



Kentucky Home School for Girls  
Name of Property

Jefferson County, Kentucky  
County and State

**5. Classification**

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

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

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

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

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

Contributing	Noncontributing	
3		buildings
		district
1		site
		structure
		object
4	0	<b>Total</b>

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

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

NA

0

**6. Function or Use**

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

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

- Domestic/single dwelling
- Education/school
- Education/gymnasium

- Recreation/community center
- Recreation/sport facility

**7. Description**

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

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

- Late Victorian—Italianate
- Late Victorian—Queen Anne
- Late 19<sup>th</sup> and 20<sup>th</sup> century revivals—Tudor Revival

- foundation: \_\_\_\_\_
- walls: Stucco, Brick, Concrete block
- roof: \_\_\_\_\_
- other: \_\_\_\_\_

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## Narrative Description

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### Summary Paragraph

The Kentucky Home School for Girls (JFL-73) is the setting for an architecturally prominent house, Hollingsworth, and was the campus for a private school from 1948 until the 1970s. It is located at 2305 Douglass Boulevard in Louisville, Kentucky. The property today resides on 4.7 acres of its original 8-acre lot, in which the property's historic residence, Hollingsworth, was constructed in a neighborhood first subdivided about 1900. The house combines various styles of architecture. After it became Kentucky Home School for Girls, three buildings were added to the site: a gymnasium, a science building, and a classroom building. Today the approximately 4.8-acre property is proposed for listing, with 4 contributing buildings.



### Physical Character

The property sits on a hill surrounded by green space dotted with mature trees. There is a paved drive dividing the property with a small parking lot on each side, one for the police station (bldg 4) and one for the community center (bldgs 1-3).

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**Evolution of Ownership of the Property from Farm to Residence to Private School to Community Center.**

According to the Jefferson County Clerk's Office -Deed Room, the following transfers of property are recorded:

- 10/31/1870 William D. & Belle Tinsley to George L. Douglass 100+ acres
- 11/25/1884 Will of George L. Douglass to (3<sup>rd</sup> part)
- 01/14/1901 Thomas P. Langdon trustee under Will of George L. Douglass, deceased to Payton N. Clarke (2<sup>nd</sup> part) & Sally R. Carter, Lot 3 in Douglass Park, 6 acres
- 08/17/1904 Peyton N. & Mary N. Clarke to W.C. Nones Lot #3
- 02/07/1905 W.C. & Eliza Nones to J. Lithgow Smith
- 10/24/1905 J. Lithgow Smith & Sarah H. Smith (wife) to Jefferson Davis & Abbie Ballard Stewart
- 07/08/1944 Fidelity & Columbia Trust executor under Will of Jefferson D. Stewart to Eva L. Hamon (2<sup>nd</sup> part) & J. Adger Stewart & W.R. Cobb (3<sup>rd</sup> part)
- 11/05/1947 Will of Eva L. Hamon
- 12/06/1948 John C. Long & Julian N. Elliot, executors under Will of Eva L. Hamon to The Kentucky Home School Holding Corporation
- 02/02/1973 The Kentucky Home School Holding Corporation to City of Louisville (2<sup>nd</sup> part) & Kentucky Country Day School, Inc. (3<sup>rd</sup> part)

**Exterior Description of Hollingsworth, the main house (contributing building)**

Hollingsworth's design is of a large estate home. It encloses 9,218 square feet of space. It was built for Jefferson & Abbey Stewart, and is located in the Highlands-Douglass Neighborhood. The architectural design mixes Tudor Revival, Italianate, and Queen Anne.



Front



Back

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Hollingsworth's front façade faces southwest and is asymmetrical. It has two large gables flanking a central portion that extends out below the sides to make a covered entry. The gable portions are treated very differently from each other in their window type and placement.

The exterior on all facades is clad with a smooth texture stucco that extends from the line of the foundation to the roof overhang with a few exceptions. Brick is exposed at a major chimney on the side nearest the entry road to the estate. The tall chimney extends many feet above the line of the roof eave, giving relief to the monolithic stucco walls. The chimney terminates with slender clay chimney caps reaching high in the sky.



**West façade**



**East Facade**

Wood shake siding is in the gable of a side façade, and also on the dormer walls on the rear. The courtyard on the other side has decorative stucco walls that gives relief to that façade. The original slate roof has been replaced with an asphalt shingle roof that has a large overhang with decorative brackets supporting the cantilever. The roof overhang allows shading for the large windows.

### **Interior Description of Hollingsworth**

A single, large, solid wooden door flanked by mullioned, French windows open into the foyer of the home. To the right is a large room with an expansive fireplace and coffered ceilings. This room would have been a living room when it was a country home and classroom space during the school years.

