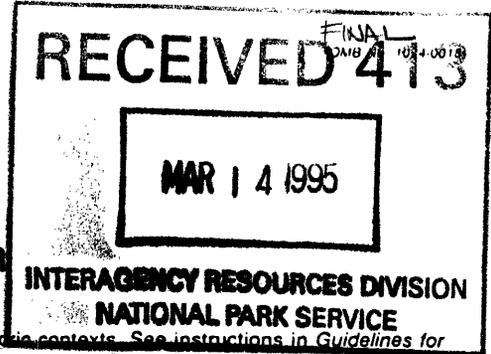


United States Department of the Interior
National Park Service

National Register of Historic Places Multiple Property Documentation Form



This form is for use in documenting multiple property groups relating to one or several historic contexts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. For additional space use continuation sheets (Form 10-900-a). Type all entries.

A. Name of Multiple Property Listing

Public School Buildings in Indianapolis Built Before 1940

B. Associated Historic Contexts

Public Education in Indianapolis, Indiana 1846-1940

C. Geographical Data

The corporate boundaries of Indianapolis prior to the formation of Unigov in January 1970. The boundaries are Broad Ripple Avenue on the north, Arlington Avenue on the east, Troy Avenue on the south, and the Pennsylvania Central Railroad (Conrail) on the west.

See continuation sheet

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards for Planning and Evaluation.

Paul R. Roberts

3/7/95

Signature of certifying official

Date

Indiana Department of Natural Resources

State or Federal agency and bureau

I, hereby, certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Patrick Andrews

4/28/95

Signature of the Keeper of the National Register

Date

E. Statement of Historic Contexts

Discuss each historic context listed in Section B.

The establishment of a free public school system in Indianapolis was no easy task. Plagued by an unsupportive State Supreme Court and later a City Council which would not provide proper funding, the Indianapolis Public School System struggled through numerous hardships to establish a building program.* What exists today are schools constructed in a variety of architectural styles representative of five basic construction periods: 1872-1884, 1889-1893, 1895-1905, 1919-1931, and 1935-1940. This multiple property documentation form therefore represents the historic context of public education in Indianapolis, Indiana from 1846-1940 with the two property types of elementary schools and high schools.

Pre-Free School System

Prior to the creation of a free school system in Indianapolis, private establishments provided educational needs. Sulgrove reported the first schoolhouse was a log cabin constructed in 1821 at the intersection of Kentucky Avenue and Illinois Street. This temporary facility had no permanent teacher. In June of 1822 a meeting was held to arrange for a permanent school. In 1824 the school moved to rooms in the newly completed First Presbyterian Church. In 1825 an additional school opened in a log house to accommodate the growing population of the new state capital. Along with these first institutions, numerous private schools taught for limited terms.

Prior to 1834 there were no free school buildings in the county. In 1834 the Marion County Seminary was completed using public subscription money and county funds. In 1844 public funds were appropriated for the construction of a district school on the east side of West Street, south of Michigan Street.¹

Nineteenth Century Free Schools

The state legislature of 1846-47 took initial steps to create a free school system by amending the proposed Indianapolis City Charter. While working to establish the charter, Mr. S. V. B. Noel offered an amendment which allowed the City Council to create school districts, provide by ordinance for school buildings, appoint teachers and superintendents, and levy a tax for school purposes.² Strong opposition from the legislature forced the amendment to be put to a town vote of "free schools" or "no free schools." The City Charter became law following an overwhelming majority voting for free schools in the election. To provide funding for the school

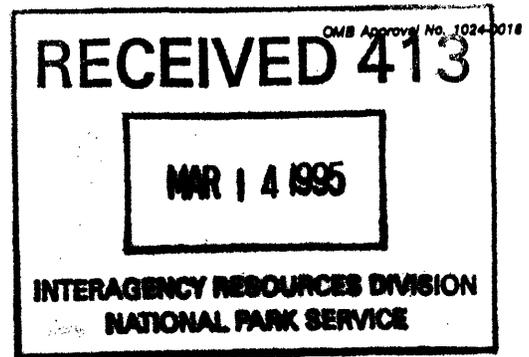
¹Norma Deluse, *A History of the Indianapolis Elementary Schools, 1821-1900*. Master's Thesis, June 1933 (College of Education, Butler University: privately printed), p. 80.

²B. B. Sulgrove. *History of Indianapolis and Marion County*. (Philadelphia: L. H. Everts & Co., 1884), p. 423.

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system, the State Law of 1852 granted townships the power to tax themselves for school maintenance after public funds were exhausted.

In January 1853 the City Council named H. P. Coburn, Calvin Fletcher, and H. F. West the first board of trustees for the city school system. In March the trustees selected ten teachers, and on April 25, 1853 the first school opened for a two month period. In her thesis on Indianapolis public schools, Norma Deluse wrote, "Between 1848 and 1851 five one-story buildings were provided by the City Council.³ These early buildings consisted of primarily one-story units designed to accommodate the later addition of a second story. Buildings ranged in size from one to two rooms.⁴

A system of grades and organized text book adoption were primarily applied to the schools in 1853. Initially there were four grades: primary, intermediate, grammar, and high school. Following the Civil War the grammar division was dropped. Sulgrove wrote that still later (circa 1881) the intermediate division was changed to a grammar department and each grade contained four years, making a full course of the schools 12 years.⁵ Each grade contained two parts, B—the first section which then passed on to A.

The following is a brief outline of material covered in grades one through eight:

First Grade: Reading, Spelling, Arithmetic, General Lessons (Human Body, Drawing, Oral Composition, and Plants), Music, and Writing

Second Grade: Same as first year but adds Language

Third Grade: Same as second year but adds Introduction to Geography

Fourth-Sixth Grades: Same as third year

Seventh Grade: Same as sixth year but adds History

Eighth Grade: Same as seventh year but adds Physiology

³ Deluse, p. 80.

⁴Jacob Platt Dunn. *History of Indianapolis*. (Chicago: The Lewis Publishing Co., 1910), p. 270.

⁵Sulgrove, p. 428.

