

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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

1. Name of Property

Historic name: James E. Roberts School 97

Other names/site number: _____

Name of related multiple property listing:
Public Schools Buildings in Indianapolis Built Before 1940

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

2. Location

Street & number: 1401 E. 10th Street

City or town: Indianapolis State: Indiana County: Marion

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,


I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national X statewide ___ local

Applicable National Register Criteria:

X A ___ B X C ___ D

	ASSISTANT DIR. OF PRESERVATION SERVICES	
Signature of certifying official/Title:		Date
<u>Indiana DNR-Division of Historic Preservation and Archaeology</u>		
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:) _____

James Gabbert
Signature of the Keeper

3/3/2021
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

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

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Category of Property

(Check only **one** box.)

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

Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register 1

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

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Current Functions

(Enter categories from instructions.)

DOMESTIC/multiple dwelling

7. Description

Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENT/Moderne
MODERN MOVEMENT/Art Deco

Materials: (enter categories from instructions.)

foundation: BRICK
walls: BRICK
STONE: limestone
roof: ASPHALT
other: _____

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 design of the former James E. Roberts School 97 reflects its purpose as an educational facility for disabled children, the first to be constructed especially for such children in the state. The building sits on an irregular-shaped parcel on the southeast corner of 10th and Oriental

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Streets in Indianapolis. The design of the original L-shaped building also reflects themes of the Art Moderne in terms of curvilinear lines, minimal details, and use of brick and limestone as veneers. The façade design also presents a picturesque silhouette, in which a series of two-story and one-story pavilions vary in their heights and setbacks and reddish-brown brick is used to accent the foundation, pilasters and banks of windows and contrast with the dominant brick. Inside, the first and second floors are dominated by central corridors that intersect at the west end with an auditorium/therapy wing to the southwest. Several features of the building were included specially to accommodate disabled pupils. A ramp hall provides wheelchair access between the first and second floors. The former auditorium retains its character-defining features, including a stage and proscenium, fluted pilasters, and wood paneling. Above the auditorium, the essential character-defining features of the former physio-therapy room, rhythm room, hydro-therapy room, and water tank rooms have been retained in the tax credit adaptive use for apartments. The former classrooms, lunch room and kitchen, kindergarten room, medication department, principal's office, stage and dressing room areas, teachers' and nurses' room, former rest room, and former play room in the basement have all been adapted to one-bedroom, two-bedroom, or efficiency apartments. In all, the exterior walls and character-defining features have been retained.

Narrative Description

The Site.

The property containing the former School 97 constitutes a long-term, 99-year lease from the Indianapolis Public Schools to School 97 Renaissance, LLC. The leased property is polygonal in shape, forming the long and short sides of a rectangle on its north and west sides, respectively; an east side; a southeast side; and an irregular boundary on its south side. The property is bounded by the right-of-way for the 1400 block of E. 10th Street to the north, right-of-way for the 900 block of N. Oriental Street to the west, a cast-iron fence and chain link fence to the south and a chain link fence along the lower, southeast facet of its east side. The final portion of the east side, up to the right-of-way for 10th Street, is without fencing and is a straight, north-south line. The parcel is 387.58 feet along its north border; 149.43 feet along its east border, 142.66 along its southeast borders; 98.82 feet, 13.58 feet, 10.7 feet, and 195.77 along its south borders; and 263.12 feet along its west border. The total acreage included in the property is approximately 2.27 acres. At its closest point to 10th Street, the school building is set back 66 feet from the street and faces 10th Street.

Along the west, north, and east sides of the school building is a grass lawn containing occasional trees (Photos 0001, 0007, 0012, and 0013). There are two deciduous trees located on the lawn immediately west of the west entry to the building, and five such trees are situated at regular intervals along the north edge of the property next to 10th Street. South of the school building is an asphalt-covered parking lot (Photo 0009). On the west side of the parcel, an asphalt drive enters the parcel near the south border and proceeds east to a gate that leads into the parking lot. The drive branches off to the north before it reaches the gate and proceeds north to the west entry to the school building. From there, it continues north/northwest to 10th Street.

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The cast-iron fence and stone column at its west end forms part of the north border for the Arsenal Technical High School campus to the south and is not part of the leased property. The iron fence begins about six feet from the sidewalk along the east side of Oriental Street and continues to a point approximately parallel to the west wall of the school, where the chain link fence continues along the south border of the property to the southeast corner of the property. The chain link fence continues along the southeast side of the parcel to the point at which the border proceeds north in a straight line to the right-of-way for 10th Street (Photo 0007). At the point at which the southeast border meets the east border, a chain link fence turns west and meets the north side of the 1951-60 addition to the kindergarten wing of the school building. There are no other buildings or objects on the property.

Exterior of Building.

General:

The original 1936 portion of the former James E. Roberts School building consists of six major pavilions, all two stories, four minor pavilions, and one sub-pavilion (see attached Pavilion Plan). The minor pavilions are one-story, and the sub-pavilion is two-story, reduced in height. Four of the major pavilions and one minor pavilion, each with a different height, are arranged along the façade to produce a picturesque effect with their varied massing and to indicate different functions inside.

Other aspects of the exterior involve elements of the Art Moderne and Art Deco styles. The rounded walls and ribbon fenestration with minimal decoration on the façade are Moderne characteristics. On the first story of the façade and above several entrances, lintel panels contain bas relief sculptures of flowing floral motifs that are inspired by the Art Deco movement. Other defining characteristics of all four elevations are the use of buff brick as the dominant exterior material and reddish-brown brick for the foundations and for pilasters and panels between some façade windows. Also, all four elevations show the use of limestone as an accenting material for belt courses, lintels, sills, and coping along parapets.

The current, steel-framed windows on all elevations replicate the pattern and profiles of the original fenestration. Five-light windows, with the panes stacked vertically is the standard pattern in the building. Most appear as single windows with five panes, while others form double windows with ten panes. At two corners of the façade, rounded windows consisting of five vertical windows containing 25 panes are used.

The roofs of the various pavilions are flat, with low parapets employed around the perimeters. In 1951, the Indianapolis Public Schools added a one-story kindergarten pavilion to the southeast corner of the original building. The massing, silhouette, materials, and fenestration are all very similar to those of the 1936 school.

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North Elevation (Façade):

The north elevation is the façade of the building and its most important architecturally (Photos 0001 and 0012). Four two-story pavilions and a single one-story pavilion correspond to different functions within the school. In accord with the Beaux Arts design method, the architects distinguished functions by their treatment of the façade, so the uses within could be “read” from the outside. They used pavilions to house different departments and gave the pavilions varied setbacks and differing heights to form a picturesque silhouette. As seen from 10th Street, at center is a rectangular pavilion three bays wide (Pavilion 1 on attached Location of Pavilions Plan). It is the tallest of the pavilions and corresponds to the classroom section of the school. To its east is a slightly shorter two-story pavilion, two bays wide (Pavilion 2 on plan), which is set back from the façade of the larger section and corresponds to the east stair hall. West of pavilion 1 is a four-bay-wide pavilion (Pavilion 3), slightly shorter than its neighbor and set back about six feet from its façade line, corresponding to the school offices on the first floor and teachers’ and nurses’ lunch room and restroom on the second floor. At the west end of the school façade is a two-story pavilion (Pavilion 4) with two bays, corresponding to a visitors’ reception area on the first floor and medical treatment rooms on the second. It is slightly shorter than its neighbor and is set back an additional four to five feet. A one-story pavilion (Pavilion 5), corresponding originally to the primary department classroom (Photo 0002), begins in front of pavilion 1 and continues east, covering the easternmost bay of the first floor for pavilion 1 and the first story of pavilion 2. The one-story structure then recedes approximately ten feet and continues along the east elevation.

The architects enhanced the picturesque qualities of the façade by rounding several corners of pavilions, employing reddish-brown brick in ribbons and panels to contrast with the buff brick that covers most of the exterior and varying the width, size, and placement of windows. Two pavilions—pavilion 3, just west of pavilion 1, and pavilion 5 to the east—were given rounded corners and rounded window banks at their west ends (Photos 0001 and 0002). The rounded corner motif and rounded windows are staples of the Moderne style popular in the late 1920s and through the 1930s.

The use of reddish-brown brick as a visual accent is seen in the foundation material of the entire building, the cladding of pilasters between windows, the second story veneer of the easternmost two-story pavilion (2), and the occasional brick panels framing windows (Photo 0005). In the two-story pavilion (3) immediately west of pavilion 1 and the first bay of the second story in pavilion 4, ribbons are formed by the combination of reddish brick panels and pilasters with the fenestration (Photo 0001). The ribbons accentuate the overall horizontality of the façade. Such treatments are another characteristic of the Art Moderne.

Another subtle element of contrast among the pavilions is the slightly different treatment of windows in the two-story pavilions (2 and 3) on either side of pavilion 1. The windows in pavilion 1 contain five lights, which admitted additional natural light to the classrooms, with their taller ceilings. The windows in the second story of the flanking pavilions contain four lights, possibly to accommodate lower ceilings. In the first story of the flanking pavilions, the windows contain the full five lights, but are set lower in the façade (Photo 0001).

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Limestone is used effectively in the façade and other elevations for decorative elements. Of particular note are the Art Deco-style bas relief sculptural panels that appear as lintels over five windows (Photo 0001), the recessed entrance in the westernmost pavilion (Pavilion 4)(see Photo 0001), and the recessed east entrance in the eastern one-story pavilion (Pavilion 5)(see Photo 0006). All of the lintels contain the same motifs: a sunflower with fan-like leaves at center; two or more large volutes flanking the central flower on either side; smaller leafy foliage curving above the volutes; and small volutes below the large volutes. The scrolls of the smaller volutes are directed the opposite direction of the large volutes. The effect is to suggest movement and energy in the sculpted panels. The placement of the western lintels draws attention to the west entrance to the building in the north elevation and the principal's office in the northeast corner.

There are two additional Art Deco sculptures in limestone panels over the two north entrances to the building. The rectangular panel over the west entrance is part of larger limestone surround that encases the recessed entry in pavilion 4 (Photos 0001 and 0003). Three limestone slabs bound the entry opening, the central one of which above the entry contains the sculpture. On the sides of the entry, curved limestone slabs echo the curved wall immediately to the east. The lintel containing the relief sculpture described above appears above the recessed entry. Above the entry, the rectangular sculpture in the central limestone slab shows a medallion with the Lamp of Learning at center (Photo 0003). Flanking the medallion are flowing stems with volutes forming their ends, arranged vertically in two rows. Above the medallion are additional volutes, and at the lower corners of the panel and immediately below the medallion are more sunflowers and volutes. At the east end of pavilion 5 adjoining pavilion 1, there is a second north entrance, also recessed (Photo 0006). The flanking limestone slabs of its surrounds are rectilinear, and the faces on either side three flat, vertical bands. The recessed lintel with the motifs already described appears above the recessed entry. Above the center of the entry opening is a single limestone panel containing a rectangular Art Deco sculpture with a different combination of motifs. At the upper center, two stems rise and culminate in two volutes resembling the scroll of an Ionic capital. Two other volutes curving in the reverse direction appear at the sides of the upper motif. At center, below the stems, is a small owl, and at the bottom of the panel appear two large volutes with flanking foliage. Connecting the four upper volutes in the background are sinuous stems with flutes. The outer edges of the major stems and volutes are defined by small rectangular projections resembling battlements or crenellations. Framing the volutes in the panel like a proscenium are flowing vertical and horizontal bands resembling curtains.

Limestone is also used in the façade as a decorative element for belt courses, the water table, and cornices (Photo 0001). The water table between the reddish-brick basement and the buff brick first floor walls is composed of a smooth rectangular limestone course roughly four inches wide. The water table also forms the sills for the first floor windows. In pavilion 1, there are limestone sills below each section of windows, separated by the brick pilasters. In the western two pavilions (3 and 4), a similar limestone sill runs continuously below windows and reddish-brown brick pilasters and panels. Above all of the second story windows in the façade, there is a lintel course/belt course resembling an Ionic frieze that runs continuously across the façade except for a small section of wall just west of the main entrance. The same lintel/belt course runs above the windows in pavilion 5 at the east end. A simple 4-inch high stone coping runs along the top

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edge of the parapet on all of the pavilions. Below the coping on all pavilions runs a single course of buff bricks turned out diagonally, for an additional accent.

The two north entrances have similar treatments: a 9-light, fixed sash window above a two-door entry, which replicates the original pattern. The doors are modern replacements. There are two smaller rectangular windows at the east end of what was originally the primary department classroom, in pavilion 5. Those windows have one-over-one sashes.

On the wall immediately west of the main entrance (Photo 0001) is mounted a brass plaque placed on the building in 1936 that honors the financial contribution of Henrietta West Roberts for construction of the school. The text reads: "This building was made possible through the generosity of Henrietta West Roberts and is dedicated to the children who will here receive the benefits of her vision in the training of their minds and the development of their bodies."

West Elevation:

There are three pavilions composing the west elevation of the former school (Photo 0007). At the north end, projecting forward is the westernmost pavilion in the façade (Pavilion 4), containing originally the visitor reception and medical treatment areas of the school. Adjoining it to the south is a two-story pavilion (Pavilion 6) that originally contained the auditorium on the first floor and the specialized therapy rooms on the second. Finally, at the south end of the façade is a one-story pavilion (Pavilion 7) that contained the stage of the auditorium; its roof served as a sun deck for treatment of disabled students.

In this elevation, buff brick is dominant as the exterior material for the north and middle pavilions (4 and 6). Reddish-brown brick is used for the basement section and for the walls of the south pavilion (7). The wall of pavilion 7 is rounded, providing a continuation of a theme begun on the façade. Pavilion 4 is rectangular, with several special features. A slight projection at center frames the west entrance and part of the former medical treatment department above. Limestone lintels above the windows of the west and south sides of pavilion 4 and its west entry opening continue the same Art Deco sculptural treatments already described on the façade. Similarly, the same Ionic frieze lintel/belt course is employed above the second floor windows and intervening brick surfaces. The lintels for the two small windows in the south side of the pavilion are placed in the wall several courses above the windows, in line with the belt course that acts as a lintel for the other windows in the pavilion.

Of particular interest are the windows at the corners of pavilion 4 (see Photos 0001 and 0006). At each of the corners on both stories, two five-light windows come together to form corners.

The west entry is recessed within a rectangular opening at the center of the west side of the north pavilion. There are vertical side lights on either side of the two doors in the entrance. Those side lights have been replaced while maintaining the muntins. The doors are replacements. Immediately above the doors is a plain metal lintel and above it a rectangular panel of glass block. Originally, a rectangular metal canopy anchored in the steel lintel and in the brick walls on either side extended out over the adjacent driveway, to shelter students as they embarked and

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dis-embarked from cars that conveyed them to and from school. The canopy, which had a rounded edge and was supported by a rounded column, was removed some time ago. A concrete platform is situated in front of the entry with rounded edges, and steps with rounded edges appear below the center of the platform. A steel pipe balustrade with rounded lines on either side lines the platform. On the south side of the balustrade is a round steel loop to assist a child to mount or descend the steps. A few pipes are missing from the balustrade, removed while the building was a school.

The central pavilion on the west elevation (6) consists of three pairs of windows on each of the two stories. Each pair consists of two five-light windows with reddish-brick pilasters at center. Separating the pairs on both stories are buff brick piers, each projecting slightly forward of the face of the windows and pilasters. Below each pair of windows on the second story are recessed brick spandrel panels. Above the windows on the first story are plain limestone lintels, without sculpture. Above the second story windows is the same Ionic frieze lintel/belt course. Plain limestone sills appear below the second story windows.

The rounded one-story pavilion (7) at the south end of the elevation contains a single window, with no lintel and is otherwise defined only by the water table and coping at its cornice.

South Elevation, Stage Pavilion and Auditorium/Therapy Pavilion:

The south elevation of the one-story Stage Pavilion (7) is defined by its rounded sides, originally corresponding to stairways within (Photo 0008). The walls are clad in reddish-brown brick. At center is a rectilinear projection that corresponded to the rear wall of the stage proper. There are two, three-light windows in the rectangular section. The roof of the stage pavilion was designed to serve as a sun deck for children receiving helio-therapy treatment in the therapy wing. The roof area perimeter is bounded by the original pipe balustrade with three horizontal rails and within that a new, higher steel balustrade to meet safety standards. The second story south elevation of pavilion 6 on the sunroof consists of two, five-light windows situated in the eastern section of the wall, and a doorway from the therapy department. The doorway is sheltered by a steel canopy with rounded edges with fluting, illustrative of the Art Moderne and Art Deco styles. The metal door has a horizontal light over a solid panel. Above the windows is the same Ionic frieze lintel/belt course, with diagonal brick and stone coping courses along the parapet.

