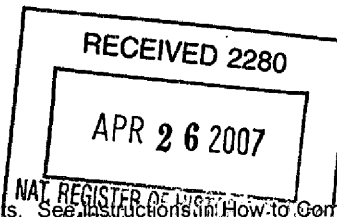


United States Department of the Interior
National Park Service

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 How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking in the appropriate box or by entering the information requested. 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. 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 Griffin Grammar School

other names/site number Griffin Elementary School; FMSF#PO6824

2. Location

street & number 3315 Kathleen Road N/A not for publication

city or town Lakeland vicinity

state Florida code FL county Polk code 105 zip code 33810

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 36 CFR 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.)

Barbara C. Mattick / DSHPO 4/23/2007
Signature of certifying official/Title Date

Florida Department of State, Division of Historical Resources, Bureau of Historic Preservation
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register See continuation sheet
- determined eligible for the National Register See continuation sheet.
- determined not eligible for the National Register See continuation sheet.
- removed from the National Register.
- other, (explain) _____

Elson H. Beall 6-5-07
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)

- buildings
- district
- site
- structure
- object

Number of Resources within Property

(Do not include any previously listed resources in the count)

Contributing	Noncontributing	
2	0	buildings
0	0	sites
0	0	structures
0	0	objects
2	0	total

Name of related multiple property listings

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

"N/A"

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: school

Current Functions

(Enter categories from instructions)

EDUCATION: school

7. Description

Architectural Classification

(Enter categories from instructions)

OTHER: Masonry Vernacular

Materials

(Enter categories from instructions)

foundation BRICK

walls BRICK

roof ASPHALT

other CAST STONE

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)

EDUCATIONARCHITECTURE**Period of Significance**1931-1952**Significant Dates**1931**Significant Person**N/A**Cultural Affiliation**N/A**Architect/Builder**Holsinger, Arch D.Albinson & Company**9. Major Bibliographical 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 36) 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

10. Geographical Data

Acreage of Property 1+ acres

UTM References

(Place additional references on a continuation sheet.)

1	1	7	4	0	2	2	2	0	3	1	0	6	7	2	0
	Zone		Easting						Northing						
2															

3															
	Zone		Easting						Northing						
4															

See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Parks, Lisa L./Robert O. Jones, Historic Preservationist

organization Bureau of Historic Preservation date April 2007

street & number 500 South Bronough Street telephone 850-245-6333

city or town Tallahassee state FL zip code 32399-0250

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

- A USGS map (7.5 or 15 minute series) indicating the property's location.
- A Sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items

(check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of SHPO or FPO.)

name School Board of Polk County

street & number 1915 South Floral Avenue telephone 863/534-0500

city or town Bartow state FL zip code 33830

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 amend listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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Section number 7 Page 1 **Griffin Grammar School, Polk Co., FL**

SUMMARY

Griffin Grammar School, currently known as Griffin Elementary School, is located at 3315 Kathleen Road, Lakeland, Polk County, Florida. The school is a one-story Masonry Vernacular building with Colonial Revival elements constructed in 1931 and 1932. The building has an asymmetrical "T" floor plan, with a cross gable roof. The building is of frame construction with red brick exterior, and the fenestration is 9/9 double-hung sash, and 12/6 single-hung sash, both original and replacements. The 1948 one-story concrete block lunchroom southeast of the school is also a contributing resource within this nomination.

SETTING

The Griffin Grammar School complex is located at the northeast corner of Kathleen Road (County Road 35-A) and Hamley Road/Prine Road, with the main west entry facing Kathleen Road. The 1931-1932 school building occupied a site of approximately 2+ acres that has been expanded to approximately 9 acres which currently contains 8 non-contributing buildings, temporary buildings, and parking areas. The original Griffin Grammar School is located in the southwest corner of the complex. The 1931 school building (Building 1 on site map) and adjacent 1948 lunchroom building (Building 4 on site map) are within the designated National Register boundary. Development immediately surrounding the school consists of residences and vacant agricultural land. The vacant land reflects the original farming uses at the time of construction of the building. To the east and south are suburban residential developments.

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PHYSICAL DESCRIPTION

Exterior

The one-story historic school building of approximately 7,700 square feet, is of frame construction, on a continuous off-grade foundation, with a brick exterior. The footprint is an asymmetrical "T" formed by a large off-center extension on the east elevation of the main block. The projecting eaves have a box cornice around the building. Fenestration consists of 9/9 double-hung sash original wood windows, 9/9 single-hung sash metal windows, and 9/12 single-hung metal windows. The metal windows were replacements for deteriorated original windows.

The (west) façade is the broad side of the building's main rectangular block (Photo #1). The entry is recessed with Tuscan pilasters supporting a pedimented roof projecting above the roofline (Photo #2). The pediment has a broken bed, and the central portion has a stucco finish. Six concrete steps access the entry with center and outside metal railings. The recessed entry contains double doors, and a non-original multi-light transom. The original wood paneling of the entry is comprised of three sets of double recessed panels, with the middle panels the largest, the base panels slightly shorter, and the top panels, the shortest (Photo #3). The paneling extends to the ceiling which itself has four recessed panels. The entry is flanked with a grouping of five windows. At both the north and south ends of the front façade are intersecting gables which project from the main block (Photo #4). These end gables have box cornices and cornice returns. The gable ends have a central grouping of three windows, flanked by single windows, and a louvered opening with cast stone keystone at the center peak of the gable. The north end projection has an entry door in its southern wall, which is framed with simple Tuscan pilasters

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and an broken pediment with center finial (Photo #5). At the north and south corners of the gable projections, there is brick detailing to create quoins. The brick is laid with a series of eight courses of stretcher bond protruding from the face, broken by one course non-protruding brick. The brick exterior is laid in a stretcher bond, with a row of header bricks and a row of soldier bricks at the floor line. Brick is used as a decorative element around the windows, with soldier bricks as window lintels and header bricks placed on an angle at the sill (Photo #4).

