

United States Department of the Interior
National Park Service**National Register of Historic Places Registration Form**

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

1. Name of PropertyHistoric name: John Hope School No. 26Other names/site number: Indianapolis Public School No. 26

Name of related multiple property listing:

Indianapolis Public Schools Built Before 1940

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

2. LocationStreet & number: 1301 East 16th StreetCity or town: Indianapolis State: IN County: MarionNot For Publication: ☐Vicinity: ☐**3. State/Federal Agency Certification**

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

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

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

___ national ___ statewide x local

Applicable National Register Criteria:

x A ___ B x C ___ D

Signature of certifying official/Title:

Date

Indiana DNR-Division of Historic Preservation and Archaeology

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

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

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

Private:

☒

Public – Local

☐

Public – State

☐

Public – Federal

☐

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Category of Property

(Check only **one** box.)

Building(s)

☒

District

☐

Site

☐

Structure

☐

Object

☐

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

1

Noncontributing

0

buildings

0

0

sites

0

0

structures

0

0

objects

1

0

Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: school

EDUCATION: library

Current Functions

(Enter categories from instructions.)

EDUCATION: school

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS: Classical Revival

Materials: (enter categories from instructions.)

foundation: STONE: Limestone

walls: BRICK

roof: SYNTHETICS: Rubber

other: STONE: Limestone

Narrative Description

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

Summary Paragraph

Construction of Indianapolis Public School, John Hope School No. 26, began with a cornerstone laying on September 30, 1920. This new and larger building replaced the original School No. 26 built in 1881. Elmer E. Dunlap, the lead architect on the 1920 structure, incorporated the Classical Revival style on a three-story, V-shaped red brick building with limestone accents. The east-west portion of the original building alongside 16th Street was extended to the east with an addition in 1938, and the north-south portion along Columbia Avenue was extended to the south in 1949. Robert Frost Daggett & Associates was the architect on both additions, generally continuing the architectural features of the original building. The interior layout includes 36 classrooms as well as other school-life associated spaces such as a gym, offices, cafeteria, resource room, and storage spaces. The building also contained the Dunbar Branch of the Indianapolis Public Library between 1922 and 1967.

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Narrative Description

General site and building description.

Indianapolis Public School No. 26, renamed John Hope School No. 26 in 1938, occupies half of a city block on Indianapolis's near northeast side. The original three-story, V-shaped building of near equal wings faces northwest toward the intersection of East 16th Street and Columbia Avenue with a façade and primary entry angled toward the intersection (photo 01) and wings extending east along East 16th Street and south along Columbia Avenue (photos 04, 09, respectively). An alley borders the south side of the property and Dr. Andrew J. Brown Avenue borders the east side of the property. A paved parking area is behind the building and a small modern playground, lawn, and seating area are south of the south wing (photos 06, 07, 10). The parking area and playground have modern fencing around the perimeter.

East 16th Street is a four-lane street lined mostly with commercial buildings from the early 20th century. It terminates at its east end, only two blocks east of the school, at Roosevelt Avenue, which goes north and south, leading under Interstate 70 which is visible behind the school. Columbia Avenue and Dr. Andrew J. Brown Avenue, both extending about a block south of 16th Street, were cut off at the south end by construction of Interstate 70. While Dr. Andrew J. Brown Avenue is now a dead-end street, Columbia Avenue turns and connects with East 15th Street which continues west. Both avenues are two lane with parking on each side. Columbia Avenue features a few residences on its west side that face John Hope School while New Bethel Missionary Baptist Church, a large brick gable-front building with stone trim, c. 1950, faces John Hope School from the east side of Dr. Andrew J. Brown Avenue. The streets around the school's perimeter feature concrete sidewalks, curbs, and a narrow tree lawn (photo 01, 04, 09).

The school is set back from the street with an ample lawn on its north and west sides (photo 01). A wide sidewalk is between the lawn and East 16th Street. A narrow lawn is between the street and sidewalk on the west side of the building. The lawn along the west side of the building is slightly raised with a concrete terrace wall that likely dates to the construction of the wing in 1949 (photo 09). The building is three stories with one- or two-story projections for entries or other features. The walls are composed of dark red brick with some variation in color to brown brick. Stone trim accentuates the foundation and forms belt and sill courses as well as a cornice at the top of the building. A short brick parapet rises above the cornice and is capped with stone. The roof is essentially flat and has drainage through several metal scuppers and downspouts on the facades.

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General façade description.

The facades are divided into bays with pairs of windows with stone sills. The original building has a rusticated brick first story capped with a tall belt course of stone (best seen in photo 04). The belt course is then topped with a course of soldier brick that forms the bottom of the second story. The second and third stories are divided into bays by brick pilasters with stone bases and Doric capitals. The pilaster bases are topped by a course of rowlocks. A stone sill course is at the bottom of the second story windows and a belt course of stone is at the top of the third story windows and forms the bottom of the building's entablature. A brick panel enframed with rowlocks is between each pair of windows in the second and third stories. The second story windows feature lintels composed of a bottom course of rowlocks topped by a course of soldier brick. The third story windows have stone sills above a course of rowlocks and stone lintels. The lintels are recessed below the belt course of stone that forms the base of the entablature. The windows are modern, c. 1980, and mostly in pairs. They are divided into three sashes with the top two sashes covered with metal panels. The entablature features a stone architrave that runs atop the brick pilasters. It is followed by a brick frieze and stone cornice, which is then topped by a brick parapet wall of about equal height to the frieze, then topped by stone coping.

The 1938 east wing addition and 1949 south wing addition follow this same basic design but have features slightly more reserved in detail. The 1938 addition (photo 05, right side of photo 06) has brick more orange in color and extends east along East 16th Street. It does not feature rustication on its first story nor does its second and third stories feature brick pilasters. The 1938 wing also does not feature an entablature but has a simple belt course of stone that is at the bottom of the brick parapet wall, which is capped with stone. The wing's windows, c. 1980, are also in pairs and divided into three metal sashes with a single operable sash topped by an inoperable sash and a solid metal panel in the top, or third, sash. The 1949 addition (photo 09, left side of photo 07) is a closer match in brick color, only slightly more orange, and extends south along Columbia Avenue. This addition more closely follows the pattern established in the original building but does not feature rusticated first story walls. The second and third stories are divided into bays by brick pilasters with stone bases and Doric capitals. The entablature also closely matches the original building but features a cornice with less overhang and a slightly taller parapet wall. The c. 1980 windows are in pairs and divided into three sashes with the top two sashes filled in with metal panels.

The one-story sections of the additions (such as vestibules) are described with their appropriate façade below.

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Front, or northwest-facing, façade.

The front façade, facing northwest toward the intersection of East 16th Street and Columbia Avenue (photos 01, 02), features a very wide concrete sidewalk that extends northwest to join the public sidewalk. It has three steps down to the public sidewalk level and a concrete terrace wall that edges the lawn as it curves in toward the steps. The steps have a slight curve and feature four pipe railings. The wide sidewalk is flanked by large, carved stone blocks near the entry. They are not connected to the building and are likely from an older building (photo 02). A flagpole is off the northeast side of the sidewalk. Two concrete steps lead from the sidewalk to three entries on the façade (photo 02).

The broad, three-story front façade features a wide, two-story section that projects forward. A one-story vestibule projects from the two-story section and features the three main entries. Topping this one-story section is a short, box-like brick volume centered near the back of the one-story section. The vestibule features a wide stone portico with three full-round arched entries divided by Doric columns in the center and wide stone pilasters that flank the portico. The columns carry a short entablature with a brick frieze between the pilasters. Stone medallions are in the frieze above the two columns. The pilasters feature a carved stone shield in the top. Pairs of metal doors are recessed in each of the full-round arched openings; the transom over each pair of doors is filled in with a metal panel. The walls of the recessed portion of the portico feature recessed panels and the full-round arched openings have stone surrounds and keystones. The portico is topped by a balustrade of carved stone balusters between stone piers. Flanking the portico are walls of brick with a 1/1 window enframed with rowlocks with stone sill and cyma cornice. An entablature matching that in the portico extends across the top of the one-story section with a cornice and parapet wall that extend from the balustrade over the portico. The one-story section also features a window, matching the front windows, in its northeast and southwest-facing walls.

The two-story section is divided into five bays with the one-story section covering the lower portion of the middle three bays. The middle three bays are divided by brick pilasters rising above the one-story section. The outer bays that flank the one-story section feature a two-story brick panel enframed with a course of rowlocks and soldier brick topped with a stone crown. The bottom of the panel features a stone base that steps up from the foundation. A pair of three-part windows with a metal panel in the top third sash is in the brick panel's second story. A smaller brick panel is inset in the first story and is also enframed by brick and is topped with a stone lintel. The two-story section is topped with a stone entablature. The design of the front wall of the two-story section is repeated on its northeast and southwest facing walls except there are no pilasters that form three middle bays. Instead, there is one middle bay and a stone sill course for former clerestory windows in the second story. Both northeast and southwest facing walls are partially covered on their first story (inside bay) by a one-story entry (part of the street façade descriptions). The inside bay's second story window is infilled with brick; the outer bay has a pair of windows matching those on the northwest-facing wall of this section.

