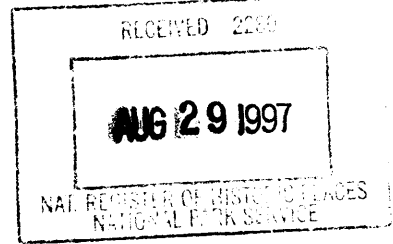


United States Department of the Interior  
National Park Service



1177

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 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 Greenwood Elementary School  
other names/site number City School No. 21 167-628-20432

2. Location

street & number 145 East Voorhees Avenue N/A  not for publication  
city or town Terre Haute N/A  vicinity  
state Indiana code IN county Vigo code 167 zip code 47802

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] 8/4/97  
Signature of certifying official/Title Date  
Indiana Department of Natural Resources  
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] 9/26/97  
Signature of the Keeper Date of Action  
Edson H. Beall

Name of Property

County and State

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

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1	2	buildings
0	0	sites
0	1	structures
0	0	objects
1	3	Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: School

Current Functions

(Enter categories from instructions)

EDUCATION: School

7. Description

Architectural Classification

(Enter categories from instructions)

19th & 20th c. REVIVALS: Classical Revival

Materials

(Enter categories from instructions)

foundation STONE: Limestone

walls BRICK

STONE: Limestone

roof ASPHALT

other TERRA COTTA

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.

**Areas of Significance**

(Enter categories from instructions)

EDUCATION \_\_\_\_\_  
 ARCHITECTURE \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Period of Significance**

1908-1946 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Significant Dates**

1908 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Significant Person**

(Complete if Criterion B is marked above)

N/A \_\_\_\_\_

**Cultural Affiliation**

N/A \_\_\_\_\_

**Architect/Builder**

Vrydagh, Jupiter G. \_\_\_\_\_  
 Allen, W.M. & Son Co. \_\_\_\_\_  
 \_\_\_\_\_

**Narrative Statement of Significance**

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

**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):

- 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:**

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

Name of repository:

Vigo County Public Library

10. Geographical Data

Acreage of Property 2.143

UTM References

(Place additional UTM references on a continuation sheet.)

1 16 464230 4365550  
Zone Easting Northing

3 Zone Easting Northing

2 Zone Easting Northing

4 Zone Easting Northing

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 Jamie Stefanski/Jennifer Morris, Interns  
organization HIFI (Western Regional Office) date 8-21-96  
street & number 643 Wabash Avenue telephone 812/232-4534  
city or town Terre Haute state IN zip code 47807

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 Vigo County School Corporation  
street & number 961 Lafayette Avenue telephone 812/462-4011  
city or town Terre Haute state IN zip code 47804

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.

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*Greenwood Elementary School  
Vigo County, Indiana*

**Section 7-Description**

The Greenwood Elementary School, built in 1907-08, is an outstanding example of Neo-Classical Revival architecture, arguably the best existing building of this style in the county next to the Masonic Hall in Terre Haute. Designed by Jupiter G. Vrydagh, it is also very intact. There are one contributing buildings, two noncontributing buildings and a noncontributing site as part of the nomination. The contributing building is located front and center on its current lot. A freestanding noncontributing modular unit is located southeast of the main building and a free standing storage shed is located north of the main building. A noncontributing playground area and equipment are located west of the main building.

The characteristics of Neo-Classical Revival that are apparent in the Greenwood School include its monumental size, symmetrical arrangement, two-story pilasters, broken pediments, and round arches used in the interior. Attempting to be less theatrical than Beaux Arts, the classical detailing has been simplified.

The elementary school is a two story structure with a raised basement, containing approximately 23,800 square feet. It is symmetrical in elevation as well as in plan with its limestone foundation on which common bond brick coursing begins. The east (main) facade consists of five bays (Picture #1). The central bay becomes prominent due to its pilasters and pediment projecting forward, while the entrance wall recedes, creating the illusion of a deep portico-like central pavilion. Each section thereafter recedes behind the former (Picture #2). Each section or wing is framed by limestone quoining which wraps around the sides to the adjacent bays. A false parapet rises above the pediment in the central bay further increasing its prominence. The north and south facades are divided into two bays with side entrances in the west bay. These facades are narrow and non-symmetrical due to the plans for an addition which would have created three bays placing the entrance bay at the center. The unrealized addition affected the west facade as well. All of the limestone trim work ends on this facade where the chimneys are visible and the windows are functionally placed. The school is centrally placed on the east half of a city block; the west half of which was acquired by the school in 1953 to form a playground area.

The east (main) facade is approached by the wide sidewalk leading from the street up the seven steps to the double doors placed on the short axis of the building, hence the symmetrical quality of the design is defined (Picture #3). The first three steps have been replaced sometime in the past while the next three steps appear to be the originals due to the amount of erosion. One more step onto the landing of the wide shallow pavilion, which has recently been recovered with a pre-cracked layer of concrete, forms a total of seven steps. The steps are

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contained on the sides by short, wide, retaining walls. The lower portion of the wall was replaced at the same time as the first three steps while the higher portion appears to be original.