The north elevation has bricked in windows (Photo #6). There is a non-original entry door at center. The brick is laid in a stretcher bond, consistent with the remainder of the building and the box cornice is present.

The east elevation of the main block has an entry centered on the north are of the "T" (Photos 6 & 7). The elevations retains its original 9/9 double-hung sash windows which are paired on either side of the entry. A group of four 9/9 sashes are within the main block.

The north and south elevations of the east projection have brick pilasters occurring between entryways and paired 12/6 single-hung sash window openings (Photos #8 & 9). The pilasters are capped with a tapered cast stone capital, which truncates short of the eaves.

The east wall of the east projection has single 9/9 double-hung sash windows at the north and south ends, with no further ornamentation or fenestrations (Photo #10).

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The east elevation of the main block, south of the east projection, has a group of five 9/9 single-hung sash windows (Photo #11).

The south elevation has a central entry with double doors and paired six-light transom (Photo #12). Single windows are on the west side of the entry, while the opening on the east side has had louvers inserted. Two small louvered openings occur along the roofline at the west end of the elevation. A concrete block storage building has been added at the southeast corner (Photo #13).

Interior

The school was designed to house classrooms, offices, restrooms, and an auditorium. No cafeteria or other uses were housed in the space. The two northern most classrooms have been retained and the others reconfigured to serve new uses. The original wood floors remain and are exposed in areas, as well as original full-height plaster walls and ceilings, which have been resurfaced with dry wall.

From the main entrance there is a corridor running east/west (Photo #14) leading to the entrance of the former auditorium (Photo #15). Off the main entrance are the current administrative offices (Photo #16). The main corridor serving the classrooms runs north/south, retaining the original full-height ceiling and baseboards (Photos #17 & 18). The classrooms retain the original full height ceilings and original wood flooring and baseboards (Photo #19). Original 9/9 double-hung sash windows remain in the east side classroom (Photo #20). The former

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auditorium retains its original open configuration (Photo #21) and exposed trusses and roof planking (Photo #22). The floor and stage has been leveled, but the former recessed stage area and off-stage wings remain (Photo #23).

ALTERATIONS

A concrete block storage addition was attached to the east end of the south-end gable (Photo #13), executed from 1983-1993 (School Board is uncertain of the date). In 1995, some of the original deteriorated windows were replaced with meal sashes of the same configuration. In that same year, the six original classrooms were reduced to two classrooms and dividing walls and partitions added to create more offices. Fenestration on the north elevation was filled with brick. Drywall was installed over the plaster surfaces.

ADDITIONAL RESOURCE

Immediately south of the main school building, a one-story modified "L" shaped concrete block building (Building 4) was constructed in 1948, originally for use as the lunchroom (Photos #24-27). The building is on a slab foundation, and has intersecting gable roofs with box cornices. The windows are metal 6/6 single-hung sash. The building was remodeled in 1954, and again in 1993, converting the space into a media center and offices. The main open space, media room, has drywall walls and ceiling (Photo #28). Windows were replaced in 1995. The metal walkway coverings are not historic elements.

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Non-Contributing Buildings

The school consists of additional detached buildings that are outside the period of historic significance, and have been excluded from the National Register boundary (see Site Plan).

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Section number 8 Page 1 **Griffin Grammar School, Polk Co., FL**

SUMMARY

Griffin Grammar School is nominated to the National Register for its local significance under Criteria A and C in the areas of Education and Architecture. The school was known as a "strawberry school" and operated on a summer schedule from 1931 until 1952 so that students could assist in the harvesting of strawberries, the predominate cash crop in this agricultural region. The school mirrors the institutional, vernacular architectural design approach to public school construction common to other Lakeland area schools.

HISTORIC CONTEXT

Polk County, like many areas of the state, had significant acreage that was under ownership of the government. In 1881, with the selling of 4,000,000 acres of land to Hamilton Disston, a wealthy saw manufacturer from Philadelphia, the heavy debt of the State's Internal Improvement Fund was relieved. By the late 1880's the discovery and mining of phosphate in the central part of the state, which included Polk County, along with the cultivation of citrus and strawberries, initiated a new agricultural base. Development was accelerated by the renewed emphasis on the expansion of railroads. Between 1881 and 1891, 2,566 miles of railroad were placed into operation in the state. The Seaboard Air Line, traversing more than half of northern Florida, began linking to the Atlantic Coast Line. The combination of the two lines partially fulfilled the original scheme of railroad construction projected through the Internal Improvement Fund. The completed main line of the South Florida Railroad (later Plant System) from Tampa to Sanford,

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running through western Polk County and the "new" city of Lakeland, was opened to the public on February 11, 1884. The opening of the rail line through this part of Polk County brought with its newfound access to markets, including the Port of Tampa. The local agricultural export industry was given a means by which to expand. At the turn of the century, the population of central Florida was growing, particularly within the incorporated cities, such as neighboring Lakeland. Growth was bringing with it greater demands for public services.

