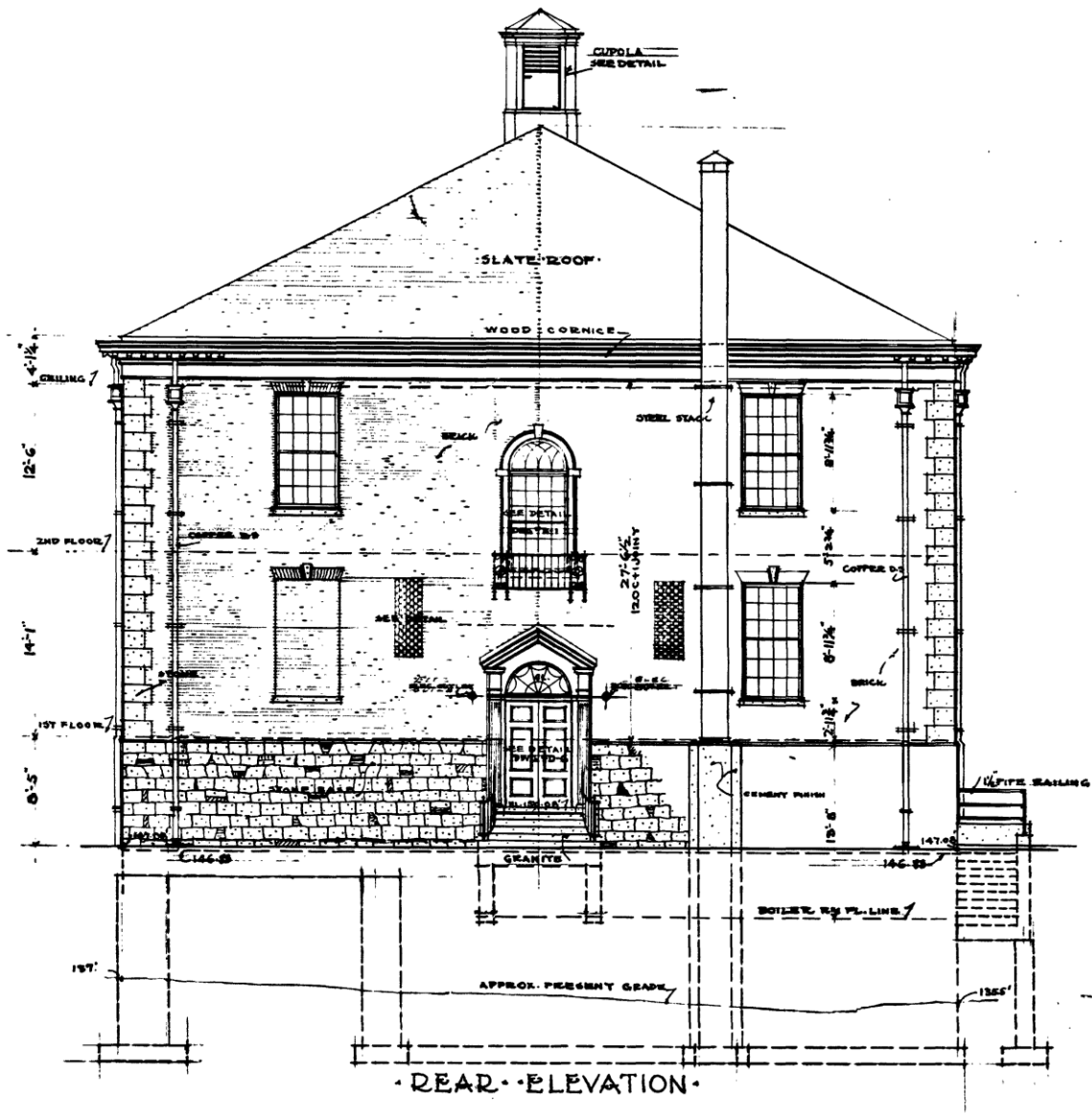
Northwest Elevation from Plans dated September 15, 1932
(D.C. Historic Preservation Office)



Southeast Elevation from Plans dated September 15, 1932
(D.C. Historic Preservation Office)

