

56-1866

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 Property

Historic name: Roosevelt Elementary School

Other names/site number: N/A

Name of related multiple property listing: N/A

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

### 2. Location

Street & number: 815 East Highland Avenue

City or town: Ponca City State: Oklahoma County: Kay

Not For Publication:  N/A Vicinity:  N/A

### 3. State/Federal Agency Certification

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


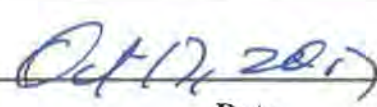
I hereby certify that this X nomination     request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

|   |   |
|---|---|
| <br><b>Signature of certifying official/Title:</b> | <br><b>Date</b> |
| <b>State or Federal agency/bureau or Tribal Government</b>  |   |

|   |             |
|---|-------------|
| In my opinion, the property <u>   </u> meets <u>   </u> does not meet the National Register criteria. |             |
| <b>Signature of commenting official:</b>  | <b>Date</b> |
| <b>Title :</b>  |             |
| <b>State or Federal agency/bureau or Tribal Government</b>  |             |

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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:)

Joe Edson H. Beall 12.4.17  
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

**Category of Property**

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

| Contributing | Noncontributing |            |
|--------------|-----------------|------------|
| <u>1</u>     | <u>2</u>        | buildings  |
| <u>1</u>     | <u>0</u>        | sites      |
| <u>0</u>     | <u>1</u>        | structures |
| <u>0</u>     | <u>0</u>        | objects    |
| <u>2</u>     | <u>3</u>        | Total      |

Number of contributing resources previously listed in the National Register 0

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION/School

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**Current Functions**

(Enter categories from instructions.)

EDUCATION/School

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY REVIVALS/ Late Gothic Revival/ Collegiate Gothic

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**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: BRICK

### 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.)

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### Summary Paragraph

Roosevelt Elementary School at 815 E. Highland Avenue in Ponca City, Kay County, Oklahoma occupies an irregular-shaped block and fronts the east west thoroughfare E. Highland Avenue one and-a-half miles northeast of downtown Ponca City (*Figure 01*). The property contains one contributing school building (1931), one contributing playground site (1931), two non-contributing buildings, the Maintenance/Annex Building (1957, 1964) and the Classroom Building (1990), and one non-contributing structure, the covered walkway (2009). The non-contributing elements are minimal in scale and occupy secondary placement on the property as well as non-critical support functions. The one-story primary school has a U-shaped plan formed by a central double-loaded corridor lined with classrooms. The concrete-frame building is clad in buff brick. A partial basement is exposed on the north part of the sloped site. Most of the building has a flat roof with a parapet. A central portion has a raised hipped roof clad with standing seam metal. Exterior detailing in cut stone conveys the Collegiate Gothic style. The school building and two auxiliary buildings occupy the east and north portion of the lot while the west portion is dedicated to play space with graded open space, a track, and playground equipment. The school building's fireproof masonry construction, along with its linear form, large bands of windows and revival style detailing

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characterize it as a Progressive Era elementary school. Its scale and location in the residential area surrounded by recreational space communicate its status as a neighborhood elementary school serving the surrounding community northeast of downtown Ponca City. A rear gymnasium addition (2003) is attached to the main school building, but is sympathetic in materials and does not detract from the school's ability to communicate its significance as an intact Progressive Era elementary school.

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## Narrative Description

### Setting

Roosevelt Elementary School occupies an irregular-shaped parcel one-and-a-half miles northeast of downtown Ponca City. The surrounding development is residential. Municipal park space to the west flanks the main east west E. Highland Avenue thoroughfare onto which the school fronts. The area south of E. Highland Avenue contains orthogonal blocks lined with single-family residences. The area north of E. Highland Avenue is characterized by a radial street pattern with a primary artery traversing northeast to southwest that creates the western boundary of the school property (*Figure 02*).

Roosevelt Elementary School occupies the southeast corner of the lot bounded by E. Highland Avenue on the south, an unnamed school access road on the east, Poplar Avenue on the north and Virginia Avenue on the west. The lot slopes gently to the north. Ancillary buildings fill the northeast portion of the lot and connect to the main building via an outdoor covered walkway. An asphalt paved parking lot immediately east of the school building has driveway access to E. Highland Avenue. A large planted open space with playground equipment and a track trail occupies the west portion of the lot. An asphalt paved court is behind the main building. Two unassociated residential buildings occupy the northwest corner of the lot. Angled parking lines the south side of Poplar Street at the north boundary of the property (*Figure 03*). A non-historic metal frame bus shelter with a domed plexiglass roof is on a concrete pad near the south corner of the west elevation.

### **Roosevelt Elementary School**

#### Exterior

Roosevelt Elementary School is a one-story, concrete-frame, U-shaped building with a partial finished basement exposed on the north side of the sloped lot. Buff brick clads the exterior. A standing seam metal roof covers a central hipped roof section and the remainder is a flat built-up membrane roof surrounded by a brick parapet. The symmetrical front (south) façade features a centered entry and a U-plan with projecting eaves at either end (*Photo 01*). Five symmetrical bays organize the front façade. Two eaves flank three bays with a centered entry. The centered entry bay contains a raised, projecting entry ornamented by cast stone (*Photo 02*). Stairs with a brick kneewall and a side ramp lead to a pair of metal doors with glazing and an arched transom with three vertical muntins recessed in a cast stone arch. Fluted pilasters that terminate in capped finials flank the entry doors. Relief plaques over the entry doors represent a banner with "Roosevelt School" and a book with the construction year 1931. Spiraled colonettes rise on either side of the doorway and terminate in finials. A smaller set of spiraled colonettes flank the book

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relief at the parapet roof. Two non-historic two-over-two windows in a wood frame and divided by a wood mullion flank the entry. Cut stone decorative lintels with arches and scrolls top the windows and cut stone relief plaque with floral patterns are inset below the sills (*Photo 03*). An inset plaque with floral patterns and spiraled colonettes top each window at the roofline. The centered entry, finials, tracery, and inset relief plaques communicate the building's Collegiate Gothic style.

Non-historic six-over-six double pane metal windows with faux muntins are banded in groups of three flanking a group of five on either side of the centered entry bay. The windows have cut stone sills. A continuous cut stone band defines the basement level and the parapet roofline (*photo 05*). A side-oriented raised entry door pierces the west wall of the east ell. The south elevation of the east and west ells have curved parapets and centered cut-stone plaque arches with relief blind tracery. Symmetrical rectangular inset cut stone plaques have floral pattern relief on either side of the arches (*Photo 04*). A centered hipped roof covered in standing-seam metal rises above the central three bays.

The east elevation has a raised basement. Six bays organize the main story of the elevation (*Photo 06*). Two sets of three banded six-over-six metal windows with simulated divided lights pierce the south bay. A raised entry bay with a curved parapet and double metal entry doors with glazing topped with a glass transom with three metal vertical muntins dividing it is recessed under a cut-stone arch in the second bay. Concrete stairs access the entry that is off-set within the overall elevation (*Photo 07*). Five banded six-over-six metal windows with faux muntins and cut stone sills pierce the third bay. Six banded six-over-six metal windows with faux muntins and cut stone sills pierce the fourth and fifth bays. A single six-over-six metal window with faux muntins and a cut stone sill pierces the recessed sixth bay. A brick and metal fence supporting a metal awning walkway connects to the north end of the sixth bay (*Photo 08*).

The site slopes down to the north and exposes a lower story basement level on the north side of the east elevation. Three sets of two six-over-six metal windows with faux muntins flank an entry with double metal doors with glazing surrounded by metal frame side lights and a transom. The southern window set is a smaller size to correspond to the sloping site. Facing brick clads the upper story and common brick clads the basement level. A continuous cut stone band delineates the levels (*Photo 08*).

The rear, north elevation includes the 2003 gymnasium addition. Three bays organize the elevation. The center bay gymnasium projects from the flanking ells that historically enclosed a courtyard (*Photo 09*). An EIFS wall tops a brick clad base on the gymnasium. A staggered parapet rises in the center of the elevation. A pair of non-historic six-over-six metal windows with simulated divided lights tops an entry with double metal doors with glazing surrounded by metal frame sidelights and a transom in the east bay of the north elevation (*Photo 10*). Brick clads the east bay. Glass block fills the ground level west of the entry. A non-historic staggered parapet rises in the center of the bay. Brick piers topped with concrete coping surround a wood panel gate accessing the east entry and the covered walkway that connects annex buildings. A pair of non-historic six-over-six metal windows with faux muntins tops an entry with double metal doors with glazing surrounded by metal frame sidelights and a transom in the west bay of the north elevation. Brick clad the west bay. Glass block fills the ground level east of the entry. A non-historic staggered parapet rises in the center of the bay (*Photo 11*).

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Six bays organize the west elevation. Facing brick clads the first floor and common brick clads the base where the basement level is exposed as the site slopes down toward the north (*Photo 12*). A set of five banded six-over-six metal windows with faux muntins pierce the south bay. A ramp with a brick kneewall extends along ground level. The second bay is a projecting entry with a curved parapet. Concrete stairs with brick kneewalls access a raised entry in a recessed arch. An arched transom with three vertical muntins tops double metal doors with glazing. Sets of five banded six-over-six metal windows with faux muntins and cut stone sills pierce three symmetrical bays north of the entry. A single six-over-six metal window with faux muntins pierces the recessed north bay. A continuous cut stone band delineates the first floor and the basement level (*Photo 13*).

### Interior

Roosevelt Elementary School houses classroom and office space lining both sides of the U-shaped, double-loaded corridor (*Photo 14*). A 2003 renovation updated systems including adding central air conditioning, and replaced interior finishes such as flooring, as well as adding the gymnasium addition. The historic auditorium became a library. The space retains its open volume and central placement adjacent to the main entry. Non-historic interior stairwells at the north ends of both corridors lead to two basement-level addition kindergarten classrooms and a cafeteria. Interior walls are sheetrock, floors are carpeted and covered with vinyl tile, dropped acoustical ceiling tiles with inset florescent lights are not historic. Glazed tile wainscoting lining the main corridor is historic. Interior doors are non-historic wood slab with glazing. Historic transoms with glazing and vertical wood muntins are extant. Two classrooms retain historic plaster fireplaces with decorative tile and arched plaster wall niches on either side (*Photo 16*).

### **Playground Site - contributing**

Open space on the north, northwest, and west sides of the school building serves as recreational outdoor space that was historically associated with the school (*Photos 17 and 18*). The open planted space is covered in grass. A non-historic asphalt court is immediately north of the gymnasium addition. An enclosed gravel pit with playground equipment is southwest of the 1990 Classroom Building. A circular path outlines the edge of the outdoor play space and narrows at the northeast end where residential properties occupy the northwest corner of the block (*Figure 03*). The playground site is a contributing site on the property. It retains its historic proportions, function, and relationship to the main school building.