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The beginnings of the high school system also date to 1853. The first high school opened in the old Marion County Seminary on September 1, 1853. The curriculum of the early high schools reflected a variety of basic subjects. The core classes of the high school consisted of the following:

First Year: Algebra, Physical Geography and Physics, and Grammar
Second Year: Geometry, Physics, and Grammar
Third Year: Chemistry and Physics, and Grammar
Fourth Year: all electives

Electives consisted of the following:

First Year: none
Second Year: Botany, Physiology, Arithmetic, Commercial Course, and German or Latin⁶
Third Year: Solid Geometry; Trigonometry and Surveying; Botany; Physiology, Grecian, Roman, Medieval, or Modern History; and German, Latin, Greek, or French
Fourth Year: Laboratory/Astronomy or Zoology/Geology; English Literature and Themes; Civil Government/United States History and Political Economy or Psychology; and German, Latin, Greek, or French

Not until the introduction of manual training and physical education during the late nineteenth century and the early twentieth century did the curriculum affect school construction.

The school system did not remain free for long. In December 1854 the Indiana Supreme Court declared unconstitutional an 1847 law permitting taxation for public schools. The basis of the decision rested in the notion of equal education for all. This interpretation of the Indiana Constitution prohibited any city from taxing itself until the entire state consented to a taxation for the same purpose.⁷ In rebuttal, the 1855 state legislature created a law authorizing, "...cities and towns to levy taxes in

⁶The commercial course consisted of bookkeeping, commercial law, and arithmetic.

⁷Dunn, p. 270.

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support of public schools which might not be paid to any existing schools performing public service, but such schools were 'not' to [sic] supersede the common schools."⁸ The State Supreme Court likewise declared this act unconstitutional.

Following the court's decisions, schools attempted to remain open while operating on scholarships. But failing to raise enough private funding, the free school system closed in April 1858 and remained closed until 1860 when the Supreme Court reversed its earlier decision and declared that provisions should be made "...for more efficient and prosperous schools and fuller taxation for their support."⁹ The reversal is attributed to a change in Supreme Court justices.

In February of 1860 the free grade schools reopened; the high school did not reopen until 1864. Because of the old Seminary's poor physical condition, the high school reopened in the former First Ward school. Circa 1865 the old Second Presbyterian Church, located on the northwest corner of Market and Circle streets, was purchased and renovated to house another high school. The school remained at this location until 1870 when the Baptist Female Seminary at Michigan and Pennsylvania streets was purchased and enlarged for a new high school. In 1884 the newly constructed Shortridge High School replaced the Michigan Street building.

The schools reopened, but not for everyone. Segregation played a factor in the school policies of the nineteenth century. In the beginning of Indianapolis' public school system, black children were not permitted to attend public schools. In order to receive an education, black parents had to send their children to private pay schools designated for "coloreds." Nonetheless, black residents paid taxes to support the white public schools.

On May 12, 1869 the legislature passed a law "...putting negroes on the same footing as whites under school law."¹⁰ This, however, did nothing to eliminate segregation

⁸Dunn, p. 272.

⁹Sulgrove, p. 424.

¹⁰Dunn, p. 276.

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as the law only required that separate facilities be provided. In order to meet the needs of black children, the school system repaired its older buildings. An exception to this policy was P.S. #17 built in 1873 specifically for black children.¹¹ Typical was the policy reflected in the minutes of 20 February 1874 where the Committee on Buildings and Grounds suggested that suitable buildings be provided for "colored" schools in the northeastern and southern portions of the city, by purchase or lease.

Blacks were contained, if not actually restricted, in their own neighborhoods which allowed for easy school segregation. The school board minutes of 17 October 1879 show a record of petition including the statement that "we not only protest against placing white children in the colored schools but against placing negroes in the white schools." The board responded with a resolution that P. S. #18 (on Shelby Street south of Fountain Square), P. S. #21 (an old frame school downtown), P. S. #23 and P. S. #24 (both northwest, serving Indiana Avenue and northward) "...shall be used exclusively for colored children." All of these buildings are gone; some disappeared by the turn of the century.

The idea that black citizens supported segregated schools, at least initially, is suggested by a petition received by the school board on 3 May 1895 from a group of black citizens:

We believe...our children will fare as well under...our colored teachers, other things being equal...[We] do not approve of them being transferred to schools set apart for whites when they can be accommodated in colored schools. We know we speak [for] nine-tenths of the colored people in Indianapolis.¹²

In the context of social reality, this appears as much a plea to allow opportunities for black teachers as for black children. And certainly the experience of black children in predominantly white schools may have been less than pleasant, creating among black parents the desire to withdraw unto themselves. It is interesting to

¹¹*Ibid.*

¹²Board of School Commissioners, City of Indianapolis. *Minutes*, 3 May 1895.

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note, however, that this kind of passive acceptance masked as support does not appear with regard to segregation again.

By the mid-1860s, construction of school buildings had become an issue. In August of 1864 the school board elected A. C. Shortridge as superintendent. At the time, school accommodations were severely cramped with teachers forced to hold class in hallways and cloak rooms. Mr. Shortridge and members of the school board traveled to other cities to study the design of school buildings. The John Hancock School in Boston, Massachusetts was chosen as the model for two new Indianapolis buildings constructed in 1865-66 in the Fourth (corner of Blackford and Michigan streets), and Ninth (corner of Davidson and Fulton streets) Wards. The model called for "large, durable, well-lighted and ventilated buildings."¹³ In an effort to promote standardization and strengthen the school system, Shortridge established a program for grading the schools and organizing and drilling teachers.

In 1881 a school board report further detailed information regarding the construction of new school buildings. Sulgrove wrote:

President Bell says of the school grounds, 'It has been the policy of the board to purchase large lots upon which to erect [sic] school-houses; the lots will average for 12 room buildings 150 feet X 200 feet...In most instances these lots are bounded on three sides by streets and alleys...No building stands so near a school-house as in any perceptible degree to cut off its light or air.'¹⁴

In regard to the construction and character of the school buildings, Bell said, "Out of our 26 school buildings but three are more than two stories high, one of these will be abandoned soon. This arrangement saves the climbing of stairs by both teachers and pupils, and greatly lessens danger in case of fire."