Large multi-paned windows bookend the living room, and a door next to the fireplace leads to a sun porch. Accessible from the living room and foyer is the dining room, also a classroom, which has diamond-paned windows along the length of the back wall from about waist height to the crown molding. A large fireplace with original stained-wood is centered on the wall opposite the living room. To one side of the fireplace is the entrance to the elevator tower addition, and to the other side is a swinging door into the kitchen. One wall of cabinetry of the kitchen is consistent with the age of the home and believed to be original. A second door from the kitchen leads to a hallway, which connects the foyer to the rest of the house and the stairs.

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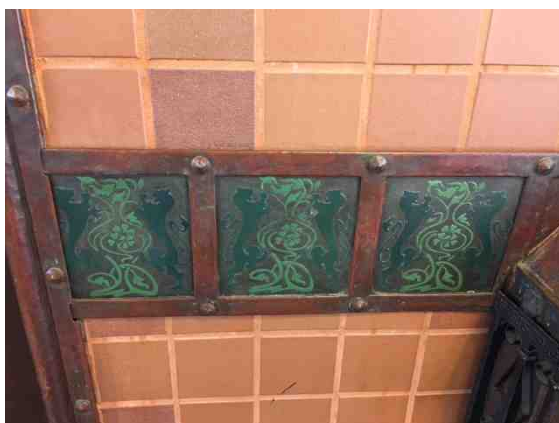
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Fireplace



Tiles in fireplace



Interior windows

The foyer has been partitioned off from the foyer, and the hallway was formed by adding a wall to what was an open room on the front of the house. This room and the hallway have stained wood paneling, 6'-7' high, with carved vertical reeding. The fireplace in this room is stained wood and ornamented with carved brackets supporting the mantel. A small room, possibly an enclosed porch, lies at the end of the straightway. The hallway wraps around behind the kitchen to bathrooms, which were likely added after the school closed, although they lie within the original footprint of the house. The second floor is less ornate, although still impressive in scale, having seven rooms, four fireplaces, two bathrooms, and multiple closets. The rooms were classrooms and the students joked about having bathtubs adjacent to their classrooms. The third floor has approximately four rooms, with some open spaces and large storage areas and one bathroom. Its detailing is minimal, although multiple windows provide good light.

### Gymnasium (contributing building)

The gymnasium is a brick building two stories in height, encloses 6,075 square feet, which includes a finished basement. It was added to the property in the mid-1950s. It sits just behind and to the east of the house, and a partially covered walkway connects it to the house and the education building behind it. It has three external doors, high windows along both sides with vents at the gabled ends. The roof is pitched and covered in asphalt shingles.



Gymnasium front



Gymnasium, back

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**Education Building (contributing building)**

The Education Building is located at the rear of the property a short distance behind the gym, and connected with the gym by a concrete sidewalk. Built circa 1955 as a four-room classroom, it has a poured concrete floor, concrete block structure, and exterior walls faced in red brick. The one-story building has a flat roof with aluminum guttering around all sides. Each classroom has four large aluminum double-hung windows with each exterior wall of each classroom having two windows.



**Education Building, front**



**Education Building, rear**

**Brick Building (contributing building)**

This brick building encloses 6,264 square feet and was added to the school in 1967. It is two stories with four external doors, and a fire escape. It has 36 windows, a pitched asphalt-shingled roof, and a single chimney. A portion of the poured concrete foundation is visible above ground. There is a short flight of stairs leading to the double front door.



**Building 4 (Police Station), front**



**Building 4, rear**

**Changes to the Property since the Period of Significance**

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At some point, shutters were removed from the front of Building 1. Access ramps have been added to the fronts of Buildings 1 and 4, in compliance with the Americans with Disabilities Act of 1990. The largest alteration involves the addition of an elevator tower to the back of Building 1, which is not visible as one approaches the property along the front drive. Internal changes have been similarly minimal in Buildings 1, 2, and 3.

**Building 1** has been painted different colors at different times—its walls and trim—although original wood paneling and woodwork on the first floor remain untouched. A portion of damaged flooring underneath a water fountain has been replaced on the 1st floor, and upstairs flooring has been covered with carpet or tile in several rooms. It is uncertain which flooring was in place during the tenure of the school. Some but not all of the original cabinetry remains in the kitchen. At least one wall has been placed along a main hallway on the first floor to separate it for use as a classroom or office.

**Building 2** has been changed mainly through painting and maintenance. The gym floor is tile where it may have been wood originally, and a portion of the floor in the basement has been removed due to a water fountain leak.

**Building 3** has had minimal renovation. The flooring has been removed and the concrete polished. A portion of one of the front classrooms was partitioned off for a kiln room, but that has recently been returned to its original form. The underlying wall-length chalkboard is still intact, as is the partition wall built over the chalkboard.

**Building 4** has been remodeled inside with modern drop ceilings, room partitions, and paint. The original doors and trim are largely unchanged, apart from being painted.



