

United States Department of the Interior  
National Park Service

FINAL

National Register of Historic Places  
Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "X" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Center Township Grade & High School  
other names/site number Mays Elementary School 139-391-07024

2. Location

street & number 929 East South Street N/A  not for publication  
city or town Mays N/A  vicinity  
state Indiana code IN county Rush code 139 zip code 46155

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36CFR Part 60. In my opinion, the property  meets  does not meet the National Register criteria. I recommend that this property be considered significant  nationally  statewide  locally. (  See continuation sheet for additional comments.)  
[Signature] 1-28-04  
Signature of certifying official/Title Indiana Department of Natural Resources Date  
State or Federal agency and bureau

In my opinion, the property  meets  does not meet the National Register criteria. (  See continuation sheet for additional comments.)  
\_\_\_\_\_  
Signature of certifying official/Title Date  
State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:  
 entered in the National Register.  See continuation sheet. \_\_\_\_\_ Signature of the Keeper \_\_\_\_\_ Date of Action  
 determined eligible for the National Register. \_\_\_\_\_  
 determined not eligible for the National Register. \_\_\_\_\_  
 removed from the National Register. \_\_\_\_\_  
 other, (explain:) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Classification

Ownership of Property  
(Check as many boxes as apply)

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

Category of Property  
(Check only one box)

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

Number of Resources within Property

(Do not include previously listed resources in the count)

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

Name of related multiple property listing

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

Indiana's Public Common & High Schools

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: School

Current Functions

(Enter categories from instructions)

EDUCATION: School

7. Description

Architectural Classification

(Enter categories from instructions)

19th & 20th c. REVIVALS: Classical Revival

19th & 20th c. AMER.: Prairie School

Materials

(Enter categories from instructions)

foundation CONCRETE

walls BRICK

STONE: Limestone

roof ASPHALT

other GLASS

OTHER

Narrative Description

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

**8. Statement of Significance**

**Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

Property is:

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

**Narrative Statement of Significance**

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

**Areas of Significance**

(Enter categories from instructions)

ARCHITECTURE \_\_\_\_\_

EDUCATION \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Period of Significance**

1929-1953 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Significant Dates**

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

\_\_\_\_\_

\_\_\_\_\_

**Significant Person**

(Complete if Criterion B is marked above)

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

\_\_\_\_\_

\_\_\_\_\_

**Cultural Affiliation**

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

\_\_\_\_\_

\_\_\_\_\_

**Architect/Builder**

Werking, Charles E & Paul R \_\_\_\_\_

Anderson, A E \_\_\_\_\_

Beel Brothers \_\_\_\_\_

**9. Major Bibliographic References**

**Bibliography**

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

Previous documentation on file (NPS):

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

**Primary location of additional data:**

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

Name of repository: \_\_\_\_\_

\_\_\_\_\_



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Rush Co., Indiana

## DESCRIPTION:

Mays Elementary School Architectural Description.

The Center Township Grade and High School, Mays, Indiana, is a large, two and a half story, massed, red brick building with a flat-topped hip roof, wide overhanging eaves, triple-hung windows, sparse stone and brick detailing, and a concrete foundation (photo 1). The first and second story window openings have a soldier arch and a stone sill. The basement windows have a concrete sill and are topped by a soldier string-course on all elevations of the main building, but not on the gymnasium. Brick is laid in a common bond pattern. Only the school and a non-contributing totem pole are located in the boundary.

Site: The school sits on a large grassy lot with a gravel parking lot to the west (photo 2), concrete slabs directly in front of the building on the north elevation and in the southeast corner (between school building and gymnasium) and playground on the east (photo 3). Concrete walks lead from each entrance. A concrete sidewalk edges the building on the north and west elevations, and a long straight concrete walk runs from the center of the building to the road on the north side leads to the gravel passenger drop-off. A large grassy area is to the south (photo 4). Beyond the west gravel parking lot the school owns a ballpark. A contemporary timber edged, gravel and stepping-stone path leads to the flagpole and small flowerbed on the west side of the north elevation. The grade is slightly higher on the south lawn and slopes to the east. The setting for the school is decidedly rural. Bordering the north side of the school building is the residential and business community, farm fields are on east and south sides. Remnants of an old canning factory remain in the view shed to the west. Several large trees stand both north and south of the school, and several young trees have been planted.

## Exterior Description

An asphalt shingle, flat-topped hip roof, covers the building. Gutters and corner rectangular shaped downspouts are present on all elevations of the main building, but not on the gymnasium. A centrally located brick chimney has a concrete cap (photo 5). The gymnasium on the south elevation has barrel vault roof (photo 4).

All the original third and second story large rectangular, triple-hung windows were replaced with triple hung aluminum windows: two upper blind-sashes are a reddish-brown laminate and the lower sash is glass. The double-hung basement windows have glass in both sashes. Replacement windows occupy the original openings, and the arrangement retains the original design intent. The third and second story windows are topped with a soldier arch header. The basement windows abut the brick stringcourse. Exceptions to this will be noted.

North façade: The primary feature of the flat façade is a slightly projecting center gable bisecting the flat-topped hipped roof (photo 1). Octagonal louvered cupola with octagonal roof and spire is centered on the ridge of the center gable (photo 5). It is a component of the original still-functional ventilation system. An oval opening is centered in the gable and is surrounded by bricks set on end (sailor) with stone keystones at 12, 3, 6 and 9 o'clock.