¹³Deluse, p. 81.

¹⁴Sulgrove, p. 428.

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In order to keep the air pure, Bell said the solution, "...is to make a separate ventilating shaft for each room..." The report then goes on to say, "Next in importance to pure air in a school-room is good light. It is safe to say there is not a badly-lighted school-room in the city." The preferred arrangement of rooms would let light in from the back and the left.¹⁵

To circumvent the City Council's review over new taxation and the County Examiner's approval of teachers, Shortridge and a committee of two (Judge Roache and Austin H. Brown) created a law which established a school board of nine, independent of the regular school board associated with the City Council. "The law gave the [independent] board the power to levy all taxes for the support of the schools within such city including such taxes as may be required for paying teachers, in addition to the taxes now authorized to be levied by the General Assembly."¹⁶ The law remained in effect for 18 years.

Due to an unfavorable reaction to the taxation, brought on by a general business depression, the legislature passed a law limiting the schools' taxation rate to \$.20 per \$100 for any one year in March 1877. A supplemental act created at the same time "empowered the Board of School Commissioners [or school board] in cities of 30,000 or more inhabitants to make temporary loans for the support of schools whenever the funds were insufficient or exhausted."¹⁷ The loan, however, could not exceed anticipated revenue for the current year. Furthermore no additional loans could be made until the temporary loan was paid. By 1884 the effect of the limited taxation prevented the construction of new schools.

In 1884 Indianapolis had 28 elementary schools and two high schools. Of the earliest structures the following six remain:

No. 7	748 E. Bates	1872
No. 8	520 Virginia Avenue	1884 ¹⁸

¹⁵*Ibid.*

¹⁶*Ibid.*, p. 275.

¹⁷Deluse, p. 84.

¹⁸The present building is located on the site of the original 1857 structure. It seems most doubtful that any of the 1857 building remains

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No. 13	714 E. Buchanan	1873
No. 14	1229 E. Ohio	1878
No. 27	545 E. 17th Street	1882

Between 1884 and 1889 no new construction of school buildings occurred. Nonetheless, the population of Indianapolis continued to grow at a steady pace. By 1890 the population had increased to 105,436 from 75,056 in 1880.¹⁹

Between 1889 and 1893 12 new schools were constructed. Of these, the following survive:

No. 36	2801 N. Capitol	1890
No. 29	2101 N. College	1890
No. 48	1102 York	1889
No. 38	2050 N. Winter	1893
No. 53	440 N. Ketcham	c.1892

As the addresses indicate, the city was expanding in all directions. School numbers 29 and 36 represent the expansion on the north. Indianapolis continued to annex surrounding areas at a rapid pace. By 1897 areas to the north and northwest were included along with Mount Jackson, Haughville, West Indianapolis, Brightwood, and Brookside. With the annexation of these communities also came their schools.

Fortunately the city tax rate increased whereby making it easier to fund new school construction. In September 1896 the tax levy rose to \$.25 per \$100 plus an additional \$.05 for manual training and \$.04 for the Library Fund. The City Library, which was part of the school system, was supported by the city school tax. In 1897 the tax increased by \$.08 which was added to support compulsory education. The same year the legislature enacted a Compulsory Education Law requiring the parents and guardians of children ages 8 to 14 to send their children to at least 12 consecutive weeks of school.²⁰ In 1898 compulsory education received an additional \$.10. Finally, in September 1899 the tax levy became \$.50 per \$100.

¹⁹Deluse, p. 84.

²⁰Dunn, p. 278.

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Manual Training (along with its female counterpart, domestic science), affected the size more than the style of school structures as it came to be included in the curriculum. The Germans were largely responsible for the movement, which grew in popularity in the late nineteenth century. Manual training was, in fact, first taught in Indianapolis at the Gewerbeschule, held in the private German-English School building on East Maryland Street. Among its teachers were architects Bernard Vonnegut and Arthur Bohn who taught architectural drawing and design. The training became so popular that teachers and facilities soon became inadequate at the Gewerbeschule, and around this time in 1888 the school board decided to offer manual training, at first in a department at the high school.

With the completion of a large new building on South Meridian Street there opened a secondary school with the revolutionary idea of joint academic and manual training—Manual Training High School (originally called Industrial Training School, but changed four years later). When the new school opened in 1895 it replaced the former High School #2 which had been located in an old elementary building on Virginia Avenue for ten years. Not long after this manual training was gradually introduced into the elementary schools. Frequently basements were adapted for shop and home economics; the 1919 rules of standardization required that manual training facilities of a minimum size be included in the plans of all schools constructed thereafter.

The school board increased construction of new facilities in an attempt to meet the needs of the city's growing population. The late 1890s saw several new schools open. The only remaining schools from the period 1895 to 1899 are:

No. 41	1015 W. 31st St.	1897
No. 45	2301 N. Park	1898 ²¹

Twentieth Century

The first few years of the twentieth century likewise exhibited a construction boom. During this time the school board decided to replace some of the older buildings

²¹Dunn, p. 278.

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with new facilities. It can be speculated that due to new building technology the oldest facilities and those recently annexed were viewed as obsolete. The school board commissioned architect Adolf Scherrer and his son, Anton, to devise a plan of standardization for new school construction. The plan focused on coordinating a number of changes and improvements, particularly indoor plumbing, that had developed since the 1890s. The list is included in the school board minutes of 25 March 1919.

The Scherrer plan reflected the new educational trends of physical education, manual training, and domestic science. Specifics of the plan called for the "standard" school building to have 16 classrooms when completed. However, design of the buildings allowed them to be erected in units of 4, 8, or 12. The plan also intended for each school to have an auditorium/gymnasium with a stage and dressing rooms. In practice this facility was usually added several years after the classroom construction. There was also to be a principal's office near the entrance, and a two-room nurse's office. The plan provided facilities for manual training and domestic science; these were frequently located in the basement. The facilities were also to be fireproof. The architects made no specific restrictions regarding design except that they not be "overly-elaborate," but "thoroughly modern."