### **Maintenance / Annex Building 1957/1964 – non-contributing**

The Maintenance / Annex Building is a one-story brick building on a slab on grade foundation (*Photo 20*). The L-shaped building has a flat built-up roof. The north ell is the 1957 maintenance building that contained an office, welding shop, plumbing and general delivery service space.<sup>1</sup> A metal overhead rolling door and vertical metal siding fill two vehicular entrances on the east elevation. A projecting ell on the north elevation has a lower roof with flat eaves. Vertical metal siding infills two openings on the north elevation. The south ell is a rectangular addition with the long sides facing east and west. It was

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<sup>1</sup> Interview with Brett Smith Executive Director of Operations, Ponca City Public Schools. April 21, 2017.

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constructed as an annex building in 1964. It is attached to the original 1957 Maintenance building and historically housed shops, electrical and mechanical equipment, painting equipment and cold and freezer food warehouse storage for the district.<sup>2</sup> Brick clads the exterior. Four metal slab doors with a single sidelight divided in the center pierce the east elevation. A metal canopy covers the north three doors. The entries are part of a 1988 alteration that turned the annex building into classroom space. Both ells have undergone alterations that changed fenestration and door openings, interior configurations, and use. The loss of integrity compromises its ability to convey significance as an associated support building during the property's period of significance. The secondary Maintenance / Annex building is non-contributing.

### **Classroom Building 1990 – non-contributing**

A one-story rectangular building with a low-pitched front gabled metal roof and a concrete slab on grade foundation occupies the north part of the property (*Photo 19*). Vertical metal panels clad the exterior. The enclosed covered walkway connects to an entry on the south elevation. Two fixed metal frame windows pierce the south elevation. Two metal slab doors with a single divided sidelight pierce the gable end on the west elevation. Two sets of double metal slab doors with glazing flank two fixed metal divided windows on the north elevation. Concrete ramps access the entries. Two metal slab doors with single divided sidelights pierce the gable end on the east elevation. The 1990 Classroom Building was constructed outside of the period of significance and is therefore a non-contributing building. Its placement at the rear of the property and its low profile do not compromise the overall integrity of Roosevelt Elementary School.

### **Covered walkway 2009– Non-Contributing**

The 2009 covered walkway connects to the 2003 renovated entry on the main school building's northeast side and extends north and west along the rear of the maintenance and annex building and the 1990 classroom building (*Photo 21*). A metal picket fence between brick piers tops a concrete masonry unit base with concrete coping. A metal frame with vertical posts supports a corrugated metal roof covering a concrete sidewalk (*Photo 22*). Metal panel doors between brick piers provide access to the secure walkway at regular intervals. The covered walkway is not 50 years old and does not possess exceptional significance. It is a secondary feature on the property and is non-contributing.

### **Integrity**

Roosevelt Elementary School retains integrity to clearly communicate its historic function as a Progressive Era elementary school. The school is in its original location and setting, surrounded by the residential neighborhood it historically served. Its design, form, materials, and workmanship, including its ornamental detail that characterizes the building as Collegiate Gothic style, are intact. The building retains its symmetrical form and raised hipped roof on the street view front façade. The windows are not historic and were replaced during the 2003 renovation; a common alteration for public school buildings. The non-historic windows fill the original masonry openings, retained the decorative sills, and mimic the historic configuration of six-over-six sashes (*Figure 05*). The minimal change does not compromise the building's integrity. The gymnasium addition is on a secondary rear elevation and is not visible from the front

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<sup>2</sup> Ibid.



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façade. The site retains its historic configuration with the main building offset on a large parcel to provide open recreational space. The playground site, a contributing site retains its configuration and relationship to the main school building. Secondary buildings are cited at the rear edges of the property. Their placement and scale minimize their impact on the overall property and do not detract from the school's historic feeling and association (*Figure 04*).

Despite the 2003 renovation, the school building's interior retains the form and plan that characterize it as a Progressive Era school. Primary circulation through the double-loaded central corridor is intact. Classroom configurations and proportions are similar to their historic layout. Historic details such as glazed transoms and fireplaces remain. The addition of non-historic carpeting, vinyl tile and ceiling panels during the 2003 renovation represent a minimal loss of historic finishes. The conversion of the auditorium to a library retains the historic configuration of a larger central space that can also serve as assembly space. Interior stairwells at the north end of both corridors were added in 2003, but maintain the width, durable brick and concrete masonry unit block wall materials, and natural lighting that characterize historic circulation corridors in the school building.

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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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1931

\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1931

\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

N/A

\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

G. J. Cannon

\_\_\_\_\_  
\_\_\_\_\_

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**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.)

Roosevelt Elementary School, at 815 East Highland Avenue, Ponca City, Kay County, Oklahoma, is locally significant under Criterion A in the area of EDUCATION and Criterion C in the area of ARCHITECTURE (*Figure 01*) as an excellent example of a Progressive Era elementary school associated with Ponca City's early twentieth development as a petroleum refining center in Oklahoma. Constructed in 1931 as part of a larger expansion of Ponca City's school facilities during the 1920s, the Roosevelt Elementary School retains integrity of the features and finishes that communicate its historic function as a Progressive Era school. Local Ponca City architect, G. J. Cannon, designed the Collegiate Gothic style school to incorporate the physical manifestation of the major tenets of the Progressive Era, specifically the emphasis on hygiene and permanent, fireproof construction. The one-story elementary school has a U-shaped plan with symmetrical classrooms flanking double-loaded corridors that terminate in wide stairwells. In keeping with the distinctive characteristics of Progressive Era school design that emphasized safety, cleanliness, and ventilation, fenestration patterns maximize natural light and fresh air in each classroom to provide a healthier learning environment. The fireproof structure has brick and tile walls, wide corridors, and wide stairwells to reduce the amount of combustible materials and to facilitate egress in an emergency. In addition to the primary contributing building (the 1931 Roosevelt Elementary School), the property also contains a contributing site, the open recreational space surrounding the building. A 1957/1964 maintenance outbuilding now serves as annex classroom space. That renovation compromised the integrity of the historic maintenance building and it is non-contributing. A 1990 metal ancillary building is non-contributing because it was constructed outside of the period of significance. The period of significance begins in 1931 with the initial construction of the school and ends in 1957 when Woodlands Elementary School opened at 2005 E. Woodland Road. The opening of an elementary school further northeast of Roosevelt Elementary School signaled the end of Roosevelt's status as the neighborhood elementary school for students in the northeast part of town. The low sprawling mass of Woodlands Elementary School also reflects the shift in educational practice and architecture from the Progressive Era to the Modern Era.

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

**BACKGROUND HISTORY OF PONCA CITY**

***Early Settlement***

Ponca City is in southeastern Kay County in north central Oklahoma. The area was part of the Cherokee Outlet, land guaranteed to the Cherokee Nation by the federal government, and was also home to other tribes, such as the Ponca, after they were forcibly moved to the area in the nineteenth century. By the 1870s, Anglo cattle ranchers leased land from the tribes and increasing settlement pressures led to the opening of the area in 1893 during the first “land run” in Oklahoma and Indian Territory. A survey in anticipation of the land run delineated seven counties named by letters. K County became the present Kay County.

Michigan real estate developer B. S. Barnes claimed 160 acres in a desirable site near a spring and a railroad line. He subdivided the area and marketed and sold lots in his townsite that became Ponca City. The town was incorporated in December 1893 and grew quickly as settlers built frame buildings. The Atchison Topeka and Santa Fe Railroad installed a Ponca City depot on their main line from Kansas City to Oklahoma City that served to transport regional agricultural products. By 1894, the city had a flour mill and electric power.<sup>3</sup> A one-story public school at the southeast corner of E. Grand Avenue and N. 6<sup>th</sup> Street appears on the 1894 Sanborn map.<sup>4</sup> The town continued to develop with the addition of public infrastructure, local government buildings and businesses to facilitate a trading post for regional tribes and farmers after Oklahoma achieved statehood in 1907.

The discovery of oil in nearby fields in 1910 dramatically changed Ponca City’s economy. E. W. Marland and Lewis Wentz both established oil businesses in Ponca City in 1911. In 1915, Marland completed a refinery southwest of downtown which became a dominant employer. The influx of population as the local economy shifted from agriculture to oil industry jobs shaped the built environment in Ponca City as new residential areas developed to provide housing, substantial commercial buildings went up to house oil company offices downtown, and refineries on the outskirts of town provided local jobs.

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<sup>3</sup> Kelli E. Gaston. *National Register of Historic Places Nomination Form Downtown Ponca City Historic District*. (National Parks Service, 201), p. 8-33.

<sup>4</sup> Sanborn Fire Insurance Map 1894, Sheet 2.

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### ***Civic and Economic Development in the 20<sup>th</sup> Century***

By 1910, Ponca City completed the first phase of a City Hall, had a Carnegie Library, brick sidewalks, water service, public sewers and a population of 4,000 people.<sup>5</sup> The first public school after the town incorporated in the 1890s was at the southeast corner of S. 6<sup>th</sup> Street and E. Grand Avenue, immediately east of City Hall. Between 1901 and 1907, an addition expanded the original public school and a two-story school opened as a dedicated high school on the adjacent lot to the north at the northeast corner of S. 6<sup>th</sup> Street and E. Grand Avenue.<sup>6</sup>

Ponca City's initial downtown commercial development was largely east of the north-south Atchison Topeka and Santa Fe railroad tracks. By 1913, Marland's refinery was southwest of town and residential additions expanded to the southeast and northwest of the town center. The intense economic growth resulting from regional oil industry produced rapid expansion of residential development. The 6,000 population in 1913 swelled to 15,000 by 1925.<sup>7</sup>

Ponca City's school system expanded to meet the growing population by constructing multiple elementary schools to serve individual neighborhoods and a new high school to replace the first high school on E. 6<sup>th</sup> Street. Lincoln Elementary school opened at 700 West Broadway in 1919 to serve the area west of downtown.<sup>8</sup> Garfield Elementary School, a two-story brick school, opened in 1924 at 601 S. 7<sup>th</sup> Street southeast of the city center.<sup>9</sup> The city continued a steady growth through the 1920s and sought to actively direct development policy with a 1927 master plan.<sup>10</sup>

The 1927 master plan noted Ponca City's status as an important agricultural and wholesale distribution point dominating an area ten miles west, fifteen miles north and south, and twenty-five miles east.<sup>11</sup> A new railroad recently connected the town to Enid to the southeast and Ponca City was a stop on the air mail route from Chicago to Dallas. While the agricultural market was important, Ponca City's petroleum refining facilities were the dominant economic driver, far exceeding oil drilling in number of jobs. The Marland plant was a thirty-million-dollar investment that employed over four thousand people to refine fifty thousand barrels of oil a day. The Empire Refinery was a smaller operation employing an additional five hundred people.<sup>12</sup>

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<sup>5</sup> Ibid, 34.

