

1017

United States Department of the Interior  
National Park Service

National Register of Historic Places  
Registration Form

AUG - 3 2005

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an 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. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Jerman School

other names/site number \_\_\_\_\_ 031-252-24021

2. Location

street & number 316 West Walnut Street N/A  not for publication

city or town Greensburg N/A  vicinity

state Indiana code IN county Decatur code 031 zip code 47240

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this  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 36CFR Part 60. In my opinion, the property  meets  does not meet the National Register criteria. I recommend that this property be considered significant  nationally  statewide  locally. (  See continuation sheet for additional comments.)

[Signature]  
Signature of certifying official/Title  
Indiana Department of Natural Resources

7-27-05  
Date

State or Federal agency and bureau

In my opinion, the property  meets  does not meet the National Register criteria. (  See continuation sheet for additional comments.)

\_\_\_\_\_  
Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

entered in the National Register.  
 See continuation sheet.

determined eligible for the National Register  
 See continuation sheet.

determined not eligible for the National Register

removed from the National Register

other, (explain:)

[Signature]  
Signature of the Keeper

Date of Action

Edson H. Beall 9.15.05

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

**Category of Property**

(Check only one box)

- building
- district
- site
- structure
- object
- landscape

**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	Total

**Name of related multiple property listing**

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

Indiana's Public Common & High Schools

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

0

**6. Function or Use**

**Historic Functions**

(Enter categories from instructions)

EDUCATION: School

**Current Functions**

(Enter categories from instructions)

DOMESTIC: Multiple Dwelling

**7. Description**

**Architectural Classification**

(Enter categories from instructions)

19th & 20th c. REVIVALS: Tudor Revival

**Materials**

(Enter categories from instructions)

foundation CONCRETE

walls BRICK

STONE: Limestone

roof SYNTHETICS: Rubber

other \_\_\_\_\_

**Narrative Description**

(Describe the historic and current condition of the property on one or more continuation sheets.)

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.)

Property is:

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

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

EDUCATION

Period of Significance

1914 - 1955

Significant Dates

N/A

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Foltz, Herbert

Pulse and Porter

9. Major Bibliographic References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

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

Primary location of additional data:

- X State Historic Preservation Office
Other State agency
Federal agency
Local government
University
Other

Name of repository:

10. Geographical Data

Acreage of Property 2 acres

UTM References (Place additional UTM references on a continuation sheet.)

1	16	630400	4355650
	Zone	Easting	Northing
2			

3			
	Zone	Easting	Northing
4			

See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Randy Maxwell / Frank Hurdis / Paul Diebold

organization John L. Maxwell, Inc date 04-22-2004

street & number 440 Nowlin Avenue telephone 812/ 537-2200

city or town Greendale state IN zip code 47025

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

- A USGS map (7.5 or 15 minute series) indicating the property's location.
- A Sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of SHPO or FPO.)

name Jerman Housing, LP

street & number 440 Nowlin Avenue telephone 812/ 537-2200

city or town Greendale state IN zip code 47025

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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 7 Page 1

Jerman School, Decatur County, IN

---

Exterior

The Jerman School anchors the 2.0 acre property in the 300 block of West Walnut Street in Greensburg, Indiana. The building is comprised of two full stories set on a raised foundation. It occupies the eastern half of the block bordered by Sheridan Street on the north, Monfort Street on the east, Walnut Street on the south and Ireland Street on the west. The main entrance faces Walnut Street. The distance from the public sidewalk to the entrance steps is approximately fifty feet and is flanked by an expansive lawn. Shrubbery accents the entrance and the two ends of the front façade (photo 1). Two distinct entrances on the east and west elevations of the building enhance the school's formal design. The west elevation faces accessory parking while the east elevation opens up to a lawn area. A gymnasium and library/auditorium project from the center of the building on the north side as does the elevator tower constructed in 1985 to serve handicap students. The rear entrance canopy extends in front of the tower and provides access to the connector between the original school and recent addition. The roof is covered in rubber membrane material ("Duro Last" brand). In 2003, John Maxwell, Inc., working for Jerman Housing, LP, designed and implemented a certified rehabilitation of the school, including a small addition. The school now serves as elderly housing.