Those learning of the availability of land and the access to rail for shipping were also attracted to the outlying farming regions. With the presence of rail transportation and the ability to get produce to market before it spoiled, truck farming became more prevalent and included vegetables such as corn, sweet potatoes, rice, sugar cane, cotton and peanuts. Even more significant was the growing of strawberries. Farm life was typically a family enterprise, with both children and adults involved in the planting and harvesting of crops. Concurrently, large areas of timberland were being cleared for turpentine operations and saw milling. This included the area in northwest Polk County now known as Griffin. The Griffin Family is believed to be one of the early settlers of the community.

From the late 1880's, the area of northwest Polk County began establishing itself as one of the main winter capitals for strawberry production. Mr. Henry Galloway in the winter of 1888 conducted an experiment to determine if his 50-acre farm north of Lakeland would grow a profitable strawberry crop. He was successful, for by the end of the season he had made a \$600 profit. Other area farmers started growing the fruit. The initial strawberry growing areas north

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of Lakeland included the still unincorporated communities known as Galloway, Kathleen, Gibsonia, Socrum, Winston and Griffin.

The cultivation of strawberries required careful attention to the delicate berries which were sensitive to freezing weather. The plants were covered with pine straw to save the blooms and berries from freezing. The straw was collected from areas heavy with pines, and deposited between the rows of berries. The "strawing" would take place just when the berries began to bloom, typically in late October and early November, when the threat of a freeze loomed. The straw was kept on the plants for up to three to four days, until the threat of a freeze had passed; the straw was then placed between the rows once again.¹ Prior to the existence of refrigerated rail cars to preserve the berries during shipment, a sheet of galvanized metal was laid above each crate, ice was placed on top of the metal, and the whole was secured with a heavy, tightly sealed lid.²

During the mid-1920's when the Florida "Boom" collapsed and the economy dramatically deteriorated in Polk County, strawberry farmers in the county's northwest were not a part of a farm cooperative. In nearby Plant City, which had come later to the production of strawberries, farmers formed a cooperative that was large enough to command better prices. The cooperative resulted in the shift of major strawberry production westward to Plant City in the adjacent county of Hillsborough. Plant City remains the strawberry capital of the world.³ The cooperative

¹ Harry Otis Prine, *Kathleen and Nearby Residents, 1920-1940*, (Harry Otis Prine: 1995), 7-9

² Louise Frisbie, *Yesterday's Polk County*, (Miami, Florida: E.A. Seemann Publishing, Inc., 1976), 46-48

³ Berries Have Roots In Polk, *The Ledger*, 21 February 1999.

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helped solidify the marketability of the crop which was vital to area livelihoods. With the bust of the Florida Boom coming to Polk County in 1925 and 1926, property values dropped, new property owners faced foreclosure, businesses closed, and in 1929 all banks in the county had closed. Then, the Great Depression began. Citrus, phosphate, and several agricultural crops, including strawberries, became the core of the local economy.

Local School Districts

A public school system for the entire state was authorized in 1868, but the earliest written records of the public school system in Polk County, Florida, dates from 1886. At the time there was the state *Office of Superintendent of Public Instruction* in Tallahassee, which was responsible for reviewing the status of school funds under county level Board(s) of Public Instruction. The County Superintendent and local school board was to maintain the financial records and make monthly reports of all financial activity to the state. The Board of Public Instruction of Polk County was responsible for establishing free public schools where needed within the county. The County Board would establish Special Tax (School) Districts to serve the local communities. These districts voted on millage and elected three trustees (serving as the Board of Trustees), which were in turn commissioned by the County Board of Public Instruction. During these early years the Board of Public Instruction selected the teachers for the individual schools.⁴

⁴ Bartow, Florida, The Polk County Board of Public Instruction, Minute Book Number "1", From: May 15, 1886 To: July 10, 1905, 1-7; 9-29, 475; Minute Book Vol. 3, 7 May 1925; Minute Book Vol. 4, 27 May 1927.

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During the difficult economic times of post-Boom Florida, the Central Bank and Trust in Lakeland, Florida, closed in March 1928. The Board of Public Instruction, having an account with funds in it for several sub-districts, requested that the securities be surrendered or sold and proceeds be sent to the Board. As the economic situation worsened locally and across the state, the County Board was unable to fully compensate teachers. The county hoped that a proposed State general sales tax would pass the legislature and provide public school relief. In February 1929, the Board borrowed \$44,000 to run the schools, and by June of 1930, the Board approved a shortened school schedule that called for eight months for high schools and five months for grammar schools.

HISTORIC SIGNIFICANCE

Griffin Grammar School, built in 1931 and 1932 as a "strawberry school" for grades one through eight, superceded a frame school on the same site which had burned in October 1930. It is significant for its relationship to the local farming economy as evidenced by its curriculum schedule that allowed public school to be held during the "summer term." This permitted the children of the farming families to work in the strawberry fields during the harvest season. Robert Tiller wrote in a 1984 University of South Florida report, "In 1902, the leading crop was strawberries...Strawberry farming was so extensive in the area that the local schools were called strawberry schools...The school term began in the middle of March and ran until the middle of December. When the schools were not in session, the students picked strawberries to

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Section number 8 Page 6 Griffin Grammar School, Polk Co., FL

supplement family income.”⁵ Griffin Grammar School was one of six “Strawberry Schools” constructed in Polk County.