The main entrance doors are metal replacements, not original to the school (Picture #4). A pair of sidelights flank the main entry. The lower portion is divided into two square raised panels of equal size and form; however, on the left side the top panel has been covered by a wooden board acting as a support for a contemporary black metal mailbox which has been added to the lower part of the window on that side. The original mail slot is still visible from the inside on the right side of the doors in the top panel, but it has been covered on the exterior by a wooden board. Above the doors and side panels, is a large multi-paned transom - three panes tall and twelve panes wide. All of this is grouped by a simple but wide, limestone, quirked cyma reversa trim followed by a flat piece of approximately the same width on the inside placed around the top and sides.

Placed atop the door configuration, also in limestone and spanning the width of the trim, is a flat piece with raised black metal letters which read "GREENWOOD SCHOOL 1908." That is, in turn, topped by a broken fronton which projects from the face of the building. The fronton appears to be supported by a pair of consoles, one on either side of the door trim/nameplate. Each is faced with an acanthus leaf, relating to the Corinthian order, and forms a volute which encircles a simple paterna on either side of the console. On the sides of the console, three feather-like elements emanate from the base of the console. A small open topped wreath with small floral elements underlining each side is centered horizontally on top of the entablature. Above the peak of the pediment, a large, dusk-to-dawn light has been placed which projects from the brick facade.

Within the entrance bay, the lower level windows' limestone sills rest upon the pavilion floor. There are two windows on either side, each pair sharing one continuous sill. These wood framed awning windows are actually beaded/starburst textured opaque glass. The right window on the left side of the door is covered with a wire mesh and the left window on the right side houses a hooded vent. There is a continuous header running the span of the bay, as well as the whole building, which acts as a watertable line. Though the lower level windows are slightly off-centered being closer to the doors than the first level windows which align their outside edges with the second level windows, an arrangement which can be found throughout the east facade. There is a pair of windows on each side of the door which are cased in a white painted, wooden frame. The double-hung, vertical one-over-one windows with lamb's tongue stops are separated from each other by a wide wooden mullion trim

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element. The piece consists of a flat element with a quirked cyma recta block on the top and bottom. Every window is supported by a limestone sill under which is a header brick ledge.

Above the windows is another multi-paned transom, much like the one over the doors. It spans the width of the two windows and is two panes tall and six panes wide. There is a continuous limestone header which stretches the width of the bay, topping the peak of the pediment. Above that line are a series of five rectangular raised limestone panels which separate the header of the first floor windows and the sill of the second floor windows. The spacing is defined by the spacing of the six windows on the second level with the exception of the middle two windows whose raised panels are joined to form one large piece over the entrance. The limestone sill of the six, double-hung, wood framed windows forms a continuous piece under the windows but stops at the edges of the outermost windows in that set.

A beaded tongue-and-groove ceiling is formed above the windows due to the projection of the entablature and pediment which spans the entire central bay (Picture #5). This creates a full-height portico-like central pavilion. The entablature and pediment of the cornice line are supported by large pilasters which also define the edges of the entrance bay. The pilasters are brick with limestone quoins covering each corner and a small limestone base resting on the watertable line though the pilaster continues past it, into the ground. The capitals of the pilasters are of the Tuscan order with a series of three bezants on the necking. The entablature becomes the header for the second story windows, wrapping around the north and south facade as well. The line of the pilasters continue above the entablature in which a horizontal, limestone rectangle panel, much like those below the windows, has been placed which are even with the tympanum. The tympanum is outlined with a band of trim which houses a large, hollow circle, or blind oculus, also of limestone trim, with a diameter that spans from the peak to the entablature. A pediment is formed by the horizontal terra cotta cornice which becomes a raking cornice between the pilasters. The pilaster lines continue further, housing a square panel of the same width as the former one. This height has formed a parapet, capped by terra cotta trim, from which the pediment projects.

The other four bays of the east facade are of the same configurations. Interrupting the continuity of this base are the lower level windows. With five windows centered in each bay they form the horizontal grid for each bay. These wood framed, six-over six, double-hung windows are now covered by a wire metal mesh housed in a metal frame, with two hinges on one side with a clasp and lock on the other. They also have opaque textured glass of the same type found in the entrance bay lower level windows. There are hooded vents located in the upper sections of the windows in the bay immediately to the left of the central bay in the

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Vigo County, Indiana*

second window from the left, in the bay immediately to the right of the central bay in the first window to the left, and in the right-most bay in the first window to the left. In the bay immediately to the left of the entrance bay and to the outermost edge of that bay, is an area which shares the vertical dimension of the lower level windows. The area consists of three, white painted boards set into the brick vertically with the lower portion giving way to a water spigot. This same area on the right side has been bricked in with multi-colored brick. Though the sills, which slant slightly downward, interrupt the limestone foundation which supports the brick between them, the header becomes the continuous line of the watertable. (There is a point of interest on the underneath side of the header above the second window from the left on the southern-most bay: there is painted "W. M. Allen and Son Co., Greenwood School Bldg." in black, handwritten letters. W. M. Allen and Son Co. were the contractors for the Greenwood Elementary School.)