East and South Elevations of Ramp Sub-Pavilion and East Elevation, Therapy Pavilion:

Covering the lower three-fourths of the east elevation for the Auditorium-Therapy Pavilion (6) is a rectangular sub-pavilion (Sub-Pavilion 1) housing the north-south ramps inside the school building (Photo 0011). The sub-pavilion runs along the Auditorium-Therapy pavilion and extends slightly beyond it at its south end. On the east side of the sub-pavilion are four windows arranged along the upper part of the elevation and an entry flanked by two other windows below. The upper windows provide natural light for the large ramp-well inside. The windows all have simple steel lintels and limestone sills. The double-doored entry, at first floor level is sheltered by a steel canopy with rounded edges and fluting similar to that described on the sun deck above. Outside the doorway is new platform and ramp that replicates the original. The flanking

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windows begin in the basement level and rise above the water table. In the narrow south elevation of the sub-pavilion, there is a single window at first floor level.

In the second story elevation of the Auditorium/Therapy Pavilion (6), four windows are arranged with slightly shorter heights above the roof of the sub-pavilion.

South Elevation, Classroom Pavilion:

The south elevation of the classroom pavilion (Pavilion 8) runs from the east wall of the ramp sub-pavilion east to the end of the original building (Photos 0009 and 0011). The elevation is defined by large banks of windows for each of the six original classrooms on the south side. Each bank consists of a central section containing ten lights, flanked by five-light windows separated from the center by reddish-brick pilasters. Slightly off-center in the elevation, two eight-light windows on each level denote the former girls' and boy's restrooms. The rest of the elevation exterior is covered with the buff brick veneer, except at the east end, the final five-light window is framed by reddish-brown brick. As in other elevations, an Ionic frieze lintel/belt course provides lintels over second-story windows, while the plain limestone water table provides sills for the first floor windows. Limestone sills are supplied for the second floor windows. Two interesting utilitarian features should be noted. Slightly east of center, the original steel tube chimney for the basement boiler has been retained, secured to the elevation by steel rods and plates. At regular intervals across the elevation are three drainpipes retaining their original configurations. At top, rounded collectors with rounded shapes and horizontal strips discharge water emitted from holes in the parapet to the drainpipes.

1951-60 Kindergarten Pavilion:

At the southeast corner of the school building, a one-story addition was made in 1951 to provide space for a kindergarten classroom (see Kindergarten Pavilion on attached plan) (see Photos 0009 and 0010). That addition is L-shaped, and its main massing is an extension south of pavilion 9. Along part of the west side of the addition, there is a rectangular extension of the north-south corridor in the eastern segment of the main building. The extension ends in a south entrance to the school building. On the east side of the main section of the addition, there is a rectangular segment (forming the L) that extended the classroom one-bay to the east, but does not go as far south. A rectangular addition built between 1951 and 1960 adjoins the eastern segment of the 1951 classroom (see attached pavilion plan) (Photos 0010 and 0011).

The design of the 1951 kindergarten pavilion follows closely the details, materials, and colors of the 1936 building. The main portion has a reddish-brown brick foundation, limestone water table, buff brick upper walls, and limestone lintel/belt courses and coping matching those of the original building. The fenestration also replicates that of the 1936 design. At the southwest corner of the main portion and at the southeast corner of the eastern segment, there are two five-light windows coming together at the corners. The southeast entrance to the school has a metal canopy with horizontal strips matching those over 1936 doors. There is a new concrete platform, steps and steel railing running south of the doorway along the west side of the main portion of the pavilion. There is also a doorway on the east side of the main portion, immediately south of

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the southeast corner, and a slightly raised concrete platform has been recently installed with steps. At the center of the south wall of the main portion, there is a ten-light window. On the west side of the segment containing the southeast entry there is a five-light window with a steel lintel.

The 1951-60 addition to the east (see plan) has a buff brick veneer on its south and east sides and red brick veneer on its north elevation. There is no separate foundation zone on the addition, and it has a box-like cornice of sheet metal. There is a doorway and a single, one-over-one window with steel sash and limestone sill on the south side. On the east side there are three matching windows with metal sashes and two horizontal lights in each. On the north elevation of the 1951-60 addition, the wall is entirely reddish-brown brick, and there are four small, horizontal windows with single panes arranged along the upper portion (Photo 0012).

East Elevation:

The east elevation of the 1936 school consists of two parts: (a) a one-story pavilion (Pavilion 9) along the east side of the easternmost two-story pavilion (2) described as part of the façade and (b) the eastern side of the second story for Pavilion 2 (Photo 0012). The one-story pavilion (9) is rectangular, comprising originally the lunch room and kitchen. The eastern side contains two banks of windows, separated by three brick pilasters that project slightly from the plane of the wall. Each bank includes a ten-light window at center and five-light windows on either side, with reddish-brown brick pilasters in between. The materials, colors, and detailing of the one-story pavilion continues those found on other elevations, except there is no limestone lintel/belt course above the southern bank of windows. The pilasters separating the window banks run from ground level to the cornice, with reddish-brown brick veneer below the water table.

Below grade along the east elevation of Pavilion 9 are two, rectangular light wells for the former recreation room windows in the basement. The wells are lined with concrete walls that support steel-pipe railings which appear to be original. There are three, three-light windows in each light well.

In the second story of pavilion 2, the wall is reddish-brown brick below the Ionic frieze lintel/belt course above the one set of windows. Above the belt course is buff brick and the usual out-turned brick course and limestone coping for the parapet. The roof of the northern half of Pavilion 9 was designed to serve as a sun deck for students (Photo 0025). There is a doorway from the main east-west corridor of the second floor that provides access to the sunroof, which is bounded by steel pipe railings. The doorway is rectangular and is sheltered by a steel canopy with rounded edges and fascia with upraised rounded moldings. Above the canopy is a rectangular transom window composed of glass block. The wooden double doors are original. They each have three horizontal lights in the upper three-fourths and a single recessed panel in the lower fourth. There is a window containing ten lights set in the wall south of the sunroof. The outer walls of the sun deck are four-foot-tall and form part of the building parapet.

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General:

The former James E. Roberts School 97 in 2017-18 was adapted for use as apartments. In accommodating the new use, the leaseholders have retained all of the circulation features of the original plan—corridors, stair halls, ramps, etc. In adapting classrooms, auditorium, therapy areas, offices, medical treatment areas, lunch room, and kitchen, as much as possible, the principal character-defining features of each space have been retained, and a sense of the original space maintained.

In all corridors, the original ceilings, approximately twelve feet tall, have been retained, and the plastered upper walls (Photos 0014, 0015, and 0024). In addition, ceramic wainscoting, approximately five feet tall, lines all of the corridors. It is cream-colored for all the courses except the top one, which is colored light green. The integrity of the ramp structure running from first to second floor and the hall containing it has been maintained (Photo 0023), and the two stair halls have been retained in their entirety. There are also original wooden railings affixed with steel brackets to the ceramic wainscoting along all ramps and many sections of level corridors, to provide support for children with physical disabilities. All of the classroom floors in the building and most other areas except the corridors are exposed concrete.

First Floor:

The L-shaped first floor plan consists of a central section that originally contained classrooms, a west section that contained school offices and visitor reception area, a southwest wing containing the school auditorium and the principal ramp-hall, and an east section that originally contained the lunch room and kitchen. At the southeast corner of the floor are the 1951-60 additions, originally housing the kindergarten classroom (see attached 1936 first floor plan).

If one enters the building through the west entrance, originally where children were dropped off and picked up, one passes through a vestibule on either side of which originally was a visitor's reception room to the north and a lounge to the south. Beyond the vestibule, the main east-west corridor begins. To the north is the western north entrance to the building and to the south is a shorter corridor leading to the former southeast entrance to the school auditorium. Continuing east (Photo 0014), one sees the door to the former waiting room for the principal's office to the north and to the south, the west stair hall leading up to the second floor. Immediately east of the stair hall is the original elevator, followed by the north-south ramp hall leading on the right to a corridor along the east wall of the former auditorium to the stage area (Photo 0022). On the east side of the hall, the ramp from the second floor leads down from the south to a right-angled turning point that extends approximately five feet into the east-west corridor. At the turning point, the ramp turns east and continues down to the first floor corridor along its south wall (Photo 0015).

Along the outside of the ramp descending from the second floor as it turns from its north-south section and continues along the south wall of the east-west corridor, there is a steel balustrade

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composed of four horizontal pipe rails and vertical pipes affixed to the ceramic tiles lining the outside of the ramp (Photo 0015). The four horizontal pipes terminate with graceful curves in the ceramic tile and a concrete foundation at the end of the ramp. The use of pipes draws from both the villa railings of Le Corbusier's published villas from the 1920s and from the Art Moderne style. There are also wooden railings attached to the wall along the ramps descending to the first floor (Photo 0023), along the ramp following the north wall of the east-west corridor, along the corridor that runs south from the main corridor in the ramp hall, and along the last segment of the south wall of the main corridor to the east.

East of the former principal's office and the ramp hall, there are six classrooms, three on either side of the east-west corridor (Photo 0014). The floors of the classroom section and the rest of the first floor are slightly higher than those of the section to the west. Therefore, a ramp runs along the north side of the corridor from the classroom section down to the lower level to the west, parallel to the ramp descending along the south side (Photo 0015). The east-west corridor continues to a north-south corridor at its east end. Originally the lunch room and kitchen were located along the east wall of the north-south corridor. The eastern north-south corridor intersects with the northeast stairs leading up to the second floor on the west side and leads to the northeast entrance to the building on the east side (Photo 0021).

The ceramic tile wainscoting that lines the corridors also covers the exterior walls of the ramp structure as it emerges on the first floor (Photo 0015). All of the original wooden doors for the classrooms on the first floor have been retained. Each contains three horizontal lights separated by wooden muntins. The original flat metal plates and hinges have also been retained. There are lights hanging from the center of the first and second floor main corridors enclosed in rounded glass covers replicating the appearance of the original lights (Photo 0024). The ceiling is plaster with a narrow longitudinal section at center of acoustical tiles that replicate original tiles. Two banks of steel lockers, dating probably to the post-World War II period, have been retained along the north wall of the east-west corridor, outside the first two classrooms on the north side.

The floor of the first floor corridors was originally covered with a type of asphalt tile with multi-colored patterns. In the rehabilitation, all corridors are now carpeted.

Returning to the west end of the first floor, there are double doors with side lights between the west vestibule and the main east-west hall. The doors are not original. The vestibule and the rooms on either side have been rehabilitated to serve as a one-bedroom apartment, 108. The two rooms to the south of the vestibule have been adapted for a bedroom and bathroom, and the visitor's room to north as the kitchen. There is a decorative metal grille with stylized scallops covering a recessed radiator in the wall of the vestibule.

The principal's office originally consisted of an outer waiting room and inner private office for the principal with adjoining toilet room (see attached 1936 plan for first floor). The rehabilitation has adapted the waiting room and two-thirds of the private office into an efficiency apartment unit, 112. The chief character-defining feature, a curving bank of windows in the former waiting room looking out to the west and northwest, has been retained. The next room

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east along the main corridor after the principal's office originally was the girls' restroom. It and the eastern third of the principal's office have been combined into a second efficiency apartment unit, 114.

To the south of the east-west corridor at its west end is the wing that originally contained the auditorium and therapy rooms. The auditorium has been divided into two apartment units (see attached photo locations plan for first floor). The northern, one-bedroom unit, 106, is entered from the same door off of the main corridor that originally led into the auditorium. The rehabilitation has preserved the walls and ceiling of the original room and placed kitchens, baths, and partition walls so as to expose the original features along the walls and conserve a sense of the larger space. In this case, the east, north, and west walls of the northern half of the auditorium are exposed. Along the west wall are two windows flanked by fluted wooden pilaster shafts without capitals or bases. Hardwood wainscoting covers the lower half of the wall, and steel grilles conceal the radiators below the windows. Just below the ceiling, on the sides of the beams supporting the ceiling and at the top of the west and east walls of the apartment is a plaster frieze containing two parallel wave patterns. The wooden wainscoting continues along the north side of the apartment and continues on the east side. Two fluted pilaster shafts also appear on the east wall—one exposed at the southeast corner and one concealed in a new closet. The south wall of the unit is dry wall. The floor is concrete.

Along the west side of the ramp hall, a corridor leads to the east outside entrance for the auditorium/therapy wing. Opposite the entrance is the original southeast entry for the auditorium; that entry now provides access for the southern of the two apartment units in the former auditorium. In the southern, efficiency unit, 104, the south wall of the auditorium, including the stage and proscenium have been left exposed (Photo 0016). In addition, two-thirds of the west and east walls of the auditorium are exposed, and nearly all of the space in the southern two-thirds of the original space is open and undivided. The kitchen and bath areas are clustered along the northern edge of the current space.

As in the northern half of the former auditorium, the lower half of the walls in unit 104 are covered with stained hardwood paneling which conceals storage cabinets along the east side. There are four five-light windows along the west wall. At the south end of the wall and at the center, between two windows are fluted wooden pilasters matching those in the northern apartment unit. Directly opposite the pilasters are two additional pilasters set on the east wall (Photos 0016 and 0017). Two east-west structural beams run overhead between the piers on which the four pilasters are mounted. On the vertical sides of the plastered beams are the same wave pattern seen in the northern unit. The wave sculptures in plaster continue just below the ceiling on the east and west walls (Photo 0017). The south wall contains the former stage and proscenium at center. The floor of the stage projects slightly into the room. The base of the stage is covered with stained wood panels that conceal four storage closets. Between two of the closets are small versions of the fluted pilasters along the walls of the room. Just below the lip of the stage, there is a stained wooden band composed of vertical wooden cylinders. The sides of the proscenium opening are covered with plaster facsimiles of the wooden fluted pilasters along the walls. A dry wall partition closes off the proscenium from the stage beyond. In the two wing walls of the stage, there are doors that originally led to dressing rooms.

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At the center of the rectangles in the ceiling created by the structural beams in unit 104, dry wall panels have been added to accommodate wiring for current lighting. There are metal grilles covering the radiators recessed behind the paneling along the west wall. The floor is concrete.

Returning to the south end of the ramp-hall corridor, a door at the center of the original south wall leads to a one-bedroom apartment unit, 102, fashioned from the former stage, dressing rooms, and storage space. The door leads into a rectangular room with windows on its east and south sides that has been converted to a kitchen. A doorway at the south end of the west wall leads into the former east dressing room, which is now a laundry room. At the south end of the former dressing room, a curved stairway following the lines of the exterior curved wall leads up to the former stage. The stairway has wedge-shaped concrete steps and a steel pipe railing. The former stage has been divided with drywall partitions into two rectangular rooms, a living room and bedroom. In both the hardwood floor of the stage has been conserved. Overhead, the reinforced concrete structure between the first and second floor has been exposed to show the grid of beams. New windows have been inserted to provide natural light to both rooms. To the west of the stage rooms, a bathroom on the same level as the stage has been created in the space formerly occupied by the west dressing room and stairway.

The former classrooms on the first and second floors have been adapted for apartment units in very similar ways. With the exception of the former primary classroom on the first floor, all of the other classrooms have been adapted for a single unit. A sample classroom unit will be described on each floor, plus some discussion of the treatment of the primary room.

There were five classrooms of similar size and description originally on the first floor, plus a primary room at the east end of the north side of the classroom pavilion. On the south side of the east-west corridor were two classrooms beginning at the west end, then a boy's toilet room, and then a third classrooms. The boys' toilet room was rectangular and narrow; it has been combined with the classroom to the east to form a two-bedroom apartment.