Another factor affecting the development of school architecture and the addition of the auditorium was the gradual movement toward physical education in schools, especially encouraged by the German-American community in Indianapolis, among whom physical education was a tradition of long standing. By the 1910s physical education had become well established in the public school system, even taking on the tone of "pre-military training" as the war in Europe began to reach across the Atlantic. Indoor facilities were lacking in many schools, however, and such as there were tended to be rather limited. The 1919 rules of standardization required that a combination auditorium/gymnasium be included in the plans of all new schools. Many of the additions constructed in the 1920s included these. What additions were able to be built in the 1930s also included auditorium/gymnasiums, for recreation played an important role in the New Deal philosophy, and the facilities could and usually did double as a neighborhood center.

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Perhaps the greatest example of the influence of the large German-American community on the Indianapolis school system was the required offering of the German language in elementary schools. First introduced as early as 1866, the policy remained in effect until 1919 when the vehement policy did not make the German language mandatory, but it did require that it be available to students who wished to take it. The class required a small recitation room, known as "the German room." Frequently the architect juxtaposed this small room with the principal's office, as in P. S. #7. As schools became overcrowded the German room often became a classroom. The language class, usually a daily session of 20 minutes, was relegated to the hallway. After World War I the space was used for other purposes, such as a nurse's office.

In 1919 the school board commissioned a survey of the system's building needs and priorities. Correction of these problems proved difficult as it took a full decade to meet the survey needs. By this time new and unforeseen priorities surfaced. New construction resumed in 1920 with P. S. #26 and #5; work continued steadily through the 1920s.

During the 1920s another German movement led to design changes in some public schools. The Fresh Air Movement significantly changed the appearance of several Indianapolis public schools. The movement began in Germany in 1909 with the revolutionary concept of institutions of learning where teaching and curing could co-exist. The idea spread to England and from there to Providence, Rhode Island where the first fresh air school in America was initiated. Soon after, schools developed in Boston, New York, and Chicago. Modeled after the Elizabeth McCormack School in Chicago, the fresh air program in the Indianapolis Public School system began with a room in P. S. #3. The room was set up for healthy children whose parents were interested in better ventilation. Windows remained open regardless of temperature; this necessitated students and teachers wearing long, hooded coats in the winter. The original fresh air concept equated fresh air with cold air. By the early 1930s this idea had been replaced by the idea of free circulation of fresh air at approximately 65 degrees.

Coupled with the regimen of rest, relaxation, and nutrition, alternating with conventional studies, the program proved of great benefit to those children who

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suffered with asthma, cardiac ailments, minor nervous disorders, undernourishment, arrested tuberculosis and tuberculosis contact, as well as slow convalescents from various diseases or injuries. The program continued in a number of other public schools which had extra room, but Dr. Theodore Potter, a charter member and organizer of the Marion County Tuberculosis Association, urged that group to co-sponsor a complete school for sick children based on the fresh air concept.

Following early, less sophisticated fresh air school buildings, the school board constructed the modern, well-equipped Theodore Potter Fresh Air School in 1924. The Prairie style building contained wings with sleeping porches. The porches and auditorium, which also served as sleeping quarters, were created to meet the needs of the convalescing children attending the school. The building was demolished in 1986.

The special needs of physically handicapped children also created modifications in school buildings. In particular, Schools #5 and #97 contained special facilities. P. S. #97 featured rooms for occupational therapy, hydrotherapy, physical therapy, rhythmic, home economics and industrial arts, and medical facilities. The school opened in October 1936.

During the Depression portable classrooms provided the only means for the school board to set up new schools and accommodate the growing enrollment in old buildings. Portable classrooms also played a role in the development of school buildings. The introduction of portable schools into the Indianapolis system came in 1902. The previous fall the school board investigated the facilities constructed in St. Louis, Missouri. Use of these flimsy, one-room frame structures—no worse than many of the township schoolhouses in the outlying areas—took much of the pressure off the school board to erect permanent school accommodations immediately. Eventually local contractors built the temporary structures, and over time, the designs improved to include two rooms.

The portables, of course, were not required to meet the 1919 standardization requirement. Therefore, the board could deter the extra expense of the requirements by first establishing a school with only a portable structure. Several schools began this way in the 1920s, including P. S. #76, #81, #82, and #87. The

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portables contained no plumbing but only an outdoor toilet and faucet or pump. The individual rooms used coal or oil stoves for heat which often proved ineffective against their draftiness.

Though segregation was not a written policy of IPS, portables appear to have played a role in the separation of blacks and whites. For example, P. S. #87, a "colored" school, received portable after portable instead of a permanent school building. Eventually 10 portables occupied all of the school's property. At this point the school received a permanent structure built with Public Works Administration (PWA) funds. Public School #86, a white school, also began with portables. However, when the Parent-Teacher Association clamored for better facilities, the board, although unable to build a permanent school, responded by remodeling the portables into a more pleasant frame structure.

A minimal amount of new construction occurred in 1931, but these buildings, P. S. #56, #69, #81, and #82, had financial arrangements prior to the Depression. Following the erection of these buildings, no new construction occurred until 1935. At that time funds became available for public school construction through grants from the PWA. The grants covered 45 percent of construction costs. Additions to high schools received the highest priority along with a new school for crippled children (#97, James E. Roberts School), and a permanent structure for "colored" children on the west side (P. S. #87). Except for P. S. #86 on the far northside near Butler University, all schools constructed from 1935-1940 were partially funded with money from the PWA.

Beyond the issue of portables, segregation occurred in other areas of the school system well into the twentieth century. Early high schools were integrated, though only a relatively small portion of blacks attended. But as early as 27 October 1908, Superintendent of Schools, Calvin Kendall, stated in his annual report that, "...the question of colored children attending white schools is becoming constantly more serious. It requires the greatest amount of diplomacy in this office and on the part of principals, to prevent an outbreak concerning this delicate question." Kendall did not elaborate on what sort of "outbreak" he hoped to prevent. He went on: "I believe further that the board should look forward to providing separate

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accommodations for colored high school pupils...Sooner or later it will be necessary to remove colored children from the present high schools."

This is the first known hint of the policy that led to the construction of Crispus Attucks High School for "colored" children in 1927—a move widely opposed by many influential black community leaders. By 1920 the Ku Klux Klan began to influence the school board. Citizen's associations, including the White Supremacy League, petitioned the board to follow through on *de facto* segregation policies.