Windows on the north façade are symmetrically placed. From east to west there are eighteen bays. Eight equidistant bays are arranged under the center gable. On each side of the eight-bay center gable, single

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windows are arranged five bays. Second story bays 11, 12 and 14 have a window air-conditioner. In basement story bay 2, a fan set in laminate fills the entire opening, bays 3 and 7 each have an air-conditioner in the lower sash, bay 5 has a vent in the upper sash, bays 11, 12, and 13 have a louvered metal cover. Refer to the table in appendix A identifying the windows from east to west.

There are two narrow ventilation openings above the second story windows in bays 6 and 13. The opening in bay 6 is covered with laminate and the bay 13 opening is covered with a metal louver panel.

The primary entrances on the north façade, identified above as bays 4 and 15, are on either side of the center gable (photo 6). Four steps with a centered pipe handrail lead up to the cement landing of the recessed porch. The entry is decorated with stone Doric engaged pilasters topped with a stone entablature identifying the building as *Center Twp. Grade & High School* and a flat topped stone cap. Atop the stone cap rests a decorative wrought iron piece of vertical railing with diagonal rails bisecting a center diamond. Double entry doors each have a lower metal panel and an upper glass panel. A metal panel has replaced the glass transom.

#### East Elevation

The overhanging eave, linear appearance of the banks of windows and otherwise plain east elevation evokes the simple Prairie style much more than the primary north façade (photo 3). Windows and the brick stringcourse just above the basement windows are the only decoration. There are ten bays of windows. Progressing north to south, all but bay four in the third story has a single triple hung window. The second story triple hung windows are present in all but bay six. The window in bay six is also the only missing opening in the basement. Variation of basement windows includes a vent centered in a laminate panel in bay one, and an air conditioner replaces the lower sash in bays two and nine. Narrow vents above the second story windows at bays one, five and eleven and basement bays one and eleven are closed with a laminate panel.

The east elevation of the gymnasium is also visible (photo 3). Its plain large brick surface is broken by four openings. From north to south are two nearly square double-hung windows high on the wall, a double metal door, and a triple hung window halfway between top and bottom of the wall at the south end. The concrete foundation is deteriorating, as is the smooth concrete finish coat.

#### South Elevation:

The barrel-vaulted gymnasium is the primary feature on the south elevation (photo 4). It is designed as an integral part of the building rather than an addition. It projects from the rear of the school and spans the area corresponding to the projecting north gable. East and west end hip-extensions slightly project from the school building toward the south. Each hip-extension contains a stair hall and a corresponding triple-hung window above double entry doors. The metal-frame doors have two glass panels with 2/3 surface above and 1/3 surface below the dividing rail. The metal-frame glass transom above has a center vertical rail. The east extension has three basement windows. An air conditioner rests on the large concrete pad, and it is surrounded by a chain-link fence. The west extension has two windows. In 1929, a large door was built to allow access to the basement shop room. The door was subsequently removed and the wall bricked (photo 2). The south elevation of the gymnasium is an extremely plain brick wall with a double exit door centered on the wall. A foundation metal-covered opening is located each end of the foundation wall.

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West Elevation:

The West elevation (photo 7) is virtually a mirror image of the east elevation with the following additions: There is a bell in the center of bay six in the second story, and a water spigot in the center of bay six in the basement story. Where the sidewalk abuts the foundation, tar is applied to the lower wall of the foundation. The west elevation of the gymnasium is also a mirror image of the east elevation (photo 2). The one exception is a single concrete step under the double exit doors.

## Interior Description

The school building has a central hall (photo 8) that runs parallel to the building's front (north) elevation and is accessible from either end of shorter, perpendicular hallways. In essence the first floor of the three-story school is laid out in an **H** with the center hall located on the horizontal axis (east-west), and being at least twice the length of the vertical axes (north-south). The first floor has two entrances on the front façade (north elevation) each of which are located on the vertical axes of the H. Corresponding rear entrances are located on the south end of the north-south hallways. The building has three finished floors and an unfinished attic. The basement and third floor have south stair halls only. The basement is partially below grade. A barrel-vaulted gymnasium on the south elevation is at grade; one must go up or down the main stairways to access the first floor or basement respectively.

The building's original layout has changed only slightly. Two second floor rooms off the north-south halls were altered to make two rooms by removing the walls between three rooms and constructing one stud wall. The original three doorways remain intact. Large north-side rooms on the first and second floors have been subdivided to increase the number of classrooms. The historically significant interior materials are wood (classroom and gymnasium floors, doors, trim, closets, chair rails) concrete (stairs, hallway and basement classroom floors), glazed brick (lower portion of hall and gymnasium walls), metal (ceilings, light fixtures, door hardware), and slate (blackboards). Alteration or concealment of original materials include fiberglass or acoustic ceiling tile that covers all the classroom ceilings, and carpet covering the original assembly room and library floors. The two-color paint scheme in the classrooms indicates a picture rail has been removed. Each north-south corridor classroom has a recessed area in the wall that it shares with the adjacent classroom. In most rooms, the area has hooks for coats. In one case, closets were constructed (photo 9). Each second floor room also has a void in the wall that was part of the original ventilation system (photo 10). Currently, fluorescent tubes provide lighting. All the electrical wiring and boxes are surface mounted. Original components of the heating system are still in place. For example, the radiator in the first floor southwest classroom is intact (photo 11).