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**8. Statement of Significance**

**Applicable National Register Criteria**

**Areas of Significance**

Education  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1948-1973  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1948  
\_\_\_\_\_  
1955  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

NA  
\_\_\_\_\_

**Cultural Affiliation**

NA  
\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

Hutchings, John Bacon  
\_\_\_\_\_  
Dalhem Construction (builder, gymnasium)  
\_\_\_\_\_  
Lockett & Farley (architect, education building)  
\_\_\_\_\_

- 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**

Property is:

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

**Period of Significance:** The Period of Significance chosen for this property are the years just preceding and just following the period of residence for the Kentucky Home School for Girls. The era from 1945-1975 is significant for its relevant historic events including: The President's Commission on Higher Education for American Democracy (1947), the introduction of coeducational public schools in Louisville (1950), Brown vs the Board of Education (1954), the Civil Rights Act of 1964, the Higher Education Act of 1965 and the subsequent 1972 Title IX amendment, the establishment of racial quotas for public schools in 1966, and the implementation of busing for desegregation in 1975. These events formed the historical context of the school's tenure on the site which was 1947-1972.

**Criteria Considerations:** NA

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## Statement of Significance

### Summary Paragraph

The Kentucky Home School for Girls (JFL-73) meets National Register Criterion A, and is significant within the history of Private School Education in Jefferson County, Kentucky, 1945-1975. Private school education has been present and important for most of the years of Louisville's past but for different reasons. In the town's earliest days, private and subscription schools were the primary way that families could provide an education for their children. Once begun, public schools were subject to loss of funding and shifting standards, and private schools continued as an important alternative, often regarded as providing a superior educational experience. World War II marked the beginning of significant changes in two areas of education, desegregation and the education of girls. Private schools spoke to both of these, as a means of avoiding one and augmenting the other. The Kentucky Home School for Girls gives a strong witness to these post-War social reactions in the field of education. Its significance will be considered within the historic context "Education in Louisville, Kentucky, 1945-1975.

### Historic Context: Education in Louisville, Kentucky, 1945-1975

There were two significant areas of change in education from 1945 to 1975. The most significant was the most violently resisted on the local and national level, and that was racial desegregation. Starting with Louisville's model response to *Brown vs the Board of Education* through its violent riots in response to busing in 1975, desegregation caused a complete shifting and upheaval of the schools in Louisville. A second area of change seems to be more locally significant, and although coeducation was not met with bricks and bats, it was resisted with angry words and three years of argument. Kentucky Home School for Girls provided an enclave for wealthy white families to avoid both of these.

In 1954, the *Brown vs the Board of Education* decision stated that separate education was inherently unequal, and the South erupted, except for Louisville. Kentucky had taken steps toward desegregation as early as 1948. Its public libraries and Catholic colleges were desegregated in 1950, and a year later, the University of Louisville became the first college in the South to desegregate. After Governor Wetherby stopped resistance efforts in Webster and Union Counties, change took place quietly, and Kentucky was seen as a model for the South (Klotter, 2008). However, this temporary peace relied heavily on the sanctity of neighborhood schools. Louisville was predominantly segregated, affecting few schools by desegregation in the early days of the movement. The few exceptions included a group of black families living in the Highlands area of Louisville, within walking distance of the white public school, Belknap School, as well as near to the Kentucky Home School for Girls. Before implementation of desegregation, the president of the Belknap PTA said, "Negro children would be welcomed" (*Courier-Journal*, 2/10/55). Undoubtedly this was not the sentiment for all white parents, and it was an issue neatly avoided by some because private schools were under no compulsion to desegregate racially.

The process of desegregation met deep resistance in Southern cities, including Louisville. The meager early steps that Southern cities adopted did not accomplish true desegregation. With whites leaving the central city for the suburbs, and Louisville's neighborhoods becoming segregated, most neighborhood schools were segregated by local demographics. The Civil Rights Act of 1964 attempted to remedy these realities, but six

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Kentucky legislators voted against it, including Gene Snyder of Louisville (*Courier-Journal*, 7/13/64). The stories of violence against black Americans and civil rights workers during this time haunt the nation's memory. Kentucky displayed a rare step of progress by passing its own Civil Rights Act in 1966. Despite that, Mr. Hodge, president of the Kentucky NAACP chapter, doubted the state's commitment to equality, as did Mayor Cowger of Louisville. Both men were unimpressed with Governor Breathitt's record on Civil Rights action.

Given Louisville's moderate response to *Brown vs Board*, the violence following the implementation of busing in 1975 was in stark contrast. Approximately 10,000 people rioted at Valley High School in protest on the first day of busing. Bottles, sticks, and rocks were thrown amid angry voices and racial taunts. Nails littered the path of buses at Fairdale High School, and one man tried to run a bus off the road. A total of 39 people were arrested (*Courier-Journal*, 1975).

The fight against coeducation pales in comparison to the struggle for desegregation, however, in Louisville this was a significant battle during the period under investigation. As early as 1937, only .5% of public high schools in the United States were integrated by gender. Atlanta, Georgia was one of the last big cities to implement coeducation in 1946, but Louisville resisted until 1950. The local debate began following Atlanta's transition, and became a more prominent concern with the looming construction of a new facility for Manual High School, a local boys' school.