In this atmosphere, discussion of a new colored high school thrived. Despite protest from groups of black citizens such as the Better Indianapolis League (which included Lionel Artis who later directed the Lockefield Garden Apartments federal housing project), and numerous black clergy, in December 1922 the school board's committee on instruction recommended a high school for black children be included in the building plan. Protests and a long drawn-out court battle, led by black lawyer Archie Greathouse, did not stop construction of Crispus Attucks High School. Attucks remained segregated well past World War II, notwithstanding a 1949 law prohibiting segregation.

In addition to Attucks, other high schools met the educational needs of the city. Another manual training school opened on the grounds of the former United States Arsenal on the east side of Indianapolis in 1912. The school first utilized existing buildings but need for expanded facilities became critical because of an increased population and a proportionately larger number of students remaining in school until graduation. Particularly after World War I the desirability of a high school education greatly increased. Parents, who a generation before shunned high school as foolishness, now wanted their children to complete their educations. Many employers that had previously not required high school education now saw this as more desirable. Indianapolis high schools were not solely academically oriented toward a college prep; vocational classes better served those students whose educations ended with a high school diploma.

The annexation of Broad Ripple in 1923 added a small high school to the board's jurisdiction, but this did little to alleviate the problems of overcrowding. Plans were also underway to build a new Shortridge High School on the northside and abandon

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the site at Pennsylvania and North streets. Though planned to be much larger than the old school, the new Shortridge still proved insufficient.

George Washington High School, completed in 1927, responded to the requests of westside residents for their own school. The school board likewise planned for a high school for the Irvington area on the east side; however, the Depression hit before the details were in place. Construction was delayed for several years. A PWA grant led to the completion of the first unit of Thomas Carr Howe High School in 1938.

Both Crispus Attucks and George Washington High Schools received much-needed additions in the 1930s. The trend in increasing high school enrollment continued during the Depression as students knew there would be no jobs available if they dropped out. Minutes of the December 10, 1935 school board meeting stated that from 1930-1935 high school enrollment witnessed a 33 percent increase versus only a .7 percent increase in elementary schools.²² The same minutes revealed that whereas in 1873 only 2.5 percent of all pupils in the city attended high school, in 1935 the figure grew to 29 percent.

Influence of Architects

Several distinguished Indianapolis architects are credited with work on the public school buildings. Though the school board occasionally considered the idea of hiring a full-time architect, that never occurred. The board chose the architect for each building, sometimes by way of direct competition, election among board members, or by selection from names put forward. Architects continually solicited the school board to consider them for future buildings.

In the nineteenth century, the school board often contracted with an architect to draw up plans and specifications to be used for an unspecified number of buildings, or the plans were placed in a file for future use. Consequently, there are a few schools from the 1890s whose architects are not identified because the school

²²Board of School Commissioners, City of Indianapolis. *Minutes*, 10 December 1935.

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board minutes only indicate the use of "suitable plans on file." The original plans are lost. This practice is restricted to the nineteenth century, however.

Some of the city's most prominent architects designed public schools. The oldest school still extant, Thomas Jefferson P. S. #7, is the work of Dietrich Bohlen, founder of the four-generation architectural firm bearing his name. In keeping with the educational and building requirements at the time of construction, Bohlen designed the school to be less than three stories. When opened in 1873 the building contained 12 classrooms. A room located across from the principal's office on the stair landing served as the German Room and later became the nurse's office. In 1899 the upper half story was finished as an auditorium/gymnasium.

Edwin May, architect of numerous Indiana courthouses, designed several Italianate school structures in the 1870s. Two of these still stand: P. S. #13, and the oldest section of P. S. #14.

Swiss-born architect Adolf Scherrer designed a number of schools in the 1890s. Only one exists today—P. S. #36. Constructed in the Romanesque Revival style, this building displays the center tower plan popular for school buildings at that time. Built on a corner, as was the preferred location, P. S. #36 began as a one-room cottage in 1892. In February 1894 the Committee on Buildings and Grounds recommended construction of a four room building that could later be enlarged to eight rooms. Adolf Scherrer designed an eight room building that could be enlarged to twelve rooms. Upon its completion in October 1895 the school contained eight classrooms, the principal's and nurse's offices, an assembly room in the attic, a full basement, kitchen, dining area, and a wood shop (the first shop room built in a grade school).

Scherrer also designed several additions for the old Emmerich Manual Training High School, all of which have been demolished. In addition to the schools, Scherrer is responsible for the designs of the Indiana State Capitol, Crown Hill Cemetery Gateway, and the Tipton County Courthouse, to name a few.

In the late 1890s, Vonnegut & Bohn began their long association with public school architecture. A consistent signature of their work is the use of cartouches. These

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fanciful pieces of limestone or terra cotta tend to lighten the massiveness characteristic of Vonnegut & Bohn designs. Both the 1897 and 1914 sections of P. S. #41 have cartouches, as do P. S. #42 and George Washington High School. The outstanding architectural firm is also responsible for numerous designs including L. S. Ayres Department Store, William H. Block Department Store, the John Herron Art Institute, and the Indiana Bell Company Building.

Less prominent, but extremely prolific, was architect Clarence Martindale who designed a number of schools and additions in the first two decades of the twentieth century. Among his designs are the classically-influenced P. S. #18 (demolished), the second building of P. S. #41, and the more modified P. S. #50 and P. S. #3 for which he also designed two additions to each.

Well-known in Indianapolis for their many fine commercial structures, including several Art Deco works such as the Architect and Builders Building, the Coca-Cola Bottling Company, and the Circle Tower, is the firm of Rubush & Hunter. One of the partnership's first works was an additional building for P. S. #52, completed in 1905 but since demolished. They also designed the Neoclassical P. S. #66 and P. S. #75 (demolished).

The Daggetts, both father Robert Platt, and son Robert Frost, designed a great many public schools. R. P. Daggett's existing work extends from the 1907 Emerson School #58 to his 1917 addition to the terra cotta trimmed P. S. #34 built in 1914. In between he designed P. S. #49 and #43. All of his existing work is classically derived. Robert Frost Daggett is attributed with the polychrome terra cotta work of the now demolished P. S. #5, as well as P. S. #37, and the Deco-influenced P. S. #20.