Unit 115, a one-bedroom unit, comprises the former classroom at the southwest corner of the classroom pavilion. The classroom was originally 30 feet, 8 inches by 24 feet, 2 inches. As with all of the classrooms, the four walls have been left exposed and all of their character-defining features retained. In this case, a drywall partition wall inserted approximately 19 feet from the east wall divides the living room/kitchen from the bedroom. The bathroom forms a rectangle near the northwest corner of the space, joined by a washer and dryer room immediately to the east. The original, approximately twelve-foot ceilings of the classroom have been retained as well as the plaster walls and ceilings. There is a drywall panel applied to the center of the ceiling for wiring and lights. The original window surrounds and sills for the three classroom windows have been retained, as have the baseboards along the outer walls. Each classroom had two storage closets and a wardrobe, or coat closet, and those have been retained along the north wall of Unit 115. The doors have been replaced to meet ADA standards. Between the second closet and the wardrobe, an original blackboard has been preserved in place measuring approximately 5.5 by 4 feet (Photo 0018). The board itself is slate, and its frame and chalk-holder are made of the same hardwood used for railings in the building. A railing for

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children to grasp is attached to the chalk holder by steel brackets. Along the original west wall, extending along all but 3-4 inches of the walls' 24-foot, 2-inch length, is a large blackboard. The blackboard is about 4 feet high, and there is a bulletin board panel above the black board, about 1 ½ feet tall and comprising an elongated rectangle. Both boards are framed in the same wooden frame as the first blackboard; the frame extends below the blackboard and supports the wooden chalk holder and a wooden railing. The floor is concrete.

The former primary room, where children in the youngest graded classes were assigned originally, has been divided in the rehabilitation into two, one-bedroom apartments, Units 120 and 122. The units are located on the north side of the main east-west corridor, just before it intersects with the north-south corridor at the east end of the building. Originally, the primary room occupied a space measuring approximately 32 feet by 32 feet. The northwest corner of the room was rounded and contained a bank of windows containing 30 panes that afforded a view to the west and north (Photo 0020). Below the windows and extending east along the room beyond the next window was a wooden seat, bench in style with backs, sized for primary students. Along the east wall of the primary room were a supply room and two small restrooms for girls and boys.

Unit 120 occupies an L-shaped space in the western two-thirds of the former primary room. Unit 122 occupies an inverted L-shaped space in the remaining portion. In Unit 120, the bathroom and laundry room are clustered against the west wall at center, and the kitchen along the east partition wall. The bedroom is located in the southwest corner of the unit. The south wall of the primary room has been left exposed with its closets and wardrobe. A corridor leads north from the kitchen to the living room, which is located along the north wall, with the rounded bank of windows and preserved wooden seats. Unit 122 occupies the eastern portion of the primary room, the original bathrooms, and storage room, and a wheelchair storage room that originally was located just east of the primary room on the main east-west corridor. The original east wall of the primary room has been left exposed, and the two original blackboards on that wall retained in place. The floor-to-ceiling ceramic tiles on the walls of the girls' and boys' restrooms, creamed colored for all but the top, light green course, have been retained. The two restrooms have been combined into a single bathroom. The east wall of the former storage room, now a bedroom, is also of the same tile, which has been retained. The single bay in the north wall, now part of the living room, has been retained.

Along the east side of the north-south corridor at the end of the main east-west corridor of the school were the lunch room and kitchen. On axis with the center of the east-west corridor were the double doors leading into the lunch room. The opening and the six-light transom window overhead have been retained. Within the opening are doors leading to Apartment Units 124 and 125.

Originally, the southern two-thirds of the one-story pavilion along the east side of the school was occupied by the lunch room for the school, and the northern third by the kitchen (see attached 1936 first floor plan). A wall ran between the two rooms with a large rectangular opening at center. Unit 124, a one-bedroom apartment, fills all of the kitchen and approximately 10 feet of the former lunch room. The segment from the lunch room is now occupied by the kitchen for the

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unit. As in all of the lunch room, there is a tile wainscoting approximately four feet tall that runs along the outer wall and the south side of the former wall between the lunch room and kitchen. The former school kitchen has been divided into two rectangular rooms by a floor to ceiling drywall partition that runs from the east wall almost to the west wall. The former kitchen had floor-to-ceiling cream-colored ceramic tile covering all four walls. Those walls have been retained and left exposed. The unit 124 living room, north of the unit kitchen, has a ten-light window. The bathroom is located in the northern rectangle towards its west end. The bedroom has a single window. A closet from the original kitchen has been retained along the west wall of the northern rectangle. In the passage connecting the two southern rectangles, a panel seals an original door to the kitchen on the west wall. At the west end of the living room, a closet has been created by drywall. A steel grille covers the radiator in the east wall of the south section, containing the unit kitchen.

In Unit 125, the southern portion of the lunch room has been divided into two rectangles roughly equal, with a passage connecting them along the eastern wall. The northern section contains the apartment kitchen, with exposed original walls on the east and west sides. The four-foot high tile wainscoting continues on both those walls. At the north end of the west wall, there is a large rectangular bank of hardwood cabinets and drawers, approximately eight by seven feet in size, built into the wall (Photo 0019). The wood matches that of the blackboard frames and railings elsewhere in the building and is probably original. Along the passage that connects the two parts of Unit 125, there are three original windows, two with five lights and one at center with ten lights. In the southern section of the apartment, the bathroom is situated just east of center, and a bedroom occupies the west portion. On the west wall of the bedroom is another bank of hardwood cabinets and drawers built into the wall, slightly smaller than the other.

The north-south corridor at the east end of the main corridor continues north, with a flight of stairs on its west side ascending to the second floor and on its east side, a ramp descending to ground level and the vestibule and northeast entry to the school building (Photo 0021). In the east wall of the vestibule, a decorative steel grille covers a recessed radiator. The grille is composed of a pattern of scallops linked by vertical strips, the same pattern as in the grille at the west entrance. To the south, originally a corridor ran from the lunch room doors to the southeast entrance. In 1951, the Roberts kindergarten wing was constructed, and the corridor extended further south to a new entry.

The kindergarten room originally was roughly L-shaped, with a restroom and storage room at its northeast corner. Between 1951 and 1960 a square-shaped room was added on the east side of the 1951 building. The rehabilitation has created three apartment units in the two kindergarten additions. The first, an efficiency unit, 126, is accessed from the north-south corridor and occupies the northern portion of the 1951 kindergarten addition. The second, one-bedroom unit, 126A, is accessed from an exterior entry at the southeast corner of the 1951 addition. The entry has replaced one of the windows at the southeast corner. One of the chief character-defining features of the addition—the windows coming together at corners at the south end, has been retained. Originally, there was a wooden seat for the kindergarten children against one of the walls. That seat has been retained in the southwest corner of the unit. On the west wall of what is now the study, in the southwest corner, a blackboard from the kindergarten has been

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preserved, roughly four by five feet in size, with a hardwood frame, chalk-holder matching those of others in the main building. The kitchen and bathroom cluster are located in the northwest corner.

The third unit (127) occupies the eastern fourth of the 1951 structure and the 1951-60 addition. The bathroom is located in the northwest corner of the L-shaped unit, while the kitchen is situated along the north-south partition wall between the units. The 1951-60 addition has been divided into two rectangular rooms, and an entry door created in the southern wall. All the windows, sills, and plaster walls and ceilings have been retained in both units.

Stairways and Ramp Hall:

Returning to the northeast stairway up to the second floor, the first flight runs along the west wall of the north-south corridor at the east end of the first floor up to a landing and then reverses and proceeds up a second flight to a vestibule and doors to the second floor. The stairways are constructed of steel, and the steps are finished with a gray and white terrazzo pattern. The balustrades and newel posts are also steel. Each side of the newel posts is decorated with a rectangular molding with an incised rectangle at center. Each outer molding is outlined with a second rectangle. The balusters are simple square steel bars running up and down and held in place by horizontal bars above and below that are connected to the string and rail by occasional square bars. The main railing of the balustrade is of hardwood matching other rails. There is a second wood railing running about four inches below the main railing along the posts and balusters, apparently intended for use of smaller children. Along the outside walls of the stairway and landings, the cream and light green tile wainscoting is applied, and a wooden railing secured to the tile with metal brackets. Just south of the upper landing/vestibule are original double wood doors, adjacent to the east wall. Overhead and to the west side of the doors are transom windows and side lights with steel muntins and safety glass. Each of the doors has four horizontal lights with wooden muntins and safety glass, and each retains the original steel door plate and hardware. The doors and lights created a screen between the second floor corridor and stairway that acted as a device to slow the spread of fire.

The other stairway to the second floor is located on the south side of the main east-west corridors of the first and second floors, near the west ends of both. On the first floor, the stairway is marked by a rectangular opening in the south wall, west of the elevator and ramp hall. The stairway is recessed within the opening. Upon entering the opening, one turns right and ascends the first flight to a landing with a curved outer wall. The tile wainscoting along the south wall of the east-west corridor extends a few feet into the rectangular opening and forms the first part of the lower wall for the first flight within. The second flight returns from the landing with curved walls and continues up to a second landing with walls converging at right angles. The final, short flight runs up to the second floor main corridor. The top of the stairway is framed by a rectangular opening running from floor to ceiling (Photo 0024). The standard cream and light green tile wainscoting lines the outer walls of the stairway and the initial rectangular landing within the rectangle on the first floor. The newel posts and balustrades match those of the northeast stairway, and there are two rails on the balustrade side of the stairway. However, on both sides of the first flight and on the outside wall of the other flights, there are single wooden

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rails. Above the second flight, in the plaster wall is a rectangular opening that originally was filled with glass block. It has been covered with opaque material on the stairway side, but the glass block is still exposed on the other side, which was part of the physio-therapy room.

The north-south ramp hall is two stories high, approximately 70 feet long, and about twelve feet wide. It is located along the east side of the auditorium/therapy wing/pavilion. The hall contains the second and third ramps ascending from the first ramp located along the south wall of the first floor east-west corridor up to the second floor. The second ramp ascends about 65 feet along the east wall of the ramp hall to a landing with a curved outer wall. The landing is level. The third and final ramp continues back to the north along the west wall of the hall approximately 49 feet to the second floor level (Photo 0023). The outer walls of the ramps are covered with the standard cream and light green tile wainscoting, with wooden rails mounted on brackets. The inner walls are plastered and decrease in scale from floor to ceiling at the lower end of the second ramp down to about four feet at the landing. The inner wall continues at about four feet along the third ramp. Four rectangular windows set in the wall above the second ramp provide natural light. The third ramp leads into a north-south corridor that intersects with the main east-west corridor on the second floor.

Second Floor:

Returning to the east end of the main corridor on the second floor, there are double doors set at the center of the east end wall that lead out to the former northeast sun deck (Photo 0025). The east-west corridor continues west through the center of the classroom pavilion (Photo 0024). There were three standard-sized classrooms at the west end of the classroom section, comparable in dimensions to those on the first floor (see attached 1936 second floor plan). At the west end of the classroom section on the south side were two such classrooms, and one was on the north side of the west end. Immediately east of the second standard classroom on the south side was a rectangular boy's toilet room directly above the girls' toilet described on the first floor. East of the toilet room was a room longer by approximately a fourth than the standard classrooms. It was originally used as room where students could lie down and rest during the day. East of the standard-sized classroom on the north side were three rooms originally dedicated to training students for occupations or skills in adult life. From the west were an industrial arts room, occupational therapy room, and a home economics classroom.

Along the south side of the corridor, beginning on the west end, the first standard classroom has been converted in the rehabilitation into a one-bedroom apartment, Unit 215. The next standard classroom and the former boys' toilet room have been combined to form a two-bedroom apartment, Unit 217. The former rest room, with its greater length, has also become a two-bedroom apartment, Unit 219. In the former classrooms, as on the first floor, the kitchen and bathrooms have been located in corners or away from the original walls, so as to expose as much of the character of the original room as possible. The toilet room has become a bedroom, and the fixtures removed.

Along the north side of the corridor, from the west, the standard classroom is now a one-bedroom apartment, Unit 216. All of the former industrial arts room and the western third of the

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former occupational therapy room have been combined to create unit 218, a one-bedroom apartment. The eastern two-thirds of the occupational therapy room and all of the home economics classroom have been combined to form a one-bedroom apartment, Unit 220.

Apartment Unit 218, which occupies the industrial arts room and part of the occupational therapy room, will be described as an example of the rehabilitation approach on the second floor. The kitchen appliances are arranged near the center of the space, adjoined to the west by the bathroom cluster. The kitchen wall runs north to the north wall. There are three original windows in the living room (Photo 0026) created along the east side of the apartment and one window in the north wall of the bedroom to the west. There are several new closets that have been created along the south wall. The floor of the apartment is hardwood, retaining the original material in both the Industrial Arts room and matching the remaining segment of floor with the same wood. The plaster walls and baseboards on the north and west walls have been retained, as has the original ceiling height and plaster. A drywall ceiling panel has been added to the ceiling above the kitchen and bath area.

To the west of the classroom section of the second floor, on the north side originally was a girls' toilet room, followed by a "teachers' and nurses' lunch room," a rest room or lounge for teachers and nurses, and a toilet room for staff. In the rehabilitation, the former girls' toilet room and eastern half of the lunch room have been combined to form an efficiency apartment, Unit 214. The west half of the lunch room and the rest room/lounge have been combined to form a second efficiency apartment, 212. The former west toilet room has become a storage room. The chief character-defining feature in the two apartments is the curved bank of windows located at the northwest corner of the former rest room/lounge and now the northwest corner of the east efficiency apartment. The sixteen-light window, sill, and plastered wall in which it is set have been retained. In the west wall of the former east toilet room (now a room in the apartment to the east) there is a floor-to-wall segment of glass block that has been retained.

At the west end of the east-west corridor on the second floor originally was a suite of medical treatment rooms (see attached 1936 second floor plan). The east wall of the suite, at the end of the corridor was composed of glass block vertical panels at the sides, double doors at center, and a six-light transom window overhead. Originally, the two main rooms in the suite were the "medical room," occupying the northern three-fourths of the rectangular suite, and a treatment room at the south end. In the rehabilitation, the entire suite has been adapted for a one-bedroom apartment, 208, which also includes the extreme west segment of the main corridor. The additional segment for the apartment has been partitioned off from the rest of the corridor. The apartment also includes the former teachers' and nurses' restroom to the north and a small room to the south that originally formed part of the entry corridor into the therapy suite. The former entrance to the Medical Room and its glass block and transom windows have been preserved in place as part of the apartment. The north section of the Medical Room apparently was divided early in its history from the rest of the suite with a floor-to-ceiling partition containing glass windows in its upper portion and a central doorway. The partition wall has been retained, and the north room has been converted to a kitchen, with the two windows coming together at the northwest corner preserved. The 1936 treatment room to the south is now a bedroom, and the

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southeast corner of the suite is now a bathroom. The two windows coming together at the southwest corner of the treatment room have been retained.

Remaining to be discussed on the second floor is the therapy suite of rooms located in the auditorium/therapy pavilion/wing. The rectangular pavilion originally contained at its north end, behind the elevator shaft and west stairway, two rooms. To the west was a "rhythm room" for children to conduct exercises; to the east was a room for physio-therapy, where disabled children received massages and helio-therapy on tables.¹ Immediately south of the physio-therapy room, against the east wall of the pavilion, was a rectangular compartment containing a sitz bath and showers. Beyond the bath and shower room was another rectangular room containing at center a hydro-therapy bath. Directly to the west of the hydro-therapy room was a room, roughly square, that contained a specialized tank for water exercises. The west and north walls of this room were constructed of glass block, to permit additional natural light to be transmitted to the tank and pool. Along the west side of the water tank room was a corridor along the west wall of the pavilion, running south from the rhythm room to the exit for the southwest sun deck. The rectangular rhythm room was entered at its northwest corner from the main east-west corridor of the second floor. Just inside the entry was a booth to the east serving as a staff office (Photo 0027). The booth was constructed of ceramic tile in its lower half and windows in its upper portion.

In the rehabilitation, the former rhythm room has been adapted to serve as a one-bedroom apartment, Unit 206. The former office at the northeast corner is now the kitchen. The north half of the rhythm room is now the living room, followed by a bathroom cluster and a bedroom at the south end. In the space formerly occupied by the physio-therapy room, the hydro-therapy bath, and the specialized bathroom, a two-bedroom apartment, Unit 204, has been created. In the northwest corner of the physio-therapy room is a small bedroom and bath (Photo 0028). The remainder of the former physio-therapy space is a living room. The sitz bath and shower room has been converted to a second bathroom, while the hydro-therapy bathroom has been adapted to serve as a loft. The former water tank room with glass block walls is now a second bedroom. Along the east and west walls of Unit 206, the original ceramic tile wainscoting has been retained, as has the cream tile on the outside of the lower half of the former staff office.