Many of the arguments voiced against coeducation point to a diminishment in the boys' education, while the arguments in favor speak to improved education for both. The Highlands Men's Club determined that coeducation is "attempting to treat young men and women as the same kind of creatures" and the Teachers Union worried that making the all-boy Male High School coed would turn it into "just another trade school" (*Courier-Journal*, 12/47 & 4/48). There was concern about the "feminization of the schools" and spoiling education for men (*Courier-Journal*, 12/21/48).

The concerns over the impact upon boys, of introducing ladies into the classroom, seems legitimate. In the first years after World War II, the only two coeducational high schools in Louisville were Central High School, which was for black students only, and Ahrens Trade School, which was seen as an alternative to dropping out. Since the earliest days of public education in Louisville, girls were afforded a different education from boys, one that shunted them into the narrow span of career paths thought to be available to them. In 1875, Louisville Female High School dropped history, English, and science from its Senior curriculum and replaced it with Theory and Methods of Teaching. In contrast, Male High School offered political economy, Greek, Geometry, Geology, U.S. Constitution, and calculus to its Seniors, among other scholarly classes.

The tradition of narrowing the educational possibilities for women has a long history in Louisville. The posting of curricula in the *Courier-Journal* September 2, 1875, mentions that lectures on History, English, Literature and Science "may be given occasionally," at the girls' school; the article makes no mention of any math offering at all. Chemistry continued to be offered at Female High School. Physics was added to address the requirements of college entrance exams, but in 1912, Physics was dropped because of the mathematics "to which girls seem to have an aversion" (Kollman Stein, 1937, p. 17). In the next decade, two girls' high schools were added in Louisville, but it was determined that "The great majority of girls were no longer preparing for college," and Chemistry was adjusted. In 1924, Sanitary Chemistry was added, consisting of "the chemistry of home, health, and sanitation" (Kollman Stein, 1937, p.21). Finally, in 1931, all sciences, excepting the three terms of general science, became purely elective. Clearly the beginning of girls' education in Louisville was meant to train them

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for what was seen as "women's work." By 1948, neither Chemistry nor physics were included in the curricula at Atherton Girls' High School in Louisville. The curricula of the three girls' high schools included Interior Decorating, Art History, and Nursing (*Courier-Journal*, 1948). This was not surprising in the post-war climate, where a construction boom required an increased labor force including women, but long-standing cultural traditions held them to specific jobs such as secretary, teacher, nurse, factory worker, or work-at-home compromises such as Tupperware (PBS.org).

### **History of the Kentucky Home School for Girls Property**

The site began as a parcel of land outside the city limits belonging to a wealthy captain of industry, George Douglass, who merged several telegraph companies into Western Union. He was able to buy an extremely large swath of land in the country for his estate. Long before the turn of the 20th century, Louisville's elites had chosen to erect mansions outside of the city limits, in early suburbs served by interurban and streetcars.

After Douglass passed away, his daughter donated much of the property to the city to be added to Cherokee Park, but subdivided the remainder for development into Douglass Park. A local family, Jefferson Davis Stewart and his wife Abby Churchill Ballard, purchased one of the larger estates nearest Cherokee Park and had "Hollingsworth" built. It was one of the first of the country estate homes in the Douglass Park subdivision and was designed by architect John Bacon Hutchings. Some of his work has been recognized by entry on the National Register. A small list of listed properties includes the Mengel House (JFCO-1019) in the Old Louisville Historic District, the Kremer Residence (JFET-170) and Josiah Stoddard Hohnston House (JFET-332), both in the Cherokee Triangle Area Residential District, and two Allen family houses (JF-546 and JF-555) in the Glenview Historic District, as well as Rogers Clark Ballard Memorial School (JF-555). Hutchings worked during the period when eclectic design reigned, and Hollingsworth's design is typical for this period, marrying various styles to create a hybrid look rather than something following the limits of a single style.

In 1948, the site was one of a dwindling number properties near the city center and on such a large lot of land, approximately eight acres at the time. The local pressures on gender integration of public schools, and Louisville's growth, laid the groundwork for expansion of educational opportunities at the nominated site. This residential property was sold to Kentucky Home School for Girls in 1947. The school added a gymnasium in the 1950s and a second classroom building in the 1960s to support its growth (Receveur, 1989.)

The Kentucky Home School for Girls had begun in 1863 as Miss. Belle Peers School and it met over the vestry in Christ Church Cathedral. In this era, it was not uncommon for a woman to start a school either in her home or a church as the system of public education was not well established. The local paper is full of advertisements for such. The offerings often included English, other languages such as French, reading, and music; A curriculum which was consistent with a finishing school. This was true of Miss. Belle Peers School, however, an 1896 bulletin announced a change: "A special Course of Study is arranged for those who want to prepare for college" (Dickerson, 1963).