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The three-story section rising above the two-story projecting section on the front façade features a row of five pilasters. Pairs of windows (3-sash configuration) are between the pilasters. The northern-most two openings are filled with louvers. To the outside of the row of pilasters, a bay with a single window (3-sash configuration, filled with louvers in the north window) is above the two-story section. It is followed to the outside by a pair of windows in the second and third stories, which is followed to the outside by a slightly projecting bay with a smaller window (3-sash configuration) in the second and third stories. A brick panel enframed with rowlocks and topped with a stone lintel is between the second and third stories of this projecting bay. A brick wall, void of fenestration, flanks the outer extends of the front façade. From these extents, the east and south wings form slightly projecting corners, then continue due east and south.

Within the inset corners formed by the two-story section and the wings are one-story vestibules with tri-part entries with stone surrounds (right side of photo 02, photo 03). These have north-facing or west-facing front walls with a short northwest facing wall to allow the one-story section to connect to the two-story section. The stone surround features a wide center section with a metal entry door and side-lites in the Columbia Avenue entry and a pair of metal doors on the 16th Street entry. The middle section is flanked by narrower sections with single metal entry doors. The doors have transoms filled with metal panels. The stone surround features a stone cornice with pediment over the middle entry. The pediment features a carved shield cartouche projecting from the tympanum. The Columbia Avenue entry features two small 1/1 metal windows with stone sills south of the entry. The 16th Street entry features a tall stone surround with metal entry door and transom filled with a metal panel east of the main entry. This was the former public entry to the original Dunbar Library. Both the Columbia Avenue and 16th Street vestibules feature a 1/1 metal window in their northwest-facing wall, a stone cornice, and a brick parapet capped with metal. The 16th Street entry has a concrete sidewalk with three steps near the public sidewalk. The Columbia Avenue entry features a concrete ramp that descends to the public sidewalk.

Description of street facades.

The wings of the original building, facing north to East 16th Street and west to Columbia Avenue, are identical. These will be described first, followed by descriptions of the street facades of the 1938 and 1949 wing additions.

The original, 1920 building's wings are a full three stories, though the first story is partially below grade as viewed from the exterior (photo 04). The wings' street facades are divided into three main sections with each section divided into three, two-story bays of windows by brick pilasters on the second and third stories. The first story has the same general division with bays of windows but has no pilasters. Each bay features a pair of windows (3-sash configuration) on each story. A wide wall of brick flanks the three sections to form the outside extents of the original wings and to divide the middle three sections. The dividing walls feature a smaller window (3-sash configuration) with stone sill in each story, the first story having larger windows, with a panel of brick enframed with rowlocks between the second and third stories.

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The panel is topped with a stone lintel. The only variation between the 16th Street and Columbia Avenue façades is the small, second story window in the east dividing wall has been filled in with louvers on the 16th Street façade. A cornerstone carved with 1920 is also located in the east corner of the first story of the 16th Street façade.

The 1938 addition facing East 16th Street features six bays of pairs of three-part metal windows with a top, third sash filled with a metal panel (see photo 05). The six bays are divided in the middle by a slightly wider section of brick wall than the implied pilasters that separate each of the other bays of windows. The 1938 addition's entrance is located on its east façade, facing Dr. Andrew J. Brown Avenue, and features a projecting, one-story vestibule centered on the façade (left side of photo 05). The vestibule has a tri-part entry surround with entablature and pediment with cartouche, matching those on the front façade. The remaining east façade of the wing has brick and stone belt coursing that wrap from the north to this façade. A wide, two-story middle section of brick projects slightly and rises from the back of the vestibule. It features a large, full-round arched opening enframed with soldier brick and topped with a keystone. The opening features a wide 1/1 wood window flanked by narrow 1/1 wood windows. The windows have a top, third sash that is filled in with a metal panel. The group of windows has a large full-round arched transom also filled with a metal panel. The window is in the landing of the staircase between the second and third stories.

The 1949 addition facing Columbia Avenue more closely follows the original south wing design (photo 09). The addition steps in slightly from the 1920 wing and is divided into three sections which are further divided into three, two-story bays of pairs of windows in the second and third story. The bays are divided by two-story pilasters. The wide sections of brick flanking the extents of the wing and dividing it into three sections are void of windows, unlike the original 1920 wing. The notable difference in the 1949 wing's street façade is the wide, one-story, projecting section centered between the sections of brick that form the extents of the wing. The one-story section has a stone base and belt course at the top of its windows in line with the design of the rest of the wing. A recessed entrance is centered in the section and features a wide surround of stone with brick above that projects slightly on the façade. The entry is composed of a metal door with side-lites, divided into four lites, and transom, divided into three lites. A stone spandrel above the transom features DUNBAR BRANCH LIBRARY carved into the stone. A wide concrete sidewalk leads to the entry which is flanked by concrete terrace walls for the lawn. Rows of inoperable metal windows divided into three sashes flank the entry. Each row has a stone sill with pairs of windows divided from a row of three windows by short brick pilasters.

The 1949 addition's south, or alley-facing, façade features an entry that leads to the playground (photo 10). The façade has a projecting, two-story section that is slightly narrower than the three-story wall. The two-story section features a projecting, one-story vestibule centered on the façade. The entry features two concrete steps and a pair of metal doors and side-lites. A metal cornice forms an awning over the entry. Both the vestibule and two-story section are capped with stone. The first story of the two-story section features a pair of windows and a single window that flank the vestibule. The second story features two single windows in the middle of the façade. They are flanked by a group of three windows. The windows are metal, two-part windows with a metal panel in the top sash. The windows have a stone sill. The third story of the

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main portion of the addition, rising from the back of the two-story section, features a group of three windows with a stone sill centered on the façade in the landing of the staircase between the second and third stories. The windows have a 3-sash configuration with metal panels in the top two sashes.

Description of the back façade facing the parking area.

The middle section of the back façade is predominantly the back of the three-story 1920 building (photos 06-08). It has a southeast facing angled wall (photo 08) and wings that project south and east. The inside corners of this façade are filled in to make the angle less abrupt. These narrow infill areas feature one-story projecting brick vestibules with tri-part stone entry surrounds that match those on the front of the building and east façade of the east wing. Rising from the back wall of each vestibule is a narrow section of wall that features a large full-round arched opening enframed with rowlocks and soldier brick and topped with a keystone. The opening is filled with a wide 1/1 wood window flanked by narrow 1/1 wood windows. Each window is topped by a third sash filled with a metal panel. A large, full-round arched transom tops the windows and is filled with a metal panel. The opening features a stone sill supported by corbels. A panel enframed with rowlocks and corner stones is below the arched opening. The arched opening is located in the landing between the second and third stories.

The angled wall between the entries features a one-story projecting section with randomly placed single and double doors and vents and is used for mechanical purposes (left side of photo 08). Six bays of pairs of windows (3-sash configuration) in the second and third stories rise above the mechanical section. The bays are divided by two-story brick pilasters. A wide section of brick divides the six bays into two sections. A narrow bay of small windows (3-sash configuration) flanks the angled wall and are in the second and third stories. A panel of brick enframed with rowlocks and topped with a stone lintel is between the second and third stories in each narrow bay. The east-facing and south-facing walls of the 1920 wings are identical and match the front walls with rusticated brick on the first story and a division of the wall into two sections of three bays each. Again, each bay is divided into pairs of windows by two-story pilasters in the second and third stories. The inside section of both wings is flanked by a narrow bay of small windows (3-sash configuration) in the second and third stories. The south, second story small windows is filled in with louvers as are two pairs of windows in the first story in the east wing.

The south-facing wall of the 1938 east wing addition (seen in the right side of photo 06) matches the wing's north-facing, or 16th Street façade. It features six bays of pairs of windows in each of the three stories. The first story windows have a 3-sash configuration with the top two sashes filled with metal panels. The second and third story windows are three-part windows with a metal panel in a top, third sash. A metal exit door is located in the easternmost first story bay in lieu of a window. Stone belt coursing and other details of the façade match its north façade.

The east-facing wall of the 1949 addition also matches its west-facing, or Columbia Avenue façade (left side of photo 07). It is divided into three sections of three bays of pairs of windows in each story. This bay pattern continues into the first story which is exposed on the back of the

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addition as opposed to the one-story projecting section on the front of the addition. The northernmost bay in the first story is filled with louvers in lieu of a pair of windows and no fenestration is located in the bay south of the louvers in the first story.

General description of the interior layout and finishes.

The building's primary organizing feature is a central corridor double-loaded with classrooms and other support rooms on all three stories (photo 14). The corridors continue into the 1938 and 1949 additions (photos 34 and 36, respectively), almost seamlessly with only slight finish changes to witness the transition. The corridor bends on each story to angle in a southwest/northeast direction before continuing east and south into the wings (photos 28, 38). Vertical circulation for the three stories is through two wedge-shaped stairhalls at the back (southeast) side of the original building (photo 39) and through shorter transitional staircases at the front of the building that lead down to the first story from the entries flanking the main entrance (photos 13, 26). Additional staircases were added with the 1938 and 1949 wing additions at the east and south ends of the corridors, respectively (photos 45, 24 respectively).

