

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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

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AUG 7 2015

Nat. Register of Historic Places
National Park Service

1. Name of Property

Historic name: Newark High School
Other names/site number: _____
Name of related multiple property listing:
N/A
(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 112 W Main Street, 9 N 5th Street
City or town: Newark State: Ohio County: Licking
Not For Publication: N/A Vicinity: N/A

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

<u>Bartan Power</u> DSHPO for Inventory & Registration <u>July 24, 2015</u>	
Signature of certifying official/Title:	Date
Ohio History Connection, State Historic Preservation Office _____	
State or Federal agency/bureau or Tribal Government	
In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

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

Patrick Anderson
Signature of the Keeper

9/14/2015
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

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

Category of Property

(Check only **one** box.)

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

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Narrative Description

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

Summary Paragraph

The nominated structure exemplifies mid-20th century Classical Revival masonry architecture, defined by a three-story block with simplified Georgian elements including a symmetrical façade with an elaborated central entry, evenly spaced divided-lite windows in seven vertical bays, stone banding, and a low hipped roof. The school building is connected to the adjacent 1925 Gymnasium by a single story brick enclosure on ground level. Built as the city's high school in 1939, the structure has also functioned as an intermediate school and transitional school while modern facilities were being constructed. The school and gymnasium parcels abut the existing Newark Downtown Historic District boundary (NR 2002). The interior of Newark High School includes historic window and door trim, tile flooring, historic stairs and the original corridor configuration. Although all windows have been replaced, the units are compatible with the building's original fenestration pattern and all openings have been retained. The building is currently vacant while remaining the physical representation of Newark's early education system, developed with financial assistance of the Public Works Administration during the Great Depression.

The Newark High School site has experienced four distinct buildings within its educational history. The original high school was constructed c.1885; a secondary Annex building was constructed in 1908 and connected to the original building at the west elevation. A stand-alone gymnasium was constructed in 1925 to the east of the school, fronting N. 5th Street. These buildings would function as the city's high school until 1938 when the original building was demolished. Constructed in 1938 as a Public Works Administration project, the nominated Newark High School building was erected in place of the original, and an enclosed breezeway was constructed between the school and the adjacent gymnasium. In 1980 the Annex building was demolished, the remaining parcel was paved, and a playground and mobile classroom were erected – all of which currently remains on site. The nominated property includes the school building and gymnasium, as well as the entirety of the site originally associated with Newark High School during the period of significant (1925-1962).

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Narrative Description

Newark High School is constructed of two major forms; the front rectangular block sits parallel to West Main Street and the secondary rectangular block abuts perpendicular to the primary with matching details.

The main façade faces south, defined by a symmetrical 7-bay façade, central entry, low hipped roof, cornice with dentils at the roofline, a stone base, and an evenly distributed fenestration pattern. Simplified Georgian elements are evident in the reduced scale of the entry, consisting of a recessed double door with elaborate transom, projecting pedimented pavilion flanked by pilasters, cornice with dentils, and adorned by a faux balcony. All entry stone is painted white. Replaced c.2000, eighteen 12/8 windows within original openings create an evenly distributed fenestration pattern on the main façade. These window units consist of one fixed 12-lite opaque window above two four-lite awning windows. These units are typical throughout the building. Three bays of windows flank the entry on the ground level, with stone sills and apron. The central windows above the entry are 9/6 non-historic units, with a 9-lite fixed opaque window above a 6-lite awning. The window directly above the entry is ornamented with a curved-pediment embellishment. All other windows are adorned by a brick lintel with central keystone. A stone stringcourse runs flush with the sills of the third floor windows. The cornice at the roofline is embellished with dentils and the low-pitch roof consists of asphalt shingles. Two copper downspouts remain intact from the roofline to the top of the first story.

The east elevation is defined by the extrusion of the front block beyond the façade of the rear block. The elevation of the front block matches the main (south) façade in style but is decorative in nature. With no windows on the first or second story, the elevation consists of a central masonry opening with stone header and rounded-arch transom on the ground level, complete with a central keystone header. All of these features are inlaid with limestone matching the building details throughout. At the top of the second story a stone panel with crown molding is located centrally above the lower opening. The panel is flanked by stone drapery carved in relief. The third level stone banding continues on the east elevation of the front block, with two windows matching those described above on the south elevation. The east elevation of the rear block is similar to the front, but with fewer decorative elements. 8 bays of matching non-historic windows on all three levels sit between two extruded entry points to the building. These windows include stone sills and brick headers. Unlike the front block, the rear block elevation does not have a stone stringcourse or keystones in the window headers. The extruded bay on the north end of the elevation marks the entry to the single-story brick masonry connection to the adjacent Gymnasium, constructed in 1939 with the school building. Both entry extrusions include two elongated non-historic windows of similar style to the typical units on the elevation. Between the northern entry extrusion and the rear of the building are three additional bays of typical non-historic windows on all three levels. The rear block has a brick parapet wall matching the structure's common bond coursing, capped with stone coping. Two copper downspouts remain intact.

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The rear block of the building extends to the lane at the rear of the property. The north elevation is therefore flush with the lot line. This façade has one 9/6 non-historic window centrally located on the ground level. A louvered vent indicates the location of the service core at the rear of the building. On the second level a 6/6 non-historic window is also located centrally on the elevation. Immediately above this window is a projected mass on the third level, with a stone band at the base and decorative brackets below. This extrusion contains a window unit of two 12/6 non-historic windows, with a flat copper cap.