As the school's reputation grew, enrollment swelled from 12 girls in 1863 to more than double that in 1866, and over triple that just ten years later. The school moved to different sites downtown, jockeying for more space for boarders and a more affordable rent. Miss. Peers decided to sell the school due to age and failing eyesight (Dickerson, 1963), and after a series of owners and locations, the school settled down at the end of Douglass

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Boulevard under the direction of Mrs. Hugh Bullitt in 1947 with 201 white female students in kindergarten through high school.

When desegregation loomed, wealthy white families had the option of private education to avoid this issue. The Catholic schools in Louisville amended their admission policies to prohibit this use of their system, however some private schools profited from the fear of desegregation.

Between 1948 and 1957, Kentucky Home School for Girls grew 63%. They added a gymnasium and a second building with dormitories and science labs, and in 1960 they razed an old stable and added a modern classroom building. Although they had no policy barring students of color, the cost of a private education and the culture of larger society were certainly dissuading, and in 1948, their entire student body was reported to be "white-largely anglo-saxon" (S.A.C.S. survey, 1948).

Kentucky Home School more definitely addressed another growing concern, the education of young women. Although the school was begun as more of a finishing school with its early curriculum including languages and music, it made a change in 1896 when "A special Course of Study" was announced for those who wanted to prepare for college.

In the years from 1945 to 1975, girls in the United States nudged out boys in rates of graduation from high school yet in that same time period 30-50% fewer women attended or graduated from a four-year college. The implication is that girls were unprepared or unwilling to attend college. Wedding announcements in the Courier-Journal show that graduates from Louisville's public girls high schools followed that norm with some marrying right after high school, some attending a trade school, business school or nursing program, and some attending a state college.

By contrast, Kentucky Home School had a long history of college preparation as revealed on a survey submitted by the Southern Association of Colleges and Schools. S.A.C.S. was using the survey to gather data from 200 schools in order to set standards for accreditation. On one answer, the principal, Mrs. Bullitt, responded that schools should provide vocational training in addition to preparation for college, however, she added "in a school such as ours" provision should be made for as wide a range of non-academic needs as the usual college entrance requirements allow. Clearly college entrance was the goal, and girls were urged to take their education seriously. In a 1944 school pamphlet, the students were admonished to "use their summer vacations to acquire the arts of serving, cooking, keeping house, typewriting, filing, and bookkeeping" rather than having them included in the curriculum. When students asked if they were to have a holiday on Washington's Birthday as were the city schools, Miss. Peers replied, "if George Washington were asked for his opinion, he would say that it would be better for them to be in school" (Dickerson, 1963). Many Kentucky Home School graduates went on to elite colleges such as Vassar, Bryn Mawr, Columbia, and Wellesley, and in later years, often went on to graduate programs or gained professional degrees.

### **Evaluation of the Significance of the Kentucky Home School for Girls within the Context of Education in Louisville, Kentucky, 1945-1975**

The Kentucky Home School for Girls is locally significant for what it can tell us about aspects of education in Louisville during the mid-20th century. This school, as did Louisville's suburbs, provided a haven from the

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social change that was on the horizon in 1948: racial integration of residential neighborhoods and public schools. Private schools provided an escape from the coming reality of desegregation for those who could afford it. But while it provided a socially conservative choice for some families, it also afforded families an educational option that we might see as progressive. The school offered young girls an escape from traditional career paths they were often shuttled into. Its strong curriculum was evidence of a culture which expected young women to achieve more than young women in public schools could aspire to. The school became a place for young women who wished to advance toward a professional career path. Kentucky Home School for Girls made its way through a tumultuous time in local educational history. In 1972, it succumbed to the push for coeducation in 1972, accomplishing this by merging with Louisville Country Day, a boys school, to become Kentucky Country Day. At that time, it was the oldest continuously-operated, independent school in Louisville.

### **Evaluation of the Integrity of the Significance of the Kentucky Home School for Girls and its Current Physical Condition**

A property meeting Criterion A must be associated with events that have made a significant contribution to the broad patterns of our history. This nomination's perspective looks at education history from 1945-1975, and how social changes affected the delivery of education in Louisville, Kentucky. A property can qualify for the National Register under this Criterion if it possesses integrity of location, setting, materials, and design. If a property has those four integrity factors, it can be said to have an integrity of associations with the important chain of events—educational change in Louisville in the post-WWII era—and thus make the property eligible for National Register listing. An integrity exists between the physical plant of the Kentucky Home School for Girls and the ability of that property to convey information about this era of educational transition.

The Kentucky Home School for Girls has integrity of **location**. It was housed at the nominated site for the entire period of significance. It moved to the Douglass Boulevard location in 1948, to enable the school to expand. Enrollment indeed grew 63% from 1948-1957. This growth occurred at a time where public schools were poised to change, with the President's Commission on Higher Education for Democracy (1947) urging desegregation, the Brown v Board of Education decision (1954) making segregation illegal, and the desegregation of a nearby public school in 1955. Following the Civil Rights Act of 1964 and enforced racial quotas of 1966, the school was merged with other schools in 1972 and moved to a location in the incorporated city of St. Matthews as Kentucky Country Day School.