<sup>6</sup> Sanborn Fire Insurance Map 1901, Sheet 6; and 1907 Sheet 4.

<sup>7</sup> Sanborn Fire Insurance Map 1913, Sheet 1 and 1925, Sheet 1.

<sup>8</sup> *Lincoln History*. Vertical File Ponca City Schools. Ponca City School District.

<sup>9</sup> *Garfield History*. Vertical File Ponca City Schools. Ponca City School District.

<sup>10</sup> Jacob L. Crane Jr. and The Plan Commission of Ponca City. *The Development Plans of Ponca City Oklahoma*. Vertical file Ponca City. (Ponca City Public Library: Ponca City, 1927).

<sup>11</sup> Ibid, 8.

<sup>12</sup> Ibid, 8.

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The oil industry and the agriculture market both suffered with the onset of the Great Depression in 1929. Conoco bought out the Marland Company leaving the local businessman in diminished circumstances and agricultural prices fell at the same time poor farming practices had depleted production capabilities in Oklahoma. Like many communities, Ponca City accepted federal funds during the 1930s, some in the form of grants for school improvements. Constructing additions and remodeling expanded public facilities created some employment in Ponca City. The city also opened a municipal airport during the Depression in 1938 that would help attract a wartime pilot training program at the start of World War II. In addition to military training, the war also raised demand for petroleum and petroleum product research, a trend that benefited Ponca City's local economy.<sup>13</sup>

Ponca City's economy remained tied to petroleum production and refining in the post-World War II era and periods of economic growth and development corresponded to the ups and downs of the petroleum industry. The decade of the 1950s was the last notable population increase from 20,180 in 1950 to 24,411 in 1960. While the population remained relatively stable through the rest of the twentieth century, periods of economic prosperity did fuel later waves of local development. The Middle Eastern oil crisis in the late 1960s and early 1970s increased demand for domestic oil spurring Ponca City's local economy. Corresponding development shifted from downtown to the west and to the north and east along highway 77, a north south thoroughfare east of downtown.<sup>14</sup>

## ARCHITECTURE AND EDUCATION

### *The Progressive Era (1900-1930)*

The Progressive Era roughly from 1900 to 1930 was a period of social reform focused on improvements in education, health and standard of living on an inclusive basis for the general betterment of society.<sup>15</sup> Education and industrial safety reform both had the effect of limiting child labor and encouraging universal education through legislation and access to public education institutions. A shift from public schools as purely academic college preparatory institutions to democratically-available education and training centers resulted in a marked 178% increase in enrollment between 1900 and 1930.<sup>16</sup> State-level compulsory attendance laws also

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<sup>13</sup> Kelli E. Gaston. *National Register of Historic Places Nomination Form Downtown Ponca City Historic District*. (National Parks Service, 201), p. 8-31.

<sup>14</sup> *Ibid*, 8-32.

<sup>15</sup> Elizabeth Rosin and Rachel Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," *National Register of Historic Places Multiple Property Documentation Form*, 2012, E-3. Although this MPDF focused on the Kansas City School District, the information about Progressive Era education applies to Ponca City as well.

<sup>16</sup> *Ibid* E-3.

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contributed to increased enrollment. Though many local communities had already provided public education facilities, Oklahoma incorporated compulsory attendance into its constitution when it became a state in 1907.

Due to increased universal enrollment, nineteenth century schools quickly became overcrowded, especially the late-nineteenth century schools hastily erected in newly settled and growing Oklahoma communities. Crowded schools and a new awareness of public health raised concerns about overcrowding resulting in the possibility of fire and spread of infectious diseases.<sup>17</sup> Constructing new and larger schools during the Progressive Era not only alleviated overcrowding but began to address some of the root causes of major health concerns.<sup>18</sup> Standardization and repetition of school design affected change on a large scale and made school buildings of this era recognizable as manifestations of larger societal goals. Standardized plans and common design features incorporated fire safety, heating, ventilation, sanitation, and lighting.

The new ubiquity of public schools prompted a professionalization of curriculum and teacher training requirements. Scientific studies in the topic of learning and education resulted in new teaching methods that favored learning as an experience rather than a memorization process. Additionally, a new emphasis on vocational and practical training beyond academic subjects fit into Progressive-Era ideas about public education contributing to quality of life by providing useful skills. School design reflected these new methods by designating spaces designed for specific training and activities such as domestic science and industrial trades.<sup>19</sup>

At the elementary school level, each grade often maintained a single classroom similar to the nineteenth century “graded school” model, particularly in small schools, but the addition of custom areas for additional assembly space and elective activities such as art and music was a Progressive-Era influence.<sup>20</sup> In addition to axillary spaces, Progressive-Era elementary schools that retained the graded format often embraced other Progressive-Era design features and materials aimed toward safeguarding safety and health. The older graded school format was still relevant in smaller towns like Ponca City that combined all students at a single high school.<sup>21</sup> The result was a series of multiple elementary schools that shared physical design characteristics of Progressive-Era tenets, geographically spaced to serve individual neighborhoods.

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<sup>17</sup> Ibid.

<sup>18</sup> Ibid, E-5.

<sup>19</sup> The George-Reed Act of 1929, the George-Ellzey Act of 1934, and the George-Deen Act of 1937 were aimed at helping municipalities purchase equipment and train teachers to incorporate vocational training in public schools. Ibid, E-4.

<sup>20</sup> Spencer, F-34.

<sup>21</sup> Ibid.



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### ***Progressive Era School Design***

Nationwide increased participation in public education prompted new school construction between 1900 and 1930. Ponca City also experienced a population boom during that same time period. Progressive Era goals of improvement sought to raise the standard for new school buildings to promote health and safety while educating students. These principles drove design decisions for materials and form that created a recognizable property type unique to its era and different from its predecessors. Architects applied the same principles of standardization that improved the educational curriculum to school building design to support the Progressive Era focus on safety and sanitation. Town school districts, including Ponca City, focused on designing new schools to Progressive Era standards for classroom size, proper ventilation, and improved sanitation.

Published plan books described the ideal features of Progressive Era schools and promoted standardized designs, specifically Wilbur Thoburn Mills' *American School Building Standards* (1910) and Fletcher Dresslar's *American Schoolhouses* (1911). These plan books provided specific details about the design of schools, from the layout and proportions of the school as a whole to the materials and dimensions of interior spaces. Dresslar described ideal schools as one to two stories tall with a basement floor used for heating and ventilation systems, playrooms, toilet facilities, and manual training classrooms.<sup>22</sup> Dresslar suggested that corridors and stairs should be wide, well-lit, and made of fireproof materials. Lining the double-loaded corridors with classrooms on either side allowed more fenestration for well-lit classrooms. Wide corridors and stairwells with landings were ideal for safe egress during an emergency. Recommended materials were concrete and tile floors for durability and ease of cleaning.<sup>23</sup>

The focus on safety, fireproofing, durability, and lighting produced some defining characteristics for these school buildings. The adoption of wide, double-loaded corridors produced more linear building forms that the nineteenth century schoolhouses with stacked massing. Progressive Era materials such as brick, concrete, and clay tile, provided fireproofing qualities and an exterior appearance distinctive from older frame schools. Interior finishes such as glazed tile and polished concrete were easy to clean and preferable for hygienic qualities. Technological advances in ventilation and electricity added safety and comfort. Dresslar described the most effective method of heating a school as through steam. Boilers in the basement would fill coils with hot steam; fans passed air over the coils and into classrooms, thus heating the space. Schools should have a fan-driven ventilation system in addition to operable windows. A plenum system, one of

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<sup>22</sup> Fletcher B. Dresslar, *American Schoolhouses* (Washington, D.C.: Government Printing Office, 1911), 14-15.

<sup>23</sup> *Ibid*, 53-56.

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the suggested methods of ventilation, used a fan in the basement of the building to force air out through ducts into the classrooms, which were often located in the cloakrooms.<sup>24</sup>

Specifications intended to influence interior classroom conditions also informed overall design of Progressive Era schools. Recommendations for windows set as close together and high up as possible intended to maximize natural light and fresh air. In addition to specifying the orientation of classrooms in double-loaded corridors, Dresslar provided specific information about the ideal size of individual rooms. Progressive Era classrooms should be twenty-four feet wide and thirty-two feet long with twelve-and-one-half foot ceilings, large enough to hold forty to forty-five students.<sup>25</sup>

Blackboards, preferably made of slate, should line the walls opposite the windows and in the back of the room. The height of the blackboard should be proportionate to the height of the children in the school, so an elementary school would have lower blackboards than a high school. Even within a school, blackboard heights could be tailored to the grade of students assigned to the classroom. Large cloakrooms or wardrobes, located in the rear of each classroom, should be well-lit and ventilated.<sup>26</sup> Early twentieth-century educational philosophy recognized the importance of recreation and physical activity for improving and maintaining health. Progressive Era schools often have incorporated gymnasiums and/or designated space for physical education and outdoor play.

### ***Ponca City Progressive Era Schools***

In the late nineteen twenties, the Ponca City School District embraced Progressive Era ideas in its expansion of its school facilities. In 1927, a new high school northeast of town was completed to replace the early twentieth century high school immediately east of downtown. The district already followed a town district model in its scale with seven elementary schools, one junior high school, a second planned junior high school, and a single high school.<sup>27</sup> The town also had a public evening school offering industrial, commercial, vocational agriculture, and home economics classes.<sup>28</sup> The practical curriculum and alternative hours are both hallmarks of the Progressive Era public education goals of accessible instruction to improve quality of life for all citizens.

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<sup>24</sup> Dresslar, 87, 94.

<sup>25</sup> Roosevelt Elementary School classrooms are similar to this specification. They measure thirty feet by twenty eight feet on original architectural drawings. Architectural drawings on file at Ponca City School District Administrative offices (Ponca City, 1931)

<sup>26</sup> Dresslar, 19, 21, 41, 52; Mills, 24-31.

<sup>27</sup> Jacob L. Crane Jr. and The Plan Commission of Ponca City. *The Development Plans of Ponca City Oklahoma*. Vertical file Ponca City. (Ponca City Public Library: Ponca City, 1927), 17.