The school is constructed of masonry accented by limestone detailing. The building is supported by an internal steel skeleton. Utility-size brick is used for the seven foot high raised basement section while standard brick, laid in both common bond and in decorative patterns, is used above. The raised basement, resting on a limestone sill, is divided into four broad horizontal bands by recessed courses. An 8" limestone water-table molding separates the basement from the wall above. A simpler limestone band wraps the later additions at the same height and helps to tie them to the original construction visually.

The Walnut Street façade is divided into five sections comprised of two projecting end bays, two classroom wings, and the central entrance bay. The end bays (photo 5) are distinguished by panels of diaper pattern brickwork in frames of soldier coursed, raised header-edged brick anchored by limestone corner accents. Subtle changes in the brick coloration enhance the diaper work pattern. The classroom wings on either side of the entrance are characterized by grouped window units. Almost all original sash in the oldest section of the school has been replaced by aluminum units, however opening sizes have remained the same. Windows are grouped into two sets of four windows that align vertically on each floor. The first floor windows are framed by limestone string moldings above and below. Second floor windows have a limestone string molding at the sill and limestone hood moldings above. The entrance bay (photo 2) is defined by a pair of wall buttresses distinguished by the limestone water-table and string moldings already mentioned and by decorative brickwork with limestone accents. The bay is divided into thirds by two slender piers that rise through the third story. The original entry doors have been replaced by modern, metal doors and frames. The transom immediately above the doors contains a large, single light, however, the sidelights and sidelight transom sections appear to have retained their original multi-pane treatment. The entry is approached by a short flight of stairs and the entire entrance is set under a shallow Tudor-like limestone arch. The second floor level of the entrance bay is comprised of a central, infilled, window opening and two narrow side openings. The third floor level of this bay is filled with replacement window sash set in the original openings all topped by a tapered pediment-like limestone band. The wall buttresses extend into the parapet and flank a limestone panel decorated with a tassel motif (photo 3). The upper floors of the original section of the building are surmounted by a limestone-accented, Tudor style parapet that contains a diaper brick pattern on the central and classroom wings of the Walnut Street elevation. The parapets of the end cap bays lack the diaper work but have instead a central raised pediment with elongated limestone diamond surrounded by header brick with stone accents.

**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 7 Page 2

Jerman School, Decatur County, IN

---

The east and west elevations (photos 6,7,13,17) are identical to each other in form but have differences in fenestration. Both elevations are characterized by a central projecting stair tower with a Tudor style entrance approached by a broad stairway. While the entry doors and sidelights have been replaced by modern metal units, the original multi-pane transoms remain on both elevations. The upper, entrance tower window sash has been replaced as has the sash in classrooms. The west elevation has the grouped, four-window units on first and second floors already described on the south elevation. This pattern is repeated on the south portion of the east elevation but three shorter, paired window units on the north portion break the symmetry. While the limestone water-table wraps across both elevations, the string moldings found on the south elevation are not repeated. Instead each window group is accented by a limestone sill and simple lintel. A limestone string mold sets off the parapet which on these elevations is not decorated by the diaper pattern found on the main façade. The central limestone accent panel in the parapet is carved with the tassel motif found above the south entrance.

The north elevation of the school is the most complex as a result of the additions made to the building over time. The opening in the original U-shaped plan was infilled with a one-story addition on raised basement that projects beyond the wings of the original building. The basement level of this addition is treated like that of the original building; the roof level is lower than the adjacent wings. The upper floor is punctuated by five window openings with modern sash. Limestone sills and lintels accent each opening. In 2003 a separate, brick, rectangular unit was constructed in front of this addition and connected to the main mass by an elevated bridge (photos 7, 8, 12, and 13). To the east of this, an elevator tower, added in 1985, projects from the original wing. The 2003 addition is visually tied to the rest of the building by a limestone water-table molding that divides the second floor from the first at the same height as the water-table on the rest of the building. Limestone accents at the roofline echo those in the parapet of the original school.