The Kentucky Home School has integrity of **setting**, as the site has remained unchanged since its closure at the end of the Period of Significance. The site continues in use—three of the four buildings have housed a community center and the fourth became a police substation. A public park on the site and the lack of other development have secured the setting's park-like atmosphere. It is essentially unchanged from its school days, and it is easy to imagine young girls playing tennis on what has evolved into a basketball court, or picnicking on the lawn. The park-like setting conveys the very important sense that the school hoped to provide: a protective retreat from the challenges that perhaps a more urban environment connoted. This setting serves an important feature of the site's associations.

The Kentucky Home School has integrity of **materials** and **design**. The alterations to the exterior of the buildings are limited to the addition of a ramp to the fronts of buildings 1 and 4, and an elevator tower to the back of building 1 (the original "Hollingsworth") and the removal of window shutters from that building. The

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"old house" as the students called it retains its stucco veneer, and the other buildings are of the original brick with architectural detailing common to the period. The buildings look very much as they do in pictures from opening day 1948. The interior of the home was altered from its use as a single family dwelling to its use as a school, but not substantially altered since the Period of Significance. The school introduced an interior wall on the first floor—to partition off an open area for a classroom or office—but the original wood paneling remains and was built over rather than removed. All of the fireplaces retain their original mantels and tiles from the turn of the century. The basement was used as a cafeteria and a senior study, and it was the habit of some of the senior girls to paint the walls. Many of these paintings remain, dated and signed by the artist.

The Kentucky Home School has integrity of **feeling**. The long winding drive harkens back to the earlier days of the "old house" when it was Hollingsworth, an estate home of an elite family in a prosperous neighborhood, and its unchanged setting and appearance make it easy to see it as it was in its school days. The gymnasium remains a gymnasium—too small by modern basketball regulations, but keeping in size with use by a small private girls school. While the fourth building is currently a police station, it retains its original appearance, which calls to mind a typical mid-century school house: a wide stair way approaching double front doors housed within the safety of a symmetrical facade. A flagpole remains on the front lawn to enhance the feeling of security and patriotism.

Insofar as the school retains its integrity of location, setting, materials, design, and feeling, the school will be said to possess integrity of **association**, and thus be eligible for National Register listing.

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## 9. Major Bibliographical References

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*The Courier-Journal*

*A Concise History of Kentucky* by James and Freda Klotter, 2008.

Kentucky Country Day School archives.

*Kentucky Country Day School: 125 years of Quality Education-The Kentucky Home School Legacy*; Receveur, Sharon, 1989.

Personal interviews with KHS alumnae.

*A History of Kentucky Home School for Girls from 1863-1913*, a graduate thesis by Florence Dickerson, 1962.

Report of the President's Commission on Higher Education, University of Washington, 1947.

[faculty.washington.edu/joyann/EDLPS531/President-s\\_Commission.pdf](http://faculty.washington.edu/joyann/EDLPS531/President-s_Commission.pdf) (site last visited 2/18/17).

Women and Work After WWII. [www.pbs.org/wgbh/americanexperience/features/general-article/tupperware-work/](http://www.pbs.org/wgbh/americanexperience/features/general-article/tupperware-work/) (last visited 2/19/17).

U.S. Department of Commerce, Bureau of the Census.

*A History of Blacks in Kentucky, Volume 2: In Pursuit of Equality, 1890-1980*, by George C. Wright.

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Interview with historian, Al Spotts regarding Douglass Park with review of maps and pamphlets provided by him.

*The Encyclopedia of Louisville* by John Kleber.

*An Evaluation of the Louisville Course of Study in Chemistry in Relation to the Educational and Vocational Interests of Girls as Discovered among Pupils of the Louisville Public Schools from September, 1935 to February, 1937.* A Master of Arts dissertation for the University of Louisville by Pauline Kollman Stein, 1937.

Kentucky Historic Schools Survey: An Examination of the History and Condition of Kentucky's Older School Buildings; Kennedy, Rachel and Johnson, Cynthia. 2002.

**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:   JFL-73  

**10. Geographical Data**

**Acreeage of Property**      4.8 acres  

**UTM References**

1	<u>  16  </u>	<u>  615 014.65  </u>	<u>  4232 167.55  </u>	3	<u>          </u>	<u>          </u>	<u>          </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>          </u>	<u>          </u>	<u>          </u>	4	<u>          </u>	<u>          </u>	<u>          </u>
	Zone	Easting	Northing		Zone	Easting	Northing