The premier space around which the building is shaped is the large auditorium/gymnasium with stage in the northwest corner, or front part, of the building (photos 11-12). The grand entrance from the sidewalk leading from the intersection, up the steps to the three full-round arched entryways leads to the vestibule in front of the auditorium. The back wall of the auditorium features a large stage with steps on each side. Opposite the back of the stage, across the southwest/northeast running corridor are administration and staff offices on the second story (photo 30).

Classrooms extend east and south from this central core of the building. The original east wing features three classrooms on the north side of the corridor and two classrooms on the south side of the corridor in the second and third stories. The first story features the former Dunbar Branch Library with its own separate public entrance on the north side of the corridor (photos 15-16). The 1938 addition features two classrooms on each side of the corridor on the second and third stories and a large group room and cafeteria that flank the corridor on the first story. The original south wing of the building featured three classrooms on the west side of the corridor and two classrooms on the east side of the corridor on all three stories. The 1949 addition featured the location for the Dunbar Branch Library (now a media center) on the west side of the corridor, with its own public entrance (photo 23), on the first story and classrooms on the east side of the corridor on all three stories. The second and third stories featured three classrooms on the west side of the corridor. With some contemporary modifications, the use of several classrooms has changed, but the configuration of the floor plan and size of the rooms have not and are readily identifiable as classrooms.

Finishes vary only slightly between the original building and its additions. These are most notable in floor finishes. The original building features original red square terra cotta floor tiles (photo 18 shows a transition in flooring) while the 1938 addition features terrazzo floors and the 1949 addition features vinyl floor tiles (photo 36). Narrow plank pine flooring is in most

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classrooms and the auditorium (photos 12 and 44), and in some locations, carpeting has been installed. A unifying feature of the building is the salt-glazed brick wainscot found in the corridors throughout the building and its additions. The wainscot is about five feet in height with a top course of rowlocks. The brick is auburn in color except in the additions which feature blond and tan-colored brick (photo 22 shows a transition from 1920 to 1949). The wainscot in the auditorium is approximately seven feet in height. The front entries and 1938 vestibule feature glazed brick to the ceilings (seen in photo 13). The walls throughout are plaster except in the 1949 addition which features concrete block walls (photos 36, 37). The original ceilings throughout much of the building have been lowered with a metal grid and acoustic tile ceiling except in the inner, wedge-shaped stairhalls and auditorium which feature plaster ceilings. The auditorium also features cove moldings around the perimeter of the ceiling (photo 11). Historic pressed metal ceilings are located in the stair halls that flank the auditorium off the front of the building (see top of photo 26).

There is a variety of historic wood trim and doors throughout the building, with some variation due to their location in additions. The original building features darkly stained two-panel wood doors with simple trim. Classrooms feature wood doors with windows in the top half divided into nine panes. Many of these also feature transoms divided into eight panes, but some, depending on the ceiling height, have been filled in with a wood panel (see photos 28 and 38 for comparison). Other historic wood doors in the original part of the building include French doors with tall transoms also divided into multiple panes (photo 13). The offices and portions of vestibules also feature large wood windows divided into multiple panes (photo 30). Several classrooms also have wood baseboards and marker boards that are fitted into the original chalkboard locations and trimmed with wood (photo 32). Several classrooms also feature coatrooms with original coat hooks and cabinetry with glass-fronted or wood doors (photos 31 and 32). The 1938 addition has matching wood trim and door features; however, these are stained in a gold finish (photo 45). The 1949 addition also has wood doors with dark stain that feature windows in the top divided into three panes, horizontally by mullions (photo 36). The 1949 south vestibule has a row of four wood doors with full windows divided into four panes (photo 24). Windows feature wood trim with similar stain coloring except in the original building where the windows feature marble sills with a carved front edge (photo 31).

The staircases throughout the building are cast iron, painted black, with a wood handrail (photos 24-26). The balustrade features a stylized iron railing with a Craftsman inspired design. The newel posts are simple, square cast iron with recessed panels in each face. They feature a wood cap. In several locations, round wood handrails supplement iron balustrades, particularly between the first and second stories.

A few notable features and spaces include the auditorium with wood floor, brick wainscot, plaster ceiling and cove moldings, as well as its raised stage in its southeast wall. The stage is flanked by wide pilasters of brick with stylized capitals with drop pendants. From the pilasters, coffered beams extend to the northwest (photo 11). Entries with French doors and transoms lead into the auditorium (photo 12). The old Dunbar Branch Library features some extant oak book shelving and an inglenook with wood walls, bench, and glazed brick fireplace (photos 15-16). The more modern Dunbar Branch Library features a raised entry, flanked by short walls of

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concrete block, in its west wall. Concrete posts create small alcove divisions along the west wall on each side of the entry (photo 23). A laboratory classroom in the original building features built-in wood cabinetry with soapstone counters along its outside wall and wood lockers along one of its narrower walls (photo 43).

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

ETHNIC HERITAGE: Black

Period of Significance

1920-1971

Significant Dates

1938

1949

Significant Person (last name, first name)

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder (last name, first name)

Dunlap, Elmer E.

Daggett, Robert Frost & Associates

Cornell Engineering Company

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Period of Significance (justification)

The period of significance begins in 1920 when construction on the original building began and concludes in 1971 when desegregation of the Indianapolis school system was enforced by court order. The first addition was made in 1938 to ease overcrowding at a Black high school and serve the city's African American children with disabilities. A second addition was created in 1949 that also expanded the Dunbar Branch Library for the neighborhood. Indianapolis Public Schools used the building from 1920 through 2015.

Criteria Considerations (explanation, if necessary)

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

John Hope School No. 26 is eligible to be listed on the National Register of Historic Places using criterion A/Education and Ethnic Heritage. The school was constructed in 1920 by Indianapolis Public Schools as a segregated public elementary school for the city's African American children in the Martindale/Brightwood neighborhoods on the city's near northeast side. The school received its first addition in 1938 to educate the city's African American children with disabilities and its second addition in 1949, the year the Indiana General Assembly passed school anti-segregation legislation. The Dunbar Branch of the Indianapolis Public Library system also opened a facility in the building for the neighborhood in 1922 which served primarily Black residents until it closed in 1967.

The building also qualifies using criterion C/architecture. The building is a large example of Classical Revival design applied to an urban public school. Though the design is somewhat restrained, the building has important features such as stone porticos, banding, and an interesting V-shaped plan with its primary façade angled to face intersecting streets. The interior is also typical of large urban school design with three stories of central corridors flanked by classrooms, offices, and other rooms for common school functions. Important architectural features include staircases, extant features of the original public library, and a large gymnasium/auditorium.

The building qualifies under the multiple property documentation form, *Indianapolis Public Schools Built Before 1940*. John Hope School No. 26 qualifies under Twentieth Century Elementary Schools as a property type. Registration requirements are met through both architectural style and educational trends. The building retains a high level of architectural significance in its Classical Revival features, particularly its porticos and façade treatment. It further complies with registration requirements due to its floor plan/room composition that adhered to requirements on Indianapolis urban schools of the early 20th century. Most notable is the presence of the large auditorium/gymnasium space with stage. Subsequent additions in 1938

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and 1949 generally followed the same architectural style and features and continued the main organizing, central corridor configuration in a rather seamless approach. Given the construction of the school as a segregated building for African American children, the building demonstrates significance in addition to these other registration requirements under the MPDF. The building, in continued educational use as a private charter school, also continues to convey its original purpose.

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

ETHNIC HERITAGE & EDUCATION

John Hope School No. 26 was constructed in 1920 to serve African American children in the segregated Indianapolis Public School system. The original Indianapolis school building designated No. 26 (nonextant) was built in 1881 to serve the near east side of Indianapolis. The building was a two-story brick building on Beeler Street, between Lincoln and East 7th Street (prior to renaming of streets) and was used for several decades after new No. 26 was constructed in 1920 on East 16th Street. Old No. 26 had been segregated by 1901 and a new school on 16th Street was needed in the east side neighborhoods due to a growing African American population.