<sup>28</sup> Ponca City History 1927. <http://www.poncacity.com/history/pages/1920/1927.htm>. Accessed April 18, 2017.

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As residential development continued to expand northwest, northeast, and southeast of downtown, the Ponca City School District recognized the need to construct new schools to serve growing neighborhoods. The 1927 master plan noted a small area north of Highland Avenue—the location of the future Roosevelt Elementary School—that was not adequately supplied by a grade school.<sup>29</sup> The master plan recommended advanced planning and cost saving for the district by purchasing future school sites prior to development. It also recommended a standard of not less than three-acre sites for each school to provide for combination outdoor playground and neighborhood park development.<sup>30</sup>

***Roosevelt Elementary School: a Progressive-Era elementary school***

The Ponca City Independent School District followed the recommendations contained in the 1927 master plan when it purchased six undeveloped lots and portions of two more lots in block 14 of the Acre Homes Addition from E. W. and Lyde Marland on January 31, 1929.<sup>31</sup> The Ponca City School Board (School Board) directed local architect G. J. Cannon to produce preliminary plans for construction of a new Roosevelt Elementary School.<sup>32</sup> The School Board awarded contracts to Richard Sherbon for \$71,928.50 to oversee general contracting, Casemore Company for \$3,390.00 for plumbing installation, Osage Electric Company for \$2,585.61 for electrical work, and Conner Sheet Metal Works for \$10,625.00 for a heating system.<sup>33</sup>

Roosevelt Elementary School at 815 E. Highland Avenue was completed on January 30, 1931.<sup>34</sup> The 53,237 square foot building occupies the southeast corner of a 6.6 acre site.<sup>35</sup> The size of the lot and the off-set placement within the parcel left a large open space for outdoor recreation and sports, a defining Progressive Era priority. The one-story, U-shaped school building exhibited a Progressive Era linear plan dictated by its wide interior double-loaded corridor that allowed exterior wall space for each classroom. Wide corridors and interior stairwells were also safety features for safe egress. In addition to the main front entry, two exits on the rear north elevation, a separate exit from the auditorium, and exits on the east and west elevations provided egress from every section of the corridor and the auditorium space as a safety feature.

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<sup>29</sup> Jacob L. Crane Jr. and The Plan Commission of Ponca City. *The Development Plans of Ponca City Oklahoma*. Vertical file Ponca City. (Ponca City Public Library: Ponca City, 1927), 17.

<sup>30</sup> Ibid.

<sup>31</sup> Acre Homes was platted in 1923. OK County Records, <https://okcountyrecords.com/plat-maps/kay>. Accessed April 18, 2017.; Warranty Deed book 94, page 478. Kay County, Oklahoma.

<sup>32</sup> Ponca City School Board Meeting Minutes. On file at Ponca City School District Administration Office (Ponca City, September 9, 1930), 12.

<sup>33</sup> Ponca City School Board Meeting Minutes. On file at Ponca City School District Administration Office (Ponca City, February 11, 1931), 12

<sup>34</sup> Roosevelt History. Vertical File Ponca City School District. On file at Ponca City School District Administrative Office.

<sup>35</sup> Tom L. Sipe. *Roosevelt Elementary School*. Memo in vertical file at Ponca City School District Administrative Office, no date.

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Banded windows provided adequate daylighting to classroom interiors. Exterior brick construction was fireproof material. Clay tile wainscoting in corridors represented durable and sanitary interior finishes. In accordance with guidance for Progressive Era school design standards for room sizes, Roosevelt Elementary School contained eight general classrooms measuring thirty feet by twenty-eight feet.<sup>36</sup> Blackboards were placed on walls opposite windows and on front walls. Built-in wardrobes and closets in the rear of classrooms provided storage space. High ceilings and glass transoms above classroom doors provided ventilation. Wide stairwells with landings have windows for ventilation and light. Skylights illuminated interior corridors.

The building's program included eight similar classrooms extending north on either side from the main wing in a U-shape. A primary room, a kindergarten room, a music room, a study room, a PTA room, and an auditorium with a stage were spaces designed and designated for specific purposes. A partially excavated basement contained a cafeteria, a boiler room, utility space, and storage. An alternate plan proposed athletic facilities in the basement that were not included in the original construction.<sup>37</sup>

Roosevelt Elementary School's exterior details and ornamentation communicate the Collegiate Gothic style with finials, an arched recessed entry, cut stone panels with relief patterns and tracery forms. The school served as an elementary school exclusively to students in the northeast neighborhood until 1957 when Woodlands Elementary School opened at 2005 E. Woodland Road two miles northeast of Roosevelt Elementary School. In addition to representing a new era in Ponca City's expanding development, Woodlands Elementary School's Modern Movement style design also signaled a shift in school construction away from the early twentieth century model. Mid-twentieth century Modern Era schools were notably different in form from earlier Progressive Era schools. Modern Movement style materials such as brick, glass, and metal and low-slung, sprawling plans often had unadorned walls and asymmetrical plans. National priorities for curricula de-emphasized vocational training in favor of more traditional academic subjects so the need for specialized spaces decreased and the repetition of classroom space dominated the buildings programs.

Roosevelt continued to function as an elementary school within the expanding district that also added Liberty Elementary School at 505 W. Liberty Avenue northwest of Ponca City in 1955 and Trout Elementary School at 2109 E. Prospect Avenue seven miles northeast of Roosevelt

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<sup>36</sup> G. J. Cannon. *Roosevelt School drawings*. On file at Ponca City School District Administration Offices (Ponca City: 1931).

<sup>37</sup> *Ibid.*

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Elementary School in 1967. In 1957, the school district added a one-story brick 3,762 square-foot maintenance building to the northeast corner of Roosevelt Elementary School's site.<sup>38</sup> A 1964 addition added an annex to the maintenance building. The one-story brick annex building is 5,450 square feet and was converted to classrooms in 1988. A 1990 addition incorporated a detached metal building at the north end of the site. A major renovation of the Roosevelt Elementary School in 2003 upgraded interior systems, renovated interior spaces, and added an 18,038 square-foot gymnasium in the building's original rear courtyard. The addition is sympathetic in materials and is not visible from the front façade. The interior renovation of the auditorium to a library maintained a raised hipped roof similar in proportion to the original design.

### ***Modern Era Schools in Ponca City***

Roosevelt Elementary School is the only extant Progressive Era elementary school in Ponca City. Woodlands Elementary School, completed in 1957 represents a progression toward Modern Era School Buildings constructed in large numbers after World War II to accommodate the baby boom generation and to replace aging Progressive Era schools. Modern Era schools embraced Modern Movement materials such as brick, concrete, metal and glass in low-slung, sprawling plans with flat roofs. Asymmetrical plans, banded fenestration, and unadorned walls characterize exterior elevations. Historic photos show Woodlands Elementary School's characteristic Modern Era low-slung, one-story form with a flat roof, banded windows, metal posts and exposed concrete walls on the otherwise unadorned brick walls (*Figure 15*). The roof has been replaced with a low-pitched gabled metal roof and replacement windows altered the banded window configuration. Despite the alterations, Woodlands Elementary School retains the primary features that distinguish it as a Modern Era school (*Figure 16*). Its low-slung profile, asymmetrical plan, and embrace of machine materials contrast with Roosevelt Elementary School's Progressive Era symmetrical massing and finished brick and cut stone exterior materials.

### ***G. J. Cannon***

George J. Cannon was a prominent Ponca City Architect responsible for numerous Ponca City buildings during the 1920s and 1930s. He designed commercial buildings such as the Savage Motor Company (1927), numerous high-style residences including the Soldani Mansion (NR listed) in 1925 and institutional buildings like the Kay County Home for the Elderly (1929), the First Lutheran Church (1934), and the Roosevelt Elementary School (1931). Large scale recreational projects such as Wentz Camp (1928-1935, NR listed) and Rock Cliff Country Club (prior to 1935) show the breadth of these commissions. During the Depression when new building slowed, George Cannon continued to work on public buildings that obtained federal grant funding. He designed the 1935 WPA-funded Ponca City Library, along with numerous

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<sup>38</sup> Ibid.

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school additions for the Ponca City School District.<sup>39</sup> In 1940, George Cannon was 49 years old and was practicing architecture in Ponca City at his 416 Community Building office.<sup>40</sup>

### ***Conclusion***

Roosevelt Elementary School was planned and constructed at the end of the nineteen twenties boom years in Ponca City. The school building embodies contemporary theory and trends in public education by embracing Progressive Era concepts in its design and construction. Its fireproof materials, linear plan, and dedicated interior spaces are hallmarks of Progressive Era education philosophies translated into public school buildings. Roosevelt Elementary School represented Ponca City's civic investment during a period of rapid population growth and outward development. Ponca City's most notable expansion between 1910 and 1930 largely shaped the city's lasting built environment. Roosevelt Elementary School served the area northeast of downtown until the next wave of mid twentieth century residential construction required a new elementary school to accommodate expanding boundaries. Roosevelt Elementary School retains sufficient integrity to convey its historical significance as a Progressive Era School associated with Ponca City's substantial development in the early twentieth century.

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<sup>39</sup> Historic Preservation Panel of Ponca City. Ponca City Library Historical Marker, 2004.; Bret A. Carter. *Kay County's Historic Architecture*. (Arcadia Publishing: 2007). P, 9.

<sup>40</sup> Polks City Directory Ponca City, 1940.; US Census 1940 George Cannon.

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## 9. Major Bibliographical References

### **Bibliography** (Cite the books, articles, and other sources used in preparing this form.)

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Sanborn Fire Insurance Map Ponca City, Oklahoma, Sheet 2, 1894

Sanborn Fire Insurance Map Ponca City, Oklahoma, Sheet 6, 1901

Sanborn Fire Insurance Map Ponca City, Oklahoma, Sheet 4, 1907

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Sanborn Fire Insurance Map Ponca City, Oklahoma, Sheet 1, 1913

Sanborn Fire Insurance Map Ponca City, Oklahoma, Sheet 1, 1925

Sipe, Tom L. *Roosevelt Elementary School*. Memo in vertical file at Ponca City School District Administrative Office, no date.

Vertical File *Lincoln History* Ponca City Schools. Ponca City School District.

Vertical File *Garfield History* Ponca City Schools. Ponca City School District.

Warranty Deed book 94, page 478. Kay County, Oklahoma.