The interior description of the school shall commence at the southwest entry. Entry into the building is through aluminum and glass double doors with vertically divided glass transom to a landing in the stair hall that accesses the gym. The stairs lead up to the first and second floors and down to the basement. Concrete stairways have square posts, square metal balustrades topped with a natural finish wood handrail and metal trim on the leading edge of the concrete treads (photo 12). A round metal handrail is attached to the wall. All the metal and concrete is painted gray. A 54-inch high wall of glazed tan brick topped with alternating brown and tan sailor course follows the incline of the stair from basement to the second floor. The upper half of the wall is painted plaster. The decorative tin ceiling is composed of cove molding,

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crosshatched ceiling edging, border and center with square recessed panels. The stairway hall can be completely closed from the school's north-south halls by a set of double entry doors, sidelights and transom. Each component has wood framing with divided lights. (transom six across, corners two across, sidelights five up, doors five up) (photo 13). In fact, this interior entryway is repeated at each of the four entry points on the north-south first floor hallways and the second floor south hallways. The basement also could be closed off from the stair hall, but all that remains is the wood jambs as the doors have been removed. The basement entry has no transom or sidelights.

## Gymnasium:

Two single door entries (doors have two flat recessed panels below three paired divided lights) into the 6,555 square foot gymnasium are directly off the landing in both the east and west stair halls (photo 14). The gym playing floor is oriented east-west, the stage is on the south wall (photo 15). The bleachers are on the north wall and within the footprint of the rectangular school building. Building materials used throughout the school are continued in the gym. Glazed brick covers the lower 71-inches of the wall surface, and fronts the 53 inch wall in front of the bleachers (photo 14). The flat ceiling above the bleachers is corrugated tin. Two bow-arch iron trusses support the barrel-vaulted ceiling above the playing floor (photo 15). The stage is surrounded by eleven square, gold-painted plaster medallions with a center floral motif and edged in egg and dart molding. Doors on both sides of the stage lead to five wood steps that ascend the stage. The wood railing-wall is car-siding. The walls are glazed brick, the ceiling is full height and a triple-hung window on the east and west walls provide natural light. A large blower is mounted on the wall on both sides of the stage. The identification plate says "The Movement, Buckeye Blower Company, Columbus, Ohio". It is vented to the gymnasium with grates 23 1/2-inch high by 58-inch long set low and high on the wall. The mechanism for stage curtains is also extant.

Ten rows of bleachers are on the north wall. The fixed original wood bleachers are supported by wood blocks and the risers are also wood. Center steps separate the bleachers into two sections, and there are also aisles on the each side. Vented walls are situated at the rear corners of the bleachers. A wood trimmed plaster wall foreshortens the width of the bleachers for the first six rows on both sides, and ends with a decorative wood post. The other side of the wall is glazed brick. The walls create two short halls from the gymnasium entry doors to the back of the bleachers that provides access to a storage room and boys and girls locker rooms and an office. The locker room walls and showers are finished with original glazed brick walls and small, unglazed tile floors (photo 16). Heat is supplied by ceiling mounted radiators. The west locker room also has a small room under the bleachers. There are wood benches and no door. The Physical Education instructor's office is the under the west end bleachers. The door has been cut into a Dutch door. Ten opaque white globes hung over the bleachers, and sixteen down lights over the playing floor provide light in the gym. Five are mounted on each bow-arch truss and six are mounted on the ceiling. Additional light comes from four double-hung metal replacement windows; there are two on both east and west walls. The lower sash is glass, and the upper sash has a laminate panel.

## Basement

The basement is accessible by east and west stairways. It is nine steps from the landing down the doublewide cement stair to the basement. The basement design maintains the same layout and surface



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finishes described in paragraph one of this interior description. The north-south halls have classrooms on the west end hall and cafeteria on the east end hall, and the east-west hall contains building service utilities. Several features common to all the basement areas are these: 1) the service pipes are mounted (exposed) below the ceiling, and 2) the lower 70-inches of the "public area" walls are made of glazed brick, and 3) all the rooms have modern "chalk" boards rather than black chalk boards. The first classroom on the west end hall is the now the music room, but originally was the shop classroom. A garage door built into the south-west exterior wall permitted vehicles to be brought into the classroom (photo 2); the door has been removed and the opening closed with a brick wall (photo 17). Originally there was a second shop room to the north that was accessible by a doublewide opening in the wall (photo 18). The opening has been blocked with vertical paneling, and the room is now the art room. Original storage rooms on the north side of the art rooms were created with wood panels. A door on the east side of the art room leads into a storage room under the first floor north stairs.

The east-west center hall has openings on the north side only. The south wall has coat hooks mounted on long spans of wood plank. A support wall bisects the hall near the center point. On the north side (west to east) is the boys restroom, custodian office/ boiler room, office and laundry room, teachers lounge and girls restroom. The workrooms walls are unglazed brick, and have pressed metal ceilings. Along the north wall, there are several openings into a low-ceiling area containing the coal chute, and ventilation shaft. On the north wall, at the east end of the hall, the original concession stand opening remains intact (photo 19). It is divided symmetrically into three sections, the center section being slightly larger. It is closed by wood panels affixed on the cafeteria side. The cafeteria entrance in the east north-south hall lies just beyond the central hall. The cafeteria is divided into two sections by a very wide passageway (photo 20). The north side is used for food preparation and serving; the dinning room is on the south side.