The west elevation of the rear block is bisected by a multi-level mass that extends westward, formerly serving as the connection between the original school building (c.1885-1938) and the former Annex (1908-c.1980). Furthermore, the elevation on the north side of the mass is bisected by a five story vertical chase, originating in the service core on the first level. Three bays of typical non-historic windows border the chase on the north side, and four bays of typical non-historic windows border the chase to the south. A brick parapet wall runs the length of this portion of the elevation to match the other elevations as described above. The former connector mass steps up from one story at the rear of the building, including two units of double 6/4 non-historic windows and an entry, to two stories with one central rear-facing 4/4 non-historic window, with 2 matching windows facing inward to the west elevation of the main building. The former connection is evident in the mass as it steps to three stories, with three 6/6 non-historic windows facing north. A gabled roof structure runs in the east-west orientation ending at a parapet wall on the west façade where the connector originally met flush with the former Annex. The connecting wall (west elevation) is a blank wall with the exception of one double-door service entry on the second level, with metal open-back stairs leading to the paved lot below. The south façade of the connecting mass matches the front block in detail and materials. A central pedimented entry with a 14-lite transom is flanked by two 6/6 non-historic windows with stone sills. A central 6/6 non-historic window is located centrally directly above the entry on both the second and third level. All windows on the front-facing elevation of the connector have brick lintels with central keystones. A stone stringcourse and dentils at the roofline match the front block. The west elevation between the connecting mass and the front block is defined by four bays of 12/8 non-historic windows that match the main elevation (south façade) as described above. Finally, the west elevation of the front block extends beyond the elevation of the rear block, and is identical to the east elevation of the front block. Decorative stonework sits centralized on the first and second level, with two 9/6 non-historic windows on the third floor complete with stone sills and keystone lintels. A gable roof structure spans along the west elevation between the Annex connection and front block of the main school building. A louvered eyebrow window is located in the center of the hipped roof on the west elevation of the front block, with a matching detail on the east.

The interior of the building is characterized by a central hall running the length of the rear block, with two vertical circulation and entry points at both ends. The hall terminates at the front block which consists of two classroom units flanking the central hall. Plaster and lathe wall construction, wood flooring throughout the classroom spaces, terrazzo flooring in the entries/halls/stairs, built-in lockers lining the hallways, and glazed ceramic block in stairways and restrooms also define the building's interior. Built-in cabinetry, chalkboards, display cases, floor boards, window trim, and door surrounds are all done in matching wood. Doors from the

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classroom are typically single panel with 9-lite wired glass. The hall and stairs are separated by two single-panel 6-lite doors flanked by two 3-pane sidelites, with a 5-lite transom above. The door and window unit is constructed of the same wood that matches throughout the building. Drop ceilings were added at an unknown date to run services and lighting. Several rooms currently have non-historic carpet or linoleum flooring. Overall the interior is in good condition, with character-defining features intact.

The exterior is also in good condition with a solid structural system and building envelope. Evidence of repair to mortar joints is present in varying locations on the building. Moderate lime leaching stains running from corners of stone sills beneath windows is occurring on all elevations. Stone detailing is in good condition, although paint is peeling from entry surrounds. All windows are non-historic and were replaced c.2000.

The 1925 Gymnasium is a two story brick steel frame structure consisting of two masses: a rectangular block of small classrooms and offices sits at the street, with the two-story gymnasium space at the rear. The building reflects the early 20th century Classical Revival style with masonry pilasters, stone cornice, base, and capitals, topped by a flat roof with parapet wall. The main façade faces east and is defined by a recessed central entry of two sets of double doors with 3-lite transoms and three double-hung windows on the second level. Four bays of windows on both levels remain on both sides of the entry. Typical windows are 6/6 wood double-hung single units with stone sills. The south elevation is bordered by a non-school related building on a separate parcel that sits within feet of the gymnasium. The rear block houses the two-story open gymnasium, characterized by the brick masonry and arched steel truss structure. The Gymnasium is attached by an enclosed walkway between the northeast corner of the school building and the northwest rear corner of the gymnasium that was constructed in 1939 when the school building was erected. The Gymnasium is currently still in use by the community.

The non-contributing building is located to the west of the school, located on the paved site of the former Annex building. This single-story mobile classroom is clad in vertical wood paneling, with access located on the east elevation. 10 bays of windows overlook the playground on the west elevation. The gabled end of the classroom face N. Main Street with no fenestration.

Newark High School retains a high degree of historic integrity. Despite few school and site alterations, the existing building largely reflects the original 1939 PWA design with the adjacent gymnasium functioning and appearing as constructed in 1925. The two major alterations of the building include the demolition of the Annex on the west end of the building, and the replacement of all original windows. Although the Annex was removed, no work was done within this secondary building as part of the PWA-driven school modernization. Instead, the building remained as a remnant of the former school system and continued to house additional classroom spaces and an auditorium. Because of this, the removal of the Annex has minimal impact on the nominated Newark High School building exterior design and interior configuration. Replacement windows are compatible, and all original openings remain and are clearly recognizable. The replacement windows closely reflect the historic appearance of the original double hung units, as evidenced in historic photographs. All other original exterior materials and significant architectural details, including the stone banding, dentils and keystones,

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door and window surrounds, and entries have been preserved (Photo 1). The interior also retains significant historic integrity, maintaining much of the original school configuration, door and window trim, hardwood and terrazzo floors, stairs, and stair enclosures (Photos 10, 11). Newark High School also maintains integrity in location and setting, as the site has experienced evolutionary growth in response to local needs. The original building clearly conveys its historic associations with Public Works Administration projects of the 20th-century, and the associated development of the City of Newark's school system.

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
-

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G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

COMMUNITY DEVELOPMENT

Period of Significance

c.1925-1962

Significant Dates

1925

1939

1962

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Vernon Redding & Associates

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

Newark High School is nominated under Criterion A for its representation of the growth and development of the local public school system with an evolutionary history spanning from the 1880s to the late-20th century. Newark High School's evolutionary history parallels the progression of the city and includes a testament of national relief and development efforts at the community level. Newark High School is significant for its contribution to the history of government economic aid and the broad pattern of educational modernization of mid-century America. The high school building stands as a result of Federal aid by the Public Works Administration initiative to advance and enrich local school systems during the Great Depression. In addition to the school's educational history, the property is also nominated under Criterion C for the distinct characteristics of mid-20th century masonry Classical Revival architecture. Together the 1925 gymnasium and the 1939 high school display Classical Revival style design features and responses to changes in educational curricula and facilities during the early to mid-20th century. Designed by prominent Central Ohio architect Redding Vernon & Associates, Newark High School specifically remains an important example of regional design in the Georgian Colonial Style during the 1930s Public Works era, significant at the local level. Despite the continual use of the site for education purposes since 1885, the period of significance begins with the construction of the Gymnasium in 1925 and extends until the new high school was opened in 1962.