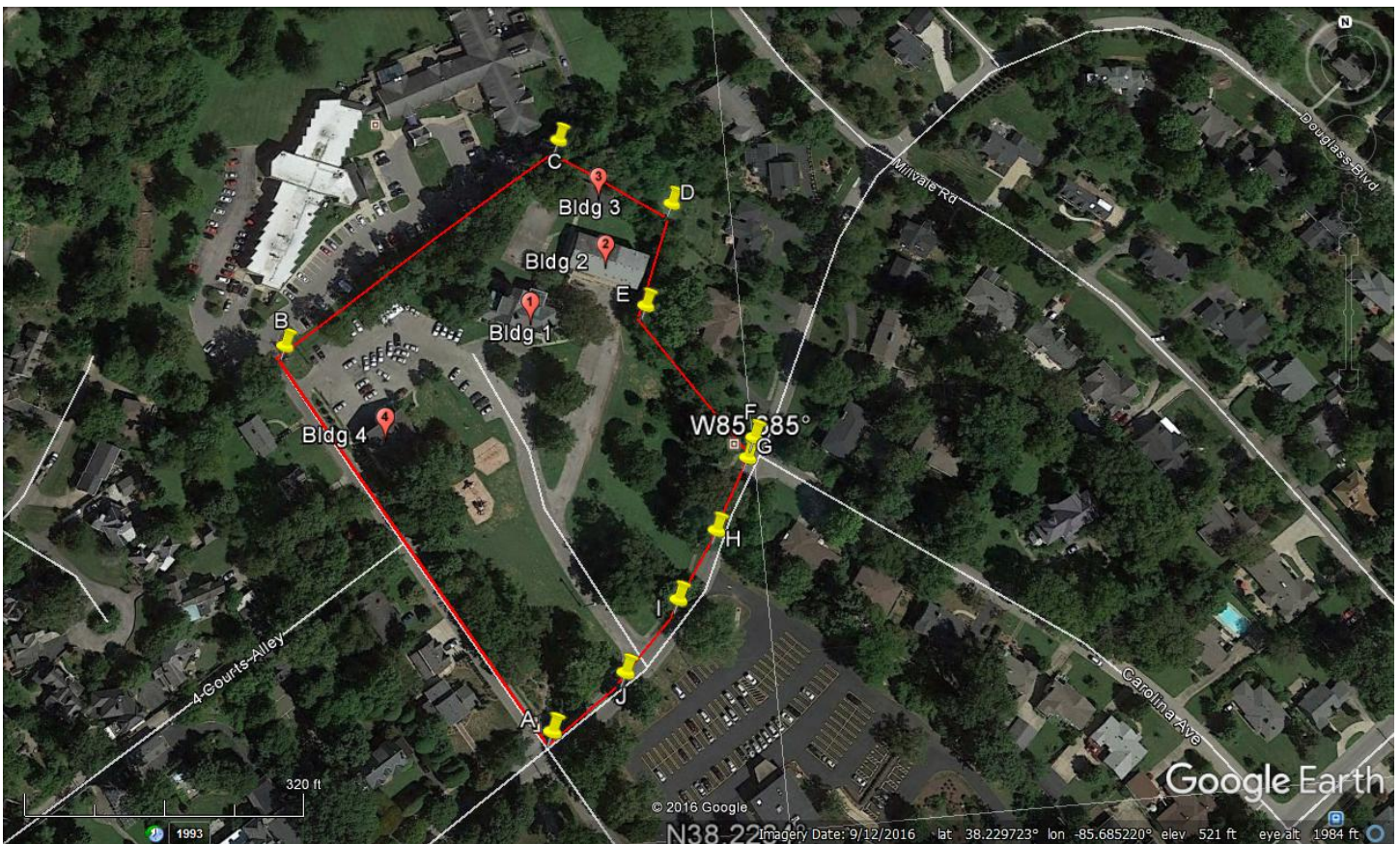
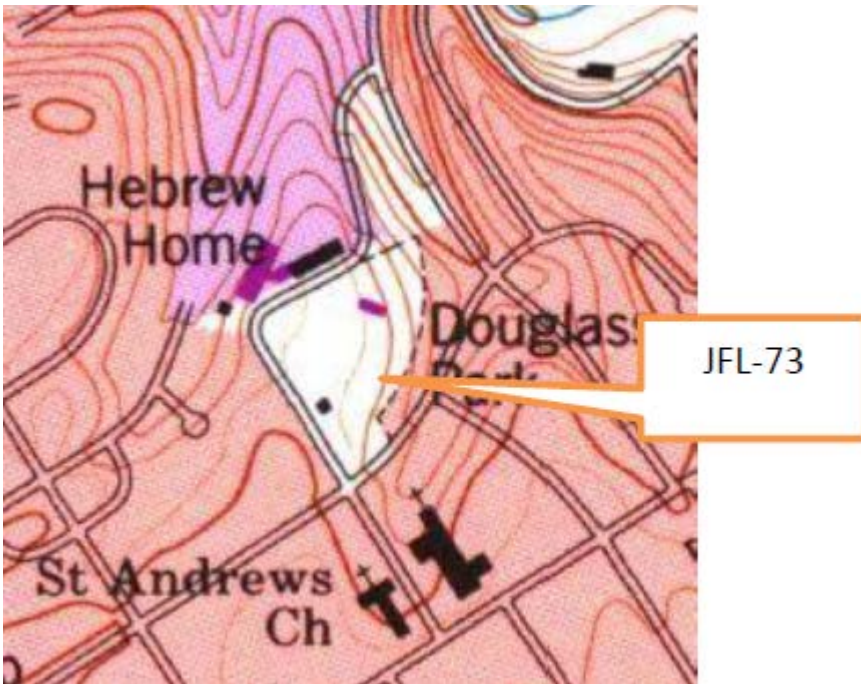