## First Floor

Ascending the west stair and through the double doors brings one into the west first floor north-south hall. Directly to the west (left) is a doorway into a classroom. The description of this classroom is representative of the other classrooms in the building except where specific features are noted to be different (photos 21 and 22). The classroom door is a wood door with five vertical sets of two divided lights. The hardware is unvarnished brass, and consists of a push plate, turn lock and door stop on the interior of the door. The exterior hardware includes a door pull, key lock, second key lock and hydraulic hinge. The interior walls are painted plaster and have wood baseboards and wood chair-rail. The ceiling is covered with acoustic tiles; it is not clear if the original pressed tin ceiling has been removed or is covered by the acoustic tiles. The floor is narrow-plank wood. Fluorescent lighting is suspended from the ceiling. A bank of windows on the exterior (west) wall has glazed tile sills and triple-hung aluminum replacement windows. The north wall separates this south classroom from the north classroom at the end of the hall. A recessed area in the middle of the wall has coat hooks. The open space is also used for storage, and there are closets. Original chalkboards, located on the south and east walls, are in good condition. The building is heated with a radiant hot water system. The radiator in this classroom is an original piece of equipment, bearing the name "Heatoven, System of Unit Heating & Ventilating, The Buckeye Blower Company, Columbus, Ohio" (photo 9). The radiant coils are contained within a plain metal box with a louvered lid and a small screen centered in the bottom front.

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The classroom at the north end of the hall is a mirror image of the south classroom. Between the north and south classrooms is a storage area accessible from the hallway. It has a five-panel door and original hardware. Currently it is used for janitor storage.

A remarkable feature on the west hall is a display case located on the south side of the east sidelight of the north doorway (photo 23). The case is the width of the sidelight and the length is one and a half times the width. Access to the three interior shelves is by the hinged sidelight at the rear. The north stair hall leads down to the double entry doors.

The doorway along the west north-south hallway is the office, located on the east side of the north end of the hall, in the stair hall. The office was originally one room. It contains two desks, an original vault (photo 24), a closet and has an opening into what is now the principal's office. An inside label identifies the vault manufacturer as the Schwab Safe Co., Lafayette, IN., USA, and further states it has a "relocking device on safes". The patent date is 26<sup>th</sup> July 1921. It is opened with a combination dial and lever handle. The floor of the vault is narrow strip wood and there are wood shelves on three walls. The closet also has a wood floor and shelves. The office floor is carpeted. The chair rail is a replacement of the original rail. The room also contains an original cupboard with double doors and recessed panel doors, with a center rail in each door. Above the cupboard is a shelf with small cubicles four across and seven down. The principal's office has been created out of a larger room on the north side of the east-west hall. It has no significant historical features.

Proceeding eastward down the east-west hall, there are no openings on the south wall because that is the rear wall of the gymnasium. The north wall has three openings. The first, at the west end, is the Reading Room, the second is the Head Start classroom, and the third, on the east end, is the Sick room. Each of these rooms has another room on the north side. It appears that the Reading Room and the Head Start room were originally designed to be one large room because the baseboards are different and the chair rail is absent on the east wall of the Reading Room. There is, however, a blackboard identical in design to the original boards (photo 25); so, the alteration was made very early on. A later alteration was the installation of a wood panel wall that divides the room north and south. Original cupboards are built in the south wall (photo 25). The north partition is further subdivided to create two rooms. The west room is the principal's office. The east room is a workroom. The Head Start room has not been altered except for the early addition of the wall described above. There are two doors in the east wall. One leads into a closet, the other is blocked, but opened into the Sick room. The Sick room is much narrower than the two rooms just described. It has a sink and a door on the north wall. The door opens into a toilet room. It contains original wall scones although is actually lit by florescent lighting.

Turning into the east north-south hallway, the primary differences are the absence of a display case and absence of any openings in the stair hall. The east side of the hall has the same layout as the west hall: two classrooms with a janitor closet between them. The notable difference in the classrooms is in the north classroom that was originally the home economics room. A row of eight closets with a three-way mirror in

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the middle are in place of the recessed opening used for storage in the other classrooms (photo 9). All the closets retain the original hardware: a brass knob on a plate with keyhole, and two hinges. The unique hinge feature is that the hinge is surface-mounted the exterior of the door. Other features of the home economics classroom that remains are the sink and cupboards on the west wall (photo 26).

The second floor description will commence at the southwest stairway door. The primary change in the layout of the second floor is the three second floor rooms off the north-south halls that were altered to make two rooms. This was done by removing the two walls between the three rooms and constructing one stud wall. The original three doorways remain intact; one door is in the stair hall, and two doors are in the hall. The rooms are approximately the same size as the classrooms on the first floor end hallways. The other difference is that there is no recessed storage area in the wall between the classrooms. In all other respects the finish and detail of the rooms is identical to the classrooms previously described.

The east-west hall has the same finish as the first floor hall but for the lockers built into the walls and a fixed metal attic ladder. The northeast end lockers are a bank of single units; all the other lockers are stacked two high. The south side lockers on the east and center hall appear to be replacements of the original lockers (photo 27). There is a picture-rail molding along the north side of the hall at about the height of the top of the doors. There are two doorways on each side of the hall. The north side of the hallway originally contained the library and the assembly room. These rooms have been altered to make three rooms: a tutorial room (the original library), and two classrooms. The original interior windows and doors comprising the library remain intact, but the windows and the door-lights are covered with white masonite board (photo 28). The wood floors are covered with gray short-loop carpet.

The two rooms on the south side of the hall are above the bleachers in the gym. Currently the west room is the computer lab and the east room is the library. The computer room has three rows of computers. The northwest corner of the room is foreshortened by a 90 degree angle in the hall. An interior closet made of faux wood paneling is on the west wall. The library is unremarkable except for a carpeted floor. Each room has five aluminum triple hung replacement windows.