On the same vertical dimension as in the entrance bay, lie the original first floor windows, all of which are three-over-three, double-hung, and wood framed. The sill and header are formed by continuous limestone bands which stretch the length of the five windows, ending at the edges of the outer windows of each group. Between the first level and second level windows are the limestone traditional raised panels which were described in the entrance bay. The second floor windows are also alike in size, appearance, and position vertically as in the entrance facade and horizontally as in the first floor windows (Picture #6). The only exception is the header which, like the watertable line, runs the entire length of the school. This header is wider and bolder than the others forming a cyma reversa under a wide, flat strip of limestone. Above the header is horizontal cornice which becomes a raking cornice to outline the pediment which spans the central bay. One major addition to the building has been the ventilation system which is visible by the black metal grate covers located in the center of the two outermost raised panels and the two innermost raised panels on the left and right of the central bay as well as in those same places, but slightly askew horizontally, between the lower level and the first level.

The north and south facades are similar to each other with the exception of the landscapes in front of each. The north facade has a sidewalk leading from the street but it widens to the width of the entrance (Picture #7) while the south facade has a parking area with a sidewalk running along the width of the building (Picture #8). On each facade, the metal entrance doors are centered on the bay to the west and contain large square windows in the upper portion of each. On either side are sidelights which span the vertical height of the doors. There is a continuous wooden header spanning the width of doors and side windows upon which a transom rests. This transom, unlike any other, is formed by panes two high and four wide running horizontally. They are then crossed diagonally forming an "X" in each pane.



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All of this is grouped by a simple but wide, limestone trim as around the east entrance doors. Above the trim, spanning the width of it, on the north entrance is a black wooden nameplate with white lettering which reads "GREENWOOD SCHOOL." From the top center of the transom a piece of conduit has been brought to the exterior of the building. It runs straight up to just below the second story window sills where it turns to the right culminating at the edge of the bay into a contemporary flood light. Aligning with the edges of the door trim and directly above the doors is a pair of tall windows with a limestone trim framing them which light the stairwells. The east bay of the north and south facades is much wider with a blank brick wall between the watertable line and the horizontal cornice line. Below the watertable line are three windows centered and widely spaced. These six-over-six lower level windows are of the same configuration as the lower level windows on the east facade. The bay edges have quoins with the entrance bay projecting forward slightly.

At the west facade (Picture #9), functional provisions were made for the addition planned by Jupiter G. Vrydagh; however, his plans were never realized. Therefore, the limestone banding at the parapet and watertable line ends as it rounds the corners to this facade. There are also ghost windows with segmented arches. Divided into three bays, the central bay spans the width of the three central bays on the east facade. Framing the central bay are two square chimneys, one on either side, which project from the flat building face. Topped with metal caps, the chimneys mark the end of the parapet; not allowing it into the central bay. Therefore, the flat roof is able to drain into a once present gutter on the wooden fascia.

There are six, segmental arched windows centered for each floor with the lower level containing seven windows and two doors. A larger, taller chimney towers to the north of the six regularly spaced lower level windows forcing the facade to become off balanced (Picture #10). The south-most window of the window group houses a vent in the upper portion of the double-hung, six-over-six frame. The middle two windows are shorter, their arched headers of the same height as the rest while their sills are higher. The second window space from the right (south) is a hollow core metal door. It has a transom which has been covered by a solid wood piece from which a slanted roof projects. This consists of a wood frame with a blue tarp stretched over it. The eight concrete steps down to the lower level begin to the south of the door and are covered by the temporary roof structure. The top is railed off by a black metal guard with black wire mesh.

To the right of the group is another six-over-six double-hung window and to the left, divided from the group by the large chimney, is another six-over-six, double hung window. Also, between the left two windows of the grid, and slightly lower, is another door. This one leads to the boiler room and has steps of the same configuration of the other door, yet without the

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temporary roof structure. The first and second level windows are (6/6--1/1) double-hung, all with the same appearance and following the grid. In need of repairs, the fascia of the wooden eaves is missing allowing entrance to animals. The bays to the left and right house the ghost windows which hug the central bay on each level. The limestone watertable line and parapet lines end as they wrap the corner into these bays. Though the limestone watertable line ends, its remains continue through the two bays in the form of a metal flashing element which makes the transition from the face of the wall above that line to the slightly projecting face of the area below it. Clay tile pipe is used to cap the parapet above the bays where the terra cotta cap ends.

The interior of the Greenwood School is very much like it was in the early 1900's. It remains intact with little renovation by the Head Start program which now occupies the building. The building is broken down into bays in plan form which coincides with the exterior bays. The main hallway runs north and south on the west side of the building with entrances to the classrooms on the east. At either end of the hallway are staircases which were originally open but have been recently enclosed as a way to conform with modern fire codes. One of the most intriguing qualities of the building can be found in the consistency and simplicity of the trim work throughout the building.

Entering the school on the east side, there is a small foyer with a black and white tile design utilizing the Greek Key motif around the edges. The floor is infilled with white octagonal tile. The wainscot is formed from glazed brick with painted plaster above. Separating the two is a piece of wood trim which continues upward as one moves forward up the stairs. Being the same width as the foyer, the stairs are eight stained wood steps with three handrails; a wooden one on either side wall and a centrally placed metal pipe handrail. Both the foyer and the staircase share one lighting fixture, which hangs on a chain from the center of the ceiling, directly in front of the entrance doors. Presently, the fixture is missing its globe. The staircase ends perpendicular to the main hallway which runs north and south, the length of the building. The staircase hall has been separated from the main hall by a contemporary paneled wall with two wood doors, each with a square window in the upper portion. To the left of the landing is a small radiator unit with a sheet metal cover. Once through the doors there is a reception area ahead. Formed by a series of temporary office partitions with a counter facing the stairs to the east, the reception area is centered against the west wall. There are two windows on either side of the west wall with plain cap trim consisting of a cap molding, a plain head casing, and a fillet. This configuration of the trim forms a continuous band above all of the doors and windows as well as along the walls. As a result, human scale is given to the high walls. To the furthest edges of the wall are radiators, one on each side.