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

Newark was founded in 1802 by General William Schenk, who traveled to the area from his hometown of Newark, New Jersey. The town was set up as a traditional village, with a public square acting as the heart of the city. Newark's first 30 years experienced slow growth until the construction of the Ohio and Erie Canal in 1825. This new connection between inland communities and Lake Erie spurred significant transportation advancements. By the 1850s the influence of the railroad replaced reliance on the canal and Newark's business and commercial industries prospered. The modernized transportation system was a major factor in attracting industry and supported its development. The greatest industrial growth in Newark occurred after 1880. As a result, the rapid growth of the city during the late 19th and early 20th centuries greatly impacted the development of the downtown district, resulting in the construction of a building stock rich in architectural significance.¹

Newark's Early Education System

Early 19th century educational efforts were scarce, located in private residences as typical in many rural townships. With intent to increase the time and resources afforded to education

¹ NRN Newark Downtown Historic District, 8.

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efforts, as well as establish a formal system, a site between Newark and Granville would be designated as the location for a new school. A historical memoir by two local residents recalls that the school building was named “Center-of-Ohio” as it was said to be the geographical center of the state. Although the construction date remains unknown, the authors describe the eight-sided stone structure as housing six built-in desks along the exterior walls, with reference to literary materials produced in the early 1800’s.² This structure was later demolished after the Civil War to make room for a new frame structure on the same site. Despite this midpoint school house between Newark and Granville, the building was approximately 5 miles outside of each community. As a result, several small schools were being housed in church halls and basements within Newark. In February 1850 the Newark Board of Education arranged for a proper school to be built within the city. By fall of 1851, a three-story brick structure was constructed on W. Church Street near the city center, sitting on a raised foundation with a central entry and elaborate bell tower.³ Based on the size and prominent location of such a building, education was becoming an important interest of the local community. In 1856 the Board of Education called for segregation by sexes, as the building continued to serve as the prep school, and later the junior high as additional schools were constructed in the late-19th century. The Gothic Revival style North Fourth Street School was constructed in 1874 on the north side of the city. This two-story, 8-room building appears to have functioned as a primary school, and would be used as such until demolition in 1930.⁴

One block south of Central School, the first high school was constructed in 1885. Identified simply as Newark High School, the design was anything but simple. The three story late-19th century Revival style brick building sat on a raised foundation beneath a dominating 5-story central tower. A narrative describing the first high school as being one of the smaller examples of school facility standards during this era. Newark High School contained of four classrooms per floor, heated by steam and lighted by gas; the basement contained two gymnasiums to be used in extreme cold or wet weather. The author notes that physical exercise had become a health issue by the turn of the 20th-century.⁵ The school was undeniably prominent, located only a few blocks beyond Courthouse Square on W. Main Street. Between 1880-1890, the city experienced nearly 50 percent growth in population, consisting of approximately 14,000 residents. Over the next twenty years, Newark would experience even greater growth with an estimated sixty-two percent increase in population by 1910. It was in 1908 that the Annex building was constructed on an adjacent residential lot to the immediate west of the school building, matching in height and construction materials, and connecting to the west elevation of the original school building. The Annex contained additional classroom spaces and an auditorium with a seating capacity of 1,105. Population growth slowed, but the education system of Newark continued to strengthen after the First World War.

In 1925 a two-story gymnasium was constructed on an adjacent parcel to the immediate east of the school building. Standing apart from the school and annex the gym faced onto N. 5th Street, most likely due to availability of adjacent land at the time of construction and the orientation of

² Chalmers and Hazel Pancoast, *Our Home Town Memories* (Frankfort: G.Y. Fowler’s Sons, Inc., 1959), 2.

³ *Ibid.*, 12.

⁴ *Ibid.*, 24.

⁵ Virginia E. McCormick, *Educational Architecture in Ohio* (Kent: The Kent State University Press, 2001), 90.

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the growing school site. The Bing Act of 1921 made school attendance mandatory from the age of six to eighteen years. The new requirements resulted in an increased number of students that would occupy the limited amount of space available in existing schools. Additional state legislation passed in 1923 required students to have one hundred minutes of physical education per week, in addition to requiring students undergo a physical exam to identify any deficiencies needing correction.⁶ Although the original high school building contained a noted two gymnasiums in the basement, the footprint of the building was not very large. With the increasing number of students and expanding state education requirements, it seems likely these were the driving factors in construction of a stand-alone gymnasium. The Gymnasium reflects Classical Revival style architecture relating to the late-19th century school buildings that once stood adjacent, while maintaining a modest appearance of 1920s construction. The school complex grew to meet the needs of the community in early-20th century Newark, with the secondary school buildings continuing to support the primary high school. Continued development and calculated improvements would become a trend in Newark School District's history over the coming decades, representing the growth and development of public school systems in the local context.

Public Works Administration

With the onset of the Great Depression, a need for economic stimulus was obvious – not only in Newark but across the entire country. As expenditures of private individuals and public utilities fell, government expenditures ceased, and attempts were made in Congress to launch a program of public works. In 1932, President Hoover signed the Emergency Relief and Construction Act, granting nearly \$330 million for Federal public works and \$1.5 billion to States, counties, and cities for construction projects.⁷ In June 1933 President Roosevelt initiated the National Industrial Recovery Act (NIRA), creating the largest program of public works construction ever delegated to a single agency. NIRA authorized the president to expend \$3.3 billion, in which he placed his secretary of the interior, Harold L. Ickes, the task of forming a new Public Works Administration.⁸

Between 1933 and 1935, the PWA employed over 3,700 people with 48 state offices and 10 regional offices. The main intent of the PWA was to increase employment in the labor industry while constructing permanent and beneficial public projects, in addition to increasing employment in materials factories.⁹ During this time, approximately sixty-seven percent of construction workers were unemployed in Ohio, with the average unemployment rate of all residents averaging over thirty-seven percent. Newark was no exception to these statistics. PWA projects were to be reviewed at the state, regional, and national level while being divided into two types: federal and nonfederal. To expedite money being put back into the economy, federal projects were accomplished through existing agencies. Nonfederal projects stemmed

⁶ McCormick, 248.