## Mays School Statement of Significance

The Center Township Grade and High School meets Criteria A in architecture and C in education for listing in the National Register of Historic Places. Constructed in 1929, of three remaining consolidated Rush County historic high schools it is the most intact. The Center Township Grade and High School has played a significant role in the culture and education of residents of Northern Rush County and serves as a significant reminder of the robust development of public education that declined at the start of the Depression. These larger schools played a significant role in the expansion of the public school system in rural and urban Indiana. Consolidation is one of several historic trends that reflect the transformation of Indiana from an agrarian to an urban society. The outstanding condition, high degree of integrity, and characteristic mix of styles during this period of educational transition makes it architecturally noteworthy. The local education Advisory Board created this monument of civic and community pride by funding the

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well-built school; and took credit for its creation on the plaque just inside the front door. Center Township Grade and High School included the latest innovations in sanitation, plan, and organization of school. Prominent local architects often designed these significant third generation schools. This school is among the most enduring works of its designer, C.E. Werking.

Mays, Indiana is the site of Center Township Grade and High School, which is now Mays Elementary School. Mays is ten miles north of Rushville and fifteen miles south of New Castle on State Road 3 in northern Rush County. It was laid out on 25<sup>th</sup> March 1884 by Samuel Kirkpatrick and Charles Thrawley along the railroad line between New Castle and Rushville. Blacksmith shops, lumber yard and saw mill, stockyard shipping port, slaughterhouse, and later a canning factory and fertilizer store provided services and jobs to the local community and surrounding farms. Other services necessary to a thriving community were available in Mays: three grocery stores, dry goods store, shoe store, livery stable, barbershop and post office. An active Lions Club is near the site of an earlier Opera House that provided entertainment and held Farmer's Institute and Farm Bureau meetings. A poolroom also provided entertainment from 1910 - 1915, and in 1929, was used as a schoolroom while the present school was under construction. The first bank was built in 1908 and operated until 2000. A Presbyterian Church is the only church in Mays at present. Despite this development the town's quest for prosperity has been a struggle. By 1900, only 40 people lived in the 74-lot town. Population continues to increase reaching 150 in 2000. The 2002 census lists the population at 180. There is not a nucleus of essential businesses in Mays now, but there is a post office and the Lions Club remains active.

#### Education

Center Township of Rush County had a complete district school system with ten schools located around the township by 1897. (See illustration 1.) The earliest documented school in Rush County was the 1822 log cabin school built by Dr. William B. Laughlin next to his home in Rushville. Center Township followed in 1830 hiring Mr. Esham to teach school in David Price's farmhouse. In the ten years that followed, twelve other schools were held in Center Township in buildings ranging from a Baptist Meetinghouse to private homes and purpose-built schoolhouses. Many of the buildings were log construction. The first frame schoolhouse was constructed in 1844. Not one of these early buildings survives. The 1816 State Constitution and an 1824 act by the General Assembly supported the concept of education, but included no method of funding such endeavors. This encouraged the "subscription" system of education into the 1850s whereby each student paid a set amount to attend school. Indeed, that system was used in Rush County's earliest schools.

Free schools were endorsed in an 1848 state referendum. Some financial relief, by way of tax-supported county level common schools, was passed by the General Assembly in 1849. A statewide education administration hierarchy was established with civil township trustees reporting to county superintendents who were accountable to the State Superintendent of Public Instruction and State Board of Education. Responsibilities were to include certification of teachers, inspection of schools, and fiscal needs. Indiana continued to promote the township school system and provide limited funding with the passage of the "school law" in

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1852.

These mid-19<sup>th</sup> century statewide educational events designed to foster education only sparked a tug-of-war over funding, number and location of schools in Center Township. The defeat of a county education tax in the 28<sup>th</sup> May 1853 referendum by a two-thirds majority, while 79 percent of the voters wanted more (nine) rather than fewer (seven) schools, led school trustees John M. Hudelson, Javez Reeves, and G.F. Sutton to declare they "could not conveniently establish schools at present." On 6<sup>th</sup> February 1854, school trustees again defeated a motion to establish schools (by forty-six people who were both willing and able to build schoolhouses), instead opting to use the old schoolhouses a little longer. Finally, on 24<sup>th</sup> April 1854, school trustees voted to build eight new frame houses at a cost of \$370 each; construction was completed two years later. Ten schoolhouses are documented in 1859, and can be located on the 1897 Rush County Center Township atlas. (See exhibit 1.) As each of these frame schoolhouses was abandoned for education other uses were found, including livestock shelters or grain storage. Some of the buildings were moved, and most met their demise due to demolition by neglect or fire. Students desiring to continue their education had the option of county seminary erected at the southwest corner of Third and Julian Street in Rushville in 1838. Later, the Fairview Academy, four miles east of Rushville, opened its doors to students in 1849. The Friends Academy at Carthage, a sectarian school, began in 1930 or 1931.

Rush County officials were quick to adopt the consolidation trend. Two consolidated schools were built in 1909. Arlington served Posey and Walker townships in west central Rush County. Arlington originally served grades one to twelve. The massed brick building has a truncated hip roof, projecting central entry and is two stories tall with a partially underground basement. Additions were made to the building in 1925 and 1935. As of 1989, students attend kindergarten through sixth grade at Arlington. The building now has replacement windows and doors.