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The east wall of the reception area, on either side of the foyer, houses an office which occupies the remainder of the central bay. As a result, the mirrored offices are narrow. The west portion of each office has been divided into an entry hall and a private rest room. Entrance into the rest room is gained on the east wall through a five paneled door with trim consistent with the entire building. The south office also contains a shallow closet at the west end which is the same length as the rest room. Adjacent to the offices are doors to one of the two classrooms on each wing. Between the office door and classroom door, in the reception area, is located a low ceramic sink on the north and an original pedestal water fountain on the south. To the left and right of this area are large rounded arches which mark the entrance to the wings (Picture #11). Arches are formed by the plain wooden cap trim which top the doors, windows, and walls. Each arch has been infilled with a contemporary paneled wall with two doors of the same type as dividing the stairway from the reception area. On either wing, the classrooms are located on the east side while the west side consists mostly of bulletin boards, closets, and windows.

Just through the rounded arches to the north and south of the first and second levels, another arch of a smaller radius but of similar appearance is created on the west wall. There is an exterior wall about three feet back from the arch which was possibly infilled after the addition plans fell through. The space which is created has become a window seat (Picture #12). Though the only window located there is a one-over-one, double-hung to the far side of the exterior wall, an interesting space is created. Through the four, black, metal grates on the floor, the short radiators are visible. Just below the window sill is a bench which runs the length of that space. The back of the bench is detailed with raised panels much like the limestone ones of the facade. The seat element is formed by a series of wooden slats approximately one inch wide with a space of the same distance between each one. This design is interesting as it allows the heat from the radiators to rise through the bench and flow into the hall.

Adjacent to the window seat, the west wall also contains a closet area which buffers the exterior wall. Originally there was a series of three cloak closets; however, all but one area has been enclosed with a contemporary wall covered in cork forming a bulletin board area. Forming the east wall between the hallway and the classrooms is a series of six cloak closets which open into the hallway. It is likely they would have acted as a sound buffer between the two areas. Presently only the closets on either end of each group have remained enclosed (Picture #13).

The remainder of the cloak closets on the east and west of the hallway have been altered with the removal of the doors and mullions though placement of the partitions and strike plates are

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still visible. The closet doors are five panels tall with a thin section to the side with five panels to span the remainder of the closet. The door hardware and trim are the same as found in the classroom doors. The interior walls of the closet are five panels tall with one panel in the ceiling of the same arrangement as the doors with the exception that they are flush with the trim. On the rail above the second panel from the bottom, there are series of acorn hooks for the children to hang their belongings. Some are mounted on a separate board which is then mounted on the rail. There are breaks in the boards aligning with the places where partitions would have been. This further supports the belief that the closets were once enclosed. To the north and south of the closet areas of the east and west walls, there is a wire vent with trim similar to the windows which has been placed in the brick wainscot.

There are two classrooms on each wing of the first and second levels and the possibility for one additional classroom on the second level; all of similar size and arrangement. The east wall of each classroom coincides with the span of one bay, thus each room features five centered windows with two simple bar sash lifts each. The door, located on the west wall

to each classroom, consist of two, rectangular, inset raised panels on the lower half with one large window on the upper half (Picture #14). Above each door is a transom, most of which have been covered with thin wood pieces. The transom is topped with a plain cap trim. The metal, ringed, convex face of the doorknob sets on an escutcheon plate with square, beveled edges. There are three butt hinges with a simple leaf, knuckle, and ball tip configuration. The interior door frame is detailed with thin inset panels the vertical dimension of the door. This detailing continues up and around the transom frame. The floors consist of thin wooden planks. Chalk boards, some with lettering guides, can be found on the north, south, and west walls, though most of their surface has been overlaid to form bulletin boards. The original wooden chalk tray is still present as well as the trim along the top of the chalkboards which is of the same profile as the wainscot molding. Porcelain sinks have been added which are lower to the floor to better accommodate the students. Smoke detectors, outlets, and two rows of fluorescent lights have been added along with strings of conduit running to the source of power.

Located on either the north or south wall of each classroom is a built-in cabinet with three doors, consisting of a set of double doors with a single door to one side, and three drawers under them (Picture #15). The frame consists of two-by-fours with an entablature much like the one over the door. The height of the cabinet is equal to the height of the chalkboards, about six feet. Two of the cabinet doors which open were originally glass while the other is a wood panel. In one set of cabinet doors the glass is remaining, the others have been replaced with a thin piece of chipboard/plywood. Cupboard turns and butt hinges, of the same type as

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the classroom doors, are the hardware used on the cabinets. Keyholes, which have now been painted over, once kept the contents safe. The drawers are unadorned with the exception of the simple pulls which are centered on the face. The interior back wall of the cabinets are beaded tongue-and-groove boarding with possibly the original dark stain. There are three original flat shelves also with the dark stain. There are also cabinets which have been centered directly under the central three windows. Not believed to have been originals due to the lighter wood stain, door raised panels with no detail, and the rounded interior corners of the door frame they still hold historical significance. The latches also differ; these consist of levers which you lift in comparison to the others which you turn. On either side of the cabinets, under the remaining two windows, are radiators.