Interior

The interior of the school has been rehabilitated into senior housing, but it retains many key spaces and details from its long use as a school. The basic plan of the original portion of the school consists of a central former gymnasium area at the core, with corridor surrounding it on the south, east, and west; and former classrooms around the perimeter of the building. Entering the south, east, or west entrances of the school brings the visitor to a small vestibule, clad with tiled wainscot, plaster walls and terrazzo flooring. Terrazzo remains throughout all stairwell areas, but has been carpeted in public corridors. From the vestibule, you would proceed either down a half set of stairs to the first (lower) floor or up a half set of stairs to the second floor. At either the east or west stairs, one can reach the third floor. The main entrance stairs, however, reach only the first and second levels.

The main entrance has distinctive finishes and treatments. Here, the tiled wainscot in the vestibule is carried through along the stairs to the second floor and terminates at decorative paneled pilasters. The stair space is covered by a plaster shallow pointed arch barrel vault that skews to follow the staircase slope as it rises (photo 25). Painted wood ribs tied to a painted wood cornice mold divide the vault into a grid. At the stair landing on the second floor, the vault terminates and a lower pointed arch with freestanding spandrels faces each hallway direction. Engaged square pilasters / columns with simple cornice mold capitals meet each side of the arches at the wall corners. Each arch has

**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 7 Page 3

Jerman School, Decatur County, IN

---

a simple archivolt molding with ribbed intrados. A recessed shallow groin vault with suspended light fixture in the center fills the crossing of the arches.

From this crossing, the corridor spans over ten feet in width and runs the length of the building. Visitors can proceed either east or west toward the flanking entries and find classroom space toward the outside walls (now apartment units as of the 2003 rehabilitation) to the south (photos 26 and 28). Along each corridor, milk glass schoolhouse fixtures are suspended from the ceiling in an effort to recreate the original feeling of the building. Each apartment utilizes the original classroom entrance – a simple wood frame set into plaster reveals, with a six-light transom above it (photo 31). The doors are part of the 2003 rehabilitation and provide privacy and security to tenants. Original doors were removed in 1978. Each classroom entrance has a small, segmental barrel vaulted foyer area inside it, retained as part of the rehabilitation (photo 29). Apartment interiors utilize many of the original classroom closet spaces. High classroom ceilings, covered in the original stamped metal work, remain in place in nearly 50% of the former classroom spaces (photos 19 and 20). Apartments were divided at window mullions, so that no division is apparent from the exterior.

On the north wall of the central corridor are two entrances to the former auditorium/library space. Each is a wide doorway with wood moldings and multi-paned transoms, set into a radius-edged plaster reveal (photo 30). The auditorium/library features a barrel vault roof structure that rises over fifteen feet above the outside walls and is adorned with a gridded skylight at either end. At some point in its history, school officials order the skylights to be boarded shut and roofed over, likely due to water infiltration. From inside the space, however, the original interior skylight grid remains intact. The auditorium was broken down into four apartment units in 2003. These are accessed through the large, transomed entrances. Within each entrance area to the former auditorium, are now small foyers where the rise of the vaulted ceiling begins (the roof centerline being parallel to the main corridor). These foyers have new walls with doors to the various units. Each unit in the former gym area still has the slope of the vaulted ceiling, and the original skylight grids.

The third floor reflects much of the same qualities as found on the second floor. The original east-west corridor is intact. This hallway differs from the others; since the central auditorium roof is below this floor, banks of windows light the hall from the north at the center. Each apartment unit has the original transomed doorway, and, on the interior of the room, the small vaulted foyer, as on the first floor.

The first floor or lower level area comprised larger spaces that housed the cafeteria, kitchen, a faculty lounge, a gymnasium, locker rooms, an art classroom, and the central heating/cooling plant. This level currently includes an entry lobby, resident's lounge, manager's office, and apartment units. Various storage spaces are located throughout the first floor. Unlike the plaster walls on the other floors, walls here are of glazed brick. Ceiling heights are lower, and the long central corridor is non-existent. The main corridor space was originally taken up with electrical, mechanical, and plumbing support. Glazed brick walls remain on all original walls throughout these areas, along with pressed metal ceilings, and even now-functionless ceiling hot water radiators (photo 32). At the core of this level, dividing the west wing from east wing, once stood a massive, ten-foot diameter air circulation fan and associated

**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 7 & 8 Page 4

Jerman School, Decatur County, IN

---

mechanical systems. In 2003, the HVAC systems throughout the building were changed, and the fan and its motor became unnecessary. In all, this room included 900 square feet that were changed into activity room, hair salon, accessory support space, and a corridor to connect to the side entrance stairwells. The north end of the building on the first floor of the school was occupied by a large space used as the gymnasium. In 2003, this was transformed into dwelling units with many historic features, such as blackboards and scoreboards, still in place. The floor was raised in the gym to match the level in the rest of first floor, but, glazed brick walls and pressed metal ceilings still remain in the various apartment units.