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**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: Oklahoma Historical Society; Ponca City Public Library

**Historic Resources Survey Number (if assigned):** \_\_\_\_\_



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## 10. Geographical Data

**Acreage of Property** 6.6 acres

Use either the UTM system or latitude/longitude coordinates

### Latitude/Longitude Coordinates

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

- |                        |                       |
|------------------------|-----------------------|
| 1. Latitude: 36.710608 | Longitude: -97.073536 |
| 2. Latitude:           | Longitude:            |
| 3. Latitude:           | Longitude:            |
| 4. Latitude:           | Longitude:            |

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

The nominated property is bound by E. Highland Avenue on the south, a private unnamed road on the east, Poplar Avenue on the north and Virginia Avenue on the west.

The boundary encompasses Lots 3-8 & E 75' L-9, Block 14, Acre Homes Addition

### Boundary Justification (Explain why the boundaries were selected.)

The boundary encompasses the 6.6 acres historically associated with the nominated property.

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## 11. Form Prepared By

name/title: Rachel Nugent, National Register Coordinator and Sophie Roark, Historic Preservation Specialist

organization: Rosin Preservation

street & number: 1712 Holmes Street

city or town: Kansas City state: MO zip code: 64108

e-mail: Sophie@rosinpreservation

telephone: 816-472-4950

date: May 1 2017

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### 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.)

### Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, 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: **Roosevelt Elementary School**

City or Vicinity: **Ponca City**

County: **Kay**

State: **Oklahoma**

Photographer: **Sophie Roark**

Date Photographed: **January 2017**

Description of Photograph(s) and number, include description of view indicating direction of camera:

- 1 of 22. South elevation. View northwest.
- 2 of 22. Entry detail south elevation. View north.
- 3 of 22. Entry detail south elevation. View north.
- 4 of 22. Detail of east ell on south elevation. View north

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- 5 of 22. South elevation. View northwest.
- 6 of 22. East elevation. View west.
- 7 of 22: East elevation. View northwest.
- 8 of 22. East elevation. View southwest.
- 9 of 22. North elevation. View south.
- 10 of 22: East ell on north elevation. View south.
- 11 of 22: North and west elevations. View southeast.
- 12 of 22: West elevation. View east.
- 13 of 22: West and south elevations. View northeast.
- 14 of 22. Interior corridor. View west.
- 15 of 22: Classroom. View west.
- 16 of 22: Classroom detail fireplace and niches. View south.
- 17 of 22: Playground. View northwest.
- 18 of 22: Playground. View north.
- 19 of 22: Classroom building west and south elevations. View northeast.
- 20 of 22: Maintenance Annex Building north and east elevations. View southwest.
- 21 of 22: Covered walkway. View northeast.
- 22 of 22: Interior of covered walkway. View north.

**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.

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## FIGURE LOG

- Figure 01.** Location map 815 E. Highland Ave. Roosevelt Elementary School Ponca City, Kay County, Oklahoma. Source: Google maps, 2017.
- Figure 02.** Ponca City, Kay County, Oklahoma. Source: Google maps, 2017.
- Figure 03.** Site Plan Roosevelt Elementary School Ponca City, Kay County, Oklahoma. Source: Google maps, 2017.
- Figure 04.** Site Plan Roosevelt Elementary School Ponca City, Kay County, Oklahoma. Source: Google maps, 2017.
- Figure 05.** Historic photo of Roosevelt Elementary School, no date. Source: Ponca City School District.
- Figure 06.** First floor Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.
- Figure 07.** Basement plan Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.
- Figure 08.** Basement plan Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.
- Figure 09.** Front elevation Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.
- Figure 10.** Rear (north) elevation of Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.
- Figure 11.** Entry detail of Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.
- Figure 12.** Fireplace detail of Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.
- Figure 13.** Plan view of 2003 gymnasium addition to Roosevelt Elementary School architectural drawings 2002. Source: Ponca City School District.
- Figure 14.** Historic photo of Roosevelt Elementary School, no date. Source: Ponca City School District.
- Figure 15.** Woodland Elementary School opened in 1957 at 2005 East Woodland Road in Ponca City. Source: Ponca City School District.

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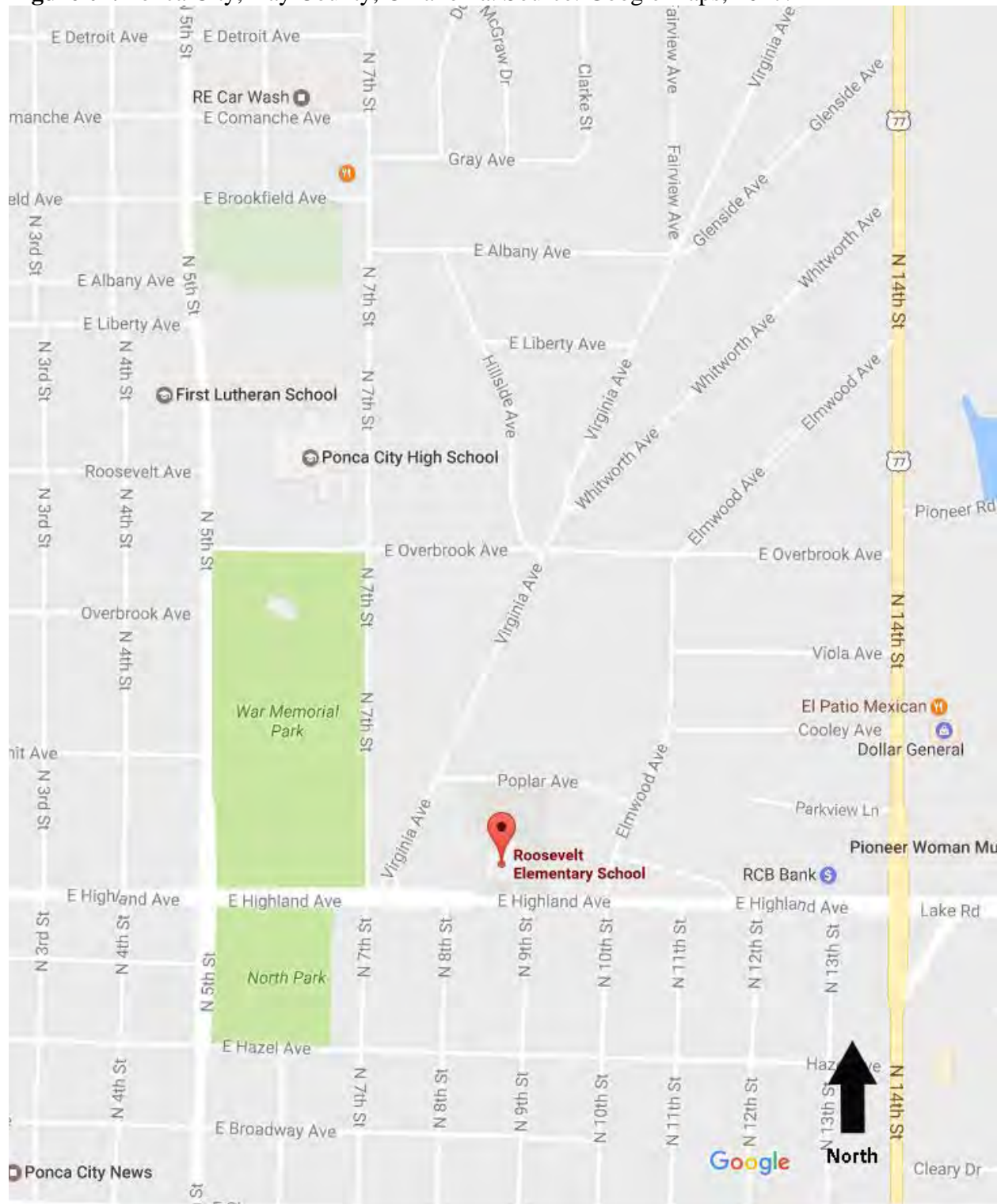
**Figure 01.** Location map 815 E. Highland Ave. Roosevelt Elementary School Ponca City, Kay County, Oklahoma. Source: Google maps, 2017.



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**Figure 02.** Ponca City, Kay County, Oklahoma. Source: Google maps, 2017.



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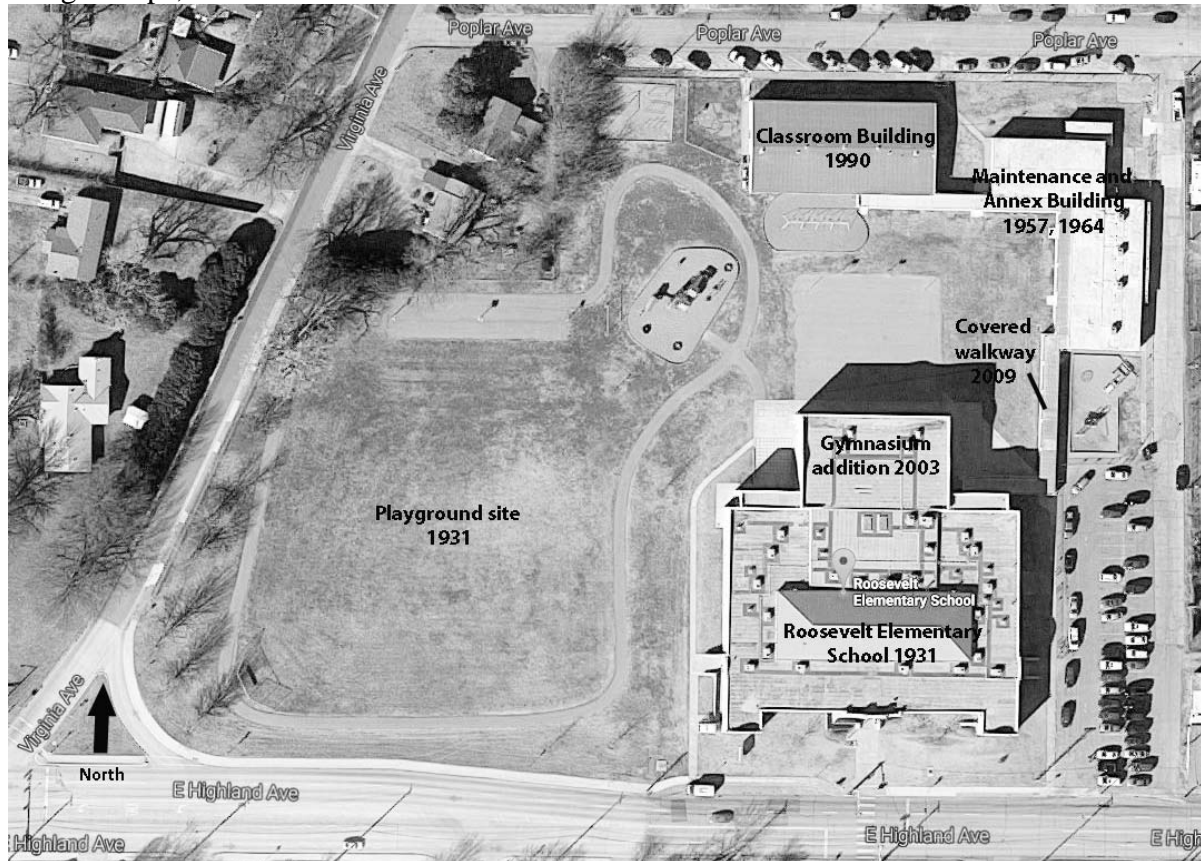
**Figure 03.** Site Plan Roosevelt Elementary School Ponca City, Kay County, Oklahoma. Source: Google maps, 2017.