Center Township High School was located west of State Road 3, about one mile west of Mays, Indiana, at the site of school number 5. The 1909 school was a massed brick building with a large projecting central entry and bell tower. (See illustration 2.) Stringcourse detail was present at the sill level of the first and second story windows. The school had two upper stories and a partially underground basement. The single-story frame schoolhouse is visible in the background of a 1909 photograph. Trustee Chester Rhodes directed the construction of the Center Township High School and the demolition of the old one teacher school. The first teacher/principal was Lot Hufferd. The four-year college preparatory course of study at Center High School included algebra, geometry, botany, physics, Latin (three years), English (four years), history and government (three years). Students had no choice of classes, and took four subjects a year. Initially, only grades one through eleven were offered. Students desiring grade twelve attended Spiceland Academy in Henry County or High School in Rushville. The high school was remodeled in 1917 with the installation of chemical toilets and a heating plant. Since the Civil War a territorial conflict raged among residents in Center Township; the conflict extended to the school system. Students in Mays, Indiana, approximately one mile west of Center High School, attended Raleigh High School in Washington Township six miles east of Mays. Raleigh was the result of consolidation of five one-teacher schoolhouses in 1877. County histories claim that Raleigh School was the first graded school in Indiana. (Gary and

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Thomas, 1921; Brant and Fuller, 1888.) Local historians also believe Raleigh is the first consolidated school in the United States. Informal searches by SHPO staff in New York, New Jersey, Pennsylvania and Ohio are consistent with the claim. Unfortunately, only the bell tower and the front entrance of Raleigh School still exist.

In 1912, a two-room brick elementary school was built in Mays to replace the one-teacher school number six. (See illustrations 3 and 4.) The brick building was one story with a partially underground basement and housed students in grades one through six. Quoins at the corners, a large overhanging eave and a classical Greek entry with engaged pilasters and engaged pediment adorned the building.

Milroy High School, built in 1913, served Anderson, Richland, Noble townships, and southern Rushville. The brick building has two upper stories and a partially underground basement. Central projecting entries on each elevation, a brick and stone cornice and a stone band above the basement windows add detail to the otherwise plain brick box. The building now has foundation plantings, cantilevered entry porches and replacement windows and doors. Today it functions as an elementary school.

By 1920 - 1921 only three schools were left in Center Township. The Center School, the two-room school at Mays, and the Shively's Corner High School. The Mays school continued to grow; in 1925 a portable building was erected providing room for all the Center Township elementary students. Shively's Corner High School (number 4) was abandoned at that time. Junior High School students joined the high school students in the Center Township High School building in 1925.

The Center High School was in service until the present Center Township Grade and High School building was completed at the site of the Mays Grade School. Eventually, the school was locally known as Mays High School. During construction, classes were scattered throughout Center Township. Grades one and two were held in a building in north Mays (See illustration 5.) Grades three through twelve were divided between portable building at the Mays school and the abandon Shively's Corner High School, which reopened temporarily. The furnace room and the teacher's lounge of the new grade and high school were constructed in the below grade rooms of the earlier two-room brick Mays Grade school. The school served grades one through twelve until 1964, when kindergarten was added. In 1966, the high school students from this Mays building became a part of the Rushville Consolidated High School. The junior high remained at Mays for two more years, then under consolidation moved to the new Benjamin Rush Middle School in Rushville. In 1968 the Mays school building had minor alterations to accommodate kindergarten through sixth grade students, and is still used for this purpose. The Mays School has maintained a reputation of being a good place to get an education. The building is still used for community activities and an annual alumni gathering, and it serves as a focal point for the community.

In a 1923 study, *Public Education in Indiana*, the cost of construction of each type of school (elementary, secondary and combined) was gathered and analyzed. While not site specific, the trend of combining all educational facilities within a township is evident. 83% of all combined schools were in a township as compared with city and town locations. Rush County had three township combined schools, and one city high school in Rushville. Today, however, Rush County operates only one high school for all county students. (The Indiana Education Survey Commission. 1923.)

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## Architecture:

Center Township Grade and High School, visible from the outskirts of town, is the largest, most prominent building in Mays, Indiana. The 1929 large brick building stands as a testament to the endurance of school consolidation in Rush County in general and Center Township specifically. It was designed by architect Werking & Son, Richmond, Indiana and built by contractors: E.A. Anderson, Beel Brothers, and Platt & Ruby.

Charles E. Werking practiced architecture from about 1904 until at least 1947 with offices in southeast Indiana. Werking's architectural career began after he taught school for one year. He studied architecture through a program of the International Correspondence School, eventually becoming both a registered architect and a registered engineer in Indiana. At first he worked alone in Hagerstown, Indiana. After moving his practice to Richmond, Indiana in 1914 or 1915, he took on John W. Mueller for a short time. The firm practiced under the name Mueller & Werking, Associated Architects & Engineers from about 1917 to 1919, when Mueller began practicing independently as J. W. Mueller & Co., Architects. Paul Revere Werking joined his father's renamed firm C. E. Werking & Son, Architects. Paul Revere Werking studied architecture at Carnegie Institute of Technology about 1917, and he was a member of the Indiana Society of Architects by 1923. For about four years, 1926 - 1930, Joseph Rudolph Fallon, from Connersville, Indiana, joined father and son. During the association the firm was called Werking & Son & Fallon and later (1929) Werking, Werking, Fallon Architects. However, when Fallon left to practice independently, the firm reverted to C. E. Werking & Son, Architects. At the age of 48, Paul R. Werking began taking on work independently; he also worked with his father for at least three more years (1947).