In Unit 204, the ceramic tile wainscoting has been retained on the all of the perimeter walls of the former physio-therapy room, on the walls of the north-south corridor leading south to the sitz-bath and shower room and hydro-therapy bath, and on the outer walls of the hydro-therapy and specialized bath rooms. In the ceiling of the former physio-therapy room, a four-window skylight has been restored. In the corridor and former sitz bath and shower room, the original tile floor with geometric flowers with amber petals and white centers set in a field of blue has been retained. In order to use the space occupied by the hydro-bath, the square shaped hydro-tank has been covered and a structure with a loft deck constructed on top of it in a reversible manner. A stairway has been constructed along the north side of the bath up to loft level. The

¹The 1936 second floor plan by architects McGuire and Shook show the west room as the rhythm room and the east as the physio-therapy room. However, a photo in a 1941 issue of the periodical *Architecture and Design* (Vol. 5, No. 1, January 1941), devoted to the work of McGuire and Shook, shows the west room containing therapy tables and is labeled "Physiotherapy."

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original tile exterior of the bath tank has been left exposed, with its orange and beige colored tiles with square shapes retained. On the west side of the tank, a bronze plaque denoting that the tank was the gift of the building architects, William C. McGuire and Wilbur B. Shook, has been left in place (Photo 0029).

The glass block walls of the former water tank room have been retained in place (Photo 0030). The former sun deck, accessed from Unit 204, has been converted to a deck for the apartment.

Basement:

The main stairway to the basement from the first floor runs from the vestibule of the northeast entry down 1 ½ flights. The stairway matches the flights above it in design and materials. The wooden rails have been retained. Originally, there was one finished room in the basement, a “play room” located along the east end, below the lunch room and kitchen. That room in the rehabilitation has been converted into two, one-bedroom apartments, Units 24 and 25. Unit 25, in the south half of the former play room, will be described. At its mid-point a drywall partition containing the kitchen on its north side divides the space. At the east end of that wall has been inserted a U-shaped wooden seat for children that originally was located at the south end of the lunch room above. The south half of the apartment contains a bathroom cluster at its northeast corner and a bedroom in its eastern portion.

The remainder of the basement is divided into two parts by a narrow corridor at center. Along the south part of the basement west of the former play room are rooms originally devoted to the fan room, coal room, and boiler room. The air washer mechanism and ductwork for the fan system in the building have been retained, as has the former boiler. All have been superseded by new environmental systems. The western portion of what was designated as the boiler room on the 1936 plans, at the west end of the corridor, has been converted to Apartment Unit 15. The portion of the basement north of the corridor is unexcavated. A stair at the west end of the corridor ascends to the first floor and emerges in the recessed landing for the west main stairway.

Integrity:

The former James E. Roberts School 97 building and the property around it have excellent integrity. Through a historic rehabilitation tax credit project, all of the principal character-defining features have been retained and nearly all are exposed for viewing by the users of the apartment units and visitors. The surrounding property, with its lawns and occasional trees, retains the landscape setting of the period when the building served as a school.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

Education
Social History
Architecture

Period of Significance

1936-1971

Significant Dates

1936

Significant Person (last name, first name)

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder (last name, first name)

McGuire and Shook, Architects, Indianapolis
Service Construction Company of Indianapolis, General Contractors

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Period of Significance (justification)

The period of significance begins in 1936, the year in which the James E. Roberts School 97 was constructed, and continues until 1971, which marks the 50-year benchmark for evaluating significance. The school was continuously used for the education of physically disabled children from 1936 to 1986.

Criteria Considerations (explanation, if necessary)

N/A

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

The former James E. Roberts School 97 is significant under National Register Criterion A in two categories: Education and Social History. It is also significant under Criterion C as an outstanding example of the Art Moderne and Art Deco architectural styles and of the work of noted Indianapolis architects McGuire and Shook. Further, it is of statewide significance as the first public school in Indiana designed for the education of the physically disabled. The Roberts School was the first in Indiana to provide education and treatment to physically disabled students, first through an operation founded in 1925 as part of an existing public school and in 1936 as occupant of the first school building in the state constructed for the needs of physically disabled children. It pioneered in providing for accessibility throughout the building for children in wheelchairs, crutches, and braces and by furnishing the latest facilities for essential therapies and medical treatments for its students. Its curriculum emphasized assisting the disabled students in learning how to improve the physical functions of their bodies and to learn vocational skills, all while taking the academic subjects taught in other schools. It is significant under Social History because of the outpouring of support by philanthropy, civic groups, non-profit organizations, and individuals in the community to raise the funds to help construct the school and equip it fully. This widespread public support denotes an emerging commitment to the welfare of the physically disabled. Under Criterion C, the school design is significant for the skillful use of Art Moderne and Art Deco elements to produce a picturesquely massed building with varied materials and fine bas-relief Art Deco sculptures. It is also an excellent example of the work of architect Wilbur Shook, who with partner William McGuire were among the leading architects of the state from 1916 to 1960.

James E. Roberts School 97 meets the registration requirements of the 1995 "Public School Buildings in Indianapolis Built Before 1940" multiple property documentation form. The form is chiefly concerned with retaining the integrity of the principal public areas and the character-defining features of the exterior and interior, which the recent rehabilitation of the Roberts School does.

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

Education.

For thousands of years, children and adults have faced physical disabilities arising from injuries to the brain before and during birth, diseases, abnormalities at birth, and injuries after birth. Until the 19th century, there was little public recognition in Europe or the United States of the possibilities for treatment of such disabilities or for the education of disabled children to learn life and vocational skills. In the United States, during the 19th century, a few private clinics began to provide treatment for disabled children, but little was understood about the causes of the disabilities, the capacities of children with disabilities to overcome limitations, and appropriate treatments. Children suffering from severe disabilities, such as polio (infantile paralysis) and cerebral palsy, were often shut away from public contact by their parents, shunned by adults, and ridiculed by other children. In the early 20th century, the State of New York defined a “crippled child” as

One who by reason of a physical defect or deformity, whether congenital or acquired by accident, injury, or disease, is, or may be expected to be totally or partially incapacitated for education or for remunerative occupation.²

As medical science matured in the early 20th century, and systematic study of physical abnormalities and serious diseases spread to physical disabilities, treatment of children and adults with such afflictions began to occur in hospitals and clinics across the country. The advent of a major polio epidemic in 1916 and the injury of thousands of veterans in World War I drew public attention and support to treating physical disabilities of all kinds.³

As treatments expanded for disabled children, leaders in education began to establish special classes or schools for educating such children. The first public school class for physically disabled students opened in 1899 as part of a Chicago school, and in New York a system of educating disabled children was started in 1906. Between 1914 and 1924, the number of disabled children receiving an education almost doubled. Special public schools for disabled education opened in Chicago, Detroit, Cleveland, and Jersey City, New Jersey. In Minneapolis, one of the most advanced of such institutions, the Dowling School, opened and established a reputation for effectiveness.⁴

²Romaine Prior Mackie, *Crippled Children in American Education 1939-1942* (New York: Bureau of Publications, Teachers College, Columbia University, 1945), pp. 1, 5; Edgar F. Allen, “The Education of Crippled Children—Abstract,” *Addresses and Proceedings of the Sixty-Second Annual Meeting Held at Washington, D.C. June 29-July 4, 1924* (Washington: National Education Association, 1924), pp. 443-45.

³“The History of Polio: A Hypertext Timeline—1789 to 2000,” <http://www.eds-resources.com/poliotimeline.htm>, accessed October 24, 2018.

⁴Mackie, pp. 1-2; Paul W. Giessler, “The Crippled Child,” *Hygeia*, Vol. 13 (November, 1935), p. 976; “Crippled Children to Go to School,” *Indianapolis Star*, June 11, 1925, p. 1, c.6.; “Crippled Tots Stir Rotarians to Pledge Aid,” *Minneapolis Star-Tribune*, October 16, 1920, p. 18.

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Smaller cities began to plan for special education for disabled children. In Indianapolis, Superintendent E.U. Graff of the city school system announced in 1925 that children “suffering physical defects” that prevented them from attending public schools would be provided for. Graff stated that he believed that it was the duty of the school system to furnish educational facilities for such children and prevent disabilities from keeping them in ignorance. Two teachers would receive special training in the education of disabled students, and he would confer with Julia McGrew, head of the Dowling School, to learn more about that institution’s approach. He would also visit schools for disabled students in Cleveland and St. Louis. Graff noted that most physically disabled children had normal intelligence levels and were capable of becoming self-supporting as adults. Graff received crucial financial support from the Indianapolis Foundation, which administered a fund endowed by local philanthropist James E. Roberts for the care and education of physically disabled children. The foundation would pay for the training of the teachers and for the transportation of the students to the school chosen for instruction. Classes for 20-25 students began in 1925 and by the mid-1930s 145 physically disabled students were receiving educational instruction and treatment in the ground floor of Oscar D. McCulloch School 5, California and Washington Streets.⁵ The operation providing classes and treatment for the disabled students was named the James E. Roberts School in honor of its deceased benefactor. It was the first such school in Indiana.⁶

Two developments in the 1930s increased national public attention and concern about the education and treatment of physically disabled students. First, President Herbert Hoover called a White House Conference on Child Health and Protection in 1930, and its Committee on Physically and Mentally Handicapped produced in 1933 a report evaluating the state of children with physical disabilities. The report estimated that there were between 300,000 and 400,000 “crippled” children in the United States, and one third of those—100,000--needed to be provided special education. The report created much more awareness of the numbers of physically disabled children in the nation and gave added moral impetus to furnishing education to those who were able to attend school. The second development was the election in 1932 of the first president in American history with a significant physical disability, Franklin D. Roosevelt. Stricken with polio as an adult, Roosevelt drew national attention to the fight against polio and the treatment of those with infantile paralysis. His Warm Springs Foundation raised funds for treatment, and a Presidential Birthday Party each year brought private donations and public recognition of the need for research for alleviating the symptoms and prevention of the disease. Since polio was one of the largest causes of physical disabilities, Roosevelt’s efforts gave support to those planning to provide public education and treatment for disabled children.⁷

In 1933, the widow of James Roberts, Henrietta W. Roberts, died and left a \$65,000 bequest to the Indianapolis Public Schools for the construction of a separate school building for the education of physically disabled children. Those funds created impetus for a new structure, and

⁵School 5 was demolished during the 1980s. The façade has been reconstructed inside the Indiana State Museum.
⁶“Crippled Children to Go to School,” *Indianapolis Star*, June 11, 1925, p. 1, c. 6; “Lame May Get Better School,” *Indianapolis Star*, July 10, 1935, p. 1, c. 7; “School for Cripples Assured,” *Indianapolis Star*, July 31, 1935, Sec. 2, p. 11, c. 1; “Urges Training for State Cripples,” *Indianapolis Star*, October 3, 1939, p. 14, c. 3.

⁷Mackie, pp. 2-3; “The History of Polio: A Hypertext Timeline—1789 to 2000.”

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in February, 1935, A.B. Good, Business Manager for the public schools, submitted a list of school construction needs with estimates to the New Deal Public Works Administration (PWA). On the list was a new “James E. Roberts School for Crippled Children.” In July, Good refined his cost estimate for the Roberts School and submitted a request to the PWA for \$90,000, 45% of the projected total cost of \$200,000. Architects McGuire and Shook prepared preliminary plans at the end of the month. President Roosevelt approved the PWA grant in September, 1935, and the Indianapolis Board of School Commissioners voted to issue construction bonds for \$55,000. At the end of September, 1935, the board selected the southeast corner of 10th and Oriental Streets as the site for the school, on land already owned by the school corporation. Construction contracts were awarded in November, and ground was broken in December. Construction was completed in October, 1936, with dedication coming in November. The final cost was \$218,000.⁸

All students from the former Roberts School in School 5 (approximately 150) entered the new facility, which was designed to accommodate 200. The number entering probably did not account for all of the physically disabled children of school age in the city. In 1939, three years later, the placement officer for the Indiana State Board of Rehabilitation stated that very few of an estimated 48,000 physically disabled children in the state were receiving special education. On a national level, a 1940 study by the U.S. Office of Education reported that only a fourth of the physically disabled children in the United States who needed special education were receiving it. The new James E. Roberts School also did not initially include physically disabled African American students, due to the school board’s policy of segregation. It appears that disabled Black students were assigned to classes in an all-African American school, John Hope School 26 at 16th Street and Columbia Avenue.⁹ The John Hope School 26 building, constructed in 1921, was acquired in 2015 by the Oaks Academy and now houses the Oaks Academy Middle School.¹⁰

The Roberts School, according to a news article describing its opening, was “one of the most complete schools of its type in the United States.” While there were other schools for physically disabled students that were larger in the country and likely had more special facilities than Roberts, it is evident from the tenor of the news articles leading up to its opening that school

⁸“Mrs. Henrietta W. Roberts Dies; Aided Many Projects,” *Indianapolis Star*, July 11, 1933, p. 4, c. 2; “Good Submits School Needs,” *Indianapolis Star*, February 27, 1935, Sec. 2, p. 11; “Lame May Get Better School”; “PWA Projects Get Approval,” *Indianapolis Star*, September 10, 1935, p. 12; “Make Final School Plans,” *Indianapolis Star*, September 11, 1935, p. 10, c.2; “School’s Site on East Side,” *Indianapolis Star*, September 29, 1935, p. 14, c. 2; “Contracts Let on New School,” *Indianapolis Star*, November 27, 1935, p. 1, c. 7; “Work on \$202,000 School Starts,” *Indianapolis Star*, December 12, 1935, Sec. 2, p. 1, c. 3; “Roberts School for Young Cripples, One of Finest, Will Open Tomorrow,” *Indianapolis Star*, October 11, 1936, p. 6, c. 2; “2,000 Attend School Rite,” *Indianapolis Star*, November 13, 1936, p. 14, c. 2.

⁹“New School for Disabled Pupils,” *Indianapolis Star*, July 27, 1935, Part 1, p. 1, c.3; Urges Training for State Cripples”; Emma Lou Thornbrough, “The Indianapolis Story: School Segregation and Desegregation in a Northern City,” unpublished 1993 manuscript at Indiana Historical Society, Collection BV2631, p. 110; “Paralysis Fund Nets \$68,000,” *Indianapolis Star*, May 21, 1947, p. 1, c.2.

¹⁰Jessica R. Key, “‘It laid a Foundation’—School 26 Alumni Discuss School’s Importance,” *Indianapolis Recorder*, September 4, 2015-- http://www.indianapolisrecorder.com/article_5446d960-0b18-5ff4-a1e7-: Also see “Middle School Campus (6th-8th), Oaks Academy--
[be0f85979990.htmlhttps://www.theoaksacademy.org/middleschoolcampus/](http://www.theoaksacademy.org/middleschoolcampus/)

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officials were striving for the latest equipment and training. It was the first school in Indiana reserved for the education of physically disabled children.¹¹

No listing could be found of the types of disabilities addressed by the Roberts School. However, from a 1945 Columbia University study of schools educating “crippled” children across the country, it appears that most of the schools devoted to physically disabled students included a broad range of disabilities. It is likely, then, that the Roberts School enrolled students with polio and other infectious diseases, cerebral palsy, congenital disabilities, birth injuries, injuries after birth, cardiac-related disabilities, and other disabilities of uncertain cause. Some students used wheelchairs, others wore braces and used crutches, and some were able to walk. The expectation from the experiences of other special schools was that proper therapy and medical treatment would enable many students to overcome much of their disabilities and live productive lives as adults.¹²

The specialized aspects of the new school included a circulation system throughout the three levels of the building that was completely accessible for students in wheelchairs. A self-operating elevator large enough to accommodate cots was placed near the west entrance, and a ramp hall containing a series of ramps from the first to second floors provided for swift movement of those in wheelchairs from one floor to the other. On the second floor of the southwest wing, three inter-connected therapy areas provided for the treatment of those students with paralysis, cerebral palsy, or under-developed muscles. A physio-therapy room on the east side offered massages by the school’s full-time physio-therapist and light therapy on padded tables. A hydro-therapy pool, 10 feet by 12 feet in size, provided regular stimulation of muscles in 90-degree water, while a T-shaped tank allowed water exercises. Between the physio-therapy room and the hydro-therapy pool were a shower room containing a sitz bath, a shallow bath that allowed for cleansing of the perineums of patients. On the west side of the wing was the “rhythm room,” in which students improving their ability to walk and move their limbs could undertake exercises, including with stall and parallel bars and accompanied by piano music. Immediately to the south of the therapy rooms was a sun deck, intended to provide heliotherapy for students; another such deck adjoined the east end of the second floor.¹³

Regular rest periods were considered very important in improving the health of disabled students, so a large rest room was included at the east end of the second floor classroom wing, and additional students could rest on cots in the first floor auditorium.