Due to financial shortfalls, the Board of Public Instruction established a policy in 1931 that all Polk County schools were to operate for eight months. The County was to assume responsibility for funding six months of operation, with individual sub-districts responsible for the remaining two months. By April of 1932, the policy set by the Board called for the “Strawberry Schools” to begin in May. Again in 1940, the Board called for an eight month school schedule for the “Summer School Calendar”, beginning in late April and running through late December.⁶

In November of 1930, a number of patrons of the Griffin District Number 24 appeared before the Board of Public Instruction for Polk County to discuss the possibility of bonding for a “brick school,” which would supplement funds already in hand from insurance collected for the former school building which had burned in October. The patrons were told that it would be necessary for the Board to have a petition signed by 25% of the taxpayers requesting that an election be called.⁷ At the December meeting of the School Board, a petition was presented and a resolution adopted calling for a bond election to determine “whether or not \$12,500 bonds at the rate of 6% payable semi-annually should be issued for the replacement of the burned school at Griffin.”⁸ At the January 2, 1931 meeting, the Board certified that the election was duly held and the bond

⁵ Berries Have Roots in Polk, The Ledger, 21 February 1999; Strawberry School Days, The Ledger, 6 February 1999, B-1

⁶ Ibid., 2 September 1931, p. 307; 4 November 1931, p. 312; 6 April 1932, p. 330, 331; 23 February 1940.

⁷ Bartow, Florida, The Polk County Board of Public Instruction, Minute Book Vol. 3, 249, 5 November 1930.

⁸ Ibid., 250, Minute Book Vol. 3, 3 December 1930.

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issue passed, 50 votes in favor to 28 against.⁹ The Griffin District school was to be “thoroughly modern and up-to-date in every respect...(and) have its own water system and ...be lighted by electricity from the Lakeland power plant.”¹⁰

On June 19, 1931 the Board of Public Instruction received bids for the construction of the new Griffin District school. Albinson & Co. was awarded the general contract at a price of \$14,471. Though it was not the lowest bid, it “was considered the best offer made for the requirements of the building, and he offered to take bonds at par value.”¹¹ The electrical contract was awarded to Lipscomb & Roe at \$390, and the plumbing contract was awarded to J.E.H. Dorsett at \$1,250. Mr. Arch D. Holsinger, County Architect, was requested to supervise the job and report to the Board.¹² At the July 1, 1931 Board meeting, the bid by Albinson & Company was reduced to \$14,121.¹³ The Supervising Architect assigned to the Griffin District school was F. Duane Fullerton, who reported to the Board.¹⁴

By October 1931, the local board of trustees of Special Tax District Number 24 (Griffin District) presented for approval by the Board of Public Instruction a resolution authorizing the issuance of a note to Albinson & Company for \$880.26 for the purpose of completing the school building.

⁹ Ibid., 252, Minute Book Vol. 3, 2 January 1931.

¹⁰ Griffin School of Red Brick, Sunday Ledger and Star Telegram, 4 January 1931, 5-B.

¹¹ Griffin School Contract Given to Bartow Man, Evening Ledger and Star Telegram, 19 January 1931.

¹² Bartow, Florida, The Polk County Board of Public Instruction, Minute Book Vol. 3, 274, 19 June 1931.

¹³ Ibid., 279, Minute Book Vol. 3, 1 July 1931.

¹⁴ Ibid., 301, Minute Book Vol. 3, 25 July 1931.

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The resolution was passed for the Board to borrow the funds (sold as "one warrant and certificate of indebtedness, to be numbered").¹⁵

A second bond election was held on September 28, 1935 for the issuance of \$10,000 for the purpose of enlarging the building with the addition of four additional rooms and for furnishing the building. The issue failed with 44 votes against and 16 votes in favor. The District had also authorized on August 30, 1935 the filing of an application to the United States Federal Emergency Administration of Public Works for a loan and grant to aid in financing the same project. No funds were to follow.¹⁶

In 1948 a second school building was constructed adjacent to the main building. The original school was built without a cafeteria, and the new building was used as a lunchroom. The habit had always been for the students to bring their lunches and eat outside. A few who lived nearby were free to go home for lunch. The new lunchroom accommodated those who brought their lunches and the lunches prepared and brought by mothers to the site.

In July of 1950, "patrons" of the old Consolidated Special Tax District 16, which included the Griffin, Kathleen and Winston schools, called for a referendum/election to determine whether these schools should continue to be operated as "Summer Schools" or be converted to the "Winter School Calendar." The election was to be held at the "Kathleen White High School

¹⁵ Ibid., 310, 311, Minute Book Vol. 3, 14 October 1931.

¹⁶ Ibid., 323, 342-344, 361, 394, 395, Minute Book Vol. 4, 19 July 1935, 5 August 1935, 30 August 1935, 8 October 1935.

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Section number 8 Page 9 **Griffin Grammar School, Polk Co., FL**

Building and the Winston White Elementary School Building.” This proposal did not result in changing the schedule, but the concept was resurrected in November of 1951. Fifteen patrons of the area schools again requested the change to a winter school schedule. Although there were concerns that the winter schedule would cause a hardship for families dependent on their children’s working during the strawberry harvest, a referendum in February of 1952 resulted in the adoption of a regular Winter Schedule for all the county schools.¹⁷ So ended the era of the “Strawberry School” in Polk County. While no longer a “Strawberry School,” Griffin Elementary (Grammar) School operated as a public school within the Polk County, Florida School District after the conversion to a Winter Schedule and remains a public elementary school to date.

ARCHITECTURAL CONTEXT AND SIGNIFICANCE

The design of new schools in the 1920’s and early 1930’s reflected the latest educational theories of the time, incorporating some specialized use areas, such as auditoriums, in addition to classrooms within a large building format. The buildings also reflected a new interest in the aesthetics of design as an element of community pride, resulting in the use of professional architects to design buildings using not only the latest construction techniques but also up-to-date stylistic features.