Due to modern fire codes, the once open, dog-legged staircases on either end of each hallway have been enclosed by an irregularly shaped wall. Set in the door frame is a pair of contemporary exit doors which align with the staircase. The staircase is marked by the five foot tall, paneled newel posts which sit upon large base blocks rising from the staircase. The connection is defined by a large convex curve trim above which the smaller square post rests. This post is detailed with five, deep, square recessions which have thin slats of wood trim projecting from them. This further deepens those recessions. The posts are then trimmed with another square recession above it. Each newel post is capped with a square top of the profile as the cap trim throughout the building. In the second recession from the bottom, the wooden railing begins. This places it lower than average to accommodate for the use by children. Instead of an open baluster, the stringer rises through the baluster area to form a vertical paneled springboard. Visible from the floor below is the acorn drop of each newel post with elaborate trim before ending in a shallow point. The stairs between the entrance level, first level, and second level are wood with metal edge trim while the stairs between the entrance level and the lower level are gray painted concrete. Above each half-landing a pendant light fixture with a frosted glass bowl hangs from a link chain (Picture #16). These appear to be originals. Also on the north/south exterior wall are two six-over-one windows described from the exterior.

From the half-landings between the lower level and the first level are a series of exit doors (Picture #17). The first series is the width of the staircase with a wood frame broken down into four unequal, thus not centered, sections. To the right, directly in front of the stair which connects the entrance level to the first level, are two wood doors each with two raised panels on the lower portion with a square window above them and another panel topping that. Adjacent to the doors is a solid element much wider than the doors but of the same arrangement vertically. To the left is another door of the same shape and size of the doors to the left. A majority of the hinges are simple, with the exception of the right door which

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contain spring hinges. All of the doors are equipped with hydraulic door system. Above this area is a transom with eleven large vertical panes which span vertically from the header of the doors to the wooden trim just below the ceiling. Above the transom on the interior side of this wall, the contemporary exit sign with a separate unit for flood lights has been placed. Approximately six feet span from this wall to the actual exit doors creating a vestibule or air-lock. Described from the exterior above, the interior of the exit doors are much the same with a header trim similar to the trim above the classroom doors.

On the second floor occupying the width of the entrance bay, is a flexible space which served as an auditorium as well as a classroom. This transition could take place by opening or closing the folding doors which are of the same vertical dimension as the classroom doors and transoms combined. Presently there are three doors to the north side and four doors to the south side with the fourth one being less than half as wide as the others (Picture #18). It appears that there was once a smaller door on the north side; however, it is missing. There is only an open space separating the two sections of folding doors; the ends of each sections locked into place by top and bottom bolts. Originally there was another door separating the two sections which could be locked in place by bolts to allow the use of the wicket in that panel. During the times that this space was used as a classroom which chalkboards on the north and south walls, the wicket provided the only entranceway. Each door consists of five raised panels with the center one being larger than the others; every other door is supported from the top track by an ornamental bracket (Picture #19). In the door frame, visible from the hallway, are panels of the same type as in the classroom door frames. The hinges are the same as throughout the building. Here they alternate placement to allow for folding making only half of the hinges visible from each side. Even with the doors open, the wooden door tracks continued to divide the space forming a staging area as well as an ample area for the audience size of that time. The seating could be formed by the use of folding chairs. There are also white ceramic sinks which have been added in the hallway on either side of the folding doors with a water fountain by the sink on the south side.

Access to the lower level is gained by the staircases on either side of the building. Exiting the staircase in the south side of the building, there is a drywalled partition with contemporary double exit doors directly in front of the staircase. On the lower level landing, the wainscot trim ends. Under the stair is a small storage closet which has been formed by a paneled wall with a short, contemporary door. Once through the doors there is a large open area which has been divided with paneled walls which do not reach the ceiling height on the northwest corner of the room to form a food service and dish washing area with a door directly ahead (Picture #20). On the east side of that addition is another door and a service window possibly used to take food trays which were washed inside the partition. The east wall of the main

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room, by the drywalled partition is a doorway with a segmental arch and a plain cap trim in front of the header. A contemporary padlock has been added to this door which leads to the kindergarten. In the kindergarten room, there are three windows on the south wall with a vent in the upper portion of one and five windows on the east wall as described from the exterior. The windows have wood sills of the same profile as the cap trim and simple pull blinds. The tile floor is arranged in a checkerboard pattern and the walls are painted brick. The ceiling, which is slightly lower, has been drywalled and contains three fluorescent light strips. The radiator hangs from the ceiling along the exterior walls as does a duct located in the north east corner of the room.