**Section 8 – Statement of Significance**

Jerman School is the only historic public school building left in Greensburg, Indiana, and was the community's main high school from its construction in 1914 until 1955. It meets National Register criteria A and C, for its role in the history of education in Greensburg, and as the work of well-known Indianapolis architect Herbert Foltz. The school meets the registration requirements for two or more room consolidated rural and urban schools, accepted by the National Register as part of the "Indiana's Public Common and High Schools" multiple property documentation form.

**Greensburg and its Schools**

Colonel Thomas Hendricks, a veteran of the War of 1812, platted Greensburg in 1820. In 1822, with the formation of Decatur County, officials designated it the county seat. Hendricks offered his own log cabin for use as the courthouse for a time, while he and his family continued to live there. State officials contracted for the construction of the Michigan Road through town in the 1830s, as part of the Internal Improvements Act. Greensburg was a stage coach stop on this vital, early route that connected the Ohio River port of Madison, then the largest town in Indiana, to the new capital in Indianapolis, and on to Lake Michigan. The local economy centered around farming, agriculture-related trades, goods and services to cater to Michigan Road travelers and legal services relating to county government. By 1837, with 800 residents, Greensburg incorporated as a town. The county had a population of 5,854 in 1830; during this decade, county officials built a separate courthouse on the square that Hendricks had provided for in his plat.

In the 1830s, Greensburg residents began their first efforts at public education. Using existing state legislation, the county trustee had raised enough funds to build a seminary. An act of the State Legislature authorized the construction in 1832 and the building, at the corner of Franklin and McKee Streets, opened to students in 1834. In 1840, Benjamin and Elizabeth Nyce began to conduct a private school in a small building on the later site of the county jail. In 1848, Miss Martha Anne Gageby opened a subscription school on Jackson Street. Another school was located in the basement of the Presbyterian church, begun in 1850 by Rev. David Monfort and Miss Mary Carter. In 1851, Mrs. Luther taught a one-room subscription school on West Washington Street.

Civil engineers for the Cincinnati, Indianapolis & St. Louis Railroad were planning a route from Cincinnati to Indianapolis in the 1850s; in 1853, workers built the line through Greensburg. No longer bound to road



**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 8 Page 5

Jerman School, Decatur County, IN

---

transportation, Greensburg began to attract industries. Grain mills and grain trading, and furniture makers are examples of natural resource-related industries that began the industrial trend in town, before the Civil War. In 1849, Decatur County had about 19,000 residents, by the mid-1860s, Greensburg had about 1,200 residents.

The first free school in Greensburg opened on July 20, 1857, in the basement of the Baptist Church. The next grade met in the basement of the Presbyterian Church. In all, four teachers instructed the students. By 1861, the school was graded, but still met in the basement of the Baptist Church. Though intended for town families, a number of rural students attended school in Greensburg. The school board had authority to assess their families six dollars per three-month term. During the Civil War, schools were closed for one year because of financial difficulties. The trustees had been hiring teachers a year before funds were available; new regulations prevented this practice and the shortfall resulted in the closing. Besides, with war raging, Greensburg's citizens were no doubt preoccupied. Troops drilled on the grounds of the new courthouse before going to war. Also, General John Morgan's Raid of southern Indiana came dangerously close to Greensburg.

Despite the difficulties of war, Greensburg was advancing its schools. In 1862, officials hired R.B. Thompson to build the town's first purpose-built grade school building on Monfort Street, midway between North and Washington Streets. Classes at the old seminary building were discontinued. The courthouse square was busy with new construction as well, after the Civil War. Stone and brick commercial blocks were lining the gracefully aging courthouse (which mysteriously acquired a tree on its bell-cast tower roof).