At the west end of the second floor was a medical clinic staffed by three full-time nurses, with part-time services of physicians. There students could receive regular examinations, and their progress in alleviating and overcoming disabilities could be monitored. There also was a dental

¹¹“Roberts School for Young Cripples, One of Finest, Will Open Tomorrow”; “Urges Training for State Cripples.”

¹²Mackie, pp. 4-6, 17-31; Mary McNorton, “Model School for Crippled Children,” *Indianapolis Star*, November 6, 1936, p. 8, c. 3.

¹³“New School for Disabled Pupils”; “Roberts School for Young Cripples, One of Finest, Will Open Tomorrow”; McNorton, “Model School for Crippled Children”; Debra Stang and Rachel Nall, “Sitz Bath,” <https://www.healthline.com/health/sitz-bath>, accessed October 30, 2018.

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clinic included. Having the clinics and medical staff in the building saved time and money otherwise spent on transporting students to hospitals for examinations and treatment.¹⁴

It seems reasonable to conclude that Roberts School included instruction from kindergarten through Grade 8. A 1941 listing of staff for the school included seven teachers for elementary classes and two for “junior high school.” A 1944 newspaper article about two graduates noted that they attended Roberts School and then were assigned to regular high schools in the city. Based on the findings of the 1945 Columbia study, most physically disabled students attending schools for the disabled throughout the U.S. completed grades 1 through 8. The student body of School 97 began with approximately 150 and gradually rose to more than 200 in 1940.¹⁵

At Roberts, there were originally six classrooms for instruction in the subjects taught in other elementary schools. A large primary room appears to have been devoted to the instruction of students in the lowest grades. Apparently, there was a kindergarten originally, but space was too limited. In 1951 a one-story addition was constructed at the southeast corner of the school for the kindergarten.¹⁶

On the second floor were three classrooms devoted to teaching all students skills and vocational capabilities that would enable many to care for themselves and work productively as adults. A key room was the occupational therapy room. Here an occupational therapist worked with each student to overcome basic limitations of controlling one’s movements or speech (as occurred in cerebral palsy) to learning how to make handicrafts. Children of all ages were engaged in working with their hands. When the school opened, there was a large loom for rug-making and small looms for making scarfs. Baskets could also be woven. On the west side of the occupational therapy room was the industrial arts room, where boys would learn to make useful objects and furniture from wood and other materials, using a bench lathe. Girls would learn domestic science skills in the home economics room on the east side of the occupational therapy room. A large “play room” at the east end of the basement was available for students to play games.¹⁷

The auditorium on the first floor, below the therapy rooms, could seat 350 and was used for student-produced plays and musical programs. It could also be used as a gymnasium and for rest periods, as already noted.¹⁸

¹⁴“New School for Disabled Pupils”; “Roberts School for Young Cripples, One of Finest, Will Open Tomorrow”; “Rotary Club Gives \$1,000 for School,” *Indianapolis Star*, June 17, 1936, p. 3, c. 5.

¹⁵“James E. Roberts School,” *Indianapolis Star*, June 6, 1941, p. 13, c. 5; “Former Pupils of Roberts School Honored at Party Tendered by Cross Roads Agency,” *Indianapolis Star*, June 10, 1944, p. 24, c. 2; Mackie, pp. 31-35; “Make Final School Plans;” “Roberts School Has Open House,” *Indianapolis Star*, May 21, 1940, p. 4, c. 2.

¹⁶“Roberts School for Young Cripples, One of Finest, Will Open Tomorrow;” McNorton, “Model School for Crippled Children;” text of bronze plaque in display case, first floor corridor of former School 97, documenting that the new kindergarten was built in 1951.

¹⁷Mary Louise Hart Burton and Sage Holter Jennings, *Your Child or Mine: The Story of the Cerebral-Palsied Child* (New York: Coward-McGann, 1949), pp. 7-8, 25-26, 30-31; McNorton, “Model School for Crippled Children.”

¹⁸“Roberts School for Young Cripples, One of Finest, Will Open Tomorrow.”

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The Roberts School administrators and staff sought out opportunities for improving treatments for their students. In 1943, the Marion County Chapter of the International Foundation for Infantile Paralysis provided funds for the expenses and tuition of Ethel Scofield, the Roberts physio-therapist, to be trained in the new methods of treating children with infantile paralysis pioneered by Sister Elizabeth Kenny. Schofield spent part of the summer of 1943 at the Kenny Clinic, part of the University of Minnesota.¹⁹

The following summer, the Marion County Chapter of the International Foundation for Infantile Paralysis provided a grant to the school for a summer school at which students with infantile paralysis could continue to receive the vital physio-therapy treatments during summer months that they benefited from during the school year.²⁰

The school also cooperated with Cross Roads, a private social agency that worked with physically disabled people to rehabilitate them for vocations. Students that completed Roberts' classes were supported by Cross Roads as they continued into high school or into occupations as adults.²¹

Roberts School 97 continued to be the only school in Indiana providing education to the physically disabled until 1945, when the Harry Mock School was opened in part of an elementary school in Muncie. In 1949, the Indiana General Assembly passed a law prohibiting racial segregation of students in public schools, and in the early 1950s the Indianapolis Public Schools began to admit African American students with physical disabilities to Roberts School.²²

During the 1950s, the Crossroads Rehabilitation Center launched day camps in the summer for students from Roberts, and the enrollees played games, raised flowers, and enjoyed picnics, all under the supervision of non-disabled teenagers and adults. In the early 1960s, the Crossroads Guild for Crossroads Rehabilitation Center sponsored a morning nursery school for physically disabled children between the ages of three and five. The volunteer women in the guild worked with the children to prepare them for entrance in Roberts School.²³

¹⁹“County Paralysis Group Will Send Two Women to Sister Kenny Clinic,” *Indianapolis Star*, June 15, 1943, p. 5, c. 5. Sister Elizabeth Kenny’s approach to treating infantile paralysis is described in her autobiography, *And They Shall Walk: the Life of Sister Elizabeth Kenny* (New York: Dodd, Mead & Company, 1943).

²⁰“Roberts School Will Get \$2,500,” *Indianapolis Star*, June 1, 1944, p. 1, c. 3.

²¹“Former Pupils of Roberts School Honored at Party Tendered by Cross Roads Agency.”

²²Fred Moore Hinshaw, “Muncie School Aids City’s Handicapped Youth,” *Indianapolis News*, November 15, 1947, Part 2, p. 1, c. 1; Emma Lou Thornbrough, *Indiana Blacks in the Twentieth Century* (Bloomington: Indiana University Press, 2001), pp. 145-47. Evidence that Roberts School had opened by the early 1950s to African American children with physical disabilities is found in a 1954 *Indianapolis Star Magazine* article, in which a photo shows both African American and white children with crutches and braces using one of the ramps within School 97. See Joseph K. Shepard, “Your Children Are Safer in School,” *Indianapolis Star Magazine*, May 23, 1954, pp. 8-10.

²³“Volunteer Teen-Agers Aid as Counselors at Crossroads Camp,” *Indianapolis Star*, July 28, 1959, p. 7; Virginia Brazis, “Crossroads Guild Volunteers Perform Vital Service in Nursery,” *Indianapolis Star*, February 23, 1964, Sec. 5, p. 14, c. 1.

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The high point for enrollment in Roberts School was probably in the 1950s, during and immediately after a major polio epidemic in the nation. The advent of the Salk and Sabine polio vaccines dramatically reduced the number of children suffering from polio and schools such as Roberts saw a slow decline in enrollment.²⁴

The Indianapolis Public Schools closed James E. Roberts School as a school for the physically disabled in 1986, and it was converted first to an alternative school for students on the verge of being expelled or dropping out of school and later to the school system's Key school. It closed as the Key School in 1995, and then was converted to a middle school. In 2006 the building was vacated by the school system.²⁵

The history of the former Roberts School 97 exemplifies pioneering efforts in Indianapolis to provide a satisfactory education to physically disabled students so that many could learn the life skills and training to enable them to function as productive adults. The James E. Roberts School in 1925 was the first in the state to offer education and treatment to such students, in part of a conventional elementary school building. In 1936, the Indianapolis Public Schools became the first public school system in the state to construct a school especially designed and equipped to education and treat physically disabled students, a distinction that it carried well into the 1940s and possibly longer. It was a model school of its time and as such illustrates the best practices of medical and educational approaches of the 1930s. As such it qualifies for eligibility to the National Register under Criterion A, in the category of Education.

In addition, as the first public school building in Indiana designed for the education of the physically disabled, Roberts School is of statewide significance. It was inspired by previous schools for the disabled in other states, such as the Michael J. Dowling School in Minneapolis, founded in 1919, and special schools for disabled opened between 1914 and 1924 in Chicago, Detroit, Cleveland, and Jersey City. As already noted, Superintendent E.U. Graff of the Indianapolis Public Schools based the program of the original Roberts School in School 5 in part on a consultation with Julia McGrew of the Dowling School and on visits to other schools for the disabled in Cleveland and St. Louis.²⁶

Social History.

The former James E. Roberts School also illustrates under the category of Social History the positive response of many in American society and specifically in Indianapolis to the plight of physically disabled children in the first third of the 20th century—uneducated, unskilled, often inadequately treated for their disabilities, and all too often hidden away and ignored. In the case

²⁴“The History of Polio: A Hypertext Timeline-1789 to 2000.”

²⁵Barb Alpert, “Alternative School to Give Students a Second Chance,” *Indianapolis Star*, July 25, 1986, p. 22, c. 1; “Closings Catalyze Staff Reassignments,” *Indianapolis Public Schools INFO*, January 9, 1995, p. 1; same issue, “James E. Roberts School 97 to Close,” p. 2, available through the Indianapolis Public Library’s Digital Indy website: <http://www.digitalindy.org/cdm/search/collection/ips/>; “New Use Slated for Former IPS School,” posted January 26, 2017 by Indiana Landmarks, <https://www.indianalandmarks.org/2017/01/new-use-slated-former-ips-roberts-school-97/>, accessed October 31, 2018.

²⁶Mackie, p. 1; “Crippled Children to Go to School.

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of Indianapolis, a philanthropist, service clubs of all kinds, a sorority, veterans' chapter, and several non-profit organizations all responded to the possibilities for educating disabled children.

The James Whitcomb Riley Memorial Association had led the way in the early 1920s when it founded the Riley Hospital for Children. An important part of the new hospital's mission was to care for children stricken with polio and other forms of crippling diseases. The Riley Hospital and the new James Roberts School in School 5 formed a close association, as the hospital treated victims of infantile paralysis, and the school provided classes for physically disabled students.²⁷

The Roberts School itself would not have been established without the financial support of a trust fund left by philanthropist James E. Roberts after his death in 1922 at the Indianapolis Foundation. That fund paid for the training of teachers for the first classes and the substantial \$200 cost per child each year of transportation to and from school and to medical clinics. As the impetus for a separate, fully equipped school grew in the 1930s, a bequest from James Roberts' widow, Henrietta W. Roberts, together with a grant from the federal Public Works Administration and a bond issued by the school system, made possible construction in 1935-36. After announcement of plans to build the school, five men's service clubs contributed funds to equip or furnish parts of the building. The Rotary Club of Indianapolis equipped the medical clinic, the Indianapolis Kiwanis Club donated the furniture and fixtures for the lunch room, the Lions Club paid for furnishing the lounge inside the west entrance, the Gyro Club donated curtains for the auditorium, and the Universal Club gave the school etchings by artist George Mess. A fraternal organization, the Murat Temple, furnished the public reception room at the west entrance, while the Indianapolis Power and Light Company Post 300 of the American Legion paid for equipping the dental clinic on the second floor. A women's sorority, Kappa Kappa Kappa, donated equipment for the all-important occupational therapy room in the school, and the building's architects, McGuire and Shook, underwrote the cost of the hydro-therapy pool. The Indianapolis Foundation provided funds to pay for other needed equipment.²⁸

After the new school opened, a close association formed with the Marion County Chapter of the National Foundation for Infantile Paralysis. The chapter made grants in 1943 to underwrite the travel expenses and tuition for Roberts physio-therapist Ethel Scofield to be trained in the new Kenny Method for treating children with infantile paralysis. The following year, the chapter underwrote a summer school for students with infantile paralysis, so the children could receive crucial physio-therapy in the summer as well as during the school year. In 1946, the chapter donated a station wagon especially equipped for wheelchairs to the school, to help with transporting the students.²⁹

²⁷"Lame May Get Better School," *Indianapolis Star*, July 10, 1935, p. 1, c. 7.

²⁸"Crippled Children to Go to School," *Indianapolis Star*, June 11, 1925, p. 1, c. 6; "School's Site on East Side," *Indianapolis Star*, September 29, 1935, p. 14, c. 2; "Roberts School Opening Set Early in October," September 23, 1936, p. 6, c. 3; "Roberts School for Young Cripples, One of Finest, Will Open Tomorrow," *Indianapolis Star* October 11, 1936, p. 6, c. 2; "2,000 Attend School Rite," *Indianapolis Star*, November 13, 1936, p. 14, c. 2.

²⁹"County Paralysis Group Will Send Two Women to Sister Kenny Clinic," *Indianapolis Star*, June 15, 1943, p. 5, c. 5; "Roberts School Will Get \$2,500," *Indianapolis Star*, June 1, 1944, p. 1, c. 3; "300 Crippled Pupils to Get Station Wagon," *Indianapolis Star*, October 18, 1946, p. 15, c. 3.

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The association with non-profits and volunteers grew stronger during the 1950s and 1960s, as the Crossroads Rehabilitation Center provided summer camps for Roberts students and Crossroads Guild volunteers organized special nursery schools to prepare children ages three through five for entrance to Roberts School.

The close inter-weaving of the school and philanthropic donors, community organizations, and non-profit organizations exemplifies efforts to promote the welfare of society under the Register category of Social History and is thus also eligible under Criterion A.

Architecture.

William C. McGuire (1888-1960) and Wilbur B. Shook (1889-1961) created an enduring partnership in 1916 that lasted over 43 years until McGuire's death. Their firm enjoyed a very successful practice that produced a flood of commercial, institutional, school, church, and residential designs through each decade of existence. McGuire was born in Rushville and attended Purdue University. It is not known whether he studied architecture or what experience as an architect he had accrued when he met Wilbur Shook and the two began their partnership. McGuire served as a lieutenant in the Army's 472d Aero Squadron in France during World War I.³⁰

Wilbur Shook compiled a much more detailed resume of education and experience as an architect before joining McGuire in business. He was born in Versailles, Indiana and studied architecture and possibly engineering at Rose Polytechnic Institute in Terre Haute, graduating in 1911 with a Bachelor's degree in architecture. After graduation, Shook moved to Indianapolis and entered the office of Herbert W. Foltz as a draftsman. While in Foltz' employ, Shook worked with him on a master plan for the Rose Polytechnic campus and contributed to the design of the administration and classroom buildings. Probably at about the same time, Shook studied art at the John Herron Art Institute of Indianapolis, developing his abilities as an artist and renderer. In 1913-14, Shook moved to Lafayette, where he served as chief draftsman for his contemporary Charles W. Nicol. The two men in one year executed forty-five commissions, including designs for residential bungalows, large residences, bank buildings, schools, commercial buildings, and agricultural buildings.³¹

Shook was a seasoned designer with an architecture degree when he joined McGuire in practice. It is possible that he served as the design partner during the early years of the firm, and McGuire handled the business end of the practice. During the 1920s and 1930s, the firm won commissions that included a range of schools in Indianapolis and Marion County and in small

³⁰“W.C. McGuire, Architect, Dies,” *Indianapolis Star*, January 25, 1960, p. 1, c. 1; “William C. McGuire, Architect,” Citizens Historical Association, Indianapolis, February 13, 1943 (copy in “McGuire, J-McGuire, Z” clipping file, Biography section, Indiana State Library Indiana clipping files).

³¹“Wilbur B. Shook Dies; Architect Firm's Founder,” *Indianapolis Star*, January 18, 1961, p. 1, c. 1; “Wilbur B. Shook, '11,” *Rose Polytechnic Institute Bulletin*, Vol. 46 (February, 1961), p. 14; “Dedication—Wilbur B. Shook Memorial Field House,” *Rose Polytechnic Institute Bulletin*, Vol. 46 (November, 1961), p. 4; “Mr. Charles W. Nicol,” *The Ohio Architect, Engineer and Builder* (January, 1914), pp. 16-46.