In the northeast corner, on the east wall of the main hall, is the entrance to the men's rest room. Between the kindergarten room and the rest room, in the main hall, are two water fountains. One of which is wider and lower with three fountains while the other is taller with one fountain. The doors to the rest room have been removed; however, evidence indicates there was a set of double doors. The northeast half of the rest room has been divided with contemporary paneled walls to form a work room the width consuming two windows with an entrance directly in front of the main rest room door. Further separating the room and creating a north wall is a beaded tongue and groove board partition spanning east/west the width of the room which encompasses one of the five windows of the bay. The wall does not touch the floor, instead it is raised six inches on a supported wooden sill. This wall creates a storage room which is entered via the work room through a door with one large plane of frosted glass over three panels. Along the entire west wall are four stalls and one sink which are separated with lumber and plywood partitions. The south wall is comprised of seven urinals centrally placed with three sinks placed low on the east side of that wall. The east wall has two windows visible from the rest room area.

On the north wall of the main hall, are two doors. The doorway to the left enters into what was once a part of the boiler room. This doorway has been added with plain lumber as trim. The room has been divided from the boiler by a concrete block wall on the north to form a multipurpose room. The brick walls are rough and unraked. Since the floor level is much lower than the main hall, there has been lumber steps built to make the four step transition. A small portion of the south part of the floor has been covered with linoleum while the remainder is carpet. The west wall contains three one-over-one windows. A door to the exterior has been cut in the wall directly under the window. The east wall contains a door toward the north end which has a stair and landing similar to the one described above. The ceiling has been covered with contemporary ceiling tile in which two long fluorescent light strips hang. The hollow metal door to the right of the multi-purpose room door, in the main hall, has an arched header with a cap trim that opens to a long, narrow hallway which runs

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north and south with a strip of fluorescent lighting. As in the multipurpose room, the walls are rough and unraked. On the east wall are three doors while the single centered door on the west wall was mentioned above as an entrance to the multipurpose room. The first doorway on the east wall is arched but has no trim. The door is the entrance to a thin deep maintenance office which has been carpeted and has small high windows on the east wall. The third door and room is similar to the first door and room of this area with an original sink on the west wall and a window fan as described from the exterior. The center door which was originally a large opening with a large timber lintel has been infilled with a panel wall. This space is formed directly under the foyer staircase; therefore, the room is shallow and the ceiling is sloped. It is used as a storage space now.

At the north end of the hall there is a heavy, thick metal door with a weighted closer on a pulley and three latches, through which there is a boiler room. The original four door coal boiler resided at the end of the room which has been subdivided by the concrete brick wall. The boiler is a "Heavy Duty Economic 209" built by the Frank Prox Company. Since the floor is the same level as the multipurpose room except along the east wall, there is a wooden landing the length of the wall with four steps down to gain access to the boiler area. Of the existing two windows on the west wall, one contains a large vent in the top pane. Centered between the two windows is an exit door with a vent as a transom. To the right of those is a round opening filled by another vent. Ahead of the thick metal door is a lighter, hollow metal door, of the same style as the first one mentioned above, which opens to the northern main hall area. Though it is of the same size and appearance as the one on the south side of the building which has been subdivided to form a food service area, this room remains open. As on the south side, the east wall contains two doors. The one to the south leads to a ladies' rest room. Though the door trim is the same as found in the men's rest room, the space in the ladies' rest room is much more open. Along the south wall are two shallow storage spaces with three stalls along them. Another six stalls are located along the west wall. The north wall consists of a large mirror and four sinks placed low on the wall. The east wall houses the five windows of the bay.

The door to the north in the main room leads to a large area which has been converted to a carpeted office area with many desks/cubicles. In the large room, against the west wall, a segmental brick arch marks a doorway which has been bricked in; possibly due to the unrealized plans for the addition. There is also a six-over-six window with a wooden sill and header as described from the exterior. Along the south wall are two water fountains, one of which is wide with three fountains while the other is vertical with one fountain. As on the south side of the building, a drywalled partition has been added to separate the staircase from



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the building with double exit doors directly in front of the staircase as can be found on the south side.

The Greenwood school grounds consist of the rough block bordered by Voorhees Street to the north, Harding Street to the east, Greenwood Street to the south, and First Street to the west. There is a city sidewalk on Harding and Voorhees Streets as well as a rise in elevation between the sidewalk and the school lawn. From the center of the Harding street sidewalk begins the wide sidewalk leading to the east (main) entrance of the school. In front of each bay, immediately to the right and left of the central bay, is a small bush. The northern most bay, centered between the city sidewalk and the school building is a maple tree. Not only is there a sidewalk to the east (main) entrance, but there is a sidewalk which runs adjacent to the south facade toward Harding Street to the east. Along the south facade, projecting slightly more eastward than the school, is an outbuilding built to house additional classrooms. Supported by concrete blocks, the shallow hip roofed building has six small windows centered in the vinyl siding of the east wall. (Picture #1) Entrance is gained from the door centered on the west side of the building. South of the addition is a small hill down to Greenwood Street along which timber posts are used to define the boundary. To the west of the outbuilding is a small graveled parking area with a tree on the south side. The gravel continues around to span the site along the west side of the school with an exit to Greenwood Street to the south and Voorhees Street to the north. Adjacent to the graveled parking, occupying the west half of the site, is the playground. (Picture #9) Presently it can be identified by the large grassed area with contemporary playground equipment inside the chain-link fence which surrounds it. On the north side of the building, there is a contemporary storage shed which hugs the school. Its entrance aligns with the sidewalk projecting from the north entrance. At the northeast corner of the site, there is a wooden sign for the daycare which presently occupies the Greenwood School. The area around this sign is landscaped with a flagpole behind it. (Picture #2)

**Section 8- Statement of Significance**

Greenwood Elementary School meets Criteria A and C in the areas of architecture and education. Completed in 1908, it is the most intact example of Neo-Classical public school system architecture in Vigo County. It is also the oldest school structure still in use for educational purposes by the Vigo County School Corporation.