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**Verbal Boundary Description**

The area proposed for listing consists of 4.8 acres in the Highlands-Douglass Neighborhood of Louisville. Douglass Boulevard and Ellerbe Avenue form two sides of the boundaries, with the property line along the Ellerbe Avenue, 572.2', ending at the edge of the Signature Health Care property line. From this point the boundary continues northeast between the two institutions 432.54'. At this point the property line continues east 149.49' then returns back into the nominated property with a northeast line for 135'. From here the boundary line goes east for 216.02' connecting with the Douglass Boulevard boundary at the far northeast end of the property. This creates the boundary between the school property and the side property line of the mid-century brick ranch home that is a private residence. The Douglass Boulevard frontage is 420.12', and the main driveway entrance to the school is near the southern most end of the Douglass Boulevard boundary.

**Boundary Justification**

The boundary includes the property that was historically associated with the important use of the property as a girls private school.

**11. Form Prepared By**

name/title Sherry Cornell  
organization Highlands Douglass Neighborhood Association date March 2017  
street & number PO Box 5594 telephone 502-724-2361  
city or town Louisville state Kentucky zip code \_\_\_\_\_  
e-mail [info@highlandsdouglass.org](mailto:info@highlandsdouglass.org)

**Photographs:**

**Name of Property:** Kentucky Home School for Girls  
**City or Vicinity:** Louisville  
**County:** Jefferson  
**State:** Kentucky  
**Photographer:**  
**Date Photographed:** 2017

**Description of Photograph(s) and number:**

- 1 of 36: East Face of Bldg.4; Camera facing west.
- 2 of 36: Rear of Bldg.4; Camera facing north.
- 3 of 36: West Face of Bldg.4; Camera facing east.
- 4 of 36: Front of Bldg. 4; Camera facing south.
- 5 of 36: Front of Bldg. 1; Camera facing northeast.
- 6 of 36: West Face of Bldg 1; Camera facing east.
- 7 of 36: Rear of Bldg 1; Camera facing southeast.
- 8 of 36: West Face of Bldg 2; Camera facing east.
- 9 of 36: Front of Bldg 3; Camera facing north.

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- 10 of 36: West Face of Bldg 3; Camera facing east.
- 11 of 36: Rear of Bldg 3; Camera facing southeast.
- 12 of 36: East Face of Bldg 3; Camera facing northwest.
- 13 of 36: Rear of Bldg 2; Camera facing southwest.
- 14 of 36: East Face of Bldg 2; Camera facing southwest.
- 15 of 36: Front of Bldg 2; Camera facing northwest.
- 16 of 36: East Face of Bldg 1; Camera facing west.
- 17 of 36: Fireplace, Bldg 1, living room
- 18 of 36: Fireplace, tile detail, Bldg 1, living room
- 19 of 36: Diamond pane window, Bldg 1, dining room
- 20 of 36: Fireplace detail, Bldg 1, dining room
- 21 of 36: French windows, Bldg 1, foyer
- 22 of 36: Wood paneling, Bldg. 1, hallway
- 23 of 36: Wood paneling, Bldg. 1, hallway
- 24 of 36: Fireplace detail, Bldg 1, Front classroom
- 25 of 36: Wood panel detail, Bldg 1, hallway
- 26 of 36: Fireplace, Bldg 1, upstairs
- 27 of 36: 6-panel door, Bldg 1, upstairs
- 28 of 36: Banister, Bldg 1, 2nd floor stairwell
- 29 of 36: Vent/register cover, Bldg 1, 2nd floor
- 30 of 36: Wood panel detail, Bldg 1, 1st floor stairs
- 31 of 36: Windows, Bldg. 2
- 32 of 36: Stage, Bldg. 2
- 33 of 36: Old Scoreboard, Bldg 2
- 34 of 36: Chalkboard, Bldg. 3
- 35 of 36: Windows, Bldg. 3
- 36 of 36: Interior of Front Door, Bldg. 4

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**Property Owner:**

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name City of Louisville

street & number \_\_\_\_\_ telephone \_\_\_\_\_

city or town \_\_\_\_\_ state \_\_\_\_\_ zip code \_\_\_\_\_

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**Kentucky Home School for Girls.  
Jefferson County, Kentucky**

**Latitude: 38.229825°      Longitude: -85.685734°  
Coordinate centered on historic house**