James E. Roberts School 97

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towns around the state. Among the schools they designed were Broad Ripple (later Frances Willard) School 80, Christian Park School 82, James E. Roberts School 97, and Howe High School, all in Indianapolis; William Milton Newby Memorial School in Mooresville; Pike Township School near New Augusta in Marion County; Franklin Township Grade School in Hopewell, Indiana; Washington Junior High School in Kokomo; Central School in Cambridge City; Aurora Indiana High School; and the Wayne Township School in Ben Davis, in Marion County. In those years, they also designed the School of Education building at Indiana University, Bloomington. Schools designed by the firm during the 1920s featured Georgian Revival and an abstracted Collegiate Gothic based on Eliel Saarinen's proposal for the Chicago Tribune competition of the early 1920s. Schools designed in the 1930s drew chiefly from the Art Moderne.³²

Their most ambitious project of the 1930s was the design of seven buildings at the new State Muscatatuck Colony complex for the care, treatment, and education of developmentally disabled young adult men over the age of 16. The firm designed the administration building, attendants' dormitory, the infirmary, the school and recreation building, the hospital, the patients' dormitory, and the dormitory and treatment unit for semi-ambulant patients. The buildings reflected Art Moderne massing and shapes and Art Deco detailing.³³

During the 1920s and 1930s, the firm also designed girls' and boys' dormitories at the Indiana Soldiers' and Sailors' Children's Home in Knightstown, several small banks, an office building in Evansville, a state police post in Putnamville, the Tyson Temple Methodist Episcopal Church in Versailles, several fraternity houses in Bloomington, the Municipal Airport of Indianapolis, several cottages for patients at Central State Hospital in Indianapolis, two public libraries, and several private residences in Indianapolis. The styles of these buildings ranged from historical modes, such as Georgian Revival and Collegiate Gothic, to American Four Square and Art Moderne.³⁴

Undoubtedly, McGuire and Shook's extensive experience with school design and design of buildings for patients at state institutions were key factors in their selection to design Roberts School. Three buildings that they had recently designed or were engaged in designing during the 1930s had similar elements in massing, shape, materials, colors, and detailing to the design the architects produced for School 97. The Pike Township School near New Augusta featured a combination of light colored and dark brick for its exterior, with the dark brick used to create

³²In 1941, the periodical *Architecture and Design* devoted its entire issue to the work of McGuire and Shook. The extensive listing with photos included 45 commissions carried out between 1916 and 1941. See *Architecture and Design*, Vol. V, No. 1 (January, 1941).

³³Ibid. The colony had been established in 1920 by the State of Indiana as the Indiana Farm Colony for Feeble-Minded in Butlerville, Jennings County. Originally the institution functioned as a work farm for developmentally disabled young adult men, who resided on site. The colony expanded considerably in the 1930s with the buildings designed by McGuire and Shook. It was different in focus from Roberts School, in that the colony housed only developmentally disabled young men and only those over the age of 16. In addition, the colony was operated by the State and had a statewide scope. Further, the residents worked on the farm. See "History, Muscatatuck State Developmental Center," on website

https://www.asylumprojects.org/index.php/Muscatatuck_State_Developmental_Center

³⁴Ibid.

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contrasting accents for the dominant light color. The state police post at Putnamville involved a major rectangular pavilion with adjacent sections with curvilinear lines, using light colored brick. At Butler University, the Alpha Chi Omega fraternity also featured a combination of rectilinear and curved pavilions with a light-colored brick veneer.

It is reasonable to assume that Wilbur Shook designed the Roberts School. He told others that he was especially proud of his design for School 97. In it he created an outstanding example of the Art Moderne for Indianapolis. The varied silhouette of major and minor pavilions, varied setbacks, rectilinear shapes contrasted with curvilinear lines, and the use of reddish-brown brick to create visual accents contrasting with the dominant buff-colored brick—all of these elements created an arresting and interesting composition. Also of high quality are the Art Deco sculptural details in lintels and tablets along the façade. The rich foliated sculptures with sun flowers contrast with the austerity of the rest of the façade. Inside, Shook pioneered in Indiana with his system of ramps and a self-operating elevator, making the whole building accessible to its disabled users. The lay out of the therapy rooms on the second floor called for careful study of the latest designs for treating the physically disabled, and those features are significant in the history of design for the disabled in the state.

Artistically, Shook's modification of conventional Classical pilasters in the auditorium, retaining only the fluted shafts, without capitals, is unusual, as is the bas relief waved pattern along the cornices of that room.

The design of the James E. Roberts School 97 is an outstanding example of the work of noted Indianapolis architects McGuire and Shook, of their skilled use of the Art Moderne style, and of a pioneering design that created a building completely accessible to the physically disabled. On all three counts, it is significant and meets Criterion C of the National Register criteria.

Multiple Property Documentation Registration Requirements.

There is a multiple property documentation form that is relevant for the nomination of Roberts School: the 1995 "Public School Buildings in Indianapolis Built Before 1940" documentation form.

The registration requirements set forth in the 1995 form state that 20th century school buildings nominated for architectural reasons

“must be outstanding representations of a style and/or the work of a notable architect. Additions must be kept to a minimum and not detract from the original portion of the school. The majority of original openings must be maintained along with ornamentation and decorative detailing characteristic of the period.”

The 1995 documentation form also states that for properties determined significant for their contributions to educational trends, elements associated with the trend must be maintained.

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“For example, a school constructed for handicapped children must retain specific elements such as ramps and physical therapy rooms regardless of whether or not these serve their original purpose.”

The Roberts School, as discussed above is an outstanding example of the Art Moderne style and the work of a notable architectural firm, McGuire and Shook. Its recent rehabilitation was a historic rehabilitation tax credit project and has been approved by the National Park Service as meeting the Secretary’s Standards for Rehabilitation. All the character-defining elements on the exterior and interior have been retained and conserved. Thus, the registration requirements for integrity have been met.

Developmental History/Additional historic context information

The Indianapolis Public School system dates to the opening of the first free public school of the city in 1853. During the late 19th century and early 20th century, the elected board of school commissioners established and built a system of elementary schools in all of the neighborhoods of Indianapolis and several high schools. By the mid-1930s, there were over 95 elementary schools in the city and four high schools.³⁵

Arsenal Technical High School was established on the near east side of the city in 1912 as a combined vocational and academic subject school. The 75-acre tract—bounded on the south by Michigan Street, on the west by Oriental Street, on the north by 10th, and on the east by the west border of Woodruff Place—contained buildings constructed by the United States War Department when the property served as the United States Arsenal from 1863 to 1903. These were soon supplemented by conventional academic and vocational buildings for the high school. In 1923-24, the Indianapolis Public Schools dedicated a parcel from the Tech property on 10th Street, near the northeast corner of the campus, as the site for the new Theodore Potter Fresh Air School. In 1935, after considering a site for the new Roberts School near the City Hospital on West 10th Street, the school board decided to locate it also on Tech property—the southeast corner of 10th and Oriental Streets.³⁶

After the Roberts School was closed in 2006, Indiana Landmarks pursued a sustained campaign of advocacy for its preservation. Finally, in 2017-18 Core Redevelopment (School 97 Renaissance, LLC), a developer specializing in the rehabilitation of historic buildings for housing, obtained a long-term, 99-year lease for the property on which the school building stands and adaptively used it for market-rate apartments.³⁷

³⁵Deborah B. Markisohn, “Indianapolis Public Schools,” *Encyclopedia of Indianapolis* (Indianapolis: Indiana University Press, 1994), p. 804.

³⁶National Register nomination form for U.S. Arsenal/Arsenal Technical High School, January, 1976, Section 8, p. 1.

³⁷“New Use Slated for Former IPS School,” posted January 26, 2017 by Indiana Landmarks, <https://www.indianalandmarks.org/2017/01/new-use-slated-former-ips-roberts-school-97/>, accessed October 31, 2018.

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"Wilbur B. Shook Dies; Architect Firm's Founder," *Indianapolis Star*, January 18, 1961, p. 1, c. 1.

"Wilbur B. Shook, '11," *Rose Polytechnic Institute Bulletin*, Vol. 46 (February, 1961), p. 14.

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
 previously listed in the National Register (possibly contributing resource in 1976 U.S. Arsenal/Arsenal Technical High School National Register district).
 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: Indiana Division, Indiana State Library, William Henry Smith Library, Indiana Historical Society

Historic Resources Survey Number (if assigned): 098-296-1220

James E. Roberts School 97
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10. Geographical Data

Acreeage of Property approximately 2.27 acres

Use the UTM system

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|-------------|-----------------|-------------------|
| 1. Zone: 16 | Easting: 574112 | Northing: 4403792 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

Please note: the fences mentioned in the following legal description of the boundary are not included in the boundary.

Part of the east half of the northwest quarter of Section 6, Township 15 North, Range 4 east of the second principal meridian, Marion County, Indiana, more particularly described as follows:

Commencing at the northwest corner of the east half of the northwest quarter of said Section 6; thence along the north line of said northwest quarter south 89 degrees 54 minutes 17 seconds east (assumed bearing) 30.00 feet; thence parallel with the west line of said east half south 00 degrees 07 minutes 42 seconds west 25.00 feet to a chiseled "X" at the point of beginning; thence parallel with said north line south 89 degrees 54 minutes 17 seconds east 387.58 feet to a chiseled "X"; thence south 00 degrees 07 minutes 40 seconds west 149.43 feet to a chain link fence corner; thence along a chain link fence the following three (3) calls: 1) south 33 degrees 24 minutes 57 seconds west 142.66 feet; 2) south 89 degrees 53 minutes 08 seconds west 195.77 feet; 3) north 09 degrees 29 minutes 38 seconds west 10.70 feet to a wrought iron fence; thence along said wrought iron fence south 71 degrees 58 minutes 48 seconds west 13.58 feet; thence continuing along said wrought iron fence north 89 degrees 57 minutes 43 seconds west 98.82 feet to a point on a stone pillar being 30.00 feet east of the

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west line of said east half as measured perpendicular thereto; thence parallel with said west line north 00 degrees 07 minutes 40 seconds east 263.12 feet to the point of beginning, containing 2.27 acres, more or less.

Boundary Justification (Explain why the boundaries were selected.)

The parcel on which the former School 97 building sits has been leased by the Indianapolis Public Schools to School 97 Renaissance for a long-term, 99-year lease, which constitutes an ownership interest in terms of the federal historic rehabilitation tax credit program.

11. Form Prepared By

name/title: James A. Glass
organization: Historic Preservation & Heritage Consulting LLC
street & number: 730 N. Bancroft Street
city or town: Indianapolis state: Indiana zip code: 46201
e-mail jglass@hphconsulting.com
telephone: (317) 385-9115
date: December 20, 2018

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.)

James E. Roberts School 97
Name of Property

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Photographs

Submit clear and descriptive photographs. The size of each image must be 3000x2000 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: James E. Roberts School 97

City or Vicinity: Indianapolis

County: Marion

State: Indiana

Photographers: James A. Glass and Amy Kotzbauer

Dates Photographed: Photos 0001 through 00013 taken by James Glass photos on September 11, 2018. Photos 00014-00019 and 00021 to 00026 taken by James Glass October 9, 2018. Photos 00020 and 00027-00030 taken by Amy Kotzbauer June 28, 2018.

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

1 of 30: September 11, 2018—Oblique view of north and part of west elevations (Photographer facing southeast)

2 of 30: September 11, 2018—Detail of one-story pavilion with curved corner on north elevation (Photographer facing southeast)

3 of 30: September 11, 2018—Detail of Art Deco sculpted panel over western north entrance, north elevation (Photographer facing south)

4 of 30: September 11, 2018—Detail of Art Deco sculpted panel over rounded windows immediately east of western north entrance, north elevation (Photographer facing southeast)

5 of 30: September 11, 2018—Detail of Art Deco sculpted lintels over windows in two-story pavilion immediately east of western north entrance, north elevation (Photographer facing southeast)

6 of 30: September 11, 2018—Eastern north entrance, showing surround and Art Deco sculpted panel overhead in north elevation (Photographer facing south)

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7 of 30: September 11, 2018—Oblique view of west and part of south elevations
(Photographer facing northeast)

8 of 30: September 11, 2018—South elevation of southwest wing, showing stage pavilion
and sun deck overhead (Photographer facing north)

9 of 30: September 11, 2018—Oblique view of part of south elevation of southwest wing
and most of the main south elevation of the school, plus west and part of south elevations of
former kindergarten addition (Photographer facing northeast)

10 of 30: September 11, 2018—South elevation of former kindergarten additions
(Photographer facing north)

11 of 30: September 11, 2018—Oblique view of part of the south elevations of the former
kindergarten additions, the main south elevation of the classroom pavilion, and the east
elevation of the southwest wing (Photographer facing northwest)

12 of 30: September 11, 2018—Oblique view of north and east elevations (Photographer
facing southwest)

13 of 30: September 11, 2018—View of east and north lawns and trees (Photographer facing
northwest)

14 of 30: October 9, 2018—Looking east along the north side of the east-west first floor
corridor from just east of the west vestibule (Photographer facing northeast)

15 of 30: October 9, 2018—Looking west along the center of the east-west first floor
corridor from just east of the termination of the ramp running along the south side of the
corridor (Photographer facing west)

16 of 30: October 9, 2018—West and north walls of former auditorium, including stage
(Photographer facing southeast)

17 of 30: October 9, 2018—Detail of fluted pilaster and waved plaster cornice along east
wall of former auditorium (Photographer facing east)

18 of 30: October 9, 2018—Blackboard and wardrobe conserved along north wall of former
classroom in southwest corner of classroom pavilion, first floor (now Unit 115)
(Photographer facing northwest)

19 of 30: October 9, 2018—View of wooden cabinets and west wall of former lunch room
(now Unit 125) (Photographer facing west)

20 of 30: June 28, 2018—View of rounded windows and wooden window seat from former
primary room (now part of Unit 120) (Photographer facing west/northwest)

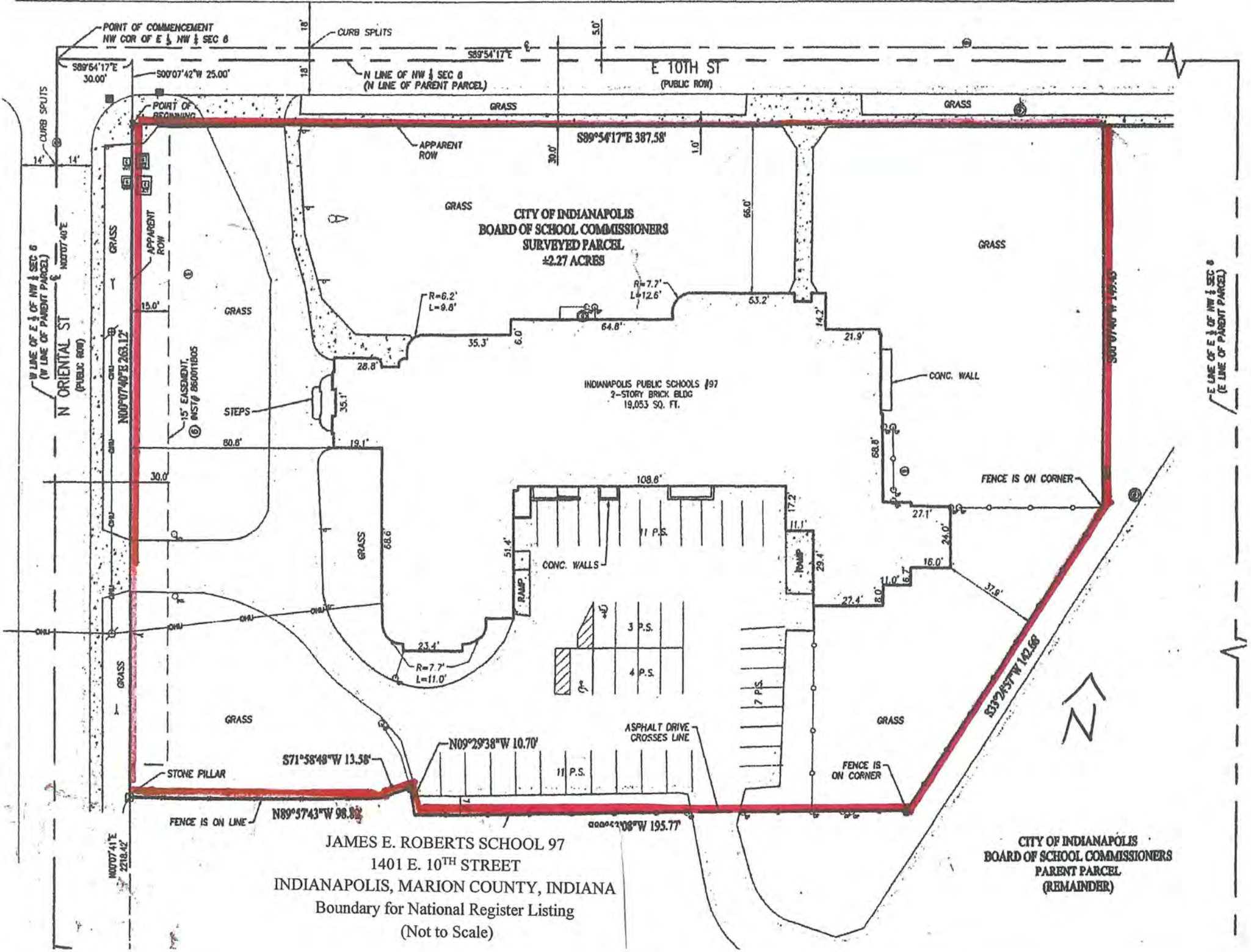
James E. Roberts School 97
Name of Property