Early History of Indianapolis Schools & Origins of John Hope School

The public school system in Indianapolis is tied both to the state General Assembly of 1846-47 and the city's charter. While there had been private schools, no free schools existed in the city prior to 1834. In that year, the Marion County Seminary was constructed using public subscription and county funds. Then in 1844, public funds were used for constructing a district school near West and Michigan Streets. The general assembly amended the Indianapolis City Charter to allow the Council to create school districts, construct buildings, hire teachers and administrators, and levy a public tax to support schools. Opposition in the general assembly caused the amendment to be voted on by town residents in favor of or opposition to free schools. An overwhelming majority voted in favor of free schools and the city charter became law. A state law in 1852 gave townships the ability to raise revenue through taxes for school funding, the system by which today's public education buildings are generally funded.¹

However, the idea that free public schools would be available equally to children was not a concept found in the origins of the Indianapolis public schools. African American children were not permitted to attend public schools in the city. There were specific private schools for Black children that required payment should parents desire to provide their children the benefit of an education, all the while paying taxes imposed to support Indianapolis' free schools.² The African American population of Indianapolis was 1,653 in 1865; three hundred Black children attended

¹ Diebold, *Public School Buildings in Indianapolis Built Before 1940*. E 1-4

² Diebold, *Public School Buildings in Indianapolis Built Before 1940*. E 4

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private-pay schools.³ The 1869 legislation providing that Black children should also receive a free education aided in the general academic welfare of African Americans, however, this was accomplished in separate buildings. This had a reverberating effect on school construction since typically white children were provided new buildings and the city's old buildings were repaired and designated for Black children. It also impacted neighborhoods by further concentrating African American families in pockets that could easily be serviced by a limited number of segregated schools. By 1880, Indianapolis had five school buildings designated for Black children, none of which are extant.⁴

Dr. Samuel A. Elbert (1832-1902), believed to be the first licensed Black medical doctor in Indiana, came to Indianapolis' east side in 1866 to teach at a school for African American children in Allen Chapel African Methodist Episcopal Church. Elbert understood educational opportunities evaded Black students because he experienced it himself, being denied enrollment in medical colleges.⁵ Elbert was listed as the principal of Allen Chapel Day School in 1869.⁶ In the same year, state legislation required free public schools for all children, though segregated facilities were typically provided. When free schools were finally established in the city, School No. 18 was designated for African American children and was located across from Allen Chapel. By 1874, there were more than 800 African American children enrolled in Indianapolis public schools.⁷ School No. 26 was founded in 1881 as a near northeast side neighborhood school but was designated for white children. As the student population of School No. 18 saw continued growth, the Indianapolis school board opted to relocate Black children to the original School No. 26, being larger than No. 18, in 1901. During that time, enrollment of the city's Black children had reached 2,301.⁸

In response to growing interest in various manual training programs, School No. 26 had already balanced book knowledge with skills training such as gardening, sewing, carpentry, and cooking after it had become segregated in 1901. In 1902, a school exhibition was held at School No. 26 to demonstrate various manual training programs such as woodworking and sewing.⁹ The program was organized by Principal Victoria Wilson to showcase the boys' shop products including kitchen cabinets and the girls' variety of wearing apparel from sewing classes.¹⁰ To further the school's impact in the neighborhood, an adult night school was organized by local men, and children of migrant parents who traveled to Indiana for work from the South also were offered services. A school commissioner was quoted as calling it "a little Tuskegee"¹¹ and educational

³ Deluse, Norma. Pg. 51

⁴ Diebold, *Public School Buildings in Indianapolis Built Before 1940*. E 5

⁵ "Grave of Indiana's First Black Doctor gets Headstone" <https://www.washingtonexaminer.com/grave-of-inds-first-black-doctor-gets-headstone>

⁶ Deluse, Norma. Pg. 113

⁷ Deluse, Norma. Pg. 44

⁸ Deluse, Norma. Pg. 55

⁹ "Colored School Exhibition" *The Indianapolis News*. 09 May 1902. Pg. 13. Col. 4

¹⁰ "Colored Training School Exhibition" *The Indianapolis News*. Pg. 5. Col. 5

¹¹ "School No. 26, for Colored Boys and Girls, May Be the Little Tuskegee of Indianapolis Educational System," *Indianapolis Recorder*, November 16, 1913.

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reformer John Dewey, who visited the school, devoted an entire book chapter to the praise of the school's community inspired programs.¹²

School No. 26 maintained the tradition of non-traditional education into the 1920s. A special public exhibit in May 1920 continued to demonstrate education in the city's African American segregated schools. In a newspaper article announcing these exhibits at School No. 26, which included other participating school Nos. 37, 63, and 65, headlines read "Colored children show what can be done by modern system of instruction" and "change in teaching shown."¹³ The article describes the types of displays on exhibit as showing the latest and most successful methods of teaching as a wide departure from "old stereotyped methods of teaching that bored teachers and pupils alike" into a system that was more engaging. The exhibit was divided into four sections, each with displays of photographs, magazine articles, colored posters, and clay figures that demonstrated the students' handiwork. The four sections were 1) Americanization, history and civics, geography, and arithmetic; 2) English, art, and physical training; 3) homemaking, sewing, and special classes; and 4) reading. Special emphasis for specific coursework in music, art, and literature, was made on African American contributions to these fields.

By the time the original No. 26 was constructed in 1881 on Beeler Street (near the corner of 15th and Martindale, now Dr. Brown Ave.), Indianapolis had begun to adopt some standardizations for construction of buildings and the lots on which they were placed. A new organizational structure bypassed financial restraints placed on the school system by the school board still associated with the Indianapolis City Council. This separate, independent board had the ability to levy taxes and improve school buildings. Responding to a growth in the city's population of about 25,000 between 1880 and 1890, twelve new school buildings were constructed between 1889 and 1893. Additional tax levies and the 1897 Compulsory Education Law, requiring parents and guardians to send their 8- to 14-year-old children to school, continued both the ability and need to expand the city's schools.¹⁴

In 1919, the Indianapolis school board contracted local architects Adolf Scherrer and his son, Anton Scherrer, to develop a standardized plan for school construction that would accommodate specific new requirements on education and building design, such as indoor plumbing and gymnasiums for physical recreation. The plan was adopted by the school board in the same year and new buildings were constructed to have sixteen classrooms when completed, if not initially built in units of four, eight, and twelve rooms. Gymnasium/auditorium construction with stage and dressing rooms was also required along with offices for administration, nurses, and locations for manual training and domestic science. Construction of new buildings was to be fireproof, and the design was not to be elaborate. With new requirements and standardization, the school board conducted a survey of its facilities and concluded that No. 26, which had become a segregated school in 1901, and No. 5 should be replaced.¹⁵

¹² John Dewey and Evelyn Dewey, *Schools of To-Morrow* (New York: E. P. Dutton & Company, 1915), Chapter 8

¹³ "Schools Offer Exhibit" *Indianapolis Star*. 19 May 1920. Pg. 15. Col. 3

¹⁴ Diebold, *Public School Buildings in Indianapolis Built Before 1940*. E 7-8

¹⁵ Diebold, *Public School Buildings in Indianapolis Built Before 1940*. E 10

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Construction began on new School No. 26 in 1920 on the southeast corner of Columbia Avenue and East 16th Street (photo 01), just north of the original building. It would continue to be a segregated school and serve the largely African American population of the near northeast neighborhoods. The cornerstone was laid on September 30, 1920, for the expansive, three-story building outfitted with classrooms and a combination gymnasium/auditorium with stage. The auditorium, with its impressive entry, became the dominant organizing feature that addressed the intersection with its angled, front façade. The building also included facilities for shop classes and home economics. Bids were taken on two schools, No. 26 and the smaller No. 22, at the same time. The bid of \$422,650 for No. 26 by Cornell Engineering Company of Indianapolis was accepted.¹⁶ The building was described as a brick fireproof structure equipped with three manual training shops, three domestic science laboratories, a gymnasium, a library, restrooms and a dispensary, and contained twenty-four modern classrooms.¹⁷ Costs were reduced by almost \$9000 for alternately taking red quarry tile flooring (extant, photo 27). Classes were first held in 1921 for the 1921-1922 school year. In 1922, a branch library of the city's public library system opened in the first story with its own public entrance from 16th Street (photos 15-16).

Paul Laurence Dunbar Branch Library

In 1896, the Indianapolis Public Library embarked on a campaign to construct branch libraries in the city. Until that time, the only location for utilizing the public library was the central library, which was located at the southwest corner of Ohio and Meridian Streets, adjacent to Monument Circle. The inconvenience of this location to outer neighborhoods convinced the library to open four branches in the northwest, northeast, southwest, and southeast corners of the city.¹⁸ Despite the Indianapolis Public Library's 1873 founding official policy of being open to all residents, segregation precluded Black citizens from visiting Spades Park Branch Library, built in 1912 a half mile south of No. 26 in a white neighborhood. The Paul Laurence Dunbar Branch Library opened in new No. 26 in 1922 as the first library organized for and in an Indianapolis African American community.¹⁹ It became one of eighteen branch libraries when it opened. Lillian Haydon Childress Hall, the first African American to graduate from an accredited library school in Indiana, served as the manager of the Dunbar Branch Library from 1922-1927.²⁰ The popularity and use of the library branch demanded expanded hours for patrons and a call for additional book titles authored by African Americans. It was reported in 1923 that the library was "patronized almost wholly by colored persons" and had "compiled a new list of books by or about negroes."²¹ The compiled titles included Progress of a Race, Colored Girls and Boys Inspiring United States History, and School History of the Negro Race in America.