¹⁷ Ibid, 6 July 1950; 4 November 1951; 3 January 1952; 23 January 1952.

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By the early 1930's, frame public schools in Polk County were superceded by larger institutional constructions that most often utilized brick on the exterior. The population had grown, and county coordinate bond raising facilitated fund raising. An institutional, vernacular type of school architecture was common to public schools of the 1920's and 1930's in Polk County, and the community of Lakeland. Polk County schools of this period exhibit broad similarities, but each is different. The historic buildings were designed as single buildings, not a complex of buildings. The exteriors are brick veneered. While the buildings are not ornamented, varying brick course bonds, corbelling, and distinctive brick window and door trim contribute decorative detailing. Cast stone is frequently utilized. The main entries are typically centered on the façade, and provide the building's defining character. A parapet was often used at the front entry to add to the perceived height of the building.

Fenestration is generally regular, and sashes are grouped to provide light within the classrooms. The floor plans usually include a rectangular central portion with wings or projections. The interior plans have a corridor off which classrooms are housed, and in some cases are double loaded. Typically, the schoolhouses contain an auditorium or assembly room.

The Griffin Grammar School closely reflects these characteristics. The gabled entry is pronounced, with Tuscan pilasters and a recessed wood panel entry. The auditorium is in a projecting rear wing, perpendicular to and slightly off-center from the main classroom corridor. The projecting front gabled wings at the north and south ends lend a sense of presence to the

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building. And as is common with schools of the period, brick is utilized as ornamentation and for accent. Typical of other period schools, no cafeteria or kitchen facilities were constructed.

Consistent with the design of other area schools, a project architect was involved. The Board of Public Instruction assigned the project to Arch D. Holsinger, who served as the Polk County Architect. Working with Mr. Holsinger was F. Duane Fullerton. The Griffin Grammar School is, therefore, a fine example of the educational construction and philosophical trends in Florida in the first half of the twentieth century

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Section number 10 Page 1 Griffin Grammar School, Polk Co., FL

VERBAL BOUNDARY DESCRIPTION

Parcel Number 232734000000024020

S 4 AC OF SW1/4 OF SE1/4 E OF HY & S 60 FT OF S 344.5 FT OF N 924.73 FT OF SW1/4 OF SE1/4 LYING E OF LAKELAND KATHLEEN RD LESS ADDL R/W FOR KATHLEEN RD & HANDLEY RD

The National Register boundary is a portion of this parcel (see map).

The western, southern and eastern boundary coincides with the original property boundaries associated with Griffin Grammar School, and the northern boundary follows the south edge of the sidewalk on the north side of the historic school.

BOUNDARY JUSTIFICATION

The boundary encompasses two buildings historically associated with Griffin Grammar School during the period of historic significance. The addition of numerous non-contributing buildings to the school property have altered the historic setting and these resources are excluded from the National Register boundary.

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number: Inventory of Photographs Griffin Grammar School,
Polk County, FL

PHOTOGRAPHIC INVENTORY

1. Griffin Grammar School (aka Griffin Elementary)
3315 Kathleen Road, Lakeland
2. Polk County, Florida
3. L.L. Parks
4. 2005
5. City of Lakeland, Community Development Department
6. West facade, major entrance, camera facing northeast
7. Photograph #1 of 28

Items 1 through 5 above pertain to all photographs listed below, unless otherwise indicated.

6. Entry at west façade, camera facing east
7. Photograph #2 of 28

6. Entry paneling, camera facing southeast
7. Photograph #3 of 28

6. Front (west) façade and north gable projection, camera facing southeast
7. Photograph #4 of 28

6. North gable, south face, camera facing northeast
7. Photograph #5 of 28

6. North and east elevations, camera facing southwest (building to the right is NC)
7. Photograph #6 of 28

6. East elevation, north side, camera facing west
7. Photograph #7 of 28

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section Inventory of Griffin Grammar School,
number: Photographs Polk County, FL

- 6. North elevation of east extension for auditorium, camera facing southwest
- 7. Photograph #8 of 28

- 6. South elevation of east elevation, camera facing northwest
- 7. Photograph #9 of 28

- 6. East face of rear projection, camera facing northwest
- 7. Photograph #10 of 28

- 6. East elevation of main block and south elevation of east extension, camera facing west
- 7. Photograph #11 of 28

- 6. South elevation, camera facing northeast
- 7. Photograph #12 of 28

- 6. South elevation, southeast corner addition, camera facing northwest
- 7. Photograph #13 of 28

- 6. Entry hall, camera facing west
- 7. Photograph #14 of 28

- 6. Entry hall, camera facing east
- 7. Photograph #15 of 28

- 6. Administrative offices at west side of building, camera facing north
- 7. Photograph #16 of 28

- 6. North/south hall, camera facing north
- 7. Photograph #17 of 28

- 6. North/south hall, south entry, camera facing south
- 7. Photograph #18 of 28

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CONTINUATION SHEET**

Section Inventory of Griffin Grammar School,
number: Photographs Polk County, FL

- 6. West side classroom, camera facing northwest
- 7. Photograph #19 of 28

- 6. East side classroom, camera facing northeast
- 7. Photograph #20 of 28

- 6. Library (former auditorium), camera facing west
- 7. Photograph #21 of 28

- 6. Library (former auditorium), exposed trusses, camera facing southeast
- 7. Photograph #22 of 28

- 6. Library (former auditorium), east end stage area, camera facing southeast
- 7. Photograph #23 of 28