Herbert Foltz, architect of numerous Indianapolis homes and the former Indianapolis Orphan Asylum, designed four of the schools in this nomination: P. S. #57 and its subsequent additions, P. S. #60 and its additions, a major addition on 10th Street to P. S. #54, and the Theodore Potter Fresh Air School (demolished).

In the early 1920s, Elmer E. Dunlap designed several school projects. His most notable effort was P. S. #26 with its V-shaped layout. Dunlap demonstrated his

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adaptive talents on P. S. #38. More than an addition, Dunlap actually converted a small nineteenth century school into a satisfactory modern structure.

Merritt Harrison, architect of P. S. #73, later went into partnership with Llewellyn A. Turnock. The firm produced the Deco-influenced P. S. #69 and Crispus Attucks High School.

The now venerable Indianapolis firm of McGuire & Shook began their work on public schools in the 1920s with additions to existing schools and the Neoclassical P. S. #62, constructed in 1924. McGuire & Shook then began a prolific decade beginning with the Deco-influenced P. S. #80 completed in 1929 and contributing a large portion of the designs of what relatively little construction took place during and after the Depression. Their work of this period demonstrates more versatility within the public school genre than any other firm. After P. S. #80 came the Georgian Revival P. S. #82 in 1931, then five years later the Art Deco James E. Roberts School #97. They culminated the series with the Collegiate Gothic first unit of Thomas Carr Howe High School in 1938.

The school board selected general contractors by advertising for bids. The most prolific builders of Indianapolis public schools were the William P. Jungclaus Company and the John A. Schumacher Company, both of which constructed schools from the 1890s through the 1920s; Jungclaus continued work through 1940 with P. S. #86. Jungclaus was also the contractor for the Indiana State Library, Columbia Club, Coca-Cola Bottling Company, Bush Stadium, and L. S. Ayres Department Store. The Service Construction Company built a number of schools in the 1920s and 1930s. These three companies figure the most prominently in the construction of extant schools.

The buildings of the Indianapolis Public School system, both present and past, represent the changing popular architectural styles from the late nineteenth century through the mid-twentieth century. By reviewing the changes in the buildings through the period of significance, one can observe the development of educational trends and the effects upon the physical structures. Through the designs of leading local architects, IPS created numerous outstanding structures, many of which remain intact exemplifying the various time periods.

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*Some have contested the involvement of the State Supreme Court in the prolonged development of an IPS building program. John J. Newman, Director of the Information Management Section, Division of State Court Administration, Supreme Court of Indiana (and member of the Indiana Historic Preservation Review Board), contends that:

The Supreme Court neither "supports" nor "restricts" issues. Its only function is to determine the constitutionality of acts created by the Indiana General Assembly to see if such conform to the provisions of the Indiana Constitution. Secondary sources, as Dunn and Sulgrove, *interpret* the effects of Supreme Court decisions in light of their bias. My concern, then, is that any bias should be compared to the *primary*, original source.

There were two issues regarding the funding of a "free public school system" in Indiana. The first was the question of taxing for tuition. The second was the issue of taxing for *school buildings*. In *Adamson v. The Auditor and Treasurer of Warren County*, 9 Ind 174 (1857), on page 175, the court stated "the power of voting taxes for that purpose (paying teachers) is vested by the constitution in the legislature alone. As to such taxes the law must be uniform throughout the state...But the constitutional requirement does not reach to the subject of taxes for building school-houses, etc. These are left within the power of township trustees, and no more uniformity can be required as to them than there can be as to those for buildings court-houses and jails in the different counties. The law conferring the authority to tax must be general, not special; but the exercise of the power need not be uniform through the state." In the *City of Lafayette and Martin, County Treasurer v. Jenners*, 10 Ind. 70 (1857), on page 73, the court stated "It may be observed that the constitutional restraint applied only to monies raised for tuition. Municipal corporations may be authorized to raise money by taxation to build school-houses, etc." Finally, contrary to the statement made on Section E, page 4 of the nomination, that a judicial reversal was attributed to a change in Supreme Court justices, I note in *Nil and Others v. Jenkinson*, 15 Ind. 425 (1860), on page 427, the Supreme Court ruled at its November 1860 term that "It must, however, be noted, that the power thus conferred, so far as it related to the levy and collection of taxes for tuition, has been

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held in conflict with the Constitution." Nowhere, in the 1850s, including an examination of the indices for both 1860 Supreme Court terms, do I note any changes in the Court's position that local tax levy for tuition remained unconstitutional since only the General Assembly could levy taxes that had to be uniform throughout the state, but that during this period, municipalities could levy taxes for the erection and maintenance of school buildings. Thus, I still feel that statement in the nomination that IPS struggled to establish a building program due to state and local decisions that affected funding sources is not an accurate reflection of the Supreme Court's role in the matter. Sulgrove's interpretation is not borne out by the actual opinions.

Contrary to Mr. Newman's opinion, historian Richard Boone, in his work A History of Education in Indiana (New York: D. Appleton & Co., 1892), states: "Within the first five years of the new law (regarding school construction and education, 1852-57) there were built throughout the State more than 2,700 schoolhouses...but, prohibited from using local funds and with meager revenues, with a meddling Legislature and a querulous Judiciary, the course of education, when not turbulent, was obstructed. Schools were closed, houses begun were left unfinished...The State had but an apology for a system" (p. 219). Noted historians Donald F. Carmony and John Barnhart concur with Boone in their Indiana From Frontier to Industrial Commonwealth (NY: Lewis Publishing Co., 1954). Other historians agree with these sources, that the Supreme Court cases and others in question did obstruct school construction throughout the state in the 19th century, until the 1870s.

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F. Associated Property Types

I. Name of Property Type: Nineteenth Century Elementary Schools

II. Description

Nineteenth century elementary schools typically consisted of two to two and one-half story buildings with assembly space provided on the upper floor or in the wide hallways. The earliest elementary schools occasionally had three floors, but these were quickly eliminated due to fire hazards and the risks posed to children and teachers. Likewise the practice of using the upper floor or hallways for assembly space was considered a fire hazard; school policies changed with a building standardization plan developed in 1900.