⁷ Public Works Administration, *America Builds: The Record of PWA* (Washington: United States Government Printing Office, 1939), 6.

⁸ Jeanne Nienaber Clarke, "Public Works Administration (PWA)", *Encyclopedia of the Great Depression* (nd): 784.

⁹ C.W. Short, *Public Buildings: Architecture under the Public Works Administration 1933-39* (New York: Da Capo Press, 1986), 10.

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from proposals for needed public works from state and local governments.¹⁰ These proposals underwent strict evaluation by an engineering office, a financial office, and a legal division. A common conception was that the PWA not only funded these projects but also designed them, which is untrue. The PWA did not take responsibility in designing any project, writing specifications, nor did it dictate the character of architecture and construction type. These tasks were left to private architects and engineers employed by the owner of the non-federal project. When a local entity proposed a project for PWA funding, the application required a proposed solution to a community problem, the estimated cost, the preliminary design, and a description of materials and construction type.¹¹ A PWA engineer would inspect the project and site at various times throughout construction process to ensure that all work was being completed to local building code. PWA did require that these projects used materials that were manufactured in the United States.

By employing local architects and engineers to complete projects, the PWA created rare opportunities for non-federal professionals to work with the government. Putting complete responsibility on local trades, the project outcome was a direct reflection on those entities and the community while putting dollars back into the country's economy. As a result this created a push to produce the best work possible in a project specifically designed for one unique site, setting high standards of quality in public buildings throughout the country. This quality was evident in document preparation, structural design, soundness of construction, and decorative craftsmanship. The majority of projects consisted of steel structure, masonry, plaster, wood, tile, and marble finishes, in addition to the best plumbing, heating, and electrical work of that time period.¹² PWA's interest in the needs of each community is commendable when acknowledging the scope of work completed around the country at one time.

PWA had seven regional offices until July 1939 when it combined to make six. Each region consisted of several states by geographic location. Through progress in design and construction each region seemingly created an identity in the projects produced. Region No.2 included Wisconsin, Illinois, Indiana, Michigan, Ohio, and West Virginia. While the design quality of No.2 was not as strong as the northeast Region No. 1, many significant buildings were constructed in these states. Often relying on previous planning techniques, Region No.2 notably used many native materials such as hardwoods, limestone, sandstone, brick, clay products, ceramic tile, cement, metal products, and steel.¹³

PWA Architecture

The beginning of 20th century America faced a critical shortage of school facilities. At the time it was estimated that two out of five schools in the country had been built before the turn of the century and many of these were unsafe, unsanitary, and dangerously at risk of fire.¹⁴ The foundation of Newark's school system matched this statistic with an elementary, intermediate, and high school all constructed in the mid- to late-19th century. The increasing need for

¹⁰ Ibid, 785.

¹¹ Ibid, 6.

¹² Short, 10.

¹³ Ibid, 12.

¹⁴ PWA, 127.

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vocational training and modern curriculum was evident. The time period between WWI to the start of the Great Depression saw significant efforts to catch up on the construction needed to modernize America's school system. One of the greatest benefits of PWA was the influence on public education architecture. Between July 1933 and March 1939, PWA financially aided the construction of nearly 70 percent of all educational buildings built in the country.¹⁵ PWA funds for school construction served four purposes: to provide new facilities to meet the needs of population growth; to replace unsafe and obsolete buildings; to modernize equipment and facilities; and to improve existing buildings.¹⁶ This approach provided aid for the construction of centralized schools in order to reorganize small school districts into larger administrative units. In addition to restructuring existing districts, PWA required owners to design schools to provide the most up-to-date fire protection strategies. These strategies required replacing facilities that contained dead-end corridors and a lack of exits. Forty-seven percent of the 1,965 PWA-funded schools built reportedly eliminated these existing fire-hazard buildings.¹⁷ In addition to modernized safety practices in school buildings, the influence of PWA aid also made possible the construction of school buildings with the educational facilities that were newly considered essential in a modern educational program. As hundreds of schools were erected containing libraries, art rooms, science laboratories, home-economics services, gymnasiums, and auditoriums, the result was a new standard in building type for the country's education system. While the review of proposed projects was strict, PWA did not dictate building type or curriculum, instead providing the tools for local organizations to determine the best practices for any given area.

Apart from the PWA influence on improved function, life safety, building systems, these public projects began to exhibit a common architectural style. With the implied freedom in design, local architects of public buildings in the 1930s displayed three basic design approaches: a traditionalist revival of Neo-classicism, a modernist reflection of the International Style, or the moderate approach to a transition between the two.¹⁸ Architects typically utilized one of these approaches for a particular building type, establishing a stylistic portfolio of public buildings. City halls, post offices, courthouses, and other civic buildings typically found in towns across the country most commonly were designed in a simplified Neo-classical style. These buildings echoed the traditional building form and rhythm in classical fenestration patterns or decorative features.¹⁹

In a graduate thesis completed at the Ohio State University, Daniel Prosser studied the designs of PWA projects specifically in the state of Ohio. In his research, Prosser notes that traditional architecture was not only limited to a diluted classicism, as "there was a strong and deeply-rooted movement toward the use of so-called regional styles as well, particularly in smaller buildings."²⁰ Prosser further explains that the use of historically based regional forms

¹⁵ Ibid, 8.

¹⁶ Ibid, 128.

¹⁷ Short, 18.

¹⁸ Daniel Prosser, "PWA Architecture, 1833-1940: A Study of Designs Finance by the Public Works Administration with Attention to Structures in Ohio" (master's thesis, The Ohio State University, 1981), 8.

¹⁹ Ibid, 16.

²⁰ Ibid.

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established a language utilized by traditional architects in designing small-scale structures for various purposes. Regionalism is believed to have provided a safe and successful design that was readily accepted by the local community, reflecting the greater emphasis of national and regional pride that came with public projects during the 1930s.