Rose Lees Hardy School
Name of Property

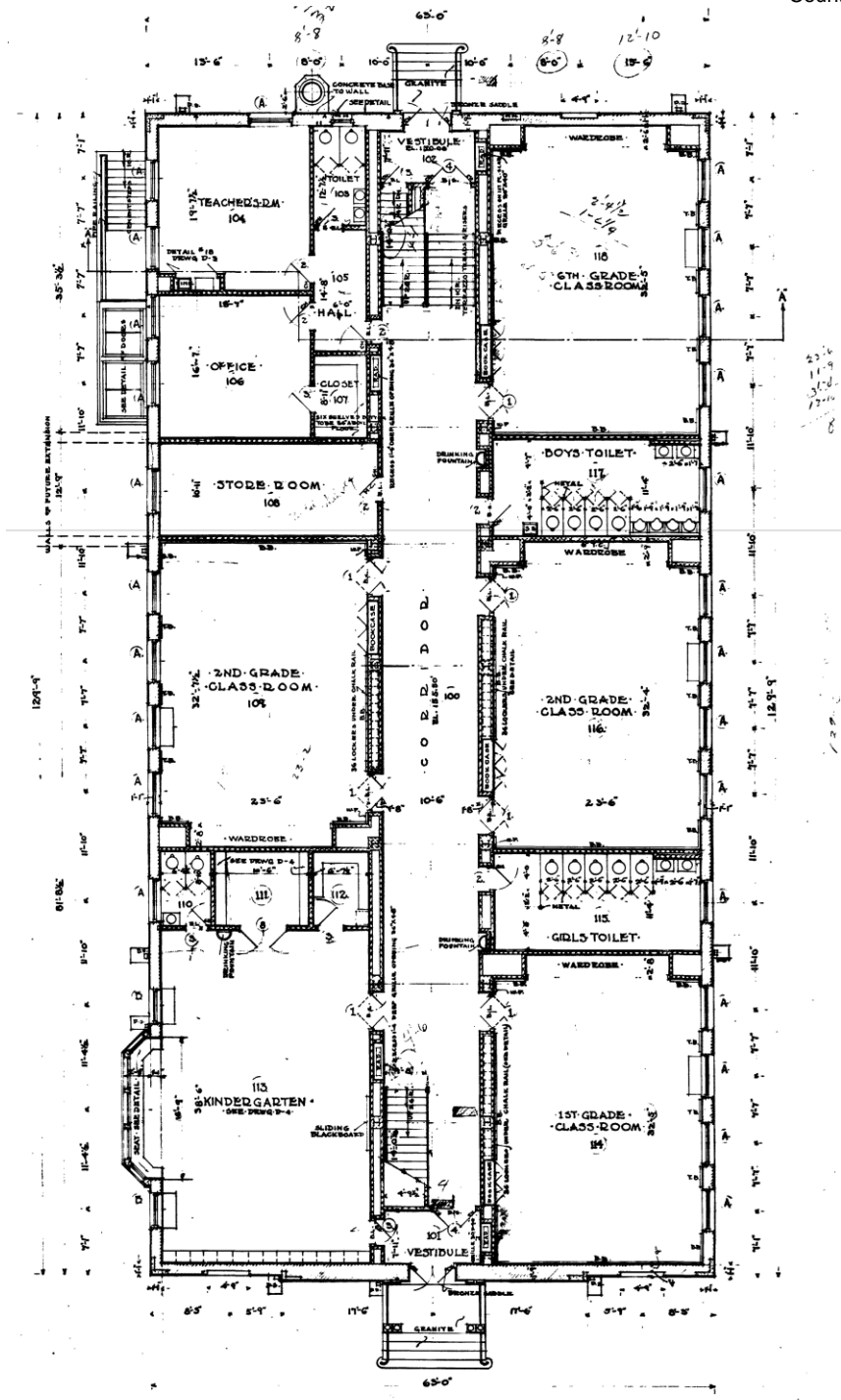
Washington, D.C.
County and State



Rear Elevation from Plans dated September 15, 1932
(D.C. Historic Preservation Office)