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**Figure 04.** Site Plan Roosevelt Elementary School Ponca City, Kay County, Oklahoma. Source: Google maps, 2017.





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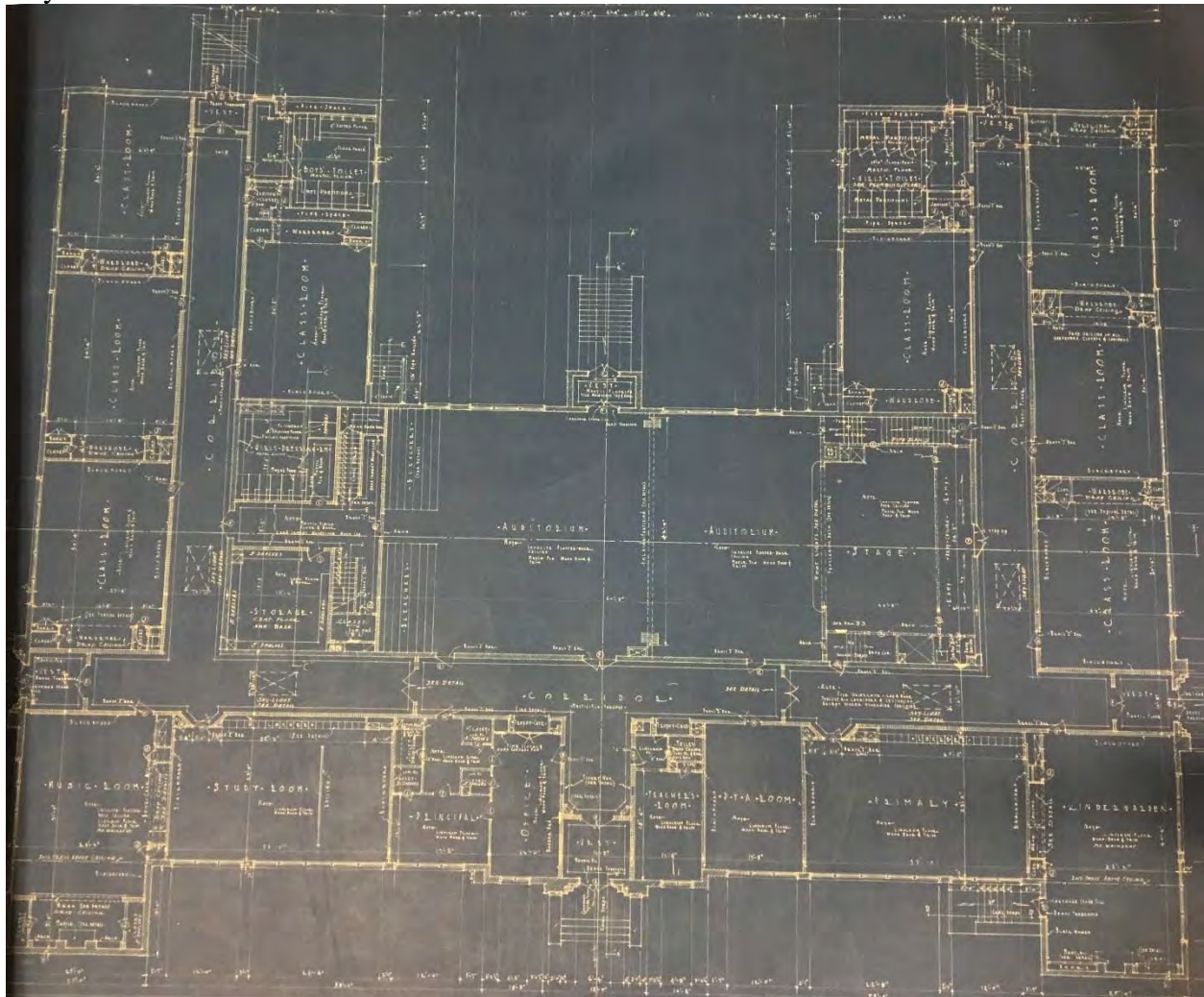
**Figure 05.** Historic photo of Roosevelt Elementary School, no date. Source: Ponca City School District.



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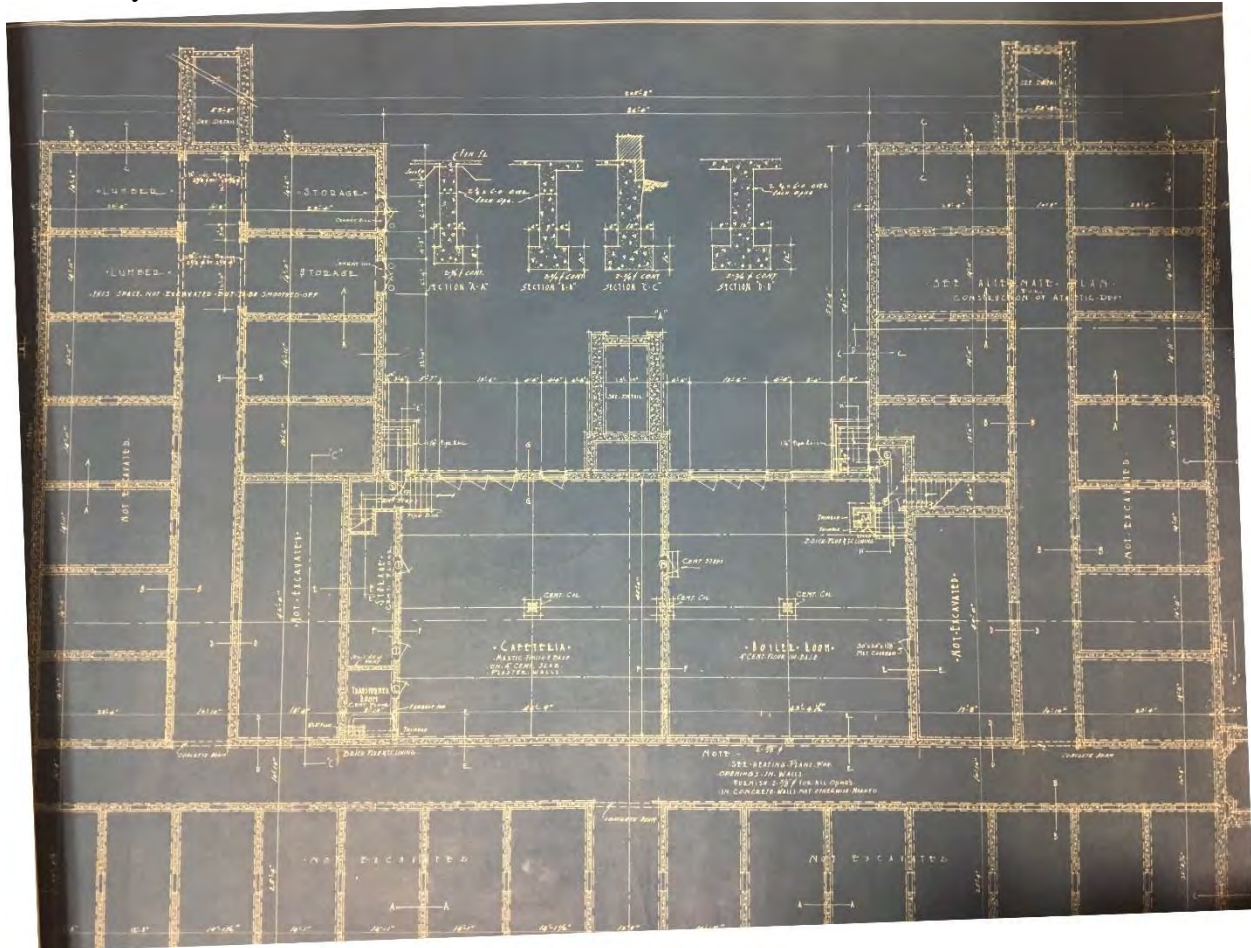
**Figure 06.** First floor Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.



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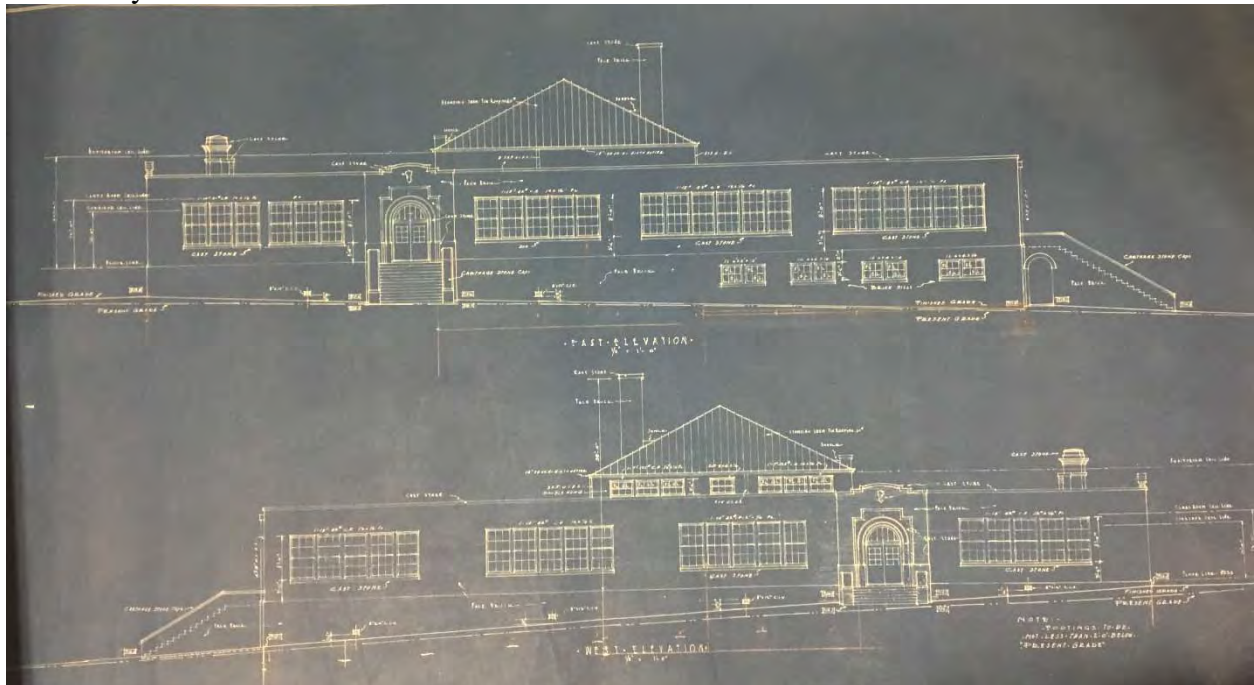
**Figure 07.** Basement plan Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.