Within the influence of regionalism in Ohio emerged the preference for Georgian or “Colonial” Revival design. The popularity of the Georgian style was fitting for small-scale works such as small town civic buildings or schools. This style was more inviting than the intimidating scale of traditional classicism and provided a clear link to the nation’s past. This style would be utilized across the state in civic and educational facilities, with several examples emerging in Newark by the end of the public works era.

PWA in Newark

PWA educational buildings were distributed over 48 states within varying community types. Smaller cities like Newark were hit harder by the Depression than larger communities, and a lack of funding for school improvements severely limited educational advancements. Newark was in need of major updates across the district, as all three schools buildings reflected the construction and education methods of what was believed to be an antiquated era. An article in the 1922 Ohio Education Monthly details the public knowledge that Newark City Schools Superintendent, Oren J Barnes, was pushing for a new high school. At that time enrollment consisted of 1,050 students in a building built for 600. It would be another crowded seventeen years before that desire became a reality. A 1939 Newark Advocate newspaper article described a comprehensive building program that included the construction of three new schools, which were expected to open for the 1939 school year. The program included a new high school, a junior high school, and an elementary school. In 1938 the original Newark High School building was demolished to construct the PWA-funded school building that remains today. Construction was belatedly completed by the end of 1939 and opened halfway through the school year in January 1940. Classes were held in the former Annex building until the new building was complete. An enclosed connection to the Gymnasium was also constructed at this time, and the new school maintained an interior connection on the west elevation to the remaining Annex. The new school building included a home economics laboratory, a science laboratory, and a library located on the second floor. It is important to note that the Gymnasium was incorporated as part of the PWA project and not demolished. As described above, the 1925 stand-alone building reflected an architectural style sympathetic to the dramatic facades of the earlier school buildings by utilizing simplified Classical Revival characteristics that would later blend with the new PWA design. The construction of the new PWA school building is one component of the continuing history of the Newark High School site, bringing improvements to the education spaces in connection to the existing recreational improvements that were made approximately fifteen years earlier.

As the new Newark High School was being constructed, the intermediate Central School located one block north of the high school was demolished, with the parallel purpose of making room for a modernized building in the same location. The 1939 Newark Advocate article describes the high school as being a PWA-funded project, but does not establish funding sources for the two other schools in the building program. The new Central School opened as the junior high school in 1940, and Hazelwood School opened as a primary school shortly after.

Newark High School
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A plaque in the nominated building also references the 1939 completion date of the school as a Public Works Administration project. Vernon Redding & Associates is credited as the architect for the Newark High School PWA building, a well-known local firm based out of Mansfield, Ohio. Historic documents also credit Vernon Redding & Associates as the architect for the 1925 Gymnasium. Born in Ashland, Ohio in 1866, Vernon Redding received his education in the Ashland public schools, and began his career in Akron at the architecture firm of Weary & Kramer. Redding later became head draftsman at the firm's New York City office before returning to Ashland and establishing his own office in 1895. In 1896, Redding moved to Mansfield where he established the well-known firm of Vernon Redding & Associates.²¹ In addition to the firm's work throughout the country, Vernon Redding & Associates established an extensive portfolio and architectural legacy in central Ohio. Redding's civic work includes the Huron County Courthouse (1911); Ashland County Courthouse (1929); Mechanics Building and Loan Company (Mansfield, 1925); numerous hospitals in Mansfield, Berea, Wilmington, and Findlay; and several remodeling contracts for the Ohio State Reformatory (1926). Vernon Redding & Associates was also well-versed in educational facilities, having completed Ashland High School (1915), Coshocton Junior High School (1922), Coshocton High School (1922), Newark Gymnasium & Administration Building (1925), and the nominated Newark High School (1939).²² Redding's design for Newark High School is an example of the Classical Revival/Georgian Colonial Revival that was popular in 1930s public works regionalism. Redding died on December 23, 1939 as construction was nearly complete. Newark High School is believed to be Redding's final architectural design constructed, and the only documented PWA project completed by Vernon Redding & Associates during the program lifespan from 1933-1940.

Due to an increasing student population and shifting demographics to the neighborhoods located on the north of Newark's downtown core, a larger high school was deemed necessary to support educational demands. The nominated Newark High School building was used until the new high school facility was built in 1962, located approximately one mile northwest. The school district continued to operate with one high school, and the 1962 facility would continue to grow to its current size that includes a complex of buildings, sports fields, and extensive parking. In 1962 the nominated property became the home of West Main Intermediate School and would continue to function as such until 2007. After the Annex was demolished (c.1980) a modular classroom was constructed and the remaining parcel was paved in 1989 to create a playground. Between 2007 and 2012 the nominated building served as a transitional space for McGuffey Elementary while new facilities were built. The gymnasium has continually remained in use by the community and adjacent school throughout the functional shifts.

The State of Ohio was hit especially hard by the Great Depression, and Newark was no stranger to the austere effects of the failing economy. The existing schools were outdated by 1930s standard, and the Newark PWA projects were an opportunity to make efforts in modernizing the community's facilities, keeping with the pattern of educational development displayed since the early-19th century. The construction of Newark High School is significant as it was a project

²¹ Duff, William A. *History of North Central Ohio*. Topeka: Historical Publishing Company, 1931.

²² Ohio Education Monthly, 1922. vol.71, 265.

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deemed to be useful, suitable, necessary, and desirable to the community to the extent of passing PWA application review. The school building reflects a design that was determined by the existing site and facilities that were to remain, under the direction of a prominent architect of central Ohio. The building is significant for its architectural style, as it also reflects the typical Georgian Revival design of 1930s small-scale public works. These buildings were defined by the use of modest decorative elements in contrasting stone cornices and string courses while maintaining the strong horizontal proportions of the traditional Georgian Style. Pitched roofs and multi-paned windows reflected a domestic scale while providing a project of local and national pride to the community of Newark. The Annex had historically served as a secondary structure, and the new PWA project would maintain this hierarchy while continuing a functional relationship with the extant gymnasium. The development aimed to replace obsolete buildings, improve function, and modernize equipment as prescribed by PWA requirements. Today the building stands with many original character-defining features intact, and is representative of the Georgian Colonial Revival Style typical of the public works era.