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State

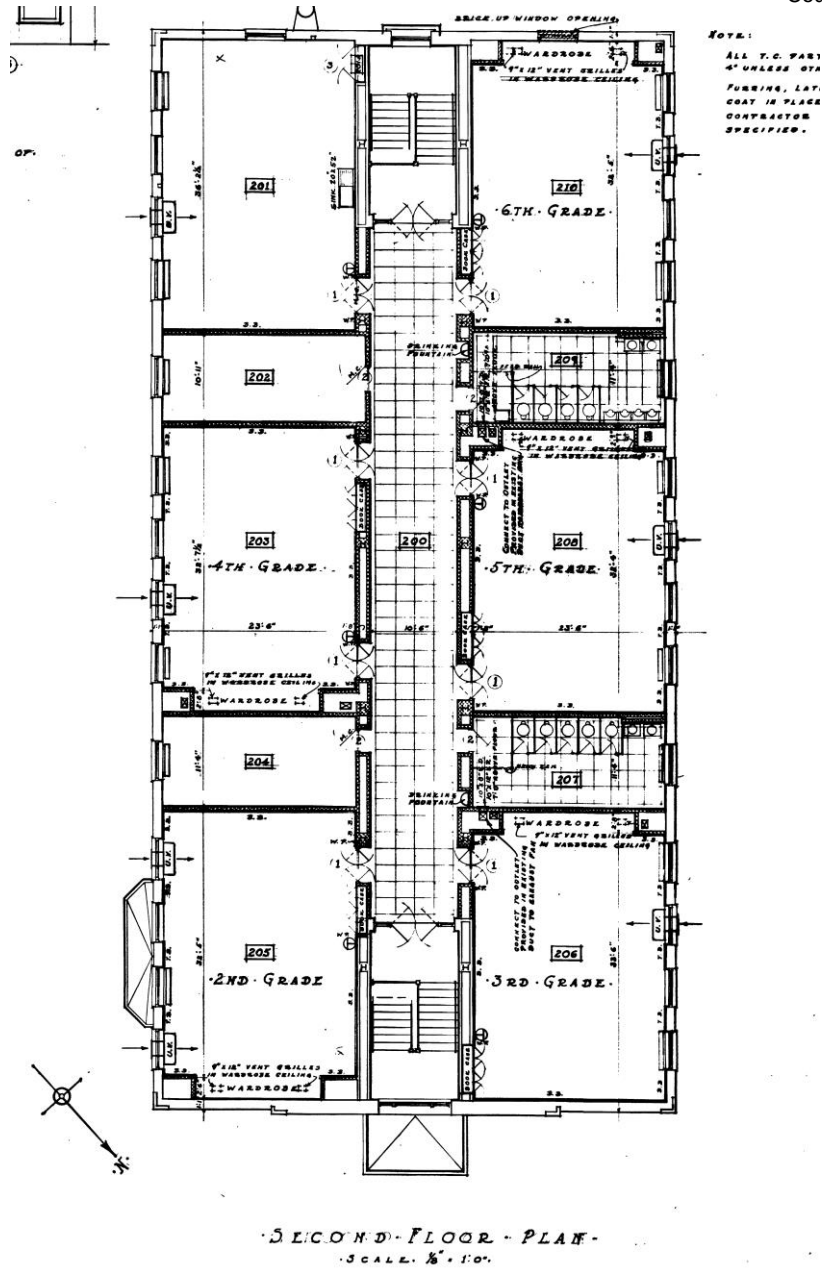


FIRST FLOOR PLAN
SCALE 1/8" = 1'-0"

First Floor Plan from Plans dated September 15, 1932
(D.C. Historic Preservation Office)

Rose Lees Hardy School
Name of Property

Washington, D.C.
County and State



Second Floor Plan from Plans dated July 17, 1936
(D.C. Historic Preservation Office)

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.





1550

VISITORS
CHECK
IN AT
REAR
ENTRANCE

VISITORS USE
REAR ENTRANCE











1550



EAB
Visitor's Entrance
7:45am - 3:45pm - Press Intercom Button
After 3:45pm - Call the Lab School
Staff Member DIRECTLY
Do Not Use Intercom

Miller








May Peace Prevail On Earth

Private Property

THIS BUILDING IS DEDICATED
TO
ROSE LEES HARDY

LOVER OF CHILDREN
CHALLENGER OF YOUTH
INSPIRER OF TEACHERS
WHO THROUGH
UNTIRING SERVICE
UNSWERVING IDEALS
COMPLETE SELFLESSNESS
CARRIED FORWARD TRUTH
HELD ALOFT VISION
AND
SHED ABUNDANTLY
THE GLOW OF A GREAT SPIRIT



THIS GARDEN IN MEMORY OF
MISS ROSE LEES HARDY

TEACHER, PRINCIPAL AND
ASSISTANT SUPERINTENDENT
PUBLIC SCHOOLS OF THE
DISTRICT OF COLUMBIA

1900 - 1932





EXIT



KONDERS

A bulletin board with a decorative border, featuring a world map in the center and several small cards or photos pinned around it.