¹⁶ "Bids on School Buildings" *Indianapolis News*. 12 June 1920. Pg. 16. Col. 4

¹⁷ "Get Contracts for Two New City Schools" *Indiana Daily Times*. 16 June 1920. Pg. 7. Col. 1

¹⁸ *Indianapolis Library Branch No. 1 National Register of Historic Places nomination form*, February 2021

¹⁹ "Charles E. Rush Has New Idea for Library Service" *The Indianapolis Times*. 22 Aug 1922. Pg. 9. Col. 1

²⁰ "Lillian C. Hall, Former Librarian, Succumbs in Home," *Indianapolis Recorder*, April 26, 1958, per Indiana State Historic Bureau sign, John Hope School No. 26

²¹ "Books by or of Negroes" *The Indianapolis News*. 28 May 1923. Pg. 3. Col. 3

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One of the new school's early principals was Matthias Nolcox. Nolcox was from Lyles Station settlement in Gibson County and first taught at the age of 18 at Patoka and later became the first principal to lead Indianapolis' segregated Crispus Attucks High School from 1927-1930.²²

George L. Hayes followed Nolcox as principal of No. 26. Hayes oversaw two additions to the school building, the first in 1938 and the second in 1949. In April 1938, Indianapolis School No. 26 was renamed John Hope School, for Mr. Hayes' friend, John Hope (1868-1936).²³ Hope was a nationally known proponent of civil rights and leader in promoting education among the African American community. He became president of Morehouse College in 1906 and Atlanta University in 1929 and died two years prior to construction of the 1938 east wing addition on school No. 26.²⁴

In January 1938, under a Public Works Administration grant²⁵, No. 26 opened a \$90,000 addition to care for African American students with disabilities.²⁶ Nothing specifically is mentioned in terms of structural provisions for these students, such as ramps or elevators, but likely classrooms equipped for these students would have been provided, such as therapy rooms. No extant features suggest the addition's prescribed purpose. The James E. Roberts School for Crippled Children, with state-of-the-art facilities, was built a mile south of No. 26 in 1936 but only permitted white children. The 1938 expansion (photo 05) of John Hope School also provided for 9th grade classes to alleviate overcrowding at Crispus Attucks High School. John Hope School's total enrollment reached 1,480 and became the only combined elementary and junior high school in Indianapolis. According to the *Indianapolis News*, it also made it the largest elementary school in the state of Indiana (though it did not discern black/white).²⁷ In 1949, a second wing addition was built (photo 09), this time adding twelve classrooms, including room for an early education center and a much larger location for the Dunbar Branch Library (photo 23). The new library location also featured a more prominent entry from Columbia Avenue. The addition cost was estimated not to exceed \$275,000.²⁸

The year 1949 also marked the passage of a law that prohibited segregation in schools. The Indiana General Assembly passed an anti-segregation law, or the Fair Schools Bill, for Indiana schools in 1949. This permitted African American children to attend the school in the district where they lived. This was further enshrined in 1954 when the United States Supreme Court handed down a decision in the *Brown vs. Board of Education* of Topeka, Kansas case stating that state-sanctioned segregation of public schools was a violation of the 14th Amendment to the Constitution. Desegregation of John Hope School had only a marginal change in the racial make-up of the student population in the decades following state legislation and *Brown v. Board of Education*. A case was brought against Indianapolis Public Schools in 1968 by the United States

²² "Ex-Teacher to be Honored for 51 Year Service" *The Indianapolis News*. 30 Oct 1961. Pg. 9. Cols. 3-4

²³ "John Hope Name Given School 26" *The Indianapolis News*. 19 April 1938. Pg. 16. Col. 1

²⁴ Davis, Leroy

²⁵ "PWA Approves 3 Projects in City" *The Indianapolis News*. 13 Jan 1937. Pg. 15. Col. 3

²⁶ "\$90,000 Annex Opened to Pupils at School 26" *The Indianapolis News*. 31 Jan 1938. Pg. 9. Col. 7

²⁷ "John Hope Name Given School 26" *The Indianapolis News*. 19 April 1938. Pg. 16. Col. 1

²⁸ "School Wing's Cost Reduced" *The Indianapolis News*. 09 Feb 1949. Pg. 3, Col. 6

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Justice Department (*UNITED STATES of America, Plaintiff, v. The BOARD OF SCHOOL COMMISSIONERS OF the CITY OF INDIANAPOLIS, INDIANA, et al., Defendants*) to force desegregation of the city's schools. The case was decided in 1971, and the Indianapolis Public School system was ordered to take steps to eliminate racial discrimination. This included the integration of racially diverse staff, transportation, and construction of new facilities. In 1973, the court ordered one-way busing of Black students into surrounding, more dominantly white, township schools.²⁹ In 1973, the student body at John Hope School, in Center Township, remained ninety-percent African American.

The environmental impact of federal interstate highway projects in the neighborhoods around John Hope School also impacted the school and its population. Interstate 70, east-west through Indiana, includes a section through the center of Indianapolis and is within eyesight of John Hope School, a block to the south. The I-70 route was completed within the Indianapolis beltway of I-465, in this area, by 1976. A wide swath of housing between Massachusetts Avenue on the south and East 16th Street and Hillside Avenue on the north was removed for construction of I-70, named the Dwight D. Eisenhower Highway. While many long-standing African American residents moved away during this time, John Hope School No. 26 maintained an important role in the neighborhood until it closed as an elementary school in 1997. The closure of John Hope School was near the end of a massive closure and restructuring of Indianapolis Public Schools. Between 1968 and 2000, fifty-one school buildings in the system were closed. That action exacerbated the issue in some areas when families moved out of the district when their neighborhood school closed.³⁰

Changes in the county and city library systems during the late 1960s also had an impact on services provided through the Dunbar Branch Library located in John Hope School. In 1968, the Marion County Library merged with the Indianapolis Public Library and separated from the Indianapolis school board. Dunbar Library was the last school branch to close in 1967, in part due to reorganization but also in part due to low circulation. The school board voted to close the branch to non-students based on a report by libraries director, Harold Sander, who stated the facility was rarely used by adults and Spades Park Library was only four blocks away.³¹

John Hope School in the 21st Century

Between 2000 and 2015, John Hope School was home to various programs, IPS adult learning, and several nonprofits. The Oaks Academy, a network of private Christian, classical schools founded in 1998, began leasing the building in 2015 for The Oaks Academy Middle School. The Oaks purchased the building in 2019. In the fall of 2022, the campus became home to both the Middle School and Pre-Kindergarten Education Center under the name The Oaks Academy-Martindale-Brightwood at John Hope School No. 26. An Indiana Historical Marker honoring

²⁹ Indiana Historical Society: Indianapolis Public Schools Desegregation Case Collection, 1971-1999, pg. 2

³⁰ Indianapolis Public Schools: <https://indyencyclopedia.org/indianapolis-public-schools-ips/>

³¹ "\$115,000 Eliza Doolittle Grant Ok'd by School Board" *The Indianapolis Star*. 24 May 1967. Pg. 31. Cols. 4-5

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School No. 26 and the Dunbar Library Branch³² was dedicated on May 16, 2022, the centennial opening of the Dunbar Library.

ARCHITECTURE

Like the design of many schools of the early 20th century, John Hope School No. 26 reflects one of a few styles that had popular use among large academic buildings. Architects often turned to one of two or three styles during this period. The Colonial Revival, Gothic Revival, and Tudor Revival were commonly employed in the design of large schools. Neoclassical was also a popular choice but was often too austere for primary educational facilities in the hearts of neighborhoods. Elmer E. Dunlap, the architect for School No. 26, designed the building in a style that was being embraced in greater regularity at the time it was built in 1920. John Hope School No. 26 has several features of the Classical Revival style, mostly applied to the exterior, particularly in its symmetrical design. Dunlap's execution of the style gives the rather large building a more approachable scale by his tiered design of the front façade in one- and two-story projecting sections from the three-story main body of the building (photos 01-03).

John Hope School No. 26 demonstrates the Classical Revival style most prominently at its entries, followed by the general treatment of its facades, then in the treatment of its parapet. The architect provided an impressive approach to the building's front façade that enters its most public space, the auditorium. He did so by means of scaling down the three-story volume to a wide, one-story vestibule angled to address the intersection and give prominence to the building (photo 01, 03). The vestibule's three entries are unified in design with three large full-round arched stone surrounds embedded in a wider bay of stone that acts as a portico (photo 02). The portico features two Doric columns dividing the entries and two wide Doric pilasters that flank the portico. The columns carry a brick frieze between the pilasters and the portico is topped by a stone balustrade. Both the deeply recessed walls of the portico and the pilasters feature panels. Carved shield-like cartouches are at the top of the pilasters and are repeated in other entry surrounds on the building. Two-story bays with a window in the top and brick panel enframed by brick in the bottom flank the vestibule. Combined, these create the building's most identifiable features. At five other entrances, a simpler tri-part stone surround is used to create smaller porticos (photos 03, 05, 08). These feature a pair of doors (or door and side-lites) in the center flanked by single doors. The portico is topped by a stone pediment centered on an entablature. The pediments feature carved shield-like cartouches. While the doors and transoms in the exterior walls of the vestibules have been replaced, original wood doors and transoms, with multi-pane design, are in most of the inside walls of the vestibules.