Emphasis on the schools is placed upon verticality rather than horizontality. The extant nineteenth century schools reflect the architectural styles of Italianate, Romanesque Revival, and functional. While the very earliest school buildings were often of frame construction, all of those which remain are built of brick, many with limestone trim. The use of a central tower is also a common feature on many of the buildings constructed during the late nineteenth century. Window openings are typically segmentally arched (particularly on Italianate schools), or flat with limestone headers. Symmetry is a dominant characteristic of the nineteenth century schools, a trait which is often respected when additions are made.

Variations from the original structure are seen on all extant nineteenth century school buildings. Both cultural and geographic influences brought changes. The most common variation is an addition to the building either later in the nineteenth century and/or in the twentieth century. Growing populations and the increasing emphasis placed on education led to the need for more space. Twentieth century trends such as physical education necessitated the addition of a gymnasium.

Nineteenth century schools are most commonly found within Center Township in Marion County. The location of older schools in this area is explained by the early concentration of population in Center Township and its subsequent expansion which radiated outward.

Extant schools from this period span the years 1872 to 1899. None remain active as schools. They are either vacant or in reuse for commercial or residential purposes. Those buildings which are vacant should be expected to be in deteriorated condition. Those which have been renovated must be evaluated individually, because although physically in good condition, alterations not meeting the Secretary of the Interior's Standards for Rehabilitation may exist.

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F. Associated Property Types

I. Name of Property Type: Indianapolis Public Schools 1846 - 1940

II. Description

All schools mentioned in this study are located within Marion County. The center of the county is largely conditioned by the original 1821 Mile Square plan of Alexander Ralston. Subsequent growth is the result of 171 years of annexation and expansion.

The most important topographical features of this essentially flat area are its rivers and creeks: Fall Creek to the northeast, Pogue's Run and Pleasant Run to the southeast, and White River flowing north to south through the middle of the county. A portion of the Central Canal system parallels White River from Broad Ripple to the State Capitol and Government Center.

Because of the nature of their function, the public schools are located in or very near residential areas. It is not uncommon to locate these structures within potential or already existing historic districts.

Outline of Property Types

Property types for this multiple property documentation may be divided as follows:

- I. Elementary Schools
 - A. Nineteenth Century
 - B. Twentieth Century
- II. High Schools

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III. Significance

The properties found within this type are among the oldest in Indianapolis. They represent early educational and building standards established in the 1880s which called for:

12 room buildings bounded where possible on three
sides by streets and alleys
no more than two stories high
well lighted and ventilated

Buildings constructed prior to 1880 exhibit the design of the model school in Boston, Massachusetts (John Hancock School) selected in the mid-1860s. This model emphasized the design principles of "large, durable, well-lighted and ventilated buildings."

While not considered a criterion of significance, the addresses of nineteenth century schools reflect the growing suburbanization of Indianapolis as the locations stretch farther from the Mile Square.

The extant schools of this period are significant for their architectural craftsmanship as well as floor plans. Italianate and Romanesque Revival styles dominate the nineteenth century buildings. Many display carved or rusticated limestone ornamentation, decorative window hoods and door surrounds, and eave brackets. The architectural significance of many of these buildings lies in the outstanding representations of these early styles, as well as the demonstration of work of important local architects.

IV. Registration Requirements

Because so few schools remain from the nineteenth century, they need not retain every characteristic expressed in the statement of significance. They must retain an overall massing and roof line which identifies them as nineteenth century. That is to

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say, emphasis must be placed on a vertical massing with a moderate to low-pitched hipped roof. Those examples with central towers should retain enough integrity to distinguish the tower as extending above the main roof line. Alterations are acceptable but they must not overwhelm or engulf the original building if it is to be judged by the nineteenth century registration requirements.

The majority of openings (windows and doors) must either remain in their original state, be boarded, or replaced with materials meeting the Secretary of the Interior's Standards. An abundance of doors and/or windows cannot be permanently sealed or altered. Elements of original cornice decorations, such as brackets, should be in evidence. Complete removal of the cornice severely compromises the integrity of the building, whereby making it ineligible for the National Register of Historic Places.

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Name of Property Type: Twentieth Century Elementary Schools

II. Description

Twentieth century schools differ distinctly from those constructed in the 1800s. Emphasis changed from vertical to horizontal massing as the buildings increased in length, lost the upper half story, and typically used flat roofs. The few twentieth century schools which are two and one half stories maintain the horizontal appearance with their size. Architectural styles also demonstrate the twentieth century influence of period revivals: Neoclassical, Tudor Revival, Mediterranean Revival, Colonial Revival, etc.

Architects clearly increased the amount of ornamentation as dictated by the particular styles. The pressed metal cornice brackets of nineteenth century Italianate buildings were replaced by limestone coping, corbelled brick, dentils, and/or limestone medallions or ornamentation.

Several new educational policies and philosophical trends affected the construction of twentieth century schools. The introduction of manual training and domestic science affected the size more than the architectural style. While the earliest implementations of this movement occurred in the late nineteenth century (c.1895), it did not become commonplace until the early 1900s. The 1919 rules of standardization required that manual training facilities of a minimum size be included in all new school plans. These rooms were frequently located in the basement.

The 1919 plan, developed by Adolf and Anton Scherrer standardized new construction and integrated several new construction and educational developments. In addition to rooms for manual training and domestic science, the 1919 plan included the installation of indoor plumbing; 16 classrooms to be built in units of 4, 8, or 12; an auditorium/gymnasium; principal's office; and two-room nurse's office. While the plan specified use of interior spaces it did nothing to dictate architectural style except to state the designs not be "overly-elaborate," but "thoroughly modern."

As mentioned, styles usually represent a period revival design with Neoclassical being one of the more frequently seen early designs. Neoclassical buildings range from relatively functional with the elements of symmetry, piers, and a classical entry such as exhibited on P. S. #49 at 1902 W. Morris, to the high style facade of P. S. #51 at 2301 N. Olney which has Tuscan columns, dentils, and a portico-effect. As mentioned, a variety of other period revival styles are exhibited, but Neoclassical seems to dominate.