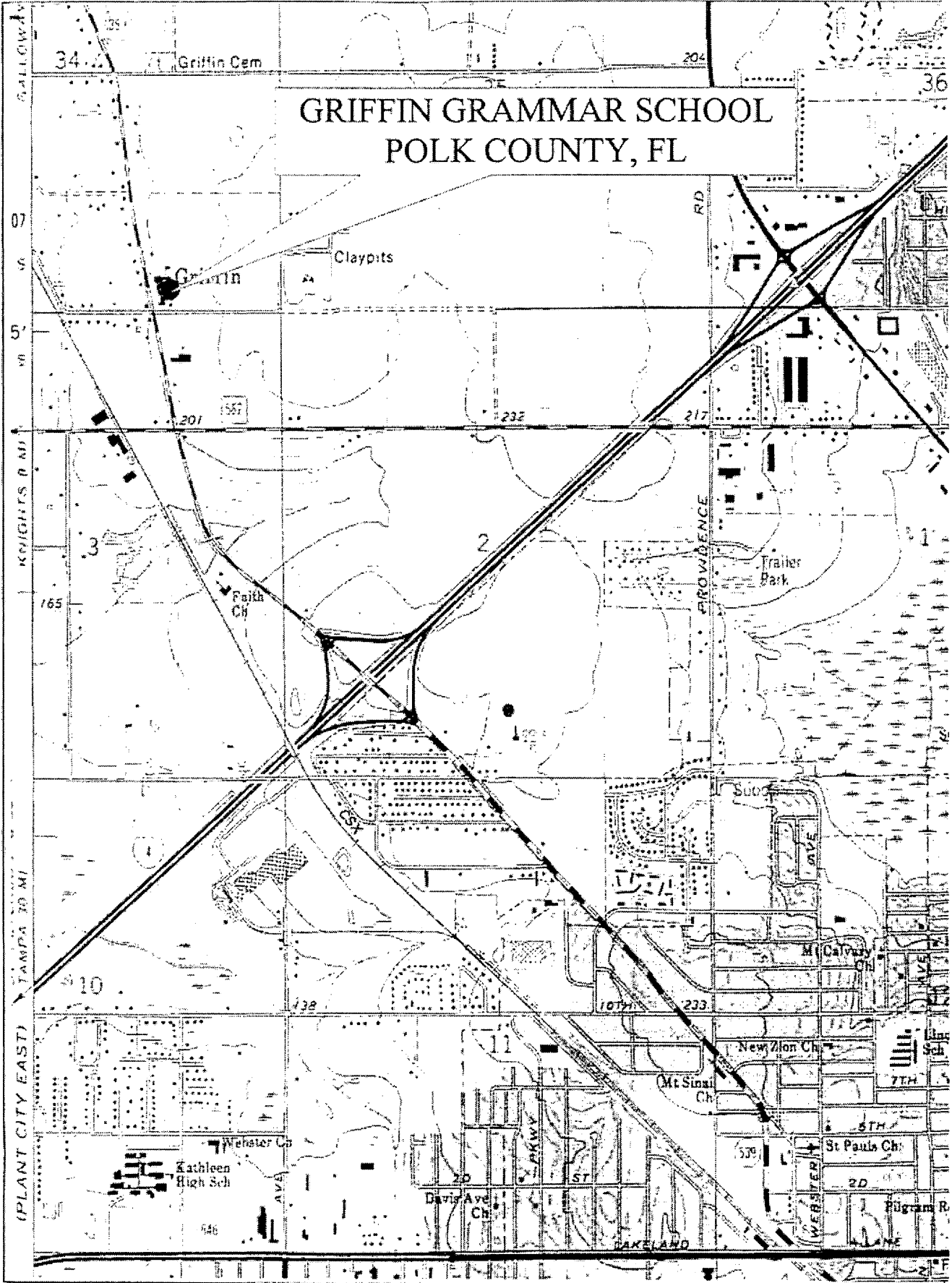
- 6. Lunchroom building, west elevation, camera facing east
- 7. Photograph #24 of 28

- 6. Lunchroom building, south and east elevations, camera facing northwest
- 7. Photograph #25 of 28

- 6. Lunchroom building, north and east elevations, camera southwest
- 7. Photograph #26 of 28