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**Figure 08.** Basement plan Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.



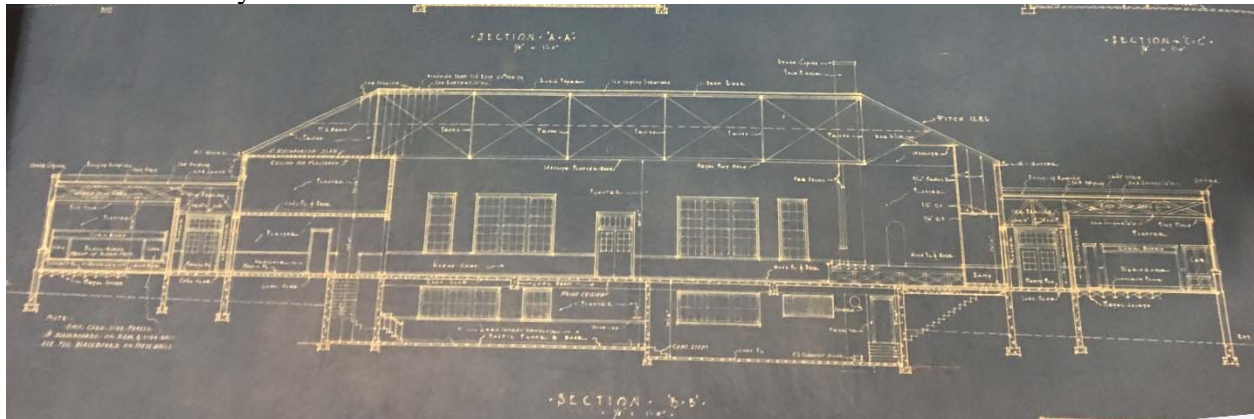
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**Figure 09.** Front elevation Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.



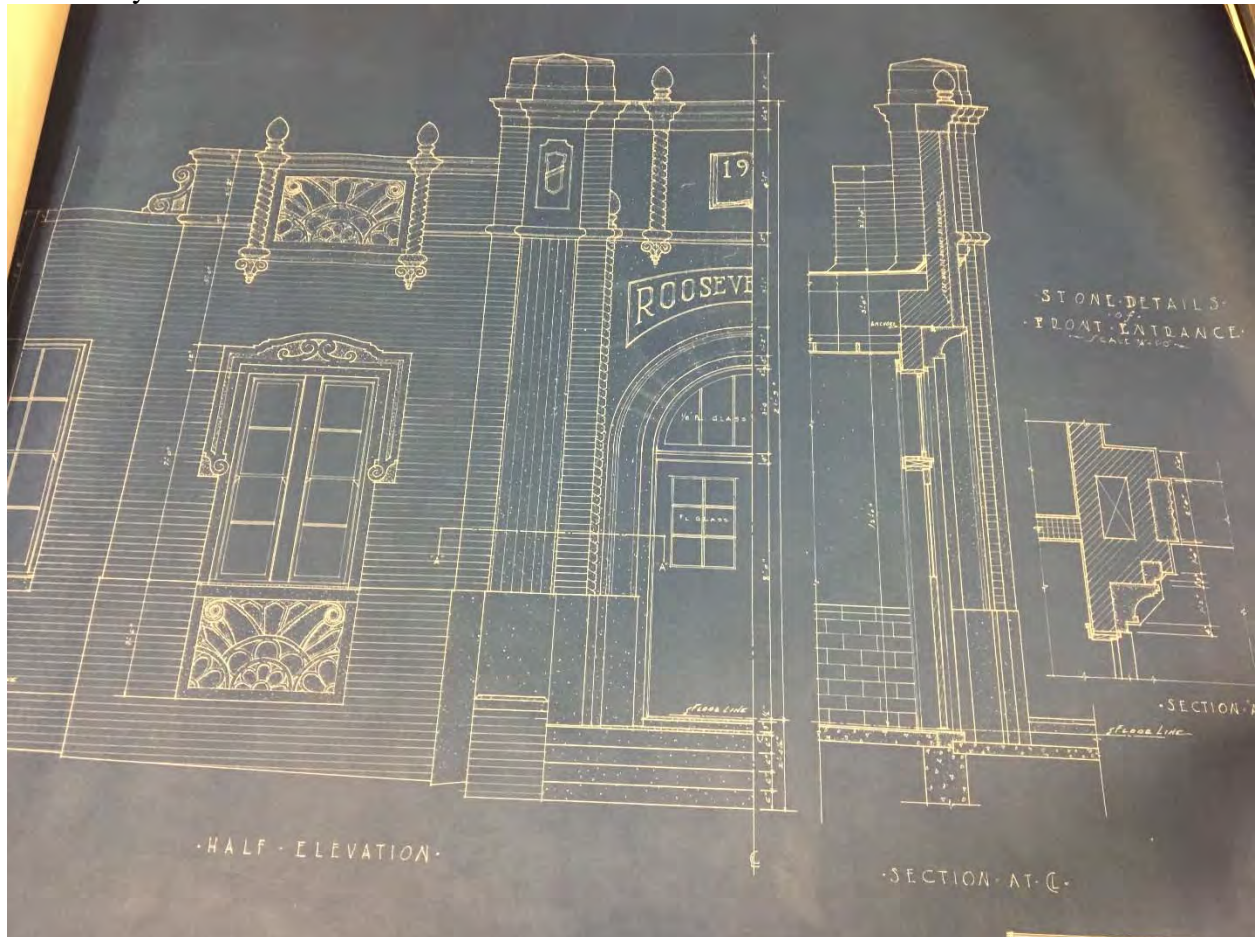
**Figure 10.** Rear (north) elevation of Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.



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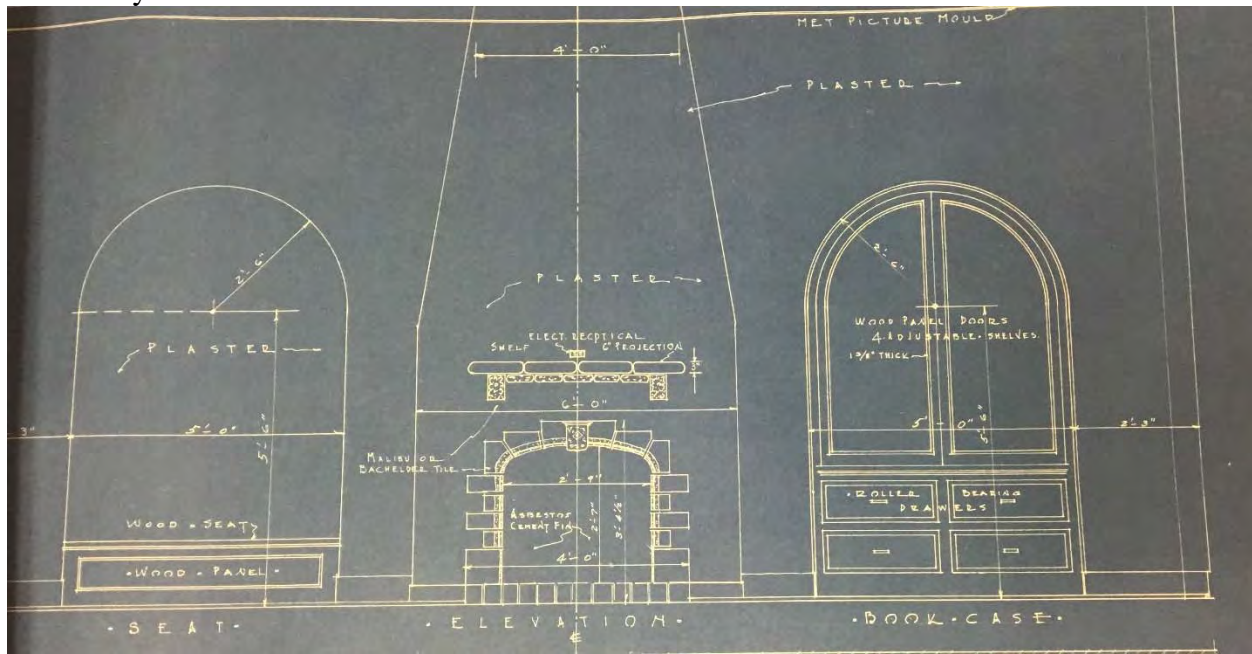
**Figure 11.** Entry detail of Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.



