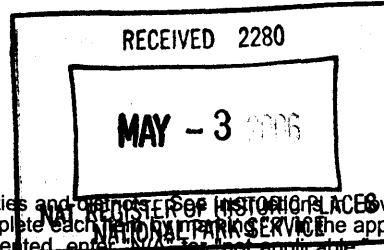


United States Department of the Interior
National Park Service



NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. Complete each section of this form to complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each section of this form 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 HASTINGS HIGH SCHOOL

other names/site number Public School #37; Public School #7; Hasting Town Hall; FMSF #SJ2598

2. Location

street & number 6195 South Main Street N/A not for publication

city or town Hastings N/A vicinity

state Florida code FL county St. Johns code 109 zip code 32145

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 4/28/06
Signature of certifying official/Title Date

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) _____

Signature of the Keeper

Date of Action

Edson H. Beall
Signature of the Keeper

6.14.06
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	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	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: high school

Current Functions

(Enter categories from instructions)

GOVERNMENT: town hall, government offices, public library

7. Description

Architectural Classification

(Enter categories from instructions)

LATE 19TH & EARLY 20TH CENTURY REVIVALS:

Mediterranean Revival

Materials

(Enter categories from instructions)

foundation CONCRETE

walls STUCCO

roof CERAMIC TILE

other LEADED GLASS, IRON

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.)

- Criteria A, B, C, D with checkboxes and descriptions.

Criteria Considerations

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

Property is:

- Criteria A, B, C, D, E, F, G with checkboxes and descriptions.

Areas of Significance

(Enter categories from instructions)

EDUCATION

ARCHITECTURE

Period of Significance

1924 - 1955

Significant Dates

1924

Significant Person

N/A

Cultural Affiliation

N/A

Architect/Builder

Henderich, Frederick A. (architect)

Woodcock, Owen Preston (builder)

Narrative Statement of Significance

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

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):

- Documentation checkboxes: preliminary determination, previously listed, designated landmark, recorded by Historic American Buildings Survey, recorded by Historic American Engineering Record.

Primary location of additional data:

- Location checkboxes: State Historic Preservation Office, Other State Agency, Federal agency, Local government, University, Other.

Name of Repository

#

10. Geographical Data

Acreage of Property 3.86 acra

UTM References

(Place additional references on a continuation sheet.)

1	1 7	4 5 1 1 6 0	3 2 8 6 7 0 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 Johnston, Sidney/Robert O. Jones, Historic Preservationist

organization Bureau of Historic Preservation date April 2006

street & number 500 South Brounough 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 Town of Hastings

street & number 6195 South Main Street, Suite A telephone 904/692-1420

city or town Hastings state FL zip code 32145

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.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section Number 7 Page 1

Hastings High School
Hastings, St. Johns Co., FL

SUMMARY

Hastings High School is located at 6195 South Main Street in Hastings, St. Johns County, Florida. Located on 3.86 acres, the school campus contains one building. Planned by St. Augustine architect Frederich A. Henderich, the well-executed Mediterranean Revival design contains approximately 32,000 square feet of interior floor space. Possessing a monumental presence on the south end of Hastings and built with a ceramic hollow tile and brick structural system, the building has an irregular shape with a complex system of two- and one-story hip roofs finished with ceramic barrel tiles. Projecting and receding blocks and surfaces contribute to the architectural character. Architectural features include loggias surrounding courtyards; textured shell stucco exterior walls, and large exposed carved wood rafter ends. Fenestration is asymmetrical and irregular with arched and rectangular window openings adorned with castcrete surrounds and sills. A central main entrance has decorative arched surrounds and wrought-iron lighting sconces. The concrete foundation is articulated. There are 236 windows testifying to significance of natural interior lighting in public schools planning during the early twentieth century.

The building is undergoing rehabilitation in stages. The second story windows have been restored and are boarded over or screened with a protective mesh. The first story has been rehabilitated and is occupied with city offices. The school contributes to the sense of time, place, and historical development of the Town of Hastings through its location, design, materials, workmanship, feeling, and association. It provides an important architectural and educational link to the heritage of Hastings. Displaying a superior level of craftsmanship, the school retains its early twentieth century character and integrity to a high degree.

SETTING

Hastings is approximately eighteen miles southwest of St. Augustine, the seat of government of St. Johns County. Founded in the 1890s, the incorporated town has a population of 521 as of 2000. The primary roadways consist of State Road 207 that runs in a northeast/southwest alignment from St. Augustine to Palatka, and is two blocks north of the school. County Road 13 is known as Main Street, and it runs south out of the downtown. Historically known as Old Dixie Highway, County Road 13 runs southeast to the intersection with County Road 204, where the original brick paved road remains intact and runs south to Espanola in Flagler County (NR 2005). Along Main Street, Hastings' historic downtown lies several blocks north of State Road 207. Dismantled decades ago, the Florida East Coast Railway tracks runs across the north end of Hastings' downtown. Although numerous properties in St. Johns County are listed in the National Register, none is located in Hastings, and all but four are located in St. Augustine.

George Miller Road forms the southern municipal boundary of Hastings, and the south boundary of the school's property. Several historic period dwellings are located to the south of the school. East of Main Street and the school, and maintained by the Recreation Department of St. Johns County, is Al Wilke Recreation Field. The field contains a baseball diamond, basketball court, football field surrounded by a track and supported by a grand stand, office building, pavilion, playground equipment, and tennis courts. To the north lie several historic-period

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 7 Page 2

Hastings High School
Hastings, St. Johns Co., FL

dwellings and vacant properties. To the west, or behind the school, stand undeveloped properties and a small one-story masonry building that was constructed in 1948 to support the school's Future Farmers of America (FFA) program. Still owned by the School Board of St. Johns County, the building is outside the western property boundary associated with the school, and is not a part of this nomination. The front lawn of the school contains a semi-circular drive and a concrete sidewalk that extends between Main Street and the school. A metal flagpole is beside the drive. Mature juniper, live oak, palm, and water oak trees are on the site.