Schools were a strong interest for Werking and his associates. The Ball State University Drawings and Documents Archive holds 92 Werking projects, including several notable schools. While this is not a complete list, it contains several schools Werking designed within the same timeframe as the Center Township Grade and High School. The earliest school design on record in the Ball State University Architecture Archives is Dalton Township school, Hagerstown, Indiana, 1911. As the consolidation trend grew, Werking's commissions for school building's increased. He designed at least one school every three to four years between 1911 and 1923. From 1926 - 1931 five school plans are in the archives, not including Center Township Grade and High School. The 1929 Milan Grade and High School, in Milan, Ripley County, Indiana, bears a strong resemblance to the Center Township Grade and High School. The floor plan and ventilation system and gymnasium design and location are extremely similar. Unfortunately, the Milan school was demolished in the 1990s. Werking designed the Oldenburg Grade and High School in Franklin County, Indiana in 1931. The highly ornate school was different in plan and style than either of the known 1929 schools.

During his career, the firms in which Werking was partner/owner, designed more residences than any other type of building. The prominent Teetor family of Hagerstown, Indiana was among Werking's most loyal clients, commissioning several residences in southeast Indiana as well as on the popular holiday resort, Lake Wawasee, in northeastern Indiana. Charles Teetor is credited with developing a pedal-powered vehicle for use on railroad tracks. The company expanded into pistons, cylinders and piston rings for the internal combustion engine. After several company name changes, Perfect Circle was adopted in 1924, and became

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part of DANA in 1963. (DANA) Werking also designed the Knights of Pythias Temple in Hagerstown of which he was a member, other fraternal lodge buildings, several churches, Posey County Memorial Coliseum, at least two movie theaters, Brookville Post Office, office and gate for Ravinia Park in Richmond, and at least three service stations.

Werking was active in his community. He achieved Thirty-second degree mason, and was a four-term, Republican, Wayne County Commissioner, including one term as president. He died in 1951 in Richmond, Indiana.

School building design and construction was not a priority in the years before the Center Township Grade and High School was built. Holding school in a suitable building was important, but recognizing how architecture contributed to a conducive learning environment had not been realized. A 1915 comprehensive study encompassing "School Plant" looked exclusively at school conditions such as water, lighting, cleaning, sanitation, heat, but did little to address the building or type of construction. The lone exception was the recommendation for a stone or dry foundation. (Rogers, 1915.)

In 1923, a study by the Indiana Education Survey Commission noted Indiana had about 4,500 one-teacher schoolhouses. With only 900 erected after 1910, the majority of the remaining "box-like frame structures" were poorly lit, poorly heated, poorly arranged and poorly maintained. Rush County was lauded for abandoning the one-teacher school in favor of two-teacher schools or consolidated schools, which were recommended as the "best rural school buildings" that accommodate elementary and high school students. The study makes the distinction between well-planned consolidated schools, usually built after 1910, and those poorly planned, usually built before 1910. (The Indiana Education Survey Commission, 1923.) Rush County had two such consolidated schools by this 1923 survey, Arlington in West Central Rush County built in 1909, and Milroy in South central Rush County, built in 1913. As yet, the east central county maintained a 1909 High School and a two-room brick elementary school built in 1912. By 1925, the need for more elementary classroom space was met with a "portable" building erected in Mays adjacent to the brick elementary school.

Conditions were clearly not optimized for students served by the Center Township High School and the Mays Elementary School. In the late 1920s yet another consolidation was planned that would achieve better educational environment for eastern Rush County and reduce the number of buildings to maintain. Architects Werking and Son of Richmond, Indiana designed The Center Township Grade and High School with serviceability, longevity and educational environment in mind. The brick wall building has easily maintained concrete corridors and stair halls, with lower portion of the walls finished with glazed brick. These easily cleanable, durable surfaces made cleanliness achievable and relatively inexpensive.

The layout of the building has an efficient use of space, and provides one wall of windows in each original classroom or assembly space. The windows supplemented interior light and mechanical ventilation. Interior restrooms for both girls and boys were provided on each of the three floors. This is an admirable achievement in 1929 considering that one third of the school buildings surveyed in 1949 had out door restroom facilities. An original important feature of the new school was the gymnasium integrated into the design. "Hoo-



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sier Hysterna" propelled basketball to the fore of the Indiana Public Education experience. This was a welcome opportunity for Center Township to participate in extramural sports. There were enough male students to participate in basketball, but not enough for a football team.

According to a study of Indiana Public Schools published in 1949, The Center Township Grade and High School was built during Indiana schools most robust period of construction. The survey included 2278 schools built from before 1890 thru 1948, and analyzed the data in ten-year increments. The period between 1921 and 1930, 501 new schools were constructed. More school first and second additions were constructed during that time period as well, with 882 first additions and 298 second additions. (Indiana School Study Commission. 1949.)

The type of design and construction was analyzed, also. Five building types were identified, from type A (a building constructed of entirely fire-restive materials) to type E (a frame building with or without a slate roof). The least common type was a school entirely constructed of fire-resistive material. The most common type was a building with exterior masonry walls and otherwise wood interior and finishes. The Center Township Grade and High School falls at the mid-point between fire-resistive and fire-prone. Exterior construction, halls and stairways were built of concrete or masonry, and wood was used in the classrooms. This type of construction was the second least common of the five types.