The issue of race in schools became an issue in Greensburg in the late 1860s. African-American families in Greensburg petitioned for a separate school, which was granted for a short time around 1870. Thereafter, African-American students attended the general schools of Greensburg. In fact one of the graduates of the high school in the 19<sup>th</sup> century was a son of one of the eight original families that issued the petition, and he went on to become a professor of mathematics at Hampton Institute. In 1876, school officials let contracts for a two story high school adjacent to the first school. Greensburg now had a complete system of public education with specific facilities for graded, elementary and for a high school. The community's free public schools would remain concentrated at this location until 1955.

As the turn of the century arrived, Greensburg was struggling to keep and attract new businesses. Initial advantages of proximity to the Ohio River, access to an early road and railroads were not enough to compete with the sudden industrial growth of the gas belt region in the 1880s and 90s. Local leaders formed a Greensburg Improvement Association to recruit industries and firms to town in 1892. The population of Greensburg had reached 5,034 by 1900, and many were employed in manufacturing plants that were subject to relocation or fire, jeopardizing the growth of the town. The group was successful in luring a furniture plant, a carriage company, and Bromwell Wire Works to Greensburg at this time. Also, in 1907, an interurban line reached Greensburg, further its transportation ties.

**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 8 Page 6

Jerman School, Decatur County, IN

---

Greensburg earned all the trappings of modern American city during the 20<sup>th</sup> century. The town square had movie houses. Carnegie funded a library in town. Fraternal lodges added new buildings downtown. Industries continued to come and go. New ones included a shirt making mill and brush and broom plant. Greensburg's population grew more slowly, staying just over 5,000, with a pre-war peak of about 5,700 in 1930. Adding to the social and cultural mix of the town, was the achievement of a new high school- Jerman School.

**Jerman School**

By 1912, the school trustees realized that the 1876 high school was inadequate, and they let contracts to build a new high school. The trustees hired Indianapolis architect Herbert Foltz to design the building. Pulse and Porter, a local contracting firm that had their own wood working plant, won the contract to build the school for \$65,410.09. The site was 300 block of West Walnut, formerly the site of the 1880s county children's home. Construction was almost complete in 1914, when classes opened for the winter term in the new school. The community named the school for Elmer C. Jerman, Greensburg's Superintendent of Schools from 1897 – 1903. It served continuously as Greensburg's only public high school until 1955, when population increases and shifts away from the city center caused officials to move the high school to a different building. Jerman became a junior high school. In 1971, Greensburg Community Schools built a new high school and shifted the junior high and elementary students within the remaining buildings in service. Jerman was utilized as an elementary school. In 2001, students in grade five were incorporated into three existing elementary schools – Billings, Rosemund, and Washington. Students in grade six were sent to the Greensburg Junior High School, creating a junior high school that served grades six through eight. The Jerman School's long career ended with this consolidation in 2001.

In addition to its historical role within the community, Jerman School is architecturally significant. It is one of two fully developed examples of Tudor Revival design in Greensburg. The Tudor Revival style was an outgrowth of the return to traditional building forms following the ascendancy of the Arts and Crafts period in American architecture. American architects' interest in period forms never really vanished after the gradual decline and simplification of the Queen Anne style. In fact, interest in Colonial architecture, such as the forays of McKim, Mead, and White into Colonial Revival homes in the 1880s and 90s, was growing. With the 1893 Columbian World Exposition, and Burham's insistence on NeoClassical and, for the original thirteen colonies' pavilions, Colonial designs, interest in period architecture grew. The rise of the Arts and Crafts movement diverted attention from reviving period forms. Stickley, Wilson, Frank Lloyd Wright and the popular Greene brothers captured the interest of the middle class with their simple, modern, affordable designs. With one of the tenants of the Arts and Crafts movement was the need to return to the hand craftsmanship of the Middle Ages. It is not surprising, then, that many Arts and Crafts houses of the early 1900s have vague references to medieval construction techniques, such as false half-timbering.