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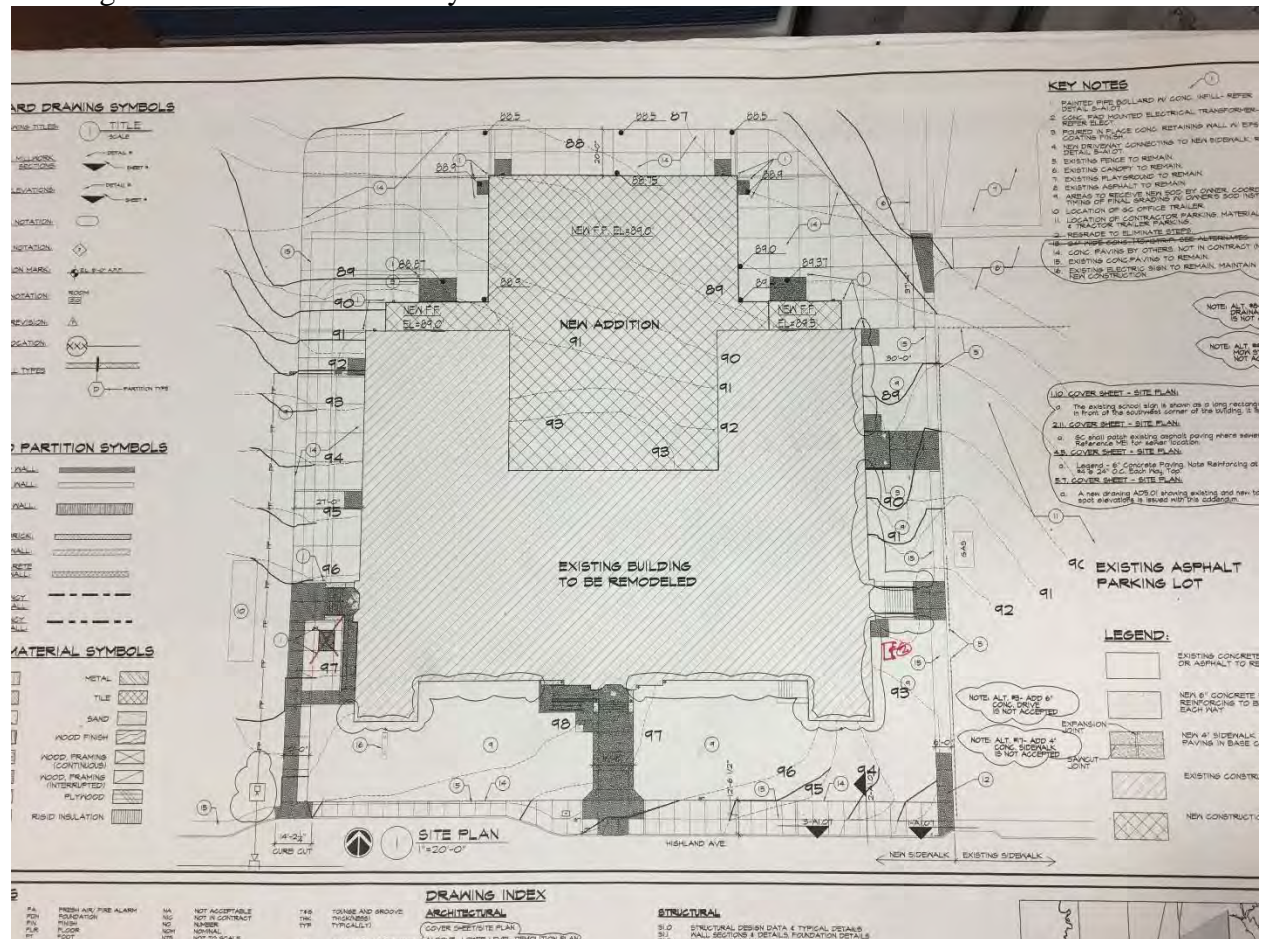
**Figure 12.** Fireplace detail of Roosevelt Elementary School architectural drawings 1930. Source: Ponca City School District.



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**Figure 13.** Plan view of 2003 gymnasium addition to Roosevelt Elementary School architectural drawings 2002. Source: Ponca City School District.





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County and State

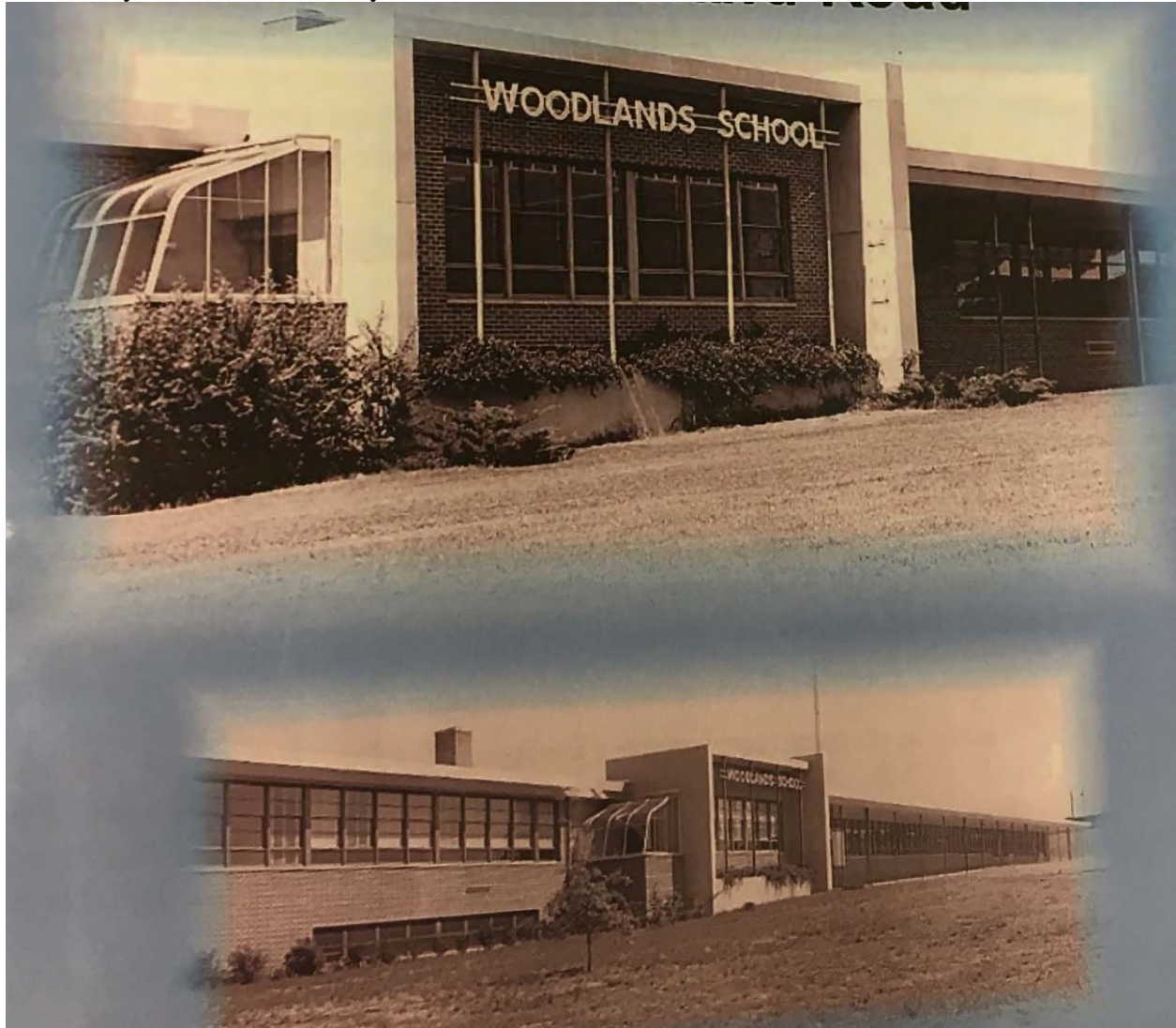
**Figure 14.** Historic photo of Roosevelt Elementary School, no date. Source: Ponca City School District.



Roosevelt Elementary School  
Name of Property

Kay County, Oklahoma  
County and State

**Figure 15.** Woodlands Elementary School opened in 1957 at 2005 East Woodland Road in Ponca City. Source: Ponca City School District.



Roosevelt Elementary School  
Name of Property

Kay County, Oklahoma  
County and State

**Figure 16.** Woodlands Elementary School has undergone alterations to the front elevation.  
Source: Ponca City Public Schools <https://www.pcps.us/Domain/744>.



Roosevelt Elementary School  
Name of Property

Kay County, Oklahoma  
County and State

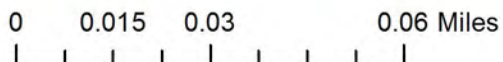
**Figure 17.** Photo map. Source: Google Maps 2017.



Roosevelt Elementary School  
815 East Highland Avenue  
Ponca City, Kay County, Oklahoma



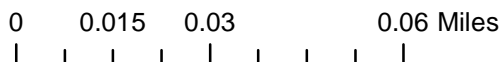
Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AEX, Getmapping, Aerogrid, IGN, IGP, swisstopo, and the GIS User Community



Roosevelt Elementary School  
815 East Highland Avenue  
Ponca City, Kay County, Oklahoma



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AEX, Getmapping, Aerogrid, IGN, IGP, swisstopo, and the GIS User Community





Highland

STOP

















































UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 10/19/2017      Date of Pending List: 11/14/2017      Date of 16th Day: 11/29/2017      Date of 45th Day: 12/4/2017      Date of Weekly List: 12/7/2017

Reference number:

Nominator:

Reason For Review:

Accept       Return       Reject      12/4/2017 Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Edson Beall      Discipline Historian

Telephone \_\_\_\_\_      Date \_\_\_\_\_

DOCUMENTATION:    see attached comments : No    see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



## Oklahoma Historical Society

Founded May 27, 1893

### State Historic Preservation Office

Oklahoma History Center • 800 Nazih Zuhdi Drive • Oklahoma City, OK 73105-7917  
(405) 521-6249 • Fax (405) 522-0816 • [www.okhistory.org/shpo/shpom.htm](http://www.okhistory.org/shpo/shpom.htm)

October 17, 2017

OCT 19 2017

J. Paul Loether  
Keeper and Chief National Register and  
National Historic Landmark Programs  
National Park Service  
1849 C Street NW, Mail Stop 7228  
Washington D.C. 20240

Dear Mr. Loether:

We are pleased to transmit eight National Register of Historic Places nominations for Oklahoma properties. The nominations are for the following properties:

Park Etude, 1028 Connelly Lane, Norman, Cleveland County  
101 Rodeo Arena, 2600 N. Ash Street, Ponca City, Kay County  
Attucks Community Center, 1001 S. 12<sup>th</sup> Street, Ponca City, Kay County  
McGraw, James J., House, 400 North 4<sup>th</sup> Street, Ponca City, Kay County  
Roosevelt Elementary School, 815 East Highland Avenue, Ponca City, Kay County  
Benedictine Heights Hospital, 2000 West Warner Street, Guthrie, Logan County  
Edward Richardson Building, 101 Main Street, Arcadia, Oklahoma County  
First Congregational Church, 1887 Cecil Street, Waynoka, Woods County

The members of the Historic Preservation Review Committee (state review board), professionally qualified in the fields of historic architecture and history were absent from the public meeting at which each of these nominations was considered and the recommendation to the State Historic Preservation Officer was formulated. Therefore, the member possessing the requisite professional qualifications for evaluation of Attucks Community Center and 101 Rodeo Arena was not present for the HPRC's formulation of its recommendation on the nomination. However, substantive review of this nomination is not requested because the SHPO staff member possessing the requisite professional qualifications participated in the HPRC's deliberations on this noncontroversial nomination.

We look forward to the results of your review. If there any further questions regarding the nominations, please do not hesitate to contact me.

Sincerely,

Lynda Ozan  
Deputy State Historic  
Preservation Officer

Enclosures