The general treatment of the building's facades also employs Classical Revival design. Most notably is the use of brick rustication on the first story to create a tall base for the building (best seen in photo 04). The base is capped with a tall belt course of stone above which rise the second and third stories. These are divided into sections that feature two-story bays flanked by brick pilasters. The pilasters feature simple stone bases and Doric capitals and frame pairs of modern windows in both stories. It does not appear that the original windows were divided into multiple

³² John Hope School No. 26 Indiana Historical Bureau

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lites, typical of Classical Revival design, but rather were simple three-part windows. The exception to this treatment of fenestration are three large full-round arched windows located in landings at the back of the building and in the east façade of the 1938 addition. These openings have stone sills supported by corbels and are enframed with soldier brick. The top of each arch features a large keystone. The full-round arch transom likely had a fan-lite pattern based on historic photographs of the main entry vestibule which also featured that transom design.

The exterior design also incorporates an entablature at the top of the original 1920 building, and in a simpler, stylized design on its additions. The base of the entablature is composed of a belt course of stone which runs across the top of the two-story pilasters. A brick frieze is above the belt course and is followed by a nicely detailed, projecting stone cornice. The cornice is topped with a brick parapet wall that is capped with stone. While simpler, this same design is repeated on the building's one-story vestibules and the two-story section that projects on the front façade. The 1938 east wing addition departs from this feature, along with many others, but retains design elements from the original building in its east vestibule entry and in the full-round arched window in the east façade's landing. The 1949 south wing addition follows the façade treatment of the original building more closely with two-story pilasters, bay design, and entablature, though the cornice is more reserved in its carving.

The interior of the building offers few design clues of the Classical Revival style yet is replete with features of early 20th century public school buildings. The most important features related to the style include the multi-pane interior wood window design for transoms and doors, and features in the auditorium and former Dunbar Branch Library. The auditorium has wide brick pilasters that flank a raised stage (photo 11). The pilasters feature stylized capitals with drop pendants and carry coffered beams bisecting the auditorium's ceiling which also features cove moldings around the perimeter. The original Dunbar Branch Library in the 1920 east wing features an inglenook composed of wood walls, benches, and fireplace surround (photos 15-16). The fireplace brick is salt-glazed, matching wainscot found throughout the building's corridors. The former library also features bookcases and shelving near the inglenook. The inglenook hints at the Craftsman style, with its shelf design supported by corbels. This is also true of the building's cast iron staircase balustrades that have groups of three square balusters joined at the top by a feature that is more Craftsman (photo 25). The balustrades feature simple square newel posts, also cast iron, with panels in each face. The handrails are wood.

Other notable finishes inside the building include several locations where original red quarry tile floors, terrazzo floors (1938 wing addition, photo 21) and wood floors are extant. Salt-glazed brick wainscot, mentioned previously, and an extensive number of original wood doors, transoms, window trim, and casework are also found throughout the building. This includes trim boards outlining marker boards (former chalkboards, photo 32) and original coatrooms with coat hooks at the level for elementary-aged children (also photo 32).

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Architects for John Hope School

The architect for John Hope School, in its original V-shaped form, was Elmer E. Dunlap who operated out of the State Life Building in Indianapolis and from the Citizens Bank Building, later the Harrison Building, in Kokomo. Dunlap designed a number of other schools in Indianapolis and other cities in the state including the segregated Douglass School in Kokomo (1919). Dunlap's work is well-known in Indiana and includes three county courthouses: Carroll County Courthouse (Neoclassical, 1919), Spencer County Courthouse (Neoclassical, 1921), and Pike County Courthouse (Neoclassical, 1922). Additionally, Dunlap substantially redesigned courthouses for Jackson County (1911), and Franklin County (1912). For most courthouses, Dunlap favored an "engaged portico with columns in antis" motif. John Hope School is probably Dunlap's most notable education facility in Indianapolis. He also designed a substantial addition and adaptation on Indianapolis School No. 38, a small 19th century building.³³

The 1938 and 1949 wing additions to John Hope School were designed by Robert Frost Daggett. The firm of R. P. Daggett & Co. originated in 1880 under Robert Platt Daggett (practicing between 1868 and 1912), an Indianapolis-based architect responsible for many notable residential, commercial, and college commissions in Indiana, including the James Whitcomb Riley house and structures on the Purdue campus. His son, Robert Frost Daggett, Jr., also entered the architectural profession, studying at Herron School of Art in Indianapolis before earning degrees from the University of Pennsylvania and the Ecole des Beaux Arts in Paris. He may have served as a draftsman before his formal education, but he officially joined his father's firm in 1901. R. F. Daggett is particularly noted for his commissions of the Indianapolis Athletic Club, Chamber of Commerce building, designs on the campuses of DePauw, Indiana, Butler, and Purdue Universities, and commissions for the Lilly family. The firm eventually passed into the hands of his son, architect Robert Frost Daggett, Jr., until his retirement in 1977.³⁴

Developmental History/Additional historic context information

³³ Diebold, *Public School Buildings in Indianapolis Built Before 1940*. E 18

³⁴ Seager, Andrew R. "Daggett, Robert Platt" and "Daggett, Robert Frost" from *The Encyclopedia of Indianapolis*, (Bloomington, Indiana: Indiana University Press, 1994), pp. 490-491.

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“Schools Offer Exhibit” *Indianapolis Star*. 19 May 1920. Pg. 15. Col. 3

Seager, Andrew R. “Daggett, Robert Platt” and “Daggett, Robert Frost” from *The Encyclopedia of Indianapolis*, (Bloomington, Indiana: Indiana University Press, 1994), pp. 490-491.

John Hope School No. 26
Name of Property

Marion County, IN
County and State

Previous documentation on file (NPS):

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

Primary location of additional data:

☐ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☐ University
☐ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): 098-296-01212

10. Geographical Data

Acreeage of Property Approximately 3.7 acres

Use the UTM system

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 16	Easting: 573936	Northing: 4404606
2. Zone:	Easting:	Northing:
3. Zone:	Easting:	Northing:
4. Zone:	Easting :	Northing:

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

Beginning on the southeast corner of the intersection of East 16th Street and Columbia Avenue, face east and follow the south side of East 16th Street to the west side of Dr. Andrew J. Brown Avenue, then turn south and follow the west side of the avenue to the north side of the east/west alley between East 16th Street and Interstate 70. Turn west and follow the north side of the alley to the east side of Columbia Avenue, then turn north and follow the east side of Columbia Avenue to the south side of East 16th Street, or the place of beginning.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries described are the historic and current boundaries of John Hope School No. 26, from the time of its construction in 1920 and includes all additions to the building and parking and exterior recreation areas, though no longer extant, associated with the school.

11. Form Prepared By

name/title: Kurt West Garner
organization: The Oaks Academy
street & number: 12954 6th Road
city or town: Plymouth state: IN zip code: 46563
e-mail: kwgarner@kwgarner.com
telephone: 574-780-1423
date: July 13, 2023

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)
-

John Hope School No. 26
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Photographs

Submit clear and descriptive photographs. The size of each image must be 3000x2000 at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: John Hope School No. 26

City or Vicinity: Indianapolis

County: Marion State: Indiana

Photographer: Kurt West Garner

Date Photographed: April 3, 2023

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast at front façade facing the intersection of E. 16th Street and Columbia Avenue
1 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east at the front façade from Columbia Avenue
2 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking south at the front façade from East 16th Street
3 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast along East 16th Street at north facade
4 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southwest at east façade/east wing of building from East 16th Street
5 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking north at back façade/east wing
6 of 48.

John Hope School No. 26

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Description of Photograph(s) and number, include description of view indicating direction of camera: Looking west at back façade/south wing
7 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest at central part of back facade
8 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast at south wing from Columbia Avenue
9 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking north at south façade of south wing
10 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast at stage in gymnasium/auditorium
11 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast in gymnasium/auditorium
12 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest at vertical circulation from first floor in original building
13 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east in first floor corridor of east wing into 1938 addition
14 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest at original Dunbar Library inglenook
15 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking west at original Dunbar Library shelving
16 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southwest in first floor classroom of original building
17 of 48.

John Hope School No. 26

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Description of Photograph(s) and number, include description of view indicating direction of camera: Looking west in first floor corridor at transition from 1938 addition to original building
18 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast in first floor cafeteria in 1938 addition
19 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east toward east entry in first floor 1938 addition
20 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking west from east entry in 1938 addition
21 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking north in first floor corridor from 1949 addition
22 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southwest in second home of Dunbar Library/media center
23 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking south at south entry in 1949 addition
24 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast at vertical circulation from second floor
25 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest at vertical circulation from second floor
26 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking north down corridor on second floor of original building
27 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast down second floor corridor in central part of original building
28 of 48.