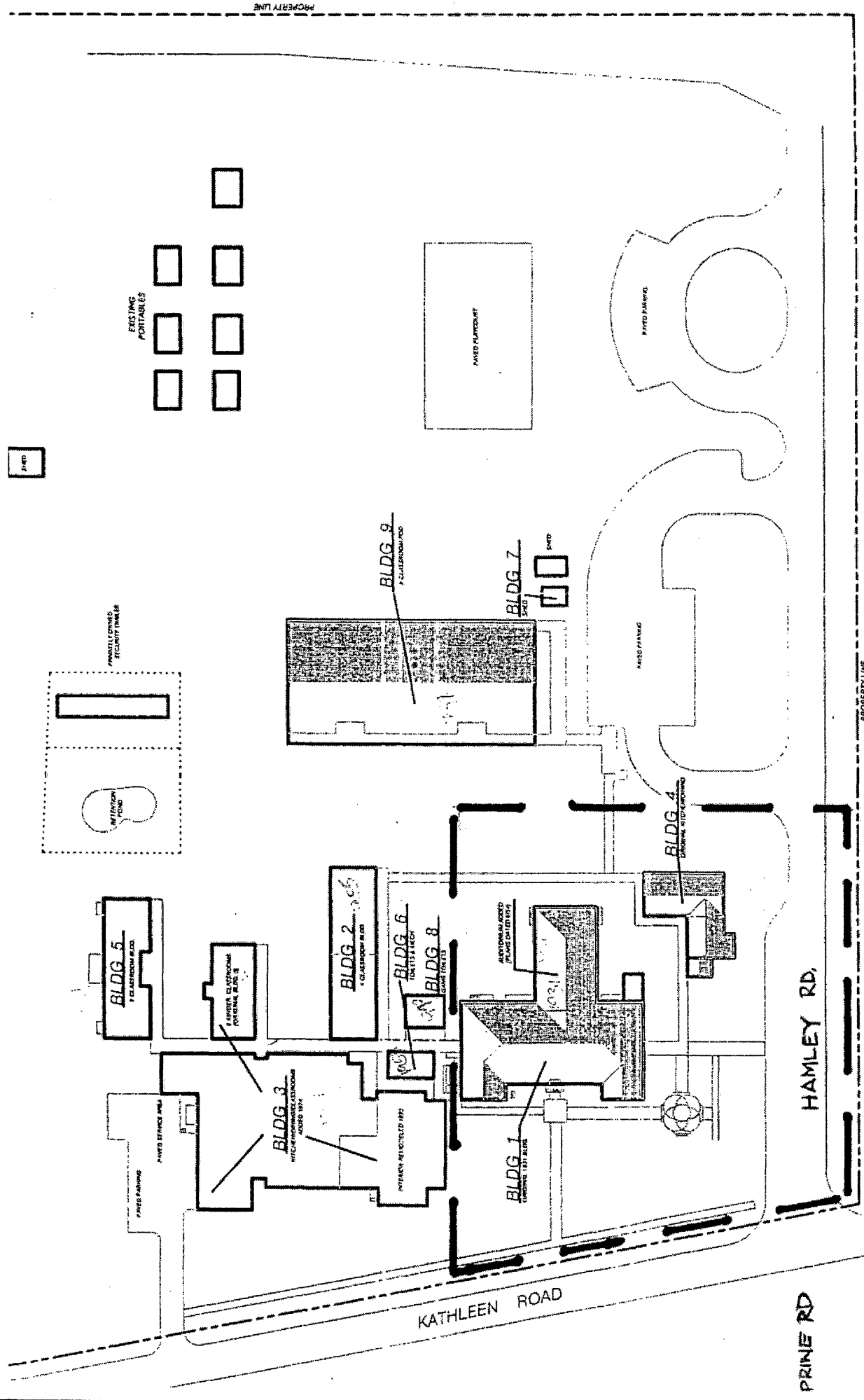
- 6. Lunchroom building, north and west elevations, camera facing south
- 7. Photograph #27 of 28

- 6. Lunchroom building interior, camera facing north
- 7. Photograph #28 of 28



FMSF #PO6824

LAKELAND, FL
USGS: 28081-A8-TF-024

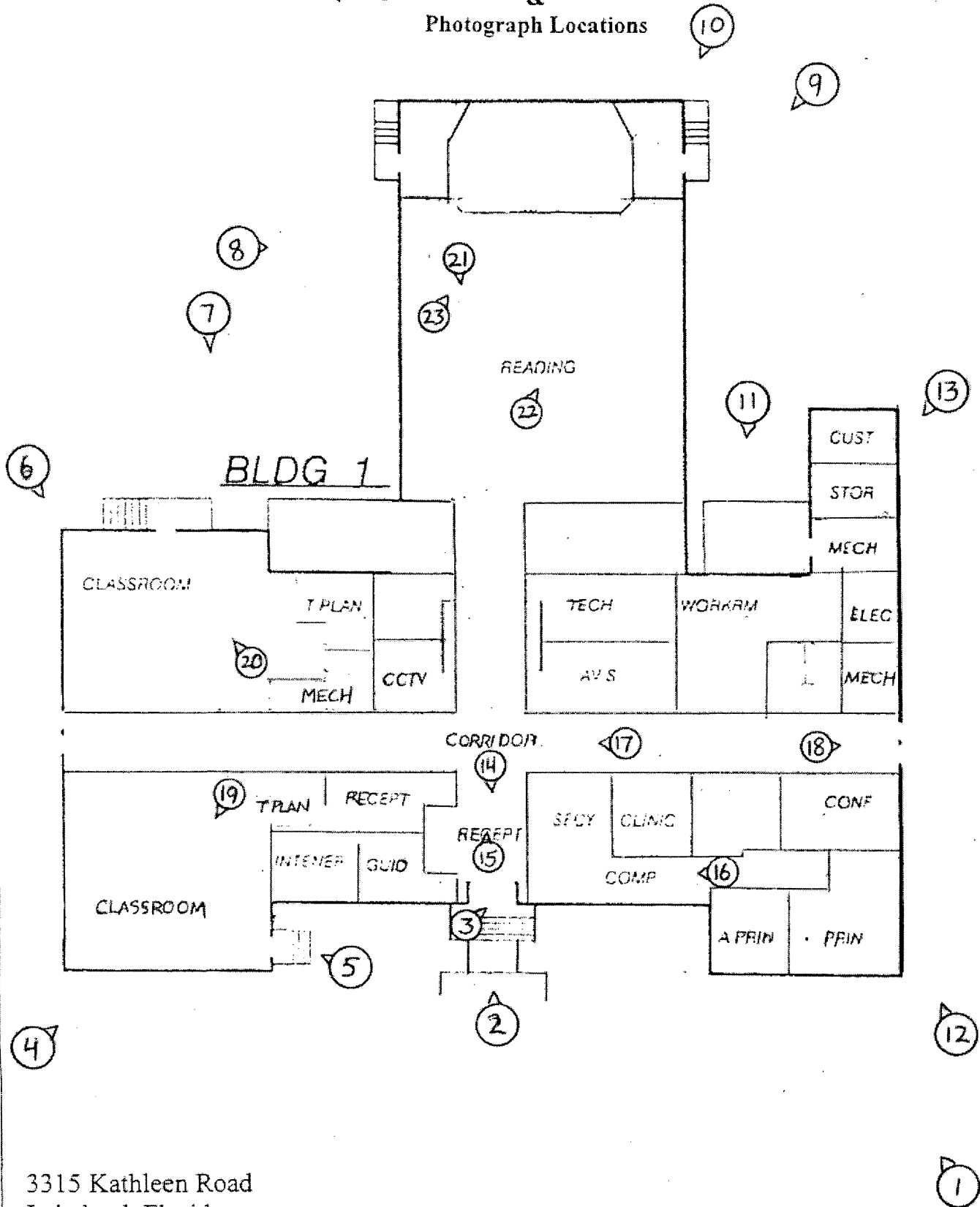
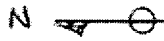