The school itself is located on the south side of the city of Terre Haute, Indiana. Established as the county seat for Vigo County in 1816, the plat for the city of Terre Haute was filed in Vincennes by Joseph Kitchell in the same year. It was incorporated as a town in 1832, and as

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a city in 1853. The city is located on the Wabash River, just north of the point where the river becomes the border between Indiana and Illinois.

In the three decades from 1820-1850, the population of Terre Haute grew from 3,390 to 15,289. Terre Haute's early growth came as a result of commercial flatboat traffic that was already established on the Wabash River. Steamboats from the Ohio River began using Terre Haute as a port in 1823. This provided a more dependable and faster means of transportation to the area. The National Road reached the city in 1838, providing an additional entryway for settlers. The Wabash and Erie Canal was completed to Terre Haute in 1849, and with it came more settlers and an increase in the transportation rate from two to eight miles per hour. These improvements helped to increase the population of Terre Haute over the three decades.

In 1852, railroads reached Terre Haute. This new form of transportation marked a significant increase in the population of the city. The railroad made it easier to mine and transport the abundant amounts of coal in the area. As mining and other industries were established in Terre Haute, the city became a significant member of the industrial revolution. Terre Haute was home to six major railroads by 1920, including the Big Four, the Pennsylvania, the Chicago, and Eastern Illinois. With the influx of workers and other permanent settlers, Terre Haute's population had grown to over 27,000. The city had established itself as the "Crossroads of America".

Terre Haute's growth was proportional to the growth of Indiana itself. The Indiana public school system was fostered by the Land Ordinance of 1785, which set aside a centrally placed parcel in each surveyed township for educational purposes. The Northwest Ordinance of 1787 also generally encouraged public education. Various acts of the State Legislature helped local governments create a township, rural-based school system throughout the 19th century. As Indiana prospered, in 1865, a law was passed that created a legal school corporation out of each town or civil city. This corporation was placed under control of trustees, who were elected by town board. In addition, the guidelines for a core curriculum were developed. This curriculum included orthography, reading, writing, arithmetic, English grammar, and good behavior.

The 1863 Greenwood County School, in which all grades were taught, was built and owned by Harrison Township. From 1905 to 1908 it was referred to as City School No. 21, Terre Haute having annexed the property in 1905. It was called 'county school' due to its rural location. The school was named "Greenwood" from the name of the original farm estate which encompassed the land of the school. The Krumbhaars, who named their estate "Greenwood", moved from New Orleans to Terre Haute to avoid raising a family amongst

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slavery. However, during the approach of the Civil War, Mrs. Krumbhaar was unable to return home from her daughter's house in New Orleans due to the hostilities between the North and South. Continued animosity and accusations of sympathizing with the South led to the Krumbhaars returning to the South. Their land was bought by a real estate company which sold it as lots. A short time later, the land came into the school system's possession.

An act of the State Legislature in 1873 greatly strengthened the state public educational system. Township trustees were given the power to elect superintendents, and county boards in the hands of county commissioners. In 1895, scientific temperance was added to the core curriculum. At this time, German and music classes were also an option for the curriculum.

Educational reformers pushed the State Legislature to adopt measures for consolidation of rural schools and for compulsory education at the turn of the century. An 1897 law set the mandatory period of education through age 14. In 1907, rural schools with fewer than 12 students were abandoned and also in 1907, grades one through eight were established as elementary while grades nine through twelve were designated high school. The passage of these measures resulted in a construction boom in public educational buildings in Indiana such as the replacement of the 1863 Greenwood County School by the 10 room building which now stands as the Greenwood Elementary School. The construction of the current Greenwood School began in 1907 and was completed in the fall of 1908. The old school was used in the fall of 1908 until the new school was completed. The 1863 Greenwood School is no longer in existence.

By 1907, the area surrounding the 1863 Greenwood County School was dominated by industrial factories and the housing of working-class employees. Industries such as the Root Glass Company and the Commercial Distillery were the main employers of the area. Many of these industrial buildings have since been demolished.

Architect Jupiter G. Vrydagh created the plans for the 1907-08 Greenwood School. The original plans called for an additional wing along the west side of the school which was never built. Vrydagh, a graduate of Rose Polytechnic Institute (now the Rose-Hulman Institute of Technology), later went on to design the White Block on Wabash Avenue and the Root Glass Company's buildings. He also designed the Fairbanks and William S. Rea Grade Schools and Deming Jr. High School, all built in 1906. For two years, he was the architect of the Terre Haute city school board. W. M. Allen & Son Company were the contractors of the Greenwood Elementary School.

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Born on February 4, 1859, Jupiter was the first son of Josse A. Vrydagh. As his father, Josse was the first to introduce Jupiter to architecture as he had a thriving practice himself. As the architect of the Terre Haute Opera House, Hulman and Company's grocery and spice mills, St. John's Catholic Church, Wiley High School, and many more substantial buildings, Josse set high expectations on Jupiter and his younger brothers, Martin and Robert. Jupiter studied at the Rose Polytechnic Institute (now Rose Hulman Institute of Technology) for two years. He and his brothers were architects in association with their father until 1898 when the firm dissolved. The brothers left Indiana until the death of their father brought Jupiter back to Terre Haute where he and his wife would spend the rest of their lives; Jupiter died on August 26, 1942.