Newark High School is a product of a building program that intended to create jobs, stimulate regional business, create national purchasing power, and help boost the economic needs of local communities. This was achieved by employing local trades and artisans with the task of establishing an updated school system that would meet the current equipment requirements and curriculum methods of a 20th-century education. Beginning with construction of the Gymnasium in 1925, the Newark High School site established a progressive history that reflects the growth and development of the local public school system that would also benefit from the PWA program during the Depression era. Although the site of the high school experienced an evolution in building forms since the late 19th century, the 1939 Newark High School building, with the adjacent Gymnasium, remain an important symbol of educational development and modernization through quality, locally sourced architecture made possible by Federal financial aid during a difficult economic time.

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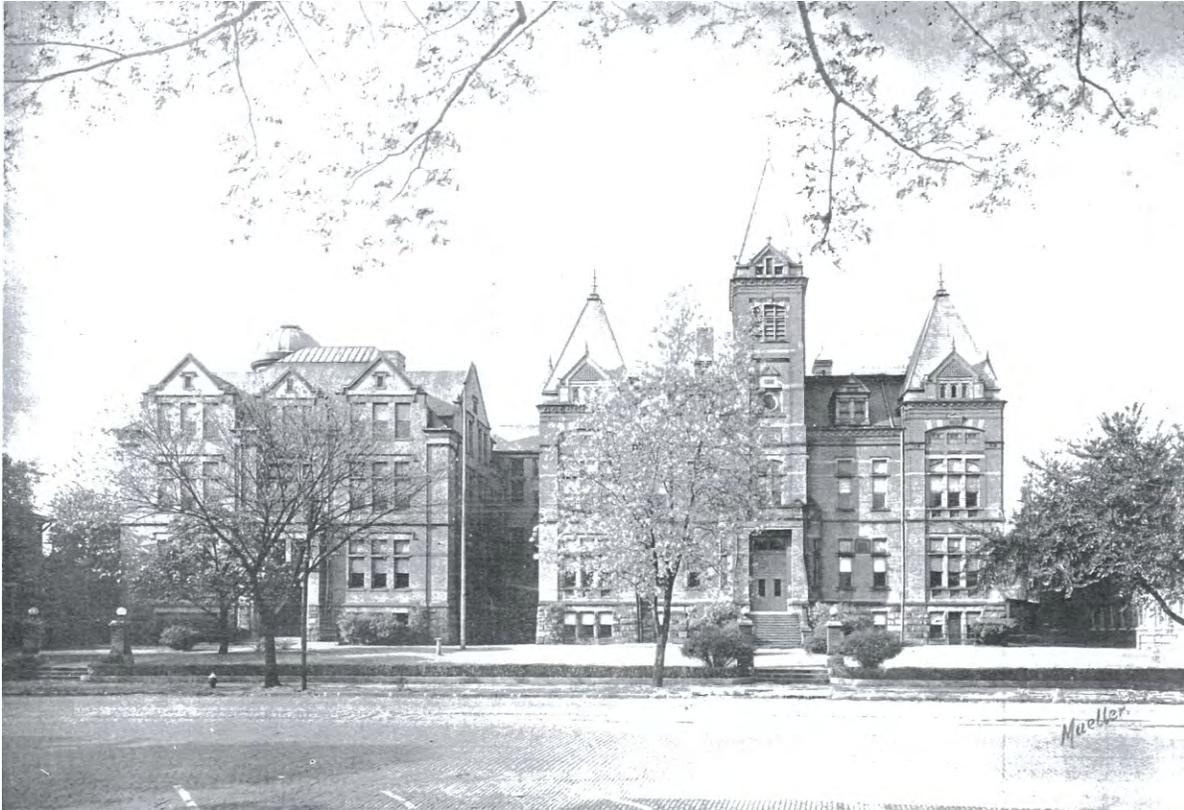


Figure 1: Original Newark High School on right (c.1885) with Annex on left (c.1908).
Old Ohio Schools