GRIFFIN GRAMMAR SCHOOL
Polk County, Florida
Site Map and National Register Boundary

GRIFFIN GRAMMAR SCHOOL

Floor Plan

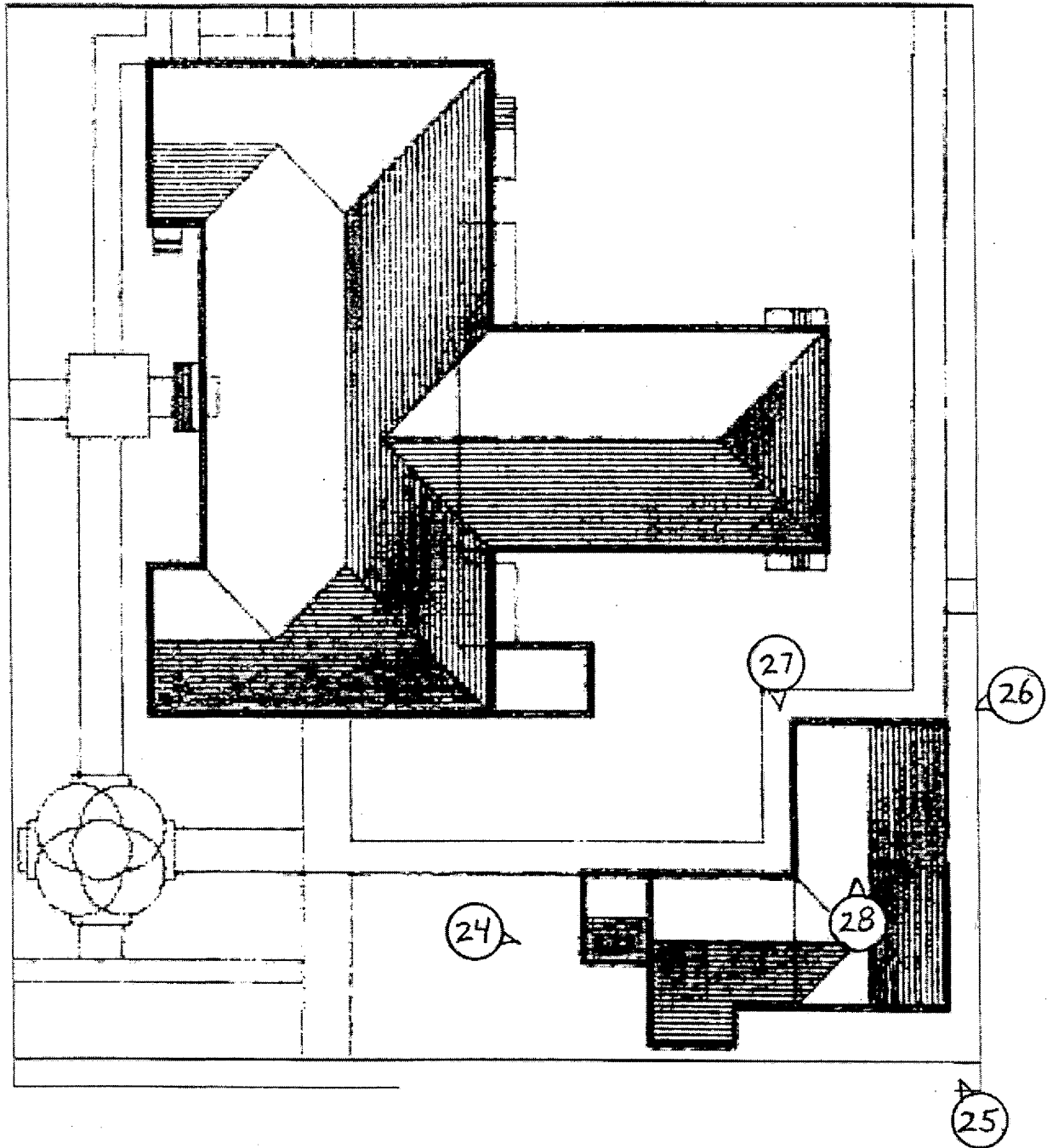
& Photograph Locations



3315 Kathleen Road
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GRIFFIN GRAMMAR SCHOOL LUNCHROOM PHOTO DIAGRAM

(not to scale)



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