Jupiter made his father proud with such commissions as the White block on Wabash Avenue, the Froeb-Cox block, the Root Glass Company's buildings, the Gartland Foundry buildings, many prominent residences, and the addition to St. Anthony's Hospital. Serving as the Terre Haute city school board architect for two years as his father had, he designed the Fairbanks, Rae, and Deming public school building as well as Greenwood.

The Greenwood Elementary School's heating system and ventilation system were reviewed, in 1912, by Rodney E. Leonard, Architect, who found the ventilation system "inadequate." Therefore, eight vents were added to the east facade and eight grates to the interior halls. Between 1913 and 1915, overhead radiators were installed in the lower level rooms for the kindergarten. Bids for telephones were taken in 1914 and finally installed in 1917.

On March 24, 1913, the school survived the eye of the 'Terre Haute Tornado' with little damage. The community worked together the next morning to repair the building, laboring non-stop for thirty-six hours, to provide an immediate shelter and hospital for flood and tornado victims. Greenwood School continued to provide a home to many people of the community until rehabilitation could begin in the neighborhood.

The 7th & 8th grades were added in 1917 but removed in 1923 with the completion of Sarah Scott Jr. High School. Also in that year, the Fairbanks library opened a branch at Greenwood for the use of the school children as well as the public. It was replaced by the Bookmobile in 1955.

In 1953, four lots west of the Greenwood School were purchased by Vigo County School Corporation. These were cleared of houses and fenced in for the purpose of providing a playground. By this time, the Beaver had been chosen as the school mascot with green and white for school colors.

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Many families moved from the Greenwood district during the late 1950's due to the closing of surrounding industries as well as the Voorhees Housing Units. This significantly lowered student enrollment.

Due to the need for improvements of the building and to the small enrollment of the school, the Vigo County School System closed Greenwood School in May 1988, consolidating the school's children with Fairbanks Elementary School.

Since the summer of 1989, the Vigo County Head Start Program has opened the doors of Greenwood to children. With Patricia Hassel as director, the Head Start Program has cared for the building with the only major changes being to made to comply with modern fire codes.

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**Section 10- Geographical Data**

**Verbal Boundary Description**

The Greenwood School grounds consist of lots 0.1 & 2, 43, 44, & 45 Prestons Sub., lots 3 & 4 Krumbhaar Sub., Prt. N.E. 1/4 Sec. 33 T 12 N.R. 9W. The site is bordered by Voorhees Street to the north, Harding Street to the east, Greenwood Street to the south, and First Street to the west.

**Boundary Justification**

This is the historic property boundary.

**Additional Documentation**

**Photographs**

**Photo #1:**

3. The photographer for this and all photographs was Jennifer Morris of 606 West Columbus Street, Staunton, Indiana, 47881.

4. This photograph and all other images were taken in August 1996.

5. The location of the negative for this photograph, and the negatives of all other pictures, can be found at the Historic Landmarks Foundation of Indiana's Western Regional Office, 643 Wabash Avenue, Terre Haute, Indiana, 47807.

6. View of the east (main) and south facades. Photograph taken looking northwest.

**Photo #2**

6. View of north facade showing the recessing bays of the east facade. Photograph taken looking south.

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**Photo #3**

6. View of central bay of the east facade. Photograph taken looking west.

**Photo #4**

6. View of entrance doors. Photograph taken looking northwest.

**Photo #5**

6. View of the raking cornice and parapet of the central bay of the east facade. Photograph taken looking west.

**Photo #6**

6. View of window configuration of one bay of the east facade. Photograph taken looking west.

**Photo #7**

6. View of north facade. Photograph taken looking south.

**Photo #8**

6. View of south facade. Photograph taken looking north.

**Photo #9**

6. View of west facade. Photograph taken looking southeast.

**Photo #10**

6. View of the middle portion of the west facade. Photograph taken looking east.

**Photo #11**

6. View of the north and east walls of the entrance hall. Photograph taken looking northeast.

**Photo #12**

6. View of the window seat on the west wall of the north side of the first level. Photograph taken looking southwest.

**Photo #13**

6. View of the wall closet on the east wall of the south side of the second level. Photograph taken looking southeast.



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**Photo #14**

6. View of classroom door located on the west wall of the classroom on the north side of the first level. Photograph taken looking northwest.

**Photo #15**

6. View of the built in cabinet and sink on the north wall of the classroom on the south side of the first level. Photograph taken looking northeast.

**Photo #16**

6. View of the landing on the north side between the first and second levels. Photograph taken looking north.

**Photo #17**

6. View of the north side entrance vestibule between the first and lower levels. Photograph taken looking north.

**Photo #18**

6. View of the folding doors in the center of the east side of the hall on the second level. Photograph taken looking southeast.

**Photo #19**

6. View of the folding doors in the center of the east side of the hall on the second level. Photograph taken looking northwest.

**Photo #20**

6. View of the lower level on the south side. Photograph taken looking north.