John Hope School No. 26

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Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east down second floor corridor into 1938 addition
29 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest in administrative area lobby on second floor
30 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southwest in typical second floor classroom of original south wing
31 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking north in typical second floor classroom of original south wing
32 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest in typical second floor classroom of original east wing
33 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east in second floor 1938 addition corridor
34 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east toward second/third floor stairway landing in 1938 addition
35 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking south in second floor corridor of 1949 addition
36 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast in second floor typical classroom of 1949 addition
37 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southwest on third floor at top of stairs in original building
38 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking into staircase from third floor in original building
39 of 48.

John Hope School No. 26

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Description of Photograph(s) and number, include description of view indicating direction of camera: Looking south into third floor corridor of south wing in original building
40 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east into third floor corridor of 1938 addition
41 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking west in east wing of original building, third floor
42 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast in third floor classroom and lab of original building
43 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast in typical third floor classroom of original building
44 of 48.

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east at east end of third floor corridor in 1938 addition
45 of 48.

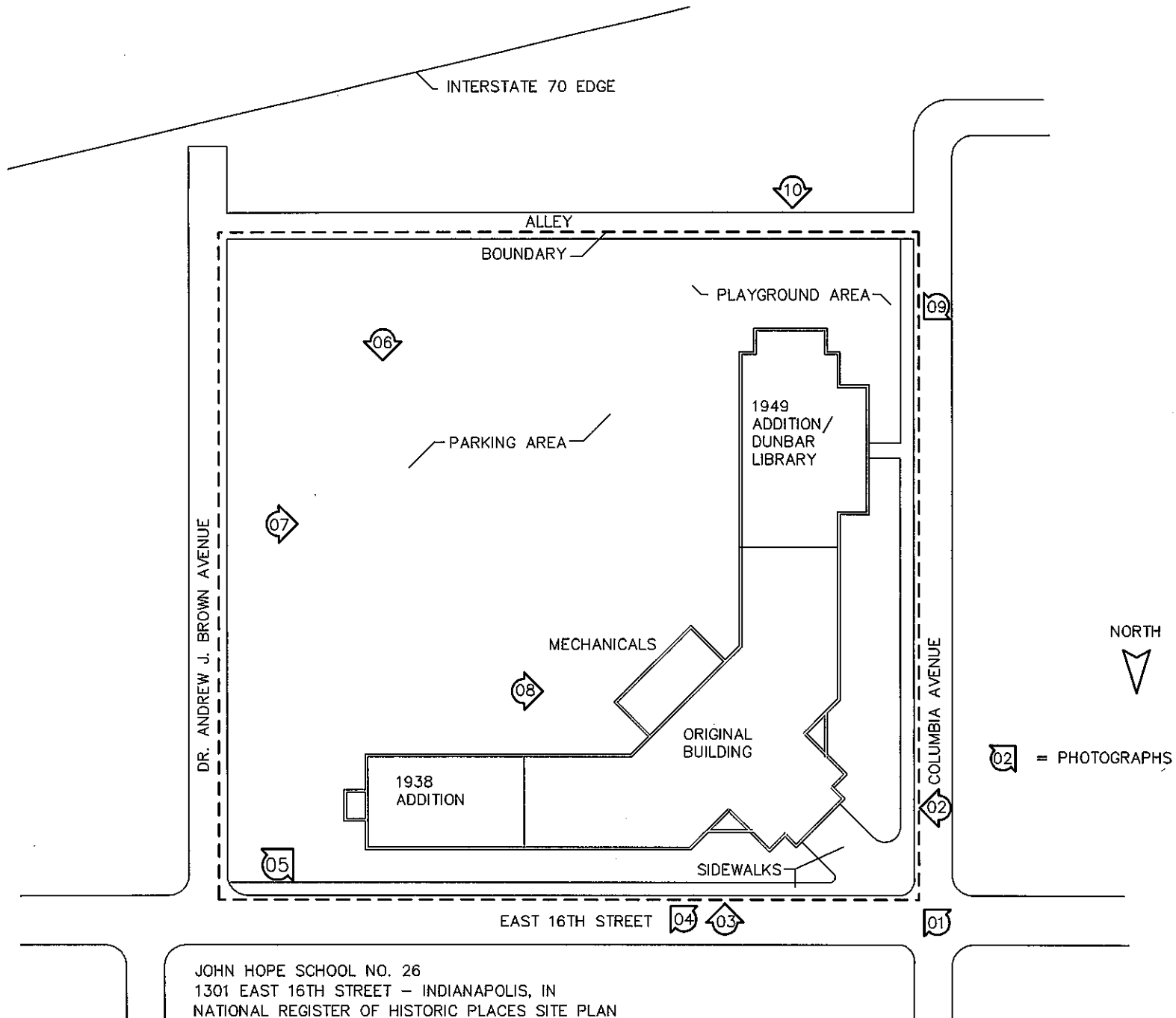
Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast in typical classroom of 1938 addition's third floor
46 of 48.

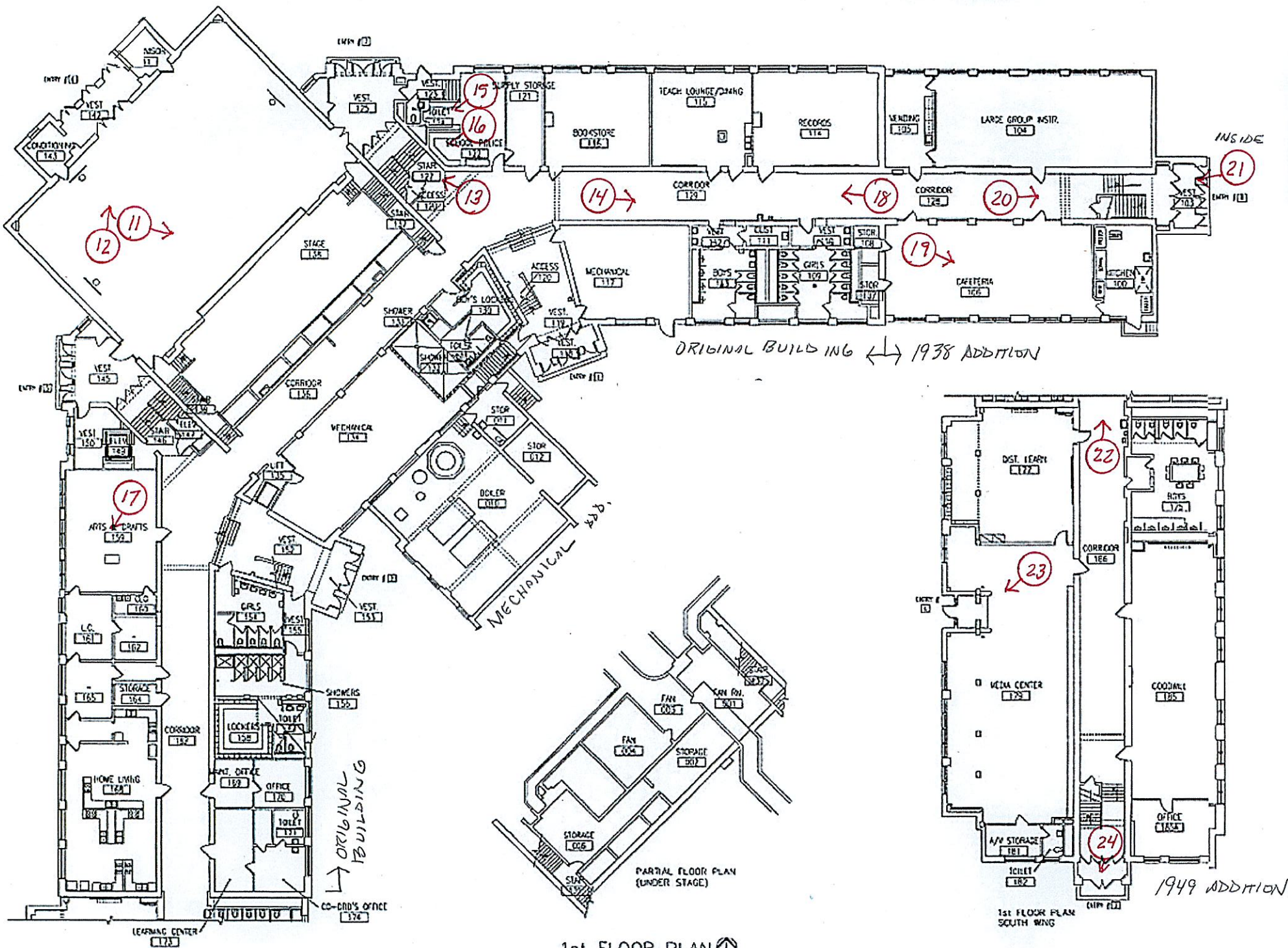
Description of Photograph(s) and number, include description of view indicating direction of camera: Looking north in third floor corridor of 1949 addition
47 of 48.