Our Ag

Be inclusive and share the space.
Ask for help and give help.
Be yo
ot

A poster with a decorative border, featuring several colorful circles (green, pink, yellow, blue, purple) and text.

EXIT



A bulletin board with a decorative border, featuring a world map in the center and several small cards or photos pinned around it.





LET'S *root* FOR EACH OTHER
AND WATCH EACH OTHER *grow*





205



RECYCLABLE

PAPER
Please Recycle Full
Sheets Here







Some

Science

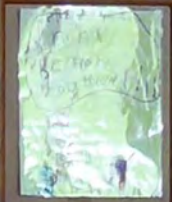
Heroes



Science words!



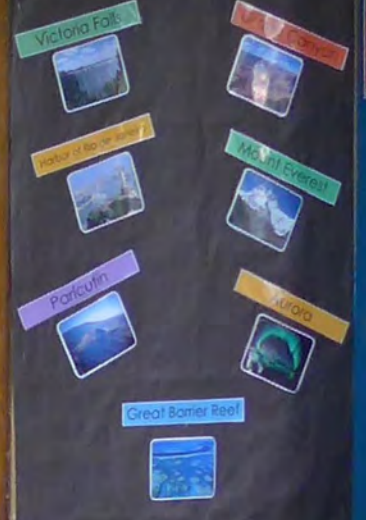
temperature magnetic photosynthesis mammal electricity atmosphere measurement recycle climate scientific method decompose metamorphosis



Cool Science



The Seven Wonders



SCIENCE



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination
Property Name: Hardy, Rose Lees, School
Multiple Name: Public School Buildings of Washington, DC MPS
State & County: DISTRICT OF COLUMBIA, District of Columbia

Date Received: 5/3/2019 Date of Pending List: 5/16/2019 Date of 16th Day: 5/31/2019 Date of 45th Day: 6/17/2019 Date of Weekly List:

Reference number: MP100004071

Nominator: SHPO

Reason For Review:

- | | | |
|---------------------------------------|--|--|
| <input type="checkbox"/> Appeal | <input type="checkbox"/> PDIL | <input checked="" 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 checked="" type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject 6/3/2019 Date

Abstract/Summary Comments: The Rose Lees Hardy School is locally significant under National Register Criteria A and C in the areas of Education, Community Planning & Development, and Architecture. Completed between 1933 and 1936 from plans developed by Municipal Architect Albert Lewis Harris, the school is a handsome local example of early twentieth-century Colonial Revival style design. Reflecting the city's historic five-year program for extensible schools, the two-story, red brick building is in remarkable condition and served the local Foxhall Village neighborhood first as an elementary school for 40 years and then as a progressive middle school. The end of the period of significance, 5 years over the 50-year mark, is justified as marking a significant change in use associated with innovative redistricting of several local schools. A major feature of the city's expanding school system, the property meets the Registration Requirements of the Public School Buildings of Washington DC 1862-1960 MPS.

Recommendation/ Criteria: Accept NR Criteria A and C

Reviewer Paul Lusignan Discipline Historian

Telephone (202)354-2229 Date 6/3/2019

DOCUMENTATION: see attached comments : No see attached SLR : **Yes**

GOVERNMENT OF THE DISTRICT OF COLUMBIA
HISTORIC PRESERVATION OFFICE



MEMO

DATE: April 30, 2019

TO: Paul Lusignan

FROM: Kim Williams *KW*

RE: Transmittal Letter for Rose Lees Hardy School

Please find enclosed two disks for Rose Lees Hardy School National Register nomination. The enclosed disk, Disk 1 of 2 contains the true and correct copy of the nomination. The enclosed Disk 2 of 2 contains photographs as per the NR photo requirements.