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III. Significance

Schools constructed during the twentieth century may be significant for their contributions to new educational developments such as manual training and physical education, the fresh air movement, or handicapped-accessibility. Properties are most likely to be significant under Criterion C for their ability to embody the styles, forms, and methods of construction of the period. Due to the number of segregated schools built during this period they may also be significant for their role in the city's African-American community.

Many twentieth century elementary schools display high styled examples of a variety of period revival designs. These are often the work of important local architects who employed early twentieth century craftsmanship in their work whereby making this period the most ornate of school architecture.

IV. Registration Requirements

Because of the abundance of twentieth century schools still extant, these buildings must meet more stringent registration requirements than those of the nineteenth century. Their mere existence or lack of alterations is not necessarily enough to make them National Register-eligible.

Buildings significant for architectural reasons must be outstanding representations of a style and/or the work of a notable architect. Additions must be kept to a minimum and not detract from the original portion of the school. The majority of original openings must be maintained along with ornamentation and decorative detailing characteristic of the period. For a listing of those properties rated "outstanding" consult the Marion County Historic Sites and Structures Inventory.

For properties determined significant for their contributions to educational trends, those elements associated with the trend must be maintained. For example, a school constructed for handicapped children must retain specific elements such as ramps and physical therapy rooms regardless of whether or not these serve their original purpose.

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Where numerous examples of a trend exist, such as manual training facilities or gymnasiums, the school must be associated with a significant development in that area of educational development. Therefore the existence of these facilities may contribute to the architectural integrity of the building but they are not significant alone. Schools which can demonstrate contributions to the formation of a trend or which may be the oldest remaining examples may be considered significant for these reasons.

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I. Name of Property Type: High Schools

II. Description

High Schools typically fit the same architectural patterns as the elementary schools except on a larger scale. Nineteenth century construction tends to be vertical in nature with towers. Examples of such styles include the former Emmerich Manual Training High School and the Arsenal at Arsenal-Technical High School, although not originally built as a school.

Twentieth century schools reflect the period revival designs of Collegiate Gothic and Neoclassical along with several functional styles. Again, the emphasis is horizontal as opposed to vertical with the primary entrance dominating the main facade. Constructed of brick, these buildings are typically three stories in height. The use of limestone trim is abundant in all examples and is often carved to form decorative details.

Two of the schools, Arsenal Technical and Howe, are composed of several buildings giving them a campus setting. These two are exceptions, however, as most high schools are housed in one building.

III. Significance

Like the elementary schools, there are three basic areas of significance for high schools: architecture, African-American heritage, or the development of educational trends.

As outstanding representations of a particular style of architecture as well as the contributions of their architects, several of the high schools are eligible for the National Register. Closely associated with architectural significance is the role of landscape architecture in those schools with a campus environment.

Crispus Attucks High Schools, already listed in the National Register of Historic Places, was constructed specifically for black children. Its role in the education of the African-American population of Indianapolis is of the utmost historic significance.

The development of manual training is closely linked to high schools. The first manual training classes were offered in a high school and reflect the growing importance of teaching practical skills.

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IV. Registration Requirement

Those schools considered architecturally significant must maintain a high degree of integrity and be outstanding representations of a style. The contributions of notable architects also adds to the level of significance. Additions must not compromise not detract from the original building. The formidability of the main facade must be retained through the retention of original window openings and the main entrance.

Those buildings associated with educational trends should demonstrate these developments through the placement of rooms or the retention of special facilities. As with elementary schools, these special classes must be shown to have contributed to the overall development of the trend in Indianapolis Public Schools as opposed to simply being part of the school.

G. Summary of Identification and Evaluation Methods

Discuss the methods used in developing the multiple property listing.

Information for this multiple property submission is based upon a series of architectural surveys conducted over the past 13 years.

The first survey, conducted by the Indianapolis Historic Preservation Commission in September 1977 identified six potential thematic historic districts of which "city schools" was one.

In 1981 the Greater Indianapolis Progress Committee published a comprehensive Regional Center Plan which included a section on historic preservation. This report included the suggestion of

See continuation sheet

H. Major Bibliographical References

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See continuation sheet

Primary location of additional documentation:

State historic preservation office
 Other State agency
 Federal agency

Local government
 University
 Other

Specify repository: Indianapolis Historic Preservation Commission

I. Form Prepared By

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designating a public schools thematic district for the area bounded by the mile square. The plan further recommended that, "It may be that the scope of such a nomination should be expanded beyond the Regional Center to include all Indianapolis Public Schools built before 1930."

A school building age survey prepared in June 1982 was provided by the Planning Office of the Indianapolis Public School System.

In November 1983, Glory June Greiff, under contract to the Indianapolis Office of Historic Landmarks Foundation of Indiana conducted an intensive architectural survey of the remaining schools located within the pre-Unigov boundaries of Marion County. This survey identified 80 schools or former schools built prior to 1941 that retained enough essential integrity to be recognized as school buildings.

In February 1990, Glory June Greiff updated the 1983 survey to eliminate demolished structures from the list. Her updated information is reflected in the multiple property listing.

Throughout the expanse of historical documents available there is often a discrepancy in a building's date of construction. Information in this document is taken directly from the minutes of the Indianapolis School Board. This source is believed to be the most accurate.

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_____. Nomination form for Fletcher Place
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_____. Nomination form for John Greenleaf
Whittier School, 1981.

_____. Nomination form for Robert Dale Owen
School, 1984.

_____. Nomination form for Shortridge High
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- School 13 (Holy Rosary-Danish Church Historic District, 3-13-86)
- School 33 (5-28-81)
- School 52 (Fletcher Place Historic District, 2-1-82)
- School 57 (Irvington Historic District, 5-29-87)
- School 60 (Meridian Park Historic District, 2-23-90)
- School 66 (6-13-86)
- School 85 (Irvington Historic District, 5-29-87)

High Schools

- Attucks (1-4-89)
- Tech (5-19-76)
- Shortridge (9-15-83)