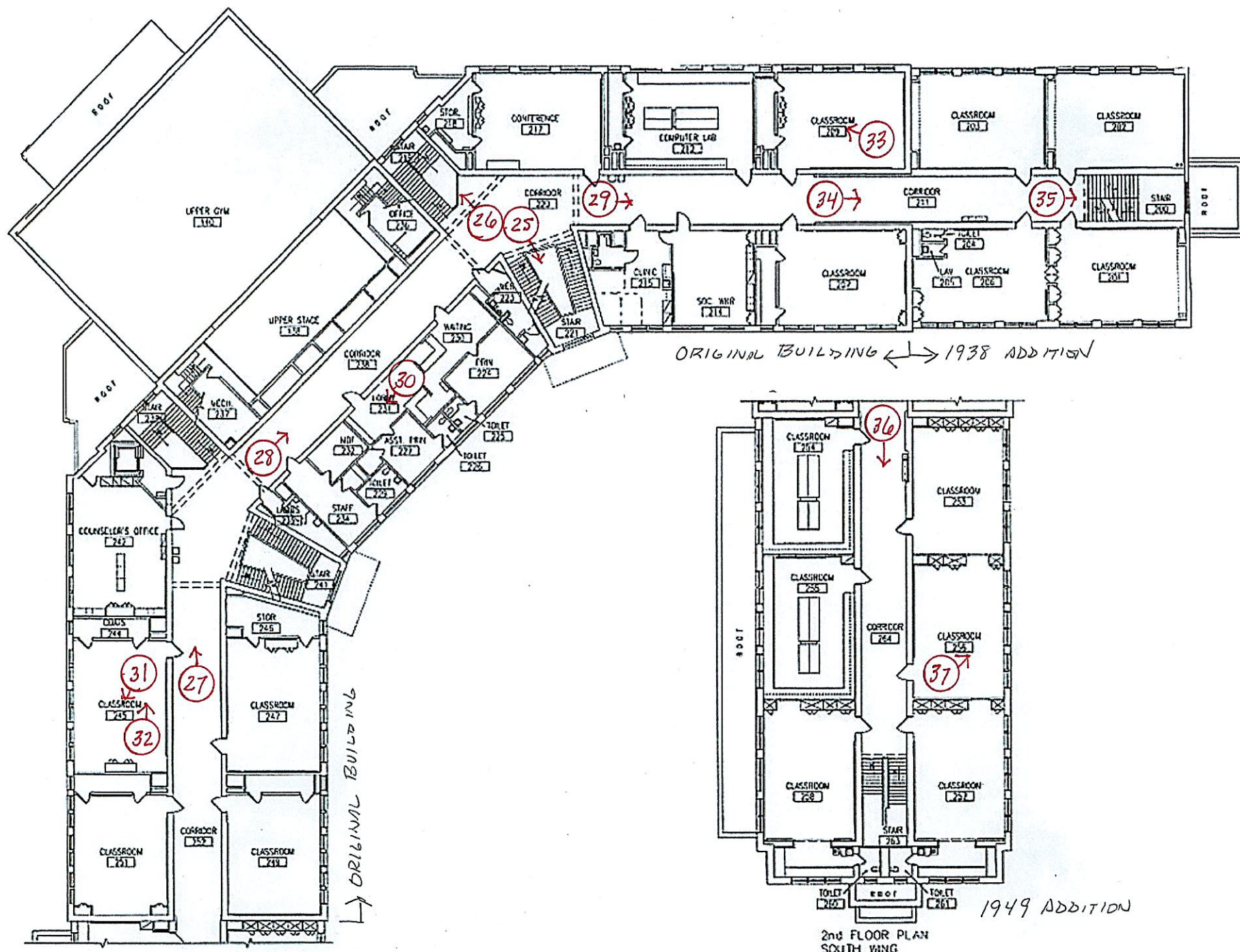
Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast in typical classroom of 1949 addition's third floor
48 of 48.

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

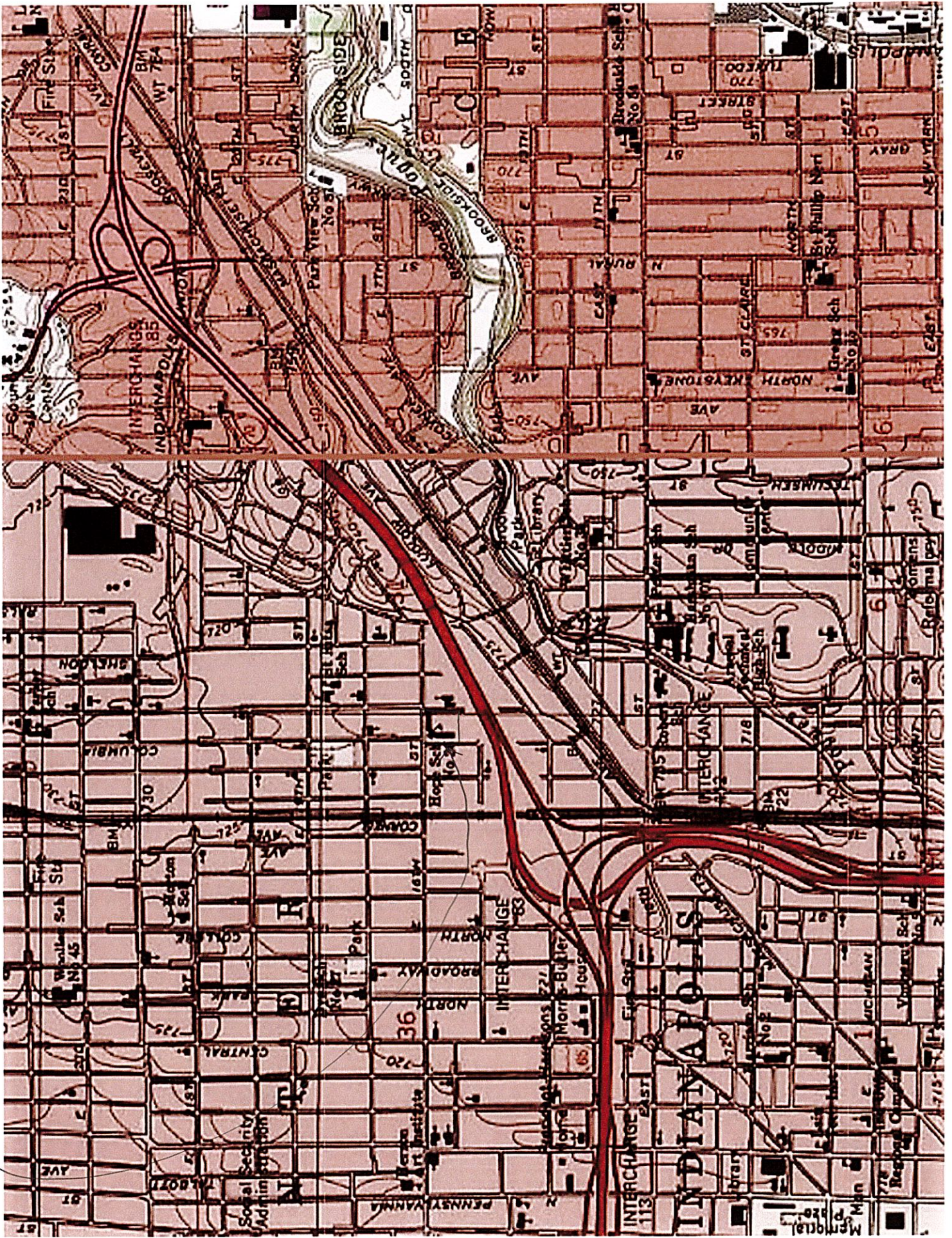






2nd FLOOR PLAN
 JOHN HOPE - SCHOOL NO. 26
 NATIONAL REGISTER OF HISTORIC PLACES - 1301 E. 16TH ST. INDIANAPOLIS, IN

John Hope School No 26 - National Register of Historic Places - Indianapolis - Marion Co. - IN



NAD 83 UTM 573936 4404606



IN_MarionCounty_JohnHopeSchoolNo26_0001



IN_MarionCounty_JohnHopeSchoolNo26_0003



IN_MarionCounty_JohnHopeSchoolNo26_0004



IN_MarionCounty_JohnHopeSchoolNo26_0005



IN_MarionCounty_JohnHopeSchoolNo26_0006



IN_MarionCounty_JohnHopeSchoolNo26_0009



IN_MarionCounty_JohnHopeSchoolNo26_10



IN_MarionCounty_JohnHopeSchoolNo26_0011



IN_MarionCounty_JohnHopeSchoolNo26_0015



IN_MarionCounty_JohnHopeSchoolNo26_0025



IN_MarionCounty_JohnHopeSchoolNo26_0027



IN_MarionCounty_JohnHopeSchoolNo26_0029



IN_MarionCounty_JohnHopeSchoolNo26_0032



IN_MarionCounty_JohnHopeSchoolNo26_0033



IN_MarionCounty_JohnHopeSchoolNo26_0038



IN_MarionCounty_JohnHopeSchooNo26_0043



IN_MarionCounty_JohnHopeSchoolNo26_0045