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- 21 of 30: October 9, 2018—View of north-south corridor at east end of first floor, looking north with flight of stairs to second floor on left (Photographer facing north)
- 22 of 30: October 9, 2018—Looking south along north-south ramp hall on first floor; second ramp to second floor on left (Photographer facing south)
- 23 of 30: October 9, 2018—Looking down the third ramp to the second floor from its west end on the second floor (Photographer facing south)
- 24 of 30: October 9, 2018—Looking down the east-west corridor on the second floor from just west of the western stairway to the first floor (Photographer facing east)
- 25 of 30: October 9, 2018—View of exit from second floor to east sun deck (Photographer facing southwest)
- 26 of 30: October 9, 2018—Looking toward north windows in part of former Industrial Arts Room and part of former Occupational Therapy Room (now Unit 218) (Photographer facing north)
- 27 of 30: June 28, 2018—Looking toward former staff office in the former rhythm room, southwest wing, second floor (now part of Unit 206) (Photographer facing northeast)
- 28 of 30: June 28, 2018—Looking north toward the north wall of the former physio-therapy room, southwest wing, second floor (now part of Unit 204) (Photographer facing north)
- 29 of 30: June 28, 2018—Detail of ceramic tile lining outside of former hydro-therapy pool and plaque denoting contribution of pool by architects McGuire and Shook Looking north toward the north wall of the former physio-therapy room, southwest wing, second floor (now part of Unit 204) (Photographer facing east)
- 30 of 30: June 28, 2018—West and north glass block walls of former water tank room, southwest wing, second floor (now part of Unit 204) (Photographer facing northwest)

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.



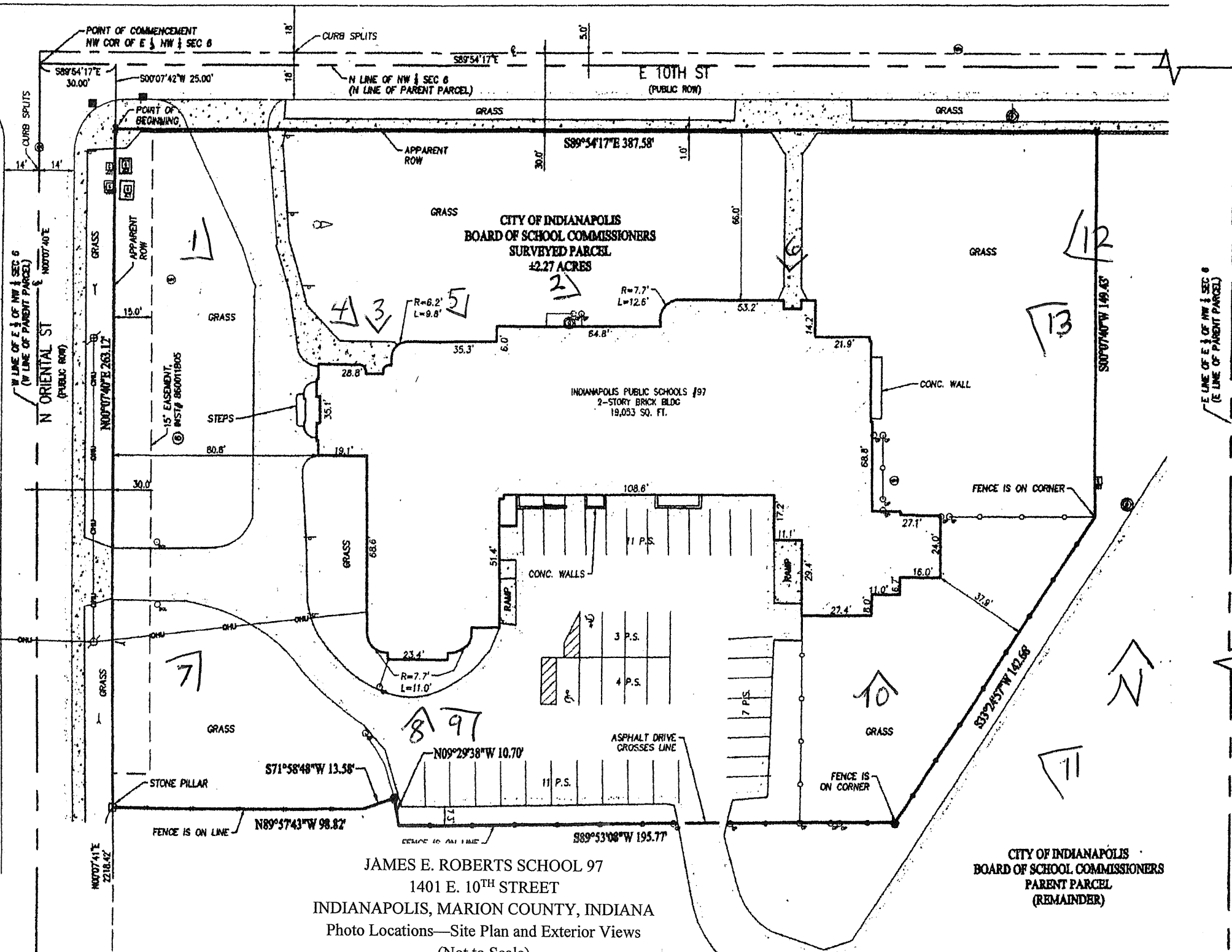
CITY OF INDIANAPOLIS
 BOARD OF SCHOOL COMMISSIONERS
 SURVEYED PARCEL
 #2.27 ACRES

INDIANAPOLIS PUBLIC SCHOOLS #97
 2-STORY BRICK BLDG
 19,053 SQ. FT.

JAMES E. ROBERTS SCHOOL 97
 1401 E. 10TH STREET
 INDIANAPOLIS, MARION COUNTY, INDIANA
 Boundary for National Register Listing
 (Not to Scale)

CITY OF INDIANAPOLIS
 BOARD OF SCHOOL COMMISSIONERS
 PARENT PARCEL
 (REMAINDER)

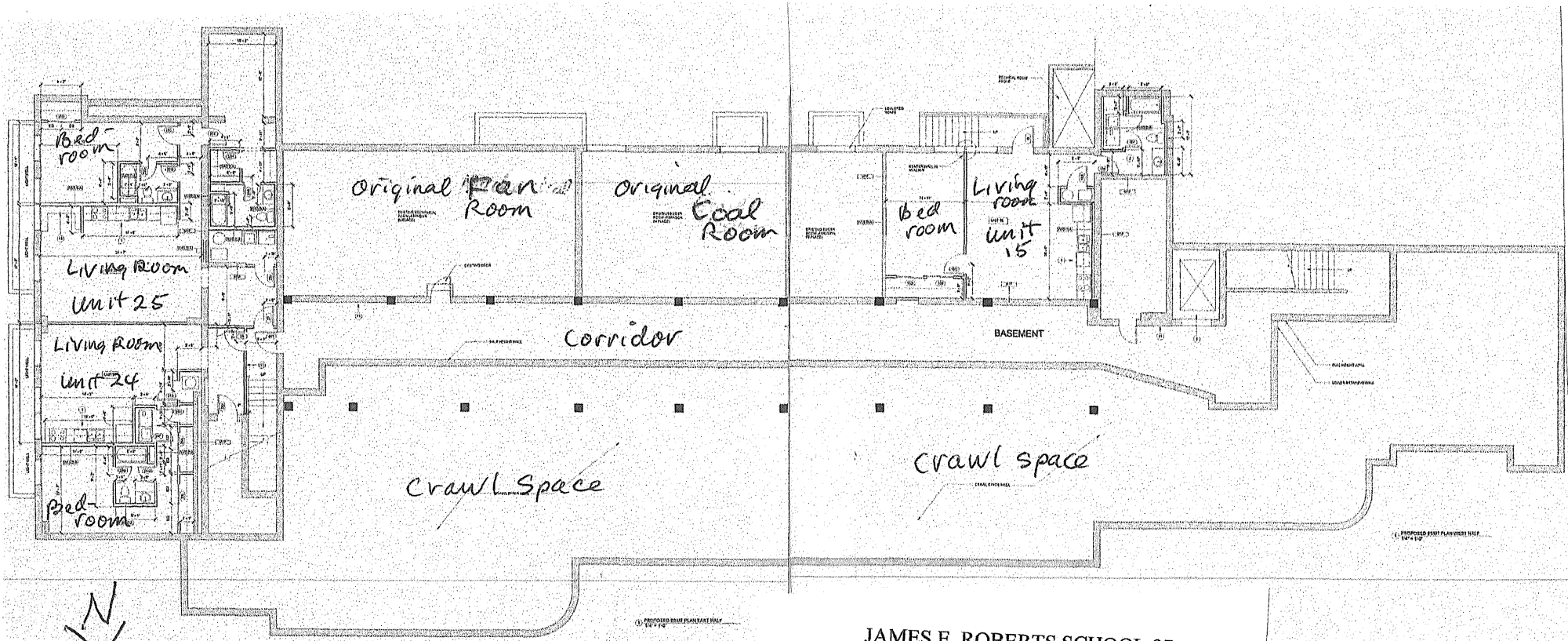




JAMES E. ROBERTS SCHOOL 97
 1401 E. 10TH STREET
 INDIANAPOLIS, MARION COUNTY, INDIANA

Photo Locations—Site Plan and Exterior Views
 (Not to Scale)

CITY OF INDIANAPOLIS
 BOARD OF SCHOOL COMMISSIONERS
 PARENT PARCEL
 (REMAINDER)

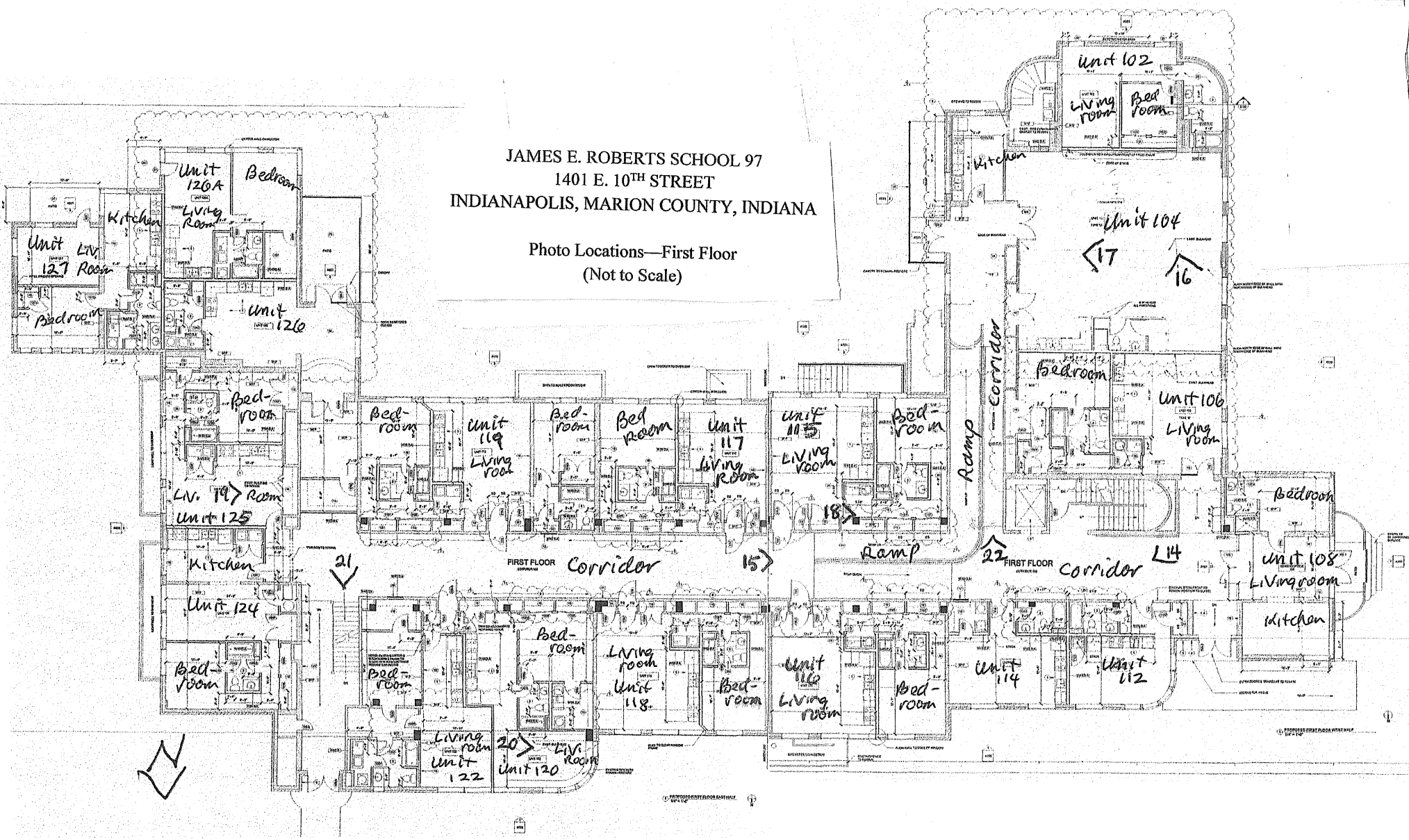


JAMES E. ROBERTS SCHOOL 97
 1401 E. 10TH STREET
 INDIANAPOLIS, MARION COUNTY, INDIANA

Basement Plan
 (Not to Scale)

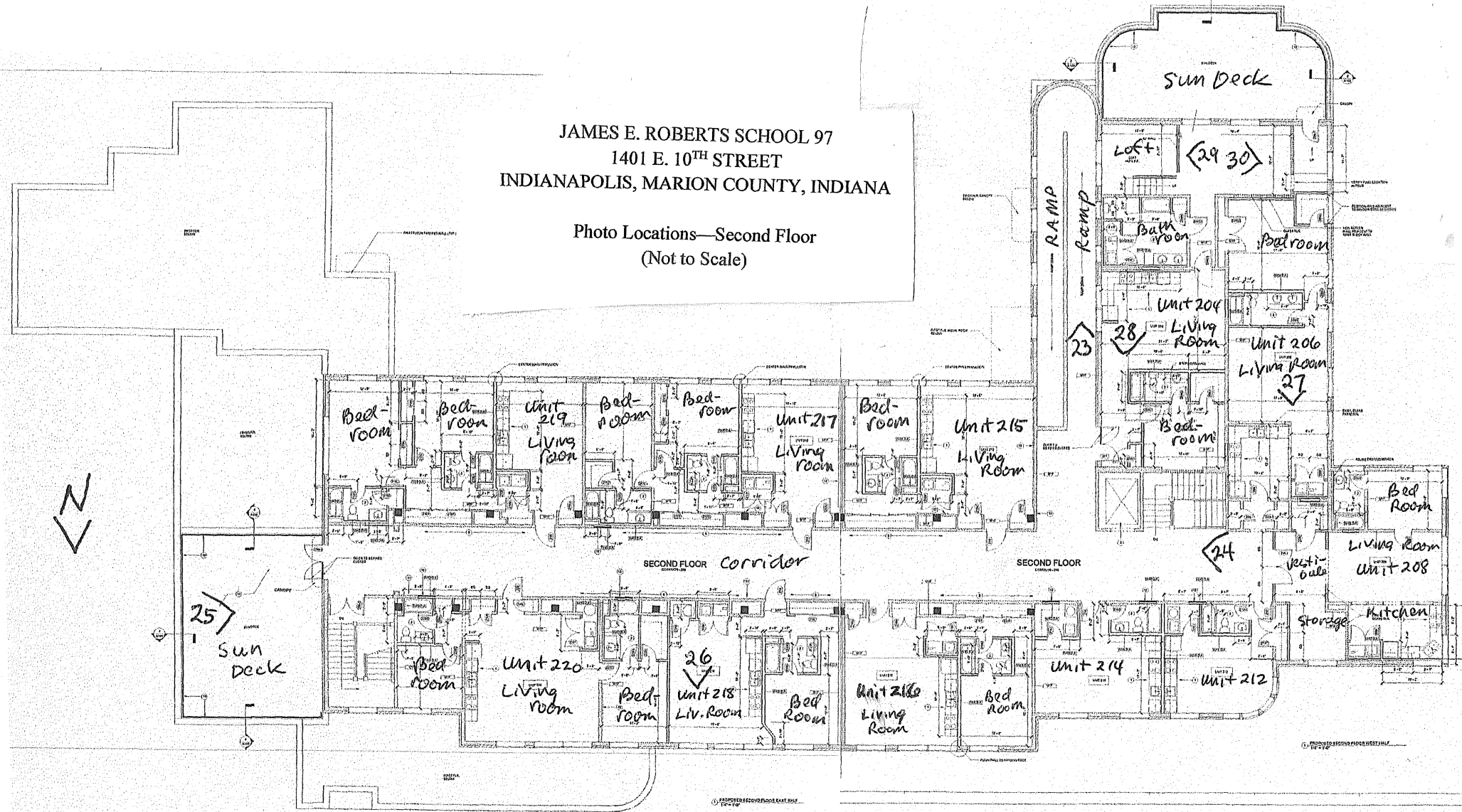
JAMES E. ROBERTS SCHOOL 97
1401 E. 10TH STREET
INDIANAPOLIS, MARION COUNTY, INDIANA