By 1949, 38% of the schools in Indiana had made at least one addition to the original buildings. Nearly three-quarters of a century after its construction, Center Township Grade and High School is noteworthy considering these factors in combination: it was constructed during a period of robust expansion of consolidated school; it was a relatively uncommon type of construction; and it retains the original design with no additions.

Also on the site is a contemporary non-contributing totem pole constructed by students in 2002. To the west of the school, but outside the nominated boundary, is an athletic field that has been in continuous use over the lifetime of the school. At present there is a contemporary chain link fence between the school and the field. A small frame concession stand is on the south side of the field. A contemporary open-sided wood frame picnic shelter with stone hearth is located on the south side of the property between the school and the athletic field, again, outside the nominated area.

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*Warranty Deed #2701, Rush County, Indiana, 3<sup>rd</sup> day of October A.D. 1929*

Verbal Boundary Description

Section 20, Township 15, Range 10, Lot 12 Rush County, Indiana  
See map

Boundary Justification

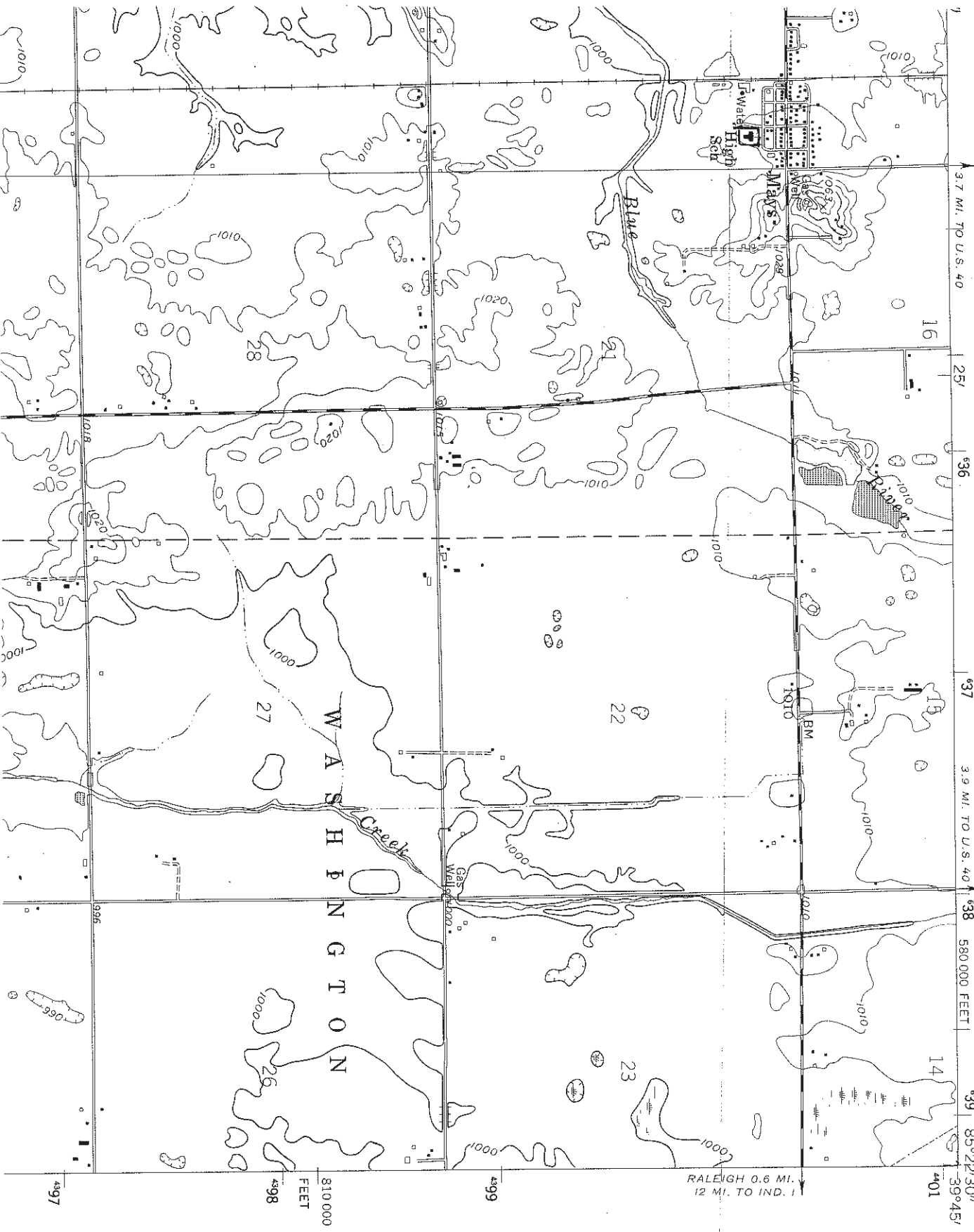
Legal description of property

INDIANA  
OF CONSERVATION  
INDIANA

Center Township Grade and High School  
929 East South St  
Mays, Ind. 46053, IN  
W 0341610 440009D

MAYS QUADRANGLE  
INDIANA - RUSH CO.  
7.5 MINUTE SERIES (TOPOGRAPHIC)

360' N 5E  
LEWISVILLE



RALEIGH 0.6 MI.  
12 MI. TO IND.

3.7 MI. TO U.S. 40  
25' 936 937 938 939  
3.9 MI. TO U.S. 40  
580 000 FEET  
85°22'30"  
39°45'

810 000  
FEET  
4398

4397