Newark High School
Name of Property

Licking County, Ohio
County and State

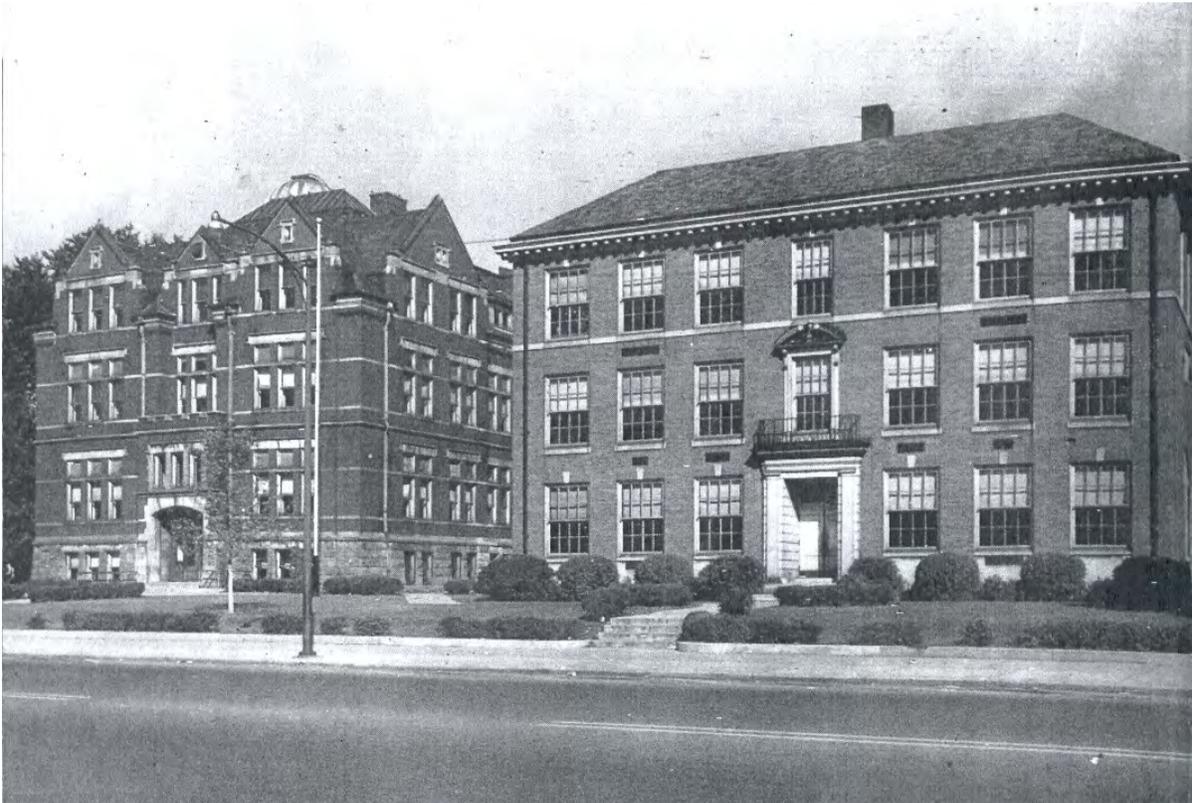


Figure 2: 1939 Newark High School on right, 1908 Annex on left. *Old Ohio Schools*

Newark High School
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Figure 3: West Main Street looking northwest. 1939 Newark High School on right, 1908 Annex on left.
Old Ohio Schools

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Figure 4: Southeast oblique of Newark High School (c.1940) after construction.
Licking County Historical Society

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Figure 5: Postcard depicting Newark High School and Annex, c. 1940. *Old Ohio Schools*

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The New Home Economics Department



Living Room



Kitchen

Figure 6: Interior of Home Economics Laboratory, Newark High School c.1940.
Licking County Historical Society

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Laboratory



Library

In the New Building

Figure 7: Interior of Chemistry Laboratory and Library, Newark High School c.1940.
Licking County Historical Society

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Figure 7: Newark High School Gymnasium, c.1930. *Old Ohio Schools*

Newark High School
Name of Property

Licking County, Ohio
County and State

9. Major Bibliographical References

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

Clarke, Jeanne Nienaber. "Public Works Administration (PWA)." *Encyclopedia of the Great Depression* (nd): 782-88.

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<http://www.jstor.org/stable/1172575>.

Isakoff, Jack. "The Public Works Administration." *The American Political Science Review* 33, no. 2 (Apr. 1939): 1. Accessed February 19, 2014. <http://www.jstor.org/stable/1949169>.

McCormick, Virginia E. *Educational Architecture in Ohio*. Kent: The Kent State University Press, 2001.

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Prosser, Daniel. "PWA Architecture, 1833-1940: A Study of Designs Finance by the Public Works Administration with Attention to Structures in Ohio." Master's thesis, The Ohio State University, 1981.

Public Works Administration. *America Builds: The Record of PWA*. Washington: United States Government Printing Office, 1939.

Reeves, William D. "Pwa and Competition Administration in the New Deal." *The Journal of American History* 60, no. 2 (Sep. 1973): 1. Accessed February 19, 2014.
<http://www.jstor.org/stable/2936780>.

Short, C.W. *Public Buildings: Architecture under the Public Works Administration 1933-39*. New York: Da Capo Press, 1986.

Other sources:

City of Newark, Ohio
Downtown Newark Association
Licking County Historical Society
Licking County Records & Archives

Newark City Schools
Licking County Genealogical Society
Ohio Historical Society

Newark High School
Name of Property

Licking County, Ohio
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: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreege of Property 2.28 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: | Longitude: |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

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Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|-------------|-----------------|-------------------|
| 1. Zone: 17 | Easting: 380003 | Northing: 4434816 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The nominated property consists of a three adjacent parcels (Licking County Parcels #054-210756, #054-187010, #054-187018), bounded by West Main Street to the south, North Fifth St. to the east, an alley to the north, and an adjacent single-story brick structure to the west.

Boundary Justification (Explain why the boundaries were selected.)

The proposed boundary includes all property historically associated with the Newark High School site.

11. Form Prepared By

name/title: David Trayte and Peter Ketter
organization: Sandvick Architects, Inc.
street & number: 1265 W. Sixth Street
city or town: Cleveland state: Ohio zip code: 44113
e-mail dtrayte@sandvickarchitects.com
telephone: 216-621-8055
date: March 11, 2014, revised July 22, 2015

Newark High School
Name of Property

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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: Newark High School

City or Vicinity: Newark

County: Licking

State: Ohio

Photographer: Peter Ketter, Jessica Wilks

Date Photographed: October 2013, January 2014, March 2014

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

Photo #1 (OH_LickingCounty_NewarkHS_0001)

South façade, camera facing north

Photo #2 (OH_LickingCounty_NewarkHS_0002)

South façade, building connection, camera facing north

Photo #3 (OH_LickingCounty_NewarkHS_0003)

Southeast oblique, camera facing northwest

Photo #4 (OH_LickingCounty_NewarkHS_0004)

Newark High School

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East façade, entry detail, camera facing west

Photo #5 (OH_LickingCounty_NewarkHS_0005)

North connection elevation, camera facing south

Photo #6 (OH_LickingCounty_NewarkHS_0006)

North façade, camera facing east

Photo #7 (OH_LickingCounty_NewarkHS_0007)

West elevation, camera facing southeast

Photo #8 (OH_LickingCounty_NewarkHS_0008)

Southwest oblique, camera facing northeast

Photo #9 (OH_LickingCounty_NewarkHS_0009)

East elevation, Gymnasium, camera facing southwest

Photo #10 (OH_LickingCounty_NewarkHS_00010)

First floor, typical hall, camera direction north

Photo #11 (OH_LickingCounty_NewarkHS_00011)

Second floor, typical classroom, camera direction southeast

Photo #12 (OH_LickingCounty_NewarkHS_00012)

First floor, former 'living room', camera direction northeast

Photo #13 (OH_LickingCounty_NewarkHS_00013)

First floor, former 'kitchen', camera direction northwest

Photo #14 (OH_LickingCounty_NewarkHS_00014)

Second floor, former library, camera direction southeast

Photo #15 (OH_LickingCounty_NewarkHS_00015)