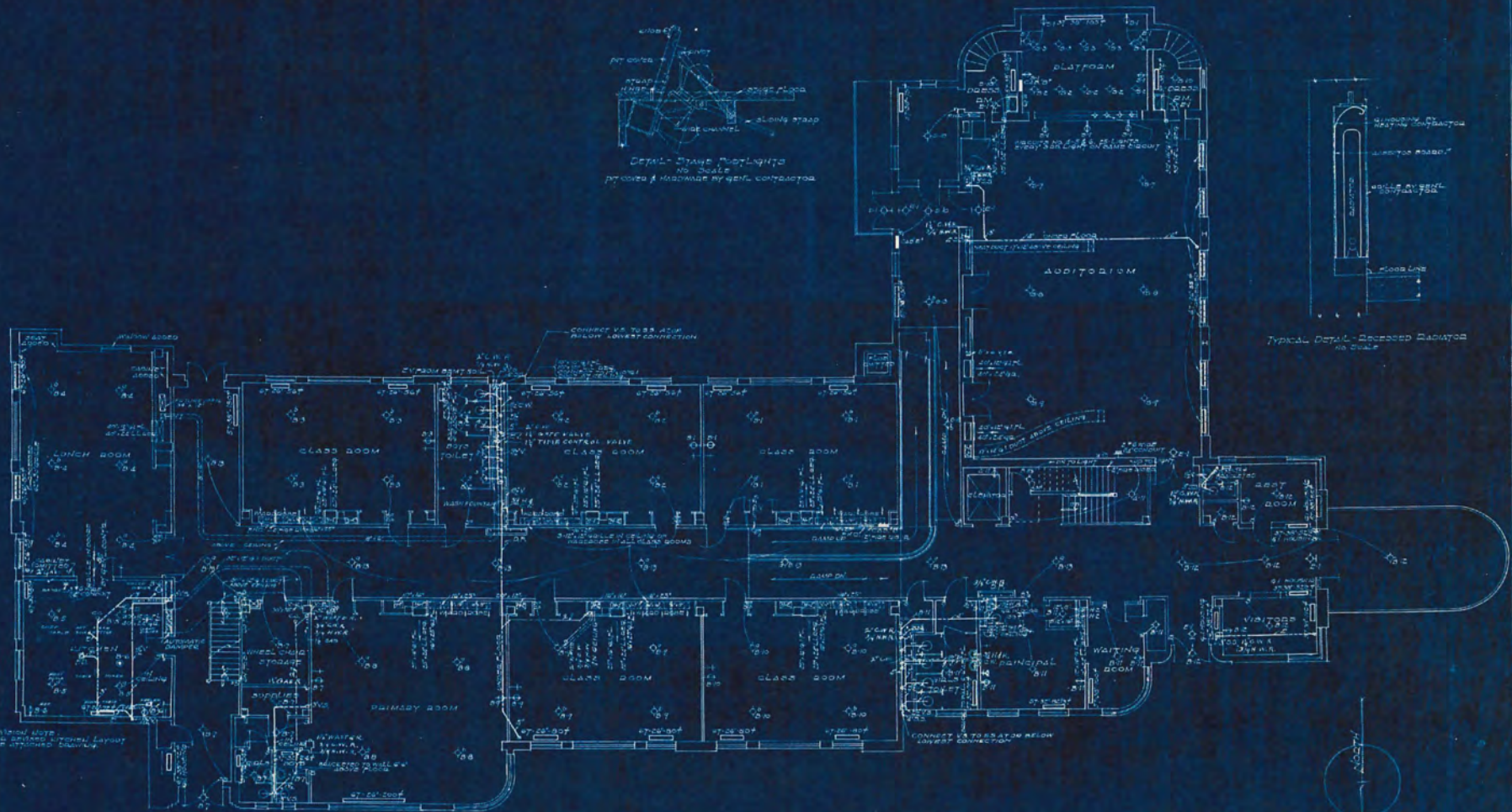
Photo Locations—First Floor
(Not to Scale)



JAMES E. ROBERTS SCHOOL 97
1401 E. 10TH STREET
INDIANAPOLIS, MARION COUNTY, INDIANA

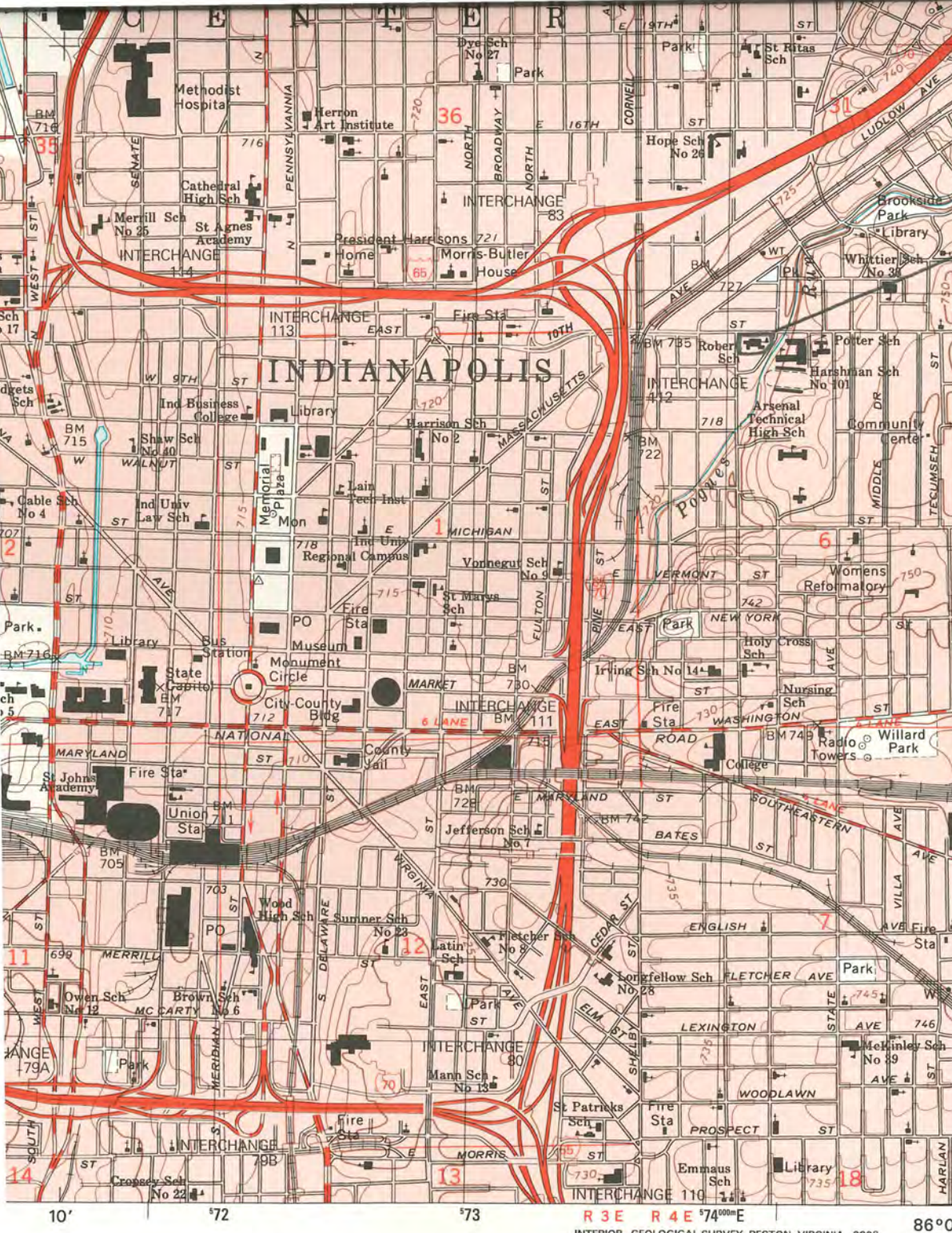
Photo Locations—Second Floor
(Not to Scale)





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

DATE 12-27-28	PROJECT JAMES E. ROSEBERY SCHOOL INDIANAPOLIS, INDIANA	DATE OF PRINT DEC. 18, 1928
	DESIGNED BY HEATING, VENTILATING, PLUMBING & ELECTRICAL	SCALE OF PRINT AS SHOWN
	DRAWN BY FIRST FLOOR PLAN	DATE OF PRINT AS SHOWN
	CHECKED BY JAMES E. ROSEBERY SCHOOL INDIANAPOLIS, INDIANA	SCALE OF PRINT AS SHOWN
SHEET NO. 3-4	TOTAL NO. SHEETS 10	DATE OF PRINT AS SHOWN



James E.
Roberts School
97
Indianapolis
Marion County
Indiana
NAD 83 UTM
ZONE 16
574112
4403792



QUADRANGLE LOCATION

ROAD CLASSIFICATION

Primary highway hard surface	Light-duty road, hard or improved surface
Secondary highway hard surface	Unimproved road

Interstate Route
 U.S. Route
 State Route

1	2	3	1 Zionsville
			2 Carmel
			3 Fishers
4		5	4 Clermont
			5 Indianapolis East
			6 Bridgeport
			7 Maywood
6	7	8	8 Beech Grove

ADJOINING 7.5' QUADRANGLES

INDIANAPOLIS WEST, IN

1998

NIMA 3763 I SW-SERIES V851



9 780607 1949377













1936

















PRINCIPAL
SECRETARY

OFFICE

EXIT





EXIT

















EXIT

2



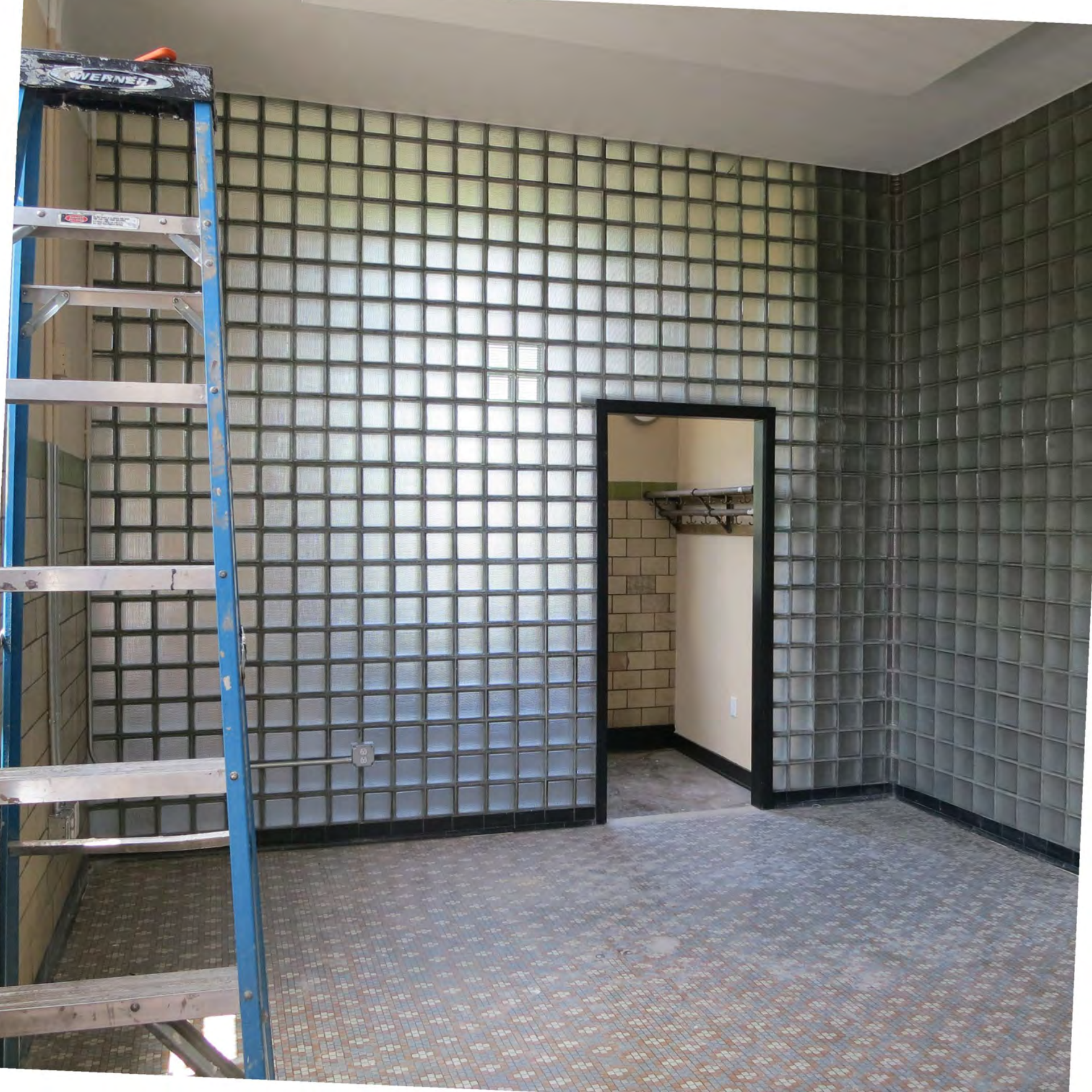








HYDROTHERAPY TANK
THE GIFT OF
WILLIAM C. MCGUIRE
WILBUR B. SHOOK



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 1/21/2021 Date of Pending List: 2/3/2021 Date of 16th Day: 2/18/2021 Date of 45th Day: 3/8/2021 Date of Weekly List: 3/5/2021

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 3/3/2021 Date

Abstract/Summary Comments:

Recommendation/ Criteria:

Reviewer Jim Gabbert Discipline Historian

Telephone (202)354-2275 Date _____

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

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

January 21, 2021

Ms. Joy Beasley
Keeper of the National Register
National Register of Historic Places
Mail Stop 7228
1849 C St, NW
Washington, D.C. 20240

Re: James E. Roberts School 97, Marion County, Indiana

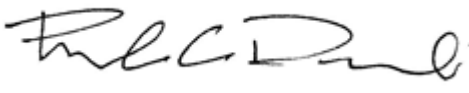
Dear Ms. Beasley,

Enclosed is a National Register of Historic Places nomination for the James E. Roberts School 97, Marion County, Indiana. The Indiana Historic Preservation Review Board reviewed the application and voted to recommend its approval to the National Register of Historic Places. We are forwarding the nomination for your consideration and action.

The attached PDF contains the true and correct copy of the nomination for the James E. Roberts School 97, Marion County, Indiana.

Please address any questions you or your staff may have about this nomination to our National Register staff members, Paul Diebold or Holly Tate.

Sincerely,



Paul C. Diebold
Assistant Director of Preservation Services

PCD:pcd

enclosure: nomination package