PHYSICAL DESCRIPTION

Exterior

The irregular plan of the building is comprised of several basic blocks: the primary, central, two-story block with a projecting central, two-story hip roof extension; symmetrical one-story extensions at the north and south side elevations; and a rear, two-story block from which project one- and two-story flat, gable, hip, and shed roof extensions. Barrel tiles cover the roof surfaces. Fenestration is filled with 6/1, and 4/1 double-hung wooden sashes, and 1/1 double-hung arched top sashes. Groupings of sashes are separated by wooden mullions. Thick window sills are of concrete, and on the east elevation some have thick sculpted brackets.

The 270 foot main or east facade (Photos #1& 2) fronts onto Main Street. The historic school has a symmetrical, "E" shape plan with a complex series of two- and one-story hipped roofs surfaced with ceramic barrel tiles. The primary, central section of the building has an elongated hip roof from which projects a smaller two-story hip-roof block that contains the main entrance, and forms the central element of the "E" shape. Flanked by wrought-iron light fixtures, the central entrance consists of an elaborate two-part arched surround with the outer component executed in a random voussoir pattern in smooth-stucco. This pattern contrasts with a cast relief scroll pattern on the inner arch (Photo #3). Two heavy wooden doors with single lights are protected by decorative wrought-iron grilles. A bronze tablet attached to the exterior wall north of the entrance identifies the date of construction, trustees, architect, and builder of the school. Flanking the central entrance, three window groupings of 6/1 sashes are on the first story. The window sills have four brackets. The central feature on the second story is a wrought-iron railing on a projecting balconet with sculpted brackets. The balconet accents two pairs of six-light rectangular casement windows in an opening adorned with a crenellated surround.

At the wall junctures of the primary block and central projecting hip extension are abbreviated hip roofs (Photo #4) with ceramic barrel tiles that protect secondary entrances. Adorned with large, carved, wood purlins and brackets, each roof protects a 1/1 double-hung sash window set in an arched surround. The rectangular wood paneled doors have eight-lights in the upper half. Wrought-iron handrails are located on concrete steps. Adorning the wall surfaces above the hip roofs are pairs of arched openings with one-over-one-light double-hung sash windows currently boarded over. Characteristic of the contrasting materials and features of the building, the eaves of the primary block are finished with molded castcrete eaves troughs, differing from the exposed carved wood rafters on the central projecting hip roof. Beyond these features are 1/1 double-hung sash windows on the first story and boarded over groupings of double-hung sash windows with 4/1 on the second story.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section Number 7 Page 3

Hastings High School
Hastings, St. Johns Co., FL

Possessing similar features, the north and south walls of the primary block (Photo #5), have large, single, 4/1 double-hung sash windows on the first story which contrast with central groupings of 4/1 double-hung sashes flanked by single sash windows on the second story. Second story windows are currently boarded up. Contrasting fenestration at the southeast and northeast corners of second story primary block consist of a single, small 3/1 double-hung sash window (boarded over) and a small 1/1 double-hung sash window with the latter feature set in an arched surround.

Extending from the primary block on the north and south are "L"-shaped loggias around courtyards. The loggias are created by elongated one-story wings with cross-gable roofs and terminate with rectangular, hip roof blocks (Photos #6, 7). The one-story extensions represent the base and top of the "E" plan. The loggias' defining features are rounded arches comprised of smooth-stucco columns and impostes that contrast with shell stucco applied to the archivolt and spandrels (Photo #8). Sloped ramps, diagonal sidewalks, and concrete steps provide access through the courtyards and into the loggias, where paneled wood doors with lights access interior spaces.

The wall surfaces of the one-story hip blocks (Photo #9) complement the loggias with groupings of 3/1 double-hung sash windows flanked by single 4/1 double-hung sash windows, the latter of which have decorative sill-line shelf brackets. The walls facing the courtyard contain a tripartite arched niche.

The south elevation of the building (Photos #10, 11) has the one-story hip block at the southeast corner that mirrors the features along its north elevation with three arched niches, beyond which a receding wall is punctuated with a single 1/1 and five 4/1 double-hung sash windows. Beyond the windows project a small hip roof bay with 1/1 and 3/1 double-hung sash windows. The west end of the elevation terminates with a cross-hip block that project slightly beyond the line of the hip roof block at the southeast corner. Exposed carved wood rafter ends adorn the eaves, and half-round copper gutter systems protect the eaves and walls of the hip roof blocks that close the loggias.

The irregular plan of the building and many of its asymmetrical characteristics becomes fully evident when viewed from the southwest (Photo #11). At the southwest corner of the primary block projects a two-story cross-hip extension. The west elevation of the two-story extension has a series of 3/1 double-hung sash windows, and a fire escape leading from a wood paneled door with a six-light transom, all of which have been boarded over. Beyond this extension protrudes the elongated one-story gable extension which fronts onto the east elevation courtyard. The one-story extension contains a series of fifteen double-hung sash windows across the west elevation. From the west of the primary block projects a large two-story cross-hip extension, which supports a series of smaller two-story cross-hip extensions and abbreviated flat roof and gable roof extensions. The one-story flat roof extension to the south displays straight parapets with coping, molded eaves, and boarded over windows. The flat roof block is connected to the primary building by way of a small shed roof extension that protects a small rectangular bay. The flat roof extension forms narrow passageways between the adjacent, larger one- and two-story blocks.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section Number 7 Page 4

Hastings High School
Hastings, St. Johns Co., FL

At the school's southwest corner stands a one-story gable extension with a louvered vent within the gable, a six-light hopper window, and a pair of 1/1 double-hung sash windows punctuating the south exterior wall (Photo #12). On its west wall appear a series of decorative carved wood brackets that used to support a roof over a door. There are two doors with three lights, and a pair of 3/1 double-hung sash windows.

The rear or west elevation (Photo #12) displays the irregular plan of the building with projecting one and two-story blocks of differing sizes and roof types. To the north of the one-story gable extension lies a two-story hip-roof block with an "L"-shape wall plan. The wall is punctuated by a system of 4/1 and 3/1 double-hung sash windows which is obscured either by boards or protective mesh screens. A small one-story entrance bay with a hip roof protrudes at the wall juncture of the large cross-hip extension. Above the entrance bay is a large, boarded over opening, which covers a pair of 3/1 double-hung sash windows that provide natural lighting into an interior staircase.