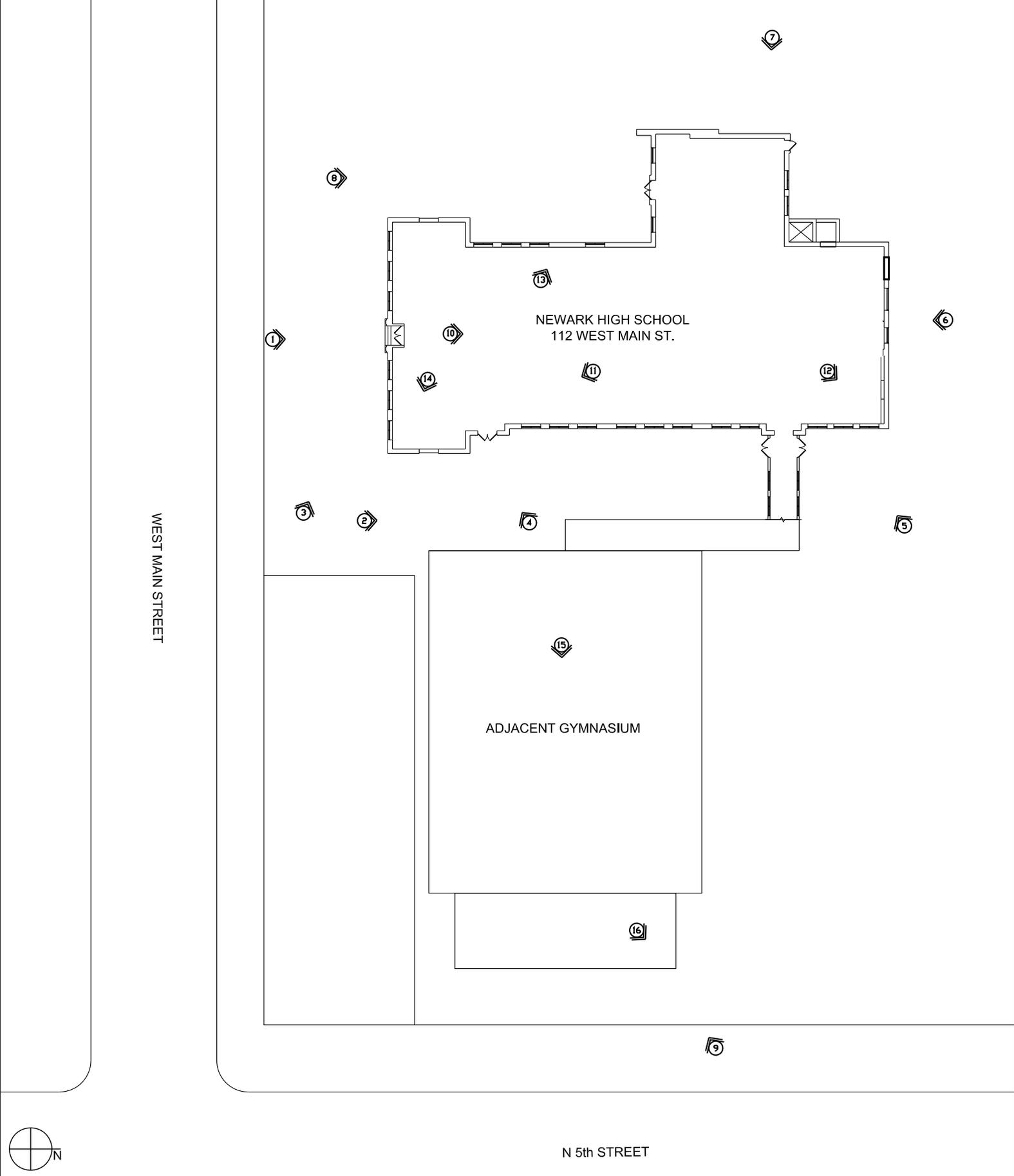
First floor, Gymnasium interior, camera direction east

Photo #16 (OH_LickingCounty_NewarkHS_00015)

First floor, Gymnasium, classroom interior, camera direction northeast

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.



NATIONAL REGISTER PHOTOGRAPH KEY
NEWARK HIGH SCHOOL
NEWARK, LICKING COUNTY, OHIO



Google earth



Newark High School
Licking County, Ohio
UTM Zone: 17 Easting: 379999 Northing: 4434980



03/03/2014





03/03/2014



1111



3/11
8/8





03/03/2014



03/03/2014



03/03/2014



GYMNASIUM









03/03/2014



03/03/2014







NO SMOKING

NO SMOKING

138 88:88 138
PERIOD

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Newark High School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: OHIO, Licking

DATE RECEIVED: 8/07/15 DATE OF PENDING LIST: 8/28/15
DATE OF 16TH DAY: 9/14/15 DATE OF 45TH DAY: 9/22/15
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000613

REASONS FOR REVIEW:

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

COMMENT WAIVER: N

ACCEPT RETURN REJECT 9/14/2015 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA Accept AEC

REVIEWER Patrick Andrews DISCIPLINE Historian

TELEPHONE _____ DATE 9/14/2015

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

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



RECEIVED 2280

AUG - 7 2015

Nat. Register of Historic Places
National Park Service

July 24, 2015

J. Paul Loether, Deputy Keeper and Chief, National Register
and National Historic Landmark Programs
National Park Service
National Register of Historic Places
1201 Eye St. NW, 8th Fl. (2280)
Washington D.C. 20005

Dear Mr. Loether:

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

NEW NOMINATION

Mayfield Heights Historic District
Stuyvesant Motor Company Building
Newark High School

COUNTY

Cuyahoga
Cuyahoga
Licking

The enclosed disks contain the true and correct copy of the nominations for the Mayfield Heights Historic District, Cuyahoga County, OH; Stuyvesant Motor Company Building, Cuyahoga County, OH; and Newark High School, Licking County, OH nominations to the National Register of Historic Places.

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

Sincerely,


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

Enclosures

RECEIVED 2280

AUG - 7 2015

Nat. Register of Historic Places
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
NPS TRANSMITTAL CHECK LIST

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

The following materials are submitted on July 24, 2015
For nomination of the Newarkets, to the National Register of
Historic Places: Licking Co, OH

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

COMMENTS:

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