In public architecture, the revival of English Gothic architecture had many supporters in early 20<sup>th</sup> century America. Ralph Adams Cram was the best known of these. Cram wrote extensively on English Gothic architecture, and its suitability to modern American needs. His first big commission in the Tudor style was appropriately for a church – the West Point Cadet's Chapel of 1903. He later designed Tudor campus buildings for Princeton University. Eastern Ivy

**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 8 Page 7

Jerman School, Decatur County, IN

---

League campuses were growing steadily in the early 1900s. A natural extension of the style was to apply it to educational buildings, as had been done for centuries at the great English and British colleges. Tudor Revival gave American educational buildings the instant appeal of and cultural ties to the Ivy League and ultimately, England. Whiffen, in *American Architecture Since 1780*, credits architects Cope & Stewardson with the earliest example at Bryn Mawr in the 1890s (p. 174). Examples in Indiana date soon afterward, as early as c.1910.

The Jerman High School building exhibits many characteristic traits of the Tudor Revival style. The entrance section, with its broad Tudor arch, buttresses and paneled piers, is a well-detailed example of a Tudor style element. The diaper work on the parapet and end bays is characteristic of the style, as are the label molds over the window groupings. The "crenellated" parapet is yet another Tudor element. On the interior, the use of broad arches and ribbed vaulting at the main entrance also recall the Tudor style. The only other fully developed example of Tudor Revival architecture in Greensburg is the YMCA on Broadway Street. The "Y" commissioned Chicago architects Shattuck and Hussey to design this house-like institutional building in 1914. The YMCA, being more residential in scale, has Tudor features inspired by manor houses: bay windows, parapeted gables, and stone-surrounded windows. It also uses false half-timbering, in imitation of vernacular houses of the Tudor period. The YMCA is listed in the National Register as part of the Greensburg Downtown Historic District. The Jerman School commission was two years earlier than the "Y", yet each building is a fine example of the style.

While its exterior is dressed in the cloak and gown of the Ivy League, Foltz' design embraces the best school planners had to offer in the early 1900s. The essentials, such as plumbing, central heat, and electrical service, were of course included, now that they were available. The use of banks of windows for ventilation and placement of the classrooms around the perimeter of the building for better light and ventilation are other common themes seen in the trend to improve and modernize school design at this time. Also, Foltz utilized "fireproof" materials – steel, concrete, terrazzo, and brick – in the school's construction.

The school is significant as an example of the work of a prominent architect. Herbert Willard Foltz (1867-1946) was born in Indianapolis, graduated from Shortridge High School, and attended classes at Rose Polytechnic Institute (Rose-Hulman Institute of Technology) in Terre Haute, Indiana. He apprenticed with the Illinois Steel Company in Chicago for a time, and returned to Indianapolis to open his own practice in 1891. Foltz designed schools early in his career, including a new school for Irvington (George Washington Julian School, IPS #57) in 1903. The Irvington school design shows many of the innovations of school design in the 1900s, however, its traditional load-bearing masonry shell limited the amount of window space. Foltz' lack of school commissions in Indianapolis later in his career is explained by his two tenures as a commissioner for the Indianapolis Public School Board, first from 1917-1920, then again from 1918-1919. He did seek school commissions outside Indianapolis, and learned to adapt to the new concrete and steel framing innovations, both as evidenced by Jerman School. Like nearly all architects of his generation, Foltz was adept at many styles and building types. He designed residences in the Arts and Crafts style during his career, as well as Tudor Revival churches like First Meridian Heights Presbyterian Church on Central Avenue (with partners Osler and Thompson, 1928), and Irvington United Methodist Church (1926). After serving on the school board, Foltz did win the commission to design a new school for his alma mater, Shortridge, in 1928. Now

**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 8 & 9 Page 8

Jerman School, Decatur County, IN

---

a junior high, Shortridge High School shows many of the same design principals evident in Jerman School over a decade earlier, but this time cloaked in a Neo-Classical Revival style exterior.

In 2003, John Maxwell, Inc. rehabilitated the school into seniors-only apartments utilizing special tax credits from the Indiana Housing Finance Authority, and the 20% Federal Investment Tax Credit for historic structures. The spaces were modified as described and the building was returned to service.

Section 9 – Bibliography

*Decatur County, Indiana, 1915-1984.* Greensburg, IN: Decatur County Historical Society, 1984.