The north elevation and northwest corner of the building is dominated by a large, rectangular, two-story hip roof block (Photo #13) with a symmetrical arrangement of 4/1 double-hung sash windows on the first story and boarded-over 3/1 sashes on the second story. Centrally placed groups of louvered vents punctuate its north wall, and the east elevation forms part of a north, inset courtyard/service area (Photo #14) with receding and projecting walls, and one-story hip and shed roofs that shelter entrances. Boarded over, the second story openings contain 3/1 double-hung sash windows and door with a six-light transom that originally led to a fire escape that has been removed. Part of the extension that forms the west wall of the north loggia on the east elevation, this one-story block has asymmetrical fenestration with 6/1, 4/1, and 1/1 double-hung sash windows.

The north elevation (Photo #15) continues the one-story extension that fronts the north courtyard. Reflecting interior use patterns the fenestration is irregular and asymmetrical with single arrangements of 4/1 double-hung sash windows flanking groupings of 3/1 double-hung sashes. A small, single, central 6/1 double-hung sash window interrupts the overall pattern. Beyond this series of openings lies the north wall of the rectangular block that ends the loggia. It has an identical fenestration found on the south end of the building, and a wall interrupted by three arched niches.

Interior

Containing 32,000 square feet of floor space, the interior has thirty-six primary rooms, divided into offices, auditorium, kitchen, library, mechanical rooms, meeting hall, and restrooms, and supported by an extensive system of halls and staircases. The walls are finished with textured plaster and toe-plate moldings; a few have wainscoting. Window and door openings are finished with wood moldings, and hopper-style transoms remain mounted above some interior doors. Most of the original five-panel wood doors are on brass hinges. Ceilings rise between eight and twenty-five feet, depending on the location and state of rehabilitation. Most ceilings rise to twelve feet and retain their plaster surface. The original pine floors are in good repair. The interior of the school

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section Number 7 Page 5

**Hastings High School
Hastings, St. Johns Co., FL**

retains its original design, spaces, circulation pattern, materials, and ambiance to a high degree.

First Floor

The main entrance consists of two single-light doors adorned with wrought-iron grilles (Photo #16) that opens into a "T"-shape vestibule-and-hall. An auditorium (Photo #17) and staircases are at the west end (Photos #18, 19), and front offices (Photo #20) open along both sides of the hall. Anchored by paneled newel posts with cornices and pine handrails, the stairs have a quarter-turn-with-landing design. The north and south ends of the "T" hall have pairs of five-paneled, lighted, swinging doors that open into secondary halls and staircases. Bereft of its original seats, the auditorium (Photo #21) has a level wooden floor, and a roof that rises twenty-five feet and is finished with boxed beams. The stage, adorned with a molded, plaster proscenium arch and trimmed with a paneled leading edge, opens at the west end of the auditorium (Photo #22). Flanking the stage are canted walls embellished with arched openings filled with translucent leaded glass. The decorative windows are backlit with pairs of 3/1 double-hung sash windows. Beneath the leaded glass are doors that lead into backstage rooms (Photo #23). To enhance sounds in the auditorium, the ceiling above the stage has been executed in a cove design finished with plaster. A balcony is accessed by the quarter-turn-with-landing stairs in the main hall. The stairs are composed of newel posts, molded handrails, and walls finished with tongue-in-groove panels. Interrupted by a central projection booth, a series of risers protected by stem walls and brass rail extends to the rear wall, where 6/1 double-hung sash windows and six-light casement windows overlook the front lawn of the building.

Secondary halls north and south of the entrance vestibule are accessed through the pairs of swinging doors. Straight staircases (Photo #24) and classrooms (Photo #25) now used as meeting rooms are located here. Access to each secondary hall is also provided through an eight-light paneled exterior door on the east façade (Photo #26). These halls run east and west (Photo #27) to the area west of the auditorium. The east/west hall on the south side has been interrupted mid-way with the installation of a small kitchen and closet. To the west of the auditorium is a north/south hallway, classrooms (Photo #28), kitchen (Photo #29) and cafeteria (Photo #30) located north of the auditorium. At the north end of this hallway is an exterior door paired with a 1/1 double-hung sash window in an arched opening at the north end (Photo #31). This door exits onto the service area at the northwest corner. At the south end of the hallway is access to two classrooms now used for storage within the small, one-story flat roofed wing. A dog-leg stairway located at the north end of the cafeteria provides access to the second story above this western portion of the building.

Running north and south off the east/west halls are the short halls that provide access through double doors (Photo #32) onto the loggia that access rooms north and south of the central block. At these short halls are restrooms on both the north and south. Along the north loggia are several former classrooms have been adapted into city offices (Photo #33). Along the south loggia the former classrooms have been converted into a public library (Photo #34).

Second Floor

The second floor is currently under rehabilitation. The second floor of the primary block contains six main rooms

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section Number 7 Page 6

**Hastings High School
Hastings, St. Johns Co., FL**

and the auditorium balcony. Three rooms (Photos #35, 36) and straight stairs with landings (Photo #37) are located to the north and south of the centrally located balcony (Photo #22). Stairways provide access to the balcony from the north and south sides. The stairway north of the cafeteria provides access to the second floor west of the auditorium. This stairway empties into a hall (Photo #38) that provides access to all the rooms. Two rooms service the upper stage rigging. Four classrooms contain chalk boards, double-hung sash windows, and plastered walls and ceilings (Photo #39).

ALTERATIONS

The earliest alteration was in 1928 when a two-story "L" shaped extension was added onto the west side of the auditorium block. In 1956 the one-story gable extension was added onto the southwest corner. In about 1970 the one-story flat roof extension to the south was added. In 2004 walls between the rooms fronting onto the south loggia were modified into arched openings to create large rooms for a library (Photo #34). Restroom, kitchen, and mechanical additions were made to this south wing. Two rooms fronting onto the north loggia had a wall removed to make a large public office. Restroom and mechanical additions were made to this north wing. Each loggia wing had a door enclosed leaving recessed original outlines of the openings. The textured, shell stucco used to finish the enclosure is compatible, but differentiated from the original wall surfacing. Despite the alterations, the level of integrity and historic character is high.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 1

Hastings High School
Hastings, St. Johns Co., FL

SUMMARY

Hastings High School is nominated to the National Register under criteria A and C for significance at the local level in the areas of Education and Architecture. The school represented an expansion of St. Johns County school district, and a major improvement for education in the Town of Hastings. Funding to construct the building was derived from local public sources. The school was completed in 1925. St. Augustine architect Frederick A. Henderich prepared the plans and the O. P. Woodcock Construction Company of Jacksonville supervised its construction. The building served as the town's high school until 1985, when the school board transferred students to St. Augustine High School. The school's design is derived from the Mediterranean Revival Style, and the building has an irregular, complex roof plan with two-and one-story blocks accented by contrasting materials, including ceramic clay tiles, glass, shell stucco, wood, and wrought-iron. It is the largest historic building in Hastings. The adaptive use of the building from education to public offices leaves intact the building's original room configuration and circulation pattern. The design of the school is consistent with national and statewide trends in architecture.

HISTORICAL CONTEXT

Hastings & St. Johns County

The Town of Hastings was formally organized in 1910, and developed in the late nineteenth century in large part from the activities of Henry Flagler and his railroad between Toco Junction and Palatka. The railroad opened rural southwest St. Johns County to several new farming communities, including Armstrong, Elkton, Hastings, and Spuds. Hastings was the largest and was started about 1890. Earlier, Charles Merrifield had purchased large tracts in the area, and built a homestead and planted citrus groves. He platted the Merrifield subdivision in 1886, but found the fertile lands adjacent to the St. Johns River were subject to flooding. Another investor and railroad builder, Utley J. White, built the initial railroad tracks through the area, and constructed a depot at Merrifield. He then dredged a canal from his farmlands to the river and planted crops, demonstrating that vegetables could be cultivated in the region.¹

About 1886, White invested some of his profits from selling the St. Johns & Halifax Railway to Henry Flagler into 26,000 acres at Hastings, where he dredged ditches and cleared land. For two years, he cultivated rice on 350 acres near the St. Johns River. But, after hail destroyed his fields, White turned to potatoes. He also developed real estate, opening White's subdivision in 1899. Farm and residential tracts extended to the west and south of Hastings downtown. On some of the western tracts, a small African-American neighborhood emerged. White also made investments in timberlands near Haw Creek in present-day Flagler County. There he built two saw mills and eighteen miles of logging railroads. By 1912, White had retired and lived in a mansion on Anastasia Island.²

¹Deed Book KK, p. 388, Clerk of Court, St. Johns County Courthouse.

²George Chapin, *Florida: Past, Present and Future*, 2 Volumes, (Chicago: S. J. Clarke Publishing Company, 1914), 2:636;

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 2

Hastings High School
Hastings, St. Johns Co., FL

After Flagler acquired the railroad from Utley, he sent his cousin, Thomas H. Hastings, to develop an experimental farm near the Merrifield tract. Initially named Prairie Garden, the area soon became known as Hastings Farms, and the postal service opened an office at Hastings in October 1891. The name Prairie Garden, apparently, was derived from an earlier reference to Rose Prairie, a nearby subdivision opened by Park Terrell in 1889. By 1902, Hastings Farm contained a cottage, gardener's cottage, barn, warehouse, and three tenements. In 1909, Hastings Farms produced \$1,000,000 in various crops, primarily Irish potatoes. The potato-growing tradition of the area dates from this era when Hastings emerged as an agricultural center in southwest St. Johns County. Investors organized the Hastings Development Company, and elected Charles A. DuPont president. In the early twentieth century, the company platted several subdivisions to provide new building lots north of the nascent downtown for an African-American community.³

Flagler promoted the Hastings village as a farming community, in part, to furnish his guests at fashionable hotels in St. Augustine with fresh vegetables, and, in part, to provide income for his railroad to transport crops to market. During the era, Flagler organized several land companies, developed experimental farms in Dade County and West Palm Beach, and experimented with town building at Dania, Hallandale, and White City. Through the Florida East Coast Homeseeker, a newspaper issued by Flagler's land companies, Flagler disseminated information about Florida's agriculture, coastal communities, and mild weather. Hastings was one of the earliest, if not the first, of Flagler's experimental farms and towns.⁴

Substantial growth in the county's agricultural heritage stems from the Flagler era. In 1889, census enumerators counted 510 farms in St. Johns County, the majority of those under fifty acres. Only two farms contained over 1,000 acres. In 1890, farmers harvested 51,000 bushels of sweet potatoes from 357 acres. Only twenty-five acres then planted in Irish potatoes yielded 1,200 bushels. By 1895, cultivated lands in the county amounted to 4,600 acres, and nearly 10,000 head of cattle roamed the county's pastures and woods.⁵

Potatoes became a crop of choice for many of the county's farmers, especially after devastating freezes touched Florida in the mid-1890s. In the early morning hours of 29 December 1894 temperatures dipped throughout

Plat Book 1, p. 99, Clerk of Court, St. Johns County Courthouse.

³Allen Morris, *Florida Place Names* (Coral Gables: University of Miami Press, 1974), 71; Alford Bradbury and E. Story Hallock, *A Chronology of Florida Post Offices* (Vero Beach: Florida Federation of Stamp Clubs, 1962), 37; Site File 8SJ2593, Florida Site File, Division of Historical Resources, Tallahassee, FL; William Adams and Paul Weaver, *Historic Places of St. Augustine and St. Johns County: A Visitor's Guide* (St. Augustine: St. Johns County Board of County Commissioners, 1993), 76; Edward Akin, *Flagler: Rockefeller Partner & Florida Baron* (Kent and London: Kent State University Press, 1988), 186; Plat Book 1, p. 47, Clerk of Court, St. Johns County Courthouse.

⁴Akin, *Flagler*, 184-187.

⁵Bureau of the Census, Tenth Census, 1880, *Manufactures of the United States* (Washington, D.C.: GPO, 1883), 206-207; Bureau of the Census, Eleventh Census, 1890, *Statistics of Agriculture of the United States* (Washington, D.C.: GPO, 1895), 128, 202, 280, 464.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section Number 8 Page 3

Hastings High School
Hastings, St. Johns Co., FL

Florida and reached 19°F in Rockledge. At St. Augustine, the temperature dipped to 16°F. Another report indicated that “A line drawn from Manatee to Titusville would mark the southern limit of temperatures below twenty degrees.” The cold ruined many vegetable fields and defoliated some citrus trees, causing most trees to drop their fruit. A warm interval followed, which promoted the flow of tree sap. Then, on the morning of 8 February 1895, temperatures again dipped well below freezing. Farther inland and farther south, at DeLand, one grower reported citrus trees split asunder with a sound resembling cracking walnut. Even in Key West residents reported a light frost. The second cold blast killed thousands of citrus trees throughout the state. Mature Florida orange trees in 1893 numbered about 3,000,000; by late 1895, that figure had declined to fewer than 90,000.⁶

Some St. Johns County farmers replanted their groves, but a subsequent freeze in February 1899 wiped out much of their efforts. One resident at Mandarin reported ice forming in the St. Johns River in the 1899 freeze. Apocryphal stories of farmers abandoning their homesteads and barns near Jacksonville and Palatka to begin afresh in south Florida probably applied to some farmers in St. Johns County. Others adapted by finding new crops. Indicative of the diminished status of the citrus industry in the county, area farmers packed only 13,000 boxes of oranges in 1919. By the mid-1920s, some packing houses in Orange and Polk Counties harvested more fruit in one week than all of the farms combined in St. Johns County during the entire harvest season.⁷

Potatoes became the preferred crop because of the freezes, and in part, because of increasing demand for them as Florida’s population surged forward. Henry Flagler had acquired large tracts in the area that became Hastings, and to educate and encourage farmers he established a model, or experimental farm. Because of the mild climate, potatoes produced in Hastings were harvested for market well in advance of those in more northern regions. Most farmers harvested several crops each season. In 1890, St. Johns County’s farmers cultivated far more sweet potatoes (51,492 bushels) than Irish potatoes (1,202 bushels). Only twenty-five acres of the latter were planted that year. By 1902, the Hastings and Elkton area supported 135 acres of Irish potatoes, and cultivation of the tuber accelerated rapidly over the following decade. In 1909, St. Johns County farmers planted 3,500 acres in potatoes, from which they harvested 456,000 bushels. By 1914, in Elkton and Hastings alone, where potato cultivation expanded more than anywhere else in the state, nearly 9,000 acres had been cleared and planted in Irish potatoes. Between 1890 and 1910, the Hastings census district grew dramatically, expanding tenfold from 220 to 2,053 people. In 1909, residents incorporated the Town of Hastings, which boasted 399 citizens in 1910.⁸

⁶John Attaway, *A History of Florida Citrus Freezes* (Lake Alfred: Florida Science Source, Inc., 1997), 29-37; *Jacksonville Florida Times Union*, 9 February 1895.

⁷Attaway, *Florida Citrus Freezes*, 34, 43-44; Bureau of the Census, Fourteenth Census, 1920, *Agriculture* (Washington, D.C.: GPO, 1922), 378-379.

⁸Sidney Martin, *Florida’s Flagler* (Athens: University of Georgia Press, 1949), 133; *St. Augustine Record*, 4 June 1950; Chapin, *Florida*, 2:696; Bureau of the Census, Eleventh Census, 1890, *Agriculture* (Washington, D. C.: GPO, 1895), 128; Bureau of the Census, Thirteenth Census, 1910, *Agriculture* (Washington, D. C.: GPO, 1913), 309; Bureau of the Census, Thirteenth Census, 1910, *Population*, 309.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 4

Hastings High School
Hastings, St. Johns Co., FL

In 1914, Hastings's residents celebrated the completion of a county-wide brick highway, which extended through their community, connecting the settlement with St. Augustine to the north and Ormond Beach to the south. The following year, the highway was named part of the celebrated Dixie Highway, placing the farming community on a new, primary regional highway that extended between Michigan and Miami Beach.⁹

Between 1910 and 1920, Hastings's population increased from 399 to 761 residents. In 1918, a shortage of potatoes in northern markets boosted prices to \$20.00 a barrel, a windfall for Hastings's farmers. In 1920, farmers cultivated approximately 16,000 acres, most of those in potatoes. In 1921, several subdivisions supported development within the municipal limits, including G. C. Middleton's subdivision, Hastings Development Company subdivision, McClure's subdivision, Mettle & Harris subdivision, and the Model Land Company subdivision. St. Johns Methodist Episcopal Church occupied a prominent site south of the nascent downtown and along the Dixie Highway, then locally known as "The Boulevard" and later as Main Street. Other businesses in the downtown consisted of the Big Brick Garage, Hastings Cold Storage Company, Langford's Garage, and the Hastings Herald Publishing Company, which published the weekly Hastings Herald. In 1927, the newly-organized Hasting Potato Growers Cooperative developed a distinctive building executed in the Mediterranean Revival genre north of the downtown. To the west of the downtown, the Nix Produce Company and the Whitehouse Barrel Company manufactured barrels for potato farmers. The FEC railroad tracks, supporting freight and passenger depots, marked the northern extent of the downtown. Farms encircled the community with the largest African-American neighborhoods to the north of the railroad tracks.¹⁰

Some farmers contributed to and made extensive use of investigations and findings published by the Florida Agricultural Experiment Station in Gainesville, Florida. The station published bulletins on Irish potatoes in 1905, 1914, 1917, and 1923, documents that discussed blights, diseases, fertilizers, harvesters, the benefits and drawbacks of varieties such as Spaulding's Rose, Bliss Triumph, and Irish Cobbler, and other agriculture topics. Much of the early research came out of Hastings, although the station was initially located at Lake City and then Gainesville. In 1923, to take advantage of Hastings's extensive potato fields, the Experiment Station established the Hastings Potato Investigations Laboratory, which initially leased space in a commercial building in the downtown. In 1927, the Hastings Potato Growers Association donated property to the Experiment Station for a laboratory building, greenhouse, and storage building north of the downtown.¹¹

⁹Howard Preston, *Dirt Roads to Dixie: Accessibility and Modernization in the South, 1885-1935* (Knoxville: University of Tennessee Press, 1991), 19-20, 56-58; *St. Augustine Record*, 16 January, 24 February, 30, 31 March, 1, 2 April 1914.

¹⁰Sanborn Map Company, *Fire Insurance Map of Hastings, St. Johns County, Florida* (New York: Sanborn Company, 1921, 1930); Adams and Weaver, *Historic Places of St. Augustine and St. Johns County*, 77.

¹¹Pete Weingartner, "Information Packet North Florida Potato Tour," Hastings, 1999, n. p.; Charles M. Connor, *A Preliminary Report on Growing Irish Potatoes* (Lake City: College of Agriculture, 1905) A. P. Spencer, *Irish Potatoes in Florida* (Gainesville: College of Agriculture, 1914); A. P. Spencer, *Irish Potatoes in Florida* (Gainesville: College of Agriculture, 1917); A. P. Spencer, *Irish Potatoes in Florida* (Gainesville: College of Agriculture, 1923); John M. Scott, *Irish Potatoes in Florida* (Gainesville: College of Agriculture, 1928)

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 5

Hastings High School
Hastings, St. Johns Co., FL

By 1930 the population of Hastings declined to 673, a trend partially attributed to the development of a new highway and railroad tracks, both of which passed the community far to the east. In addition, Ocean Shore Boulevard opened in 1927, diverting still more tourists to an eastern route that took visitors far from Hastings's fields and downtown. The alignments reduced the number of miles and travel times between St. Augustine and Daytona Beach. Despite the decline, approximately 3,000 migrant African-American laborers continued to arrive in Hastings in the harvest seasons. In 1928, the Florida Department of Agriculture issued Irish Potatoes in Florida, a revision of earlier bulletins that addressed marketing solutions to Florida's potato crop, and derived much of its research from Hastings's potato farmers.¹²

A resurgent agriculture industry increased the population of Hastings during the Great Depression and World War II. In 1937, 15,000 acres in potatoes yielded 2,092 railcars filled with Green Mountain, Red Bliss, and Spaulding Rose varieties valued at \$1,882,800. Cash payments by northern buyers and markets prompted the town's officials to mobilize the Home Guard to protect the local bank. The increased income and wealth in the town sparked the construction of a new community city, which included offices for the local government, and the development of a large potato bagging facility east of the town. In 1940, the census bureau counted 1,035 resident, and 1,167 five years later. A post-war movement from farm-to-city resulted in a population decline in rural St. Johns County, and even the Town of Hastings experienced the demographic and social effects with the population declining to 577 in 1950.¹³

St. Johns School Systems

The Hastings High School is historically associated with the development and expansion of the education system of Hastings and St. Johns County. Developed in the opening decade of the twentieth century, the system's public school buildings supported black and white students in separate facilities. Characteristic of the racial divisions and dual nature of Florida's public education system of that time, the county's African-American schools consisted of relatively small, one-story, wood-frame buildings that had been used for decades in the communities of Armstrong, East Hastings, Hurds, Moultrie, Picolata, Roy, Switzerland, and West Augustine.

St. Johns County's school administrators implemented a consolidation policy in the 1920s. In the early part of the decade, the school board and local trustees replaced both the black and white schools. During the period, the school board built several new schools, most of those in St. Augustine, but several in smaller communities such as Hastings.¹⁴ The new schools included the Fullerwood School and Ketterlinus High School in St.

¹²*Hastings Herald*, 13 April 1928.

¹³Works Progress Administration, *Florida: A Guide to the Southernmost State* (New York: Oxford University Press, 1939), 355; *St. Augustine Record*, 16 January 1936.

¹⁴William N. Sheats, *Biennial Report of the Superintendent of Public Instruction for the State of Florida for the Two Years Ending June 30, 1914* (Tallahassee: State Superintendent of Public Instruction, 1914), 608-609; William N. Sheats, *Biennial Report*

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section Number 8 Page 6

Hastings High School
Hastings, St. Johns Co., FL

Augustine, Hastings High School, the New Augustine School, and Mill Creek Consolidated School. From the 1930s into the middle of the 1950s, the school board built few new schools.

In the 1920s, the school board relied more on the expertise of professional architects and builders for the larger construction projects. Local architects who captured many of the contracts included F. A. Hollingsworth and Frederick A. Henderich. A few out-of-town and out-of-state architects also submitted winning proposals, such as Atlanta's A. Ten Eyck Brown. The school board paid Dr. Fletcher Dresslar for consultation and review services of architectural proposals.¹⁵

HISTORIC SIGNIFICANCE

In 1916, the county school board created a special school district to provide a funding mechanism for replacing the aging, two-story, wood-frame school that served the white community of Hastings. By November 1921, the school board had issued warrants to borrow additional funds to assist in the construction of new schools in Hastings and St. Augustine. Initially, the board selected the prominent architectural firm of Edwards and Sayward of Columbia, South Carolina, to draft the plans for the new Hastings school. Funding challenges and political wrangling temporarily stalled the project, and eventually those plans were shelved. In July 1923, after the lobbying efforts of Hastings residents, the school board adopted a resolution to acquire a site for the new facility for the sum of \$5,000. In October 1923, under the leadership of Evelyn Hamblin, the board's chair, and N. J. Adams, the school board purchased the ten-acre DuPont lot at the south end of Hastings's town limits for the site of the new school at a cost of \$3,600. After conferring with local trustees Mrs. Herbert Felkel and J. M. Campbell of Hastings about the proposed school, Adams and Hamblin selected Frederick A. Henderich to draft the plans for the new school. In February 1924, Henderich submitted plans for one-story and two-story versions of the new Hastings school. The board settled on the two-story version, which they submitted to Dr. Fletcher B. Dresslar of Peabody College for Teachers in Nashville, Tennessee, for review and comment.¹⁶ During the 1910s and 1920s, a number of county school districts turned to nationally prominent architects who specialized in school design to review plans for new schools. By consulting with Fletcher Dresslar, St. Johns County's school board followed state and national trends in developing new schools. One of Dresslar's earliest visits to St. Augustine came in 1923, when he reviewed plans for a new school in the Ancient City.¹⁷

of the Superintendent of Public Instruction for the State of Florida for the Two Years Ending June 30, 1916 (Tallahassee: State Superintendent of Public Instruction, 1916), 710-718; Minutes, 22 September, 24 October, 2 December 1924, St. Johns County School Board, St. Augustine, Florida.

¹⁵Minutes, 1 April, 2, 14, July 1924, 23 September 1927, St. Johns County School Board.

¹⁶Minutes, 1 November 1921, 2 July, 2 October 1923, 5 February, 4 March 1924, St. Johns County School Board.

¹⁷*Jacksonville Florida Times Union*, 11 September 1923; Henry Withey and Elsie Withey, *Biographical Dictionary of American Architects* (Los Angeles: Hennessey & Ingalls, Inc., 1970), 316; Minutes, 28 September, 2 October, 8 December 1915, Board Secretary Office, Duval County School Board.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 7

Hastings High School
Hastings, St. Johns Co., FL

Dresslar was born in Indiana and educated at Indiana University and earned by Ph.D. in education at Clark University in 1894. Before earning his graduate degree, Dresslar taught at California's State Normal School in Los Angeles and then at the University of California. He left California in 1909 to serve as dean of the Department of Education at the University of Alabama, where he remained until 1911. During 1911 and 1912, Dresslar worked for the U. S. Bureau of Education in Washington, D.C., during which time he published American Schoolhouses. Dresslar's treatise documented the rich variety of America's school infrastructure, and addressed the benefits and necessities for standardization in school construction. For the study, Dresslar depended heavily upon the works of education architects C. B. J. Snyder, who then served as superintendent of school buildings for New York City, and the prominent school architect William B. Ittner of California. Dresslar's treatise was also derived from studies of public schools in Alabama, California, Indiana, New York, and Wisconsin, and included over 300 floor plans and elevations of schools throughout the nation. The publication propelled him into new areas of education, including the directorship of the Interstate School Building Service. In 1912, Dresslar left Washington, D.C., for an academic position in the Education Department at George Peabody College in Nashville, Tennessee, where he published, taught, and consulted until his death in 1930. He consulted with hundreds of school boards throughout the country and his consultation at Hastings came near the end of a long and successful career.¹⁸

With Dresslar's review and approval complete, Henderich made minor changes to the plans, and on 29 April 1924 the school board awarded a construction contract for \$78,950 for the new building to the O. P. Woodcock Company of Jacksonville, Florida. Henderich's line drawing of the front facade appeared in the St. Augustine Evening News on 15 April 1924, along with a front-page article announcing the beginning of the project in May 1924. In the article, Henderich noted that the coquina shell stucco, ceramic roof tiles, stone and cement trimmings, and wrought-iron applied to the building would bring efficiency and economy to the maintenance and operation of the facility. During construction, the school board secured temporary buildings at the existing school site for students, hired an assistance principal and additional teacher, and purchased three buses to transport students to the new facility. In August 1924, the school board ordered a bronze nameplate to install on the building in a conspicuous place to identify the date and names of board members, trustees, superintendent, architect, and builder associated with the project. In November 1924, as the project neared completion, the board purchased insurance on the property, and the Woodcock Company completed the building in December 1924. One of the final construction activities consisted of installing a sewer line from the building to the town's main line, and connecting the building to an artesian well at the rear of the property. The St. Augustine Evening News announced the completion of the school about 15 December 1924, and principal Frank B. Lindsay, Mrs. H. A. Wyllys, S. A. Minton, Mrs. George A. Leonard, and M. E. Brewster developed a program to celebrate its opening. In addition to the name Hastings High School, the building was also initially named St. Johns County Public School No. 37.¹⁹

¹⁸Fletcher B. Dresslar, *American Schoolhouses* (Washington, D.C.: GPO, 1911); A. N. Marquis, comp., *Who Was Who In America, 1897-1942* Volume 1, (Chicago: Marquis Company, 1942), 340; Minutes, 3 April 1924, St. Johns County School Board; *New York Times*, 20 January 1930.

¹⁹Minutes, 29 April, 14 July, 6 September, 21 November, 2, 19 December 1924, 3 January, 3 February 1925, St. Johns County

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 8

Hastings High School
Hastings, St. Johns Co., FL

The opening of the new building coincided with a larger consolidation process whereby public schools were dismantled and properties sold at Byrd, East Hastings, Hastings, and Yelvington. The students were transported to the new Hastings facility. At Elkton, the school board deferred closing their large school for several years, but eventually those students also attended classes at Hastings. In June 1927, because consolidated schools had resulted in the closing of numerous schools, the school board renumbered the county's public schools, including Hastings High School, which became Public School No. 7. Hardly had the new Hastings school been completed, when, in December 1924 the school board, Hastings School Improvement Society, and Principal Frank Lindsay disagreed over the regulations for the auditorium. Lindsay had submitted proposed regulations earlier in 1924, but with the completion of the building, various social and religious organizations requested use of the 650-seat auditorium, triggering a new round of discussions about procedures and rental costs. In January 1925, Lindsay submitted revised regulations that satisfied the parties, and were adopted by the school board.²⁰

The completion of the school also prompted landscaping improvements and additional infrastructure. In February 1925, the school board requested that the county government build a semi-circular drive across the front lawn, an action completed later that year. In May 1925, the school board purchased from the Union School Furnishing Company a metal flag pole, which was installed midway between the school and Main Street. Later, in June 1925, Hastings businessman Frank W. Nix of Nix Produce Company presented the school with a new American flag. In August 1925, the school board purchased from C. F. Hamblin, Inc. an electric pump and galvanized water tank and tower (demolished), which was installed in the southwest corner of the school lot and connected to the building to supply a consistent source of fresh water. In November 1925, the Hastings School Improvement Association erected a fence around the property, using materials provided by the school board.²¹

Responsive to the local community, the principal and school board often adjusted the school's schedule to accommodate the agricultural and farming needs of residents. In June 1925, the school board announced that the beginning of the 1925-1926 term had been advanced two weeks to 31 August 1925, "this being done to allow as early closing as possible on account of the crop conditions in that Section." Early administrators and instructional staff at the school included Principal Frank B. Lindsay, supervisor Eddie Young, and teachers Alice Bateman, Mary Boggs, Hazel Campbell, Edith Curtis, Mattie Curtis, Mabel Lindsay, Mrs. E.E. Rogers, and Ruth Wampley. In addition to supervising education activities at the high school, Lindsay attended statewide conferences including conferences for the Florida Education Association. Several teachers, including Mary Boggs, Hazel Campbell, Mabel Reinhardt, and Eddie Young, also attended annual conferences, some of which were held at the University of Florida.²²

School Board; *St. Augustine Evening News*, 15, 30 April, 10 November 1924.

²⁰Minutes, 21 November, 19 December 1924, 3 January, 3 February 1925, 10 June 1927, St. Johns County School Board.

²¹Minutes, 3 February, 5 May, 19 June, 20 August, 3 November 1925, St. Johns County School Board.

²²Minutes, 2 June 1925, 13 April 1928, St. Johns County School Board; *Hastings Herald*, 20 January, 6 April 1928.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section Number 8 Page 9

Hastings High School
Hastings, St. Johns Co., FL

The school also accommodated grade school students, and was often referred to as Hastings High and Graded School. By 1927, despite the building's large size, the new school population experienced overcrowding, in part, because of the facilities role of accommodating students from the first through the twelfth grades. That year, the school board hired the Eau Gallie Construction Company to build an eight-room addition with one-and two-story blocks. The addition containing a cafeteria and classrooms was built onto the rear of the auditorium, and displayed similar design features applied to the original building. It was completed in 1928 at a cost of \$30,607. Katherine Atkinson served as the initial cafeteria director. Later that year, Lindsay resigned as principal, and he and his wife, Mabel Lindsay, left for positions in public schools in another county. R.E. Hiller replaced Lindsay as principal, and he in turn was replaced soon after in 1929 by John C. Crookshank, the former principal at Orange Street Elementary School in St. Augustine. That year, 358 students enrolled at the Hastings school, 130 pupils in the high school with the remainder in the primary grades.²³

In 1926, the first graduating class consisted of six students, including Ellen Johnson, who celebrated the rescuing of the building from demolition in 1993. In 1928, Hastings High School's graduating class consisted of sixteen students, and fourteen the following year. Indicative of the relatively small size of the community and its flat growth rate into the 1950s, the graduating class at Hastings High School in 1952 also consisted of fourteen students. For several years in the late 1920s and early 1930s, the Hastings Herald published school columns, which included "chatterbox" columns about academics and sports. In one edition, twelfth grade students responded to the query "Why Do We Have Schools?" a column that occupied a half-page from Rebecca Bowles, Edward Davis, Welsh Middleton, Bert Rogers, Ethel Temple, and several other students. Despite the relatively small size of the community, Hastings High school produced students who later became attorneys, engineers, physicians, as well as farmers. Several notable athletes came out of the community, including "Mule" Elerby, who participated in the 1938 Olympics on the track team with Jesse Owens, and heavy weight boxing challenger Elmo Ray who fought Joe Lewis.²⁴

The instructional staff also remained relatively small, and although some turn over occurred, several educators at Hasting High school in the 1920s still taught there in the 1940s, including Edith Curtis and Mattie Curtis. Hired by the school board about 1927, teacher Johnnie Padgett taught junior and senior high grammar in 1928, and seventh, eighth, and ninth grade English in 1949. In 1932, during the nadir of the Great Depression, the school board cut salaries by twenty-five percent, and recommended that at Hastings High School and St. Augustine High School "as many teachers as possible be released." That year, salaries paid to the faculty at Hastings High School amounted to \$19,125, the second highest in St. Johns County, behind only the high

²³Minutes, 23 September, 28 October 1927, 13 April, 4 September 1928, St. Johns County School Board; *Hastings Herald*, 20 January 1928, 13 September 1929.

²⁴Hastings High School 1995 Calendar; *Hastings Herald*, 6 April 1928; Minutes, 4 September 1928, 23 June, 10 October 1932, 8 April, 1947, 14 April 1949, 9 April 1953, St. Johns County School Board; *St. Augustine Evening Record*, 6 June 1985, 4 February 1995.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section Number 8 Page 10

Hastings High School
Hastings, St. Johns Co., FL

school in the St. Augustine. Despite the reductions and cutbacks of the 1930s, Padgett and Edith Curtis remained on the Hastings faculty into the 1950s, during which time S. Earl Byrd served as principal.²⁵

In addition to accommodating the education of Hastings' white children between 1924 and 1955, the building was also used by various social groups and for political activities. Most of the activities occurred in the auditorium, by far the largest meeting space in Hastings, and one of the largest in St. Johns County before World War II. Local and regional organizations and personalities who appeared at the school included lecturer Bertrand M. Tipple and Radcliffe's Chatauqua. Tipple was a Methodist pastor who transferred to Rome, Italy in 1909, where he served as pastor of the American Methodist Episcopal Church and founded Collegio Internazionale di Monte Mario in 1911. Tipple served as a correspondent for the Christian Science Monitor and the New York Tribune, and published several books. Tipple returned to the United States in 1924, and between 1925 and 1928 he lectured to various religious and social groups throughout the United States. Local plays and minstrel shows in the school auditorium included the Epworth League's "Old Fashioned Mother" and the local fire department's "Fireman's Revue." More common were annual graduations and Christmas and seasonal pageants.²⁶

One prominent politician of the early twentieth century to deliver a speech in the school auditorium was Ruth Bryan Owen, Florida's first congresswomen. During her 1928 campaign against incumbent William J. Sears, Owen worked tirelessly to win election to Florida's fourth congressional district. Drawing an analogy with the Chatauqua circuit, historian Sally Vickers documented that during the campaign Owen traveled 16,000 miles in three months and delivered 600 speeches. Some days, she drove 250 miles and spoke to seven audiences. On 13 April 1928