David J. Bodenhamer and Robert G. Barrows, et. al., editors. *Encyclopedia of Indianapolis.* Indianapolis: I.U. Press, 1994. (entry for Herbert Foltz)

Harding, Lewis A. *History of Decatur County, Indiana: Its People, Industries, and Institutions.* Indianapolis: Bowen and Company, 1915.

Indiana Historic Sites and Structures Inventory. Decatur County Interim Report. Indianapolis: Historic Landmarks Foundation of Indiana, 1999.

Merritt, E.E. *Illustrated Souvenir of Greensburg, Indiana.* Indianapolis: Carlton & Hollenbeck, 1894.

National Register of Historic Places Nominations (Decatur County, Indiana):  
Bromwell Wire Works, by Craig Leonard, listed 6-7-90  
Greensburg Downtown Historic District, by John Warner, listed 9-14-95)

Whiffen, Marcus. *American Architecture Since 1780, A Guide to the Styles.* Cambridge, MA: MIT Press, 1969.

Shirk, Lorene E. *Schools in Decatur County, Indiana 1820-1978.* Decatur County, Indiana: Rural Couples Club, 1979.

U.S. Census of the Population, 1900, Decatur County, 3<sup>rd</sup> Ward, Greensburg city.

**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

Section number 10 / photos Page 9

Jerman School, Decatur County, IN

---

**Section 10 – Geographical Data – Verbal Boundary Description**

The southwest corner of the property is 329.25 feet west of the northwest corner of the rights of way of Monfort and Walnut Streets. Beginning at the Southwest corner of the property, thence North 00 degrees 00 minutes 00 seconds East, along the West line 271.00 feet to the northwest corner; thence South 89 degrees 46 minutes, 54 seconds East; along the North line 329.25 feet thence South 00 degrees 00 minutes 00 seconds West 271.00 feet thence North 89 degrees 46 minutes 54 seconds West 329.25 feet to the Point of Beginning. This tract contains 2.0484 acres.

**Boundary Justification**

These are the original boundaries as deeded to Jerman Housing, L.P. by the Greensburg Community School Corporation.

**Photos**

Photographer: Randy Maxwell

Date all photos were taken: 2/20/04

Negatives in National Register file, DHPA

Description of view (indicates direction camera is facing):

**Exterior**

1. Front / South Elevation (North)
2. Front, central entrance, flanked by piers with limestone detail (North)
3. Detail of parapet over central entrance, limestone detail (North)
4. Front Elevation (East)
5. Front, western corner, diaper work in brick, crenellated Tudor style parapet, limestone details and drip cap (North)
6. West Elevation ( East)
7. Northeast corner elevation (Southeast)
8. Northeast corner elevation (Southeast)
9. Northeast corner elevation (Southeast)
10. Northeast corner elevation (Southeast) (close up)
11. North elevation breezeway (East)
12. Northeast elevation (South)
13. Northeast elevation (Southwest)
14. North elevation entry detail (Southwest)

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

Section number photos Page 10

Jerman School, Decatur County, IN

---

15. Northeast elevation entry detail (Southwest)
16. Northwest corner elevation (Southwest)
17. East Elevation (West)

Interior

18. First floor lobby, common area, patterned terrazzo floor, stamped metal ceiling, and glazed brick. Elevator installed in 1988 for handicapped access. (North)
19. Second floor classroom, now dwelling unit, stamped metal ceiling, entry opening and transom. (South)
20. Second floor classroom, now dwelling unit, stamped metal ceiling (Southwest)
21. West stairwell (Northwest)
22. West stairwell second floor corridor (West)
23. Second floor corridor (East)
24. Stairs just inside central entrance to second floor corridor (North)
25. Second floor corridor, central entrance stairs (Southwest)
26. Third floor corridor (West)
27. Second floor corridor east end stairwell (East)
28. Second floor corridor ( West)
29. Detail of typical entryway opening with transom from inside room (North)
30. Detail of large transom located off second floor corridor (Northwest)
31. Detail of typical entryway opening with transom from outside room (North)
32. Detail of first floor metal ceiling, glazed brick, suspended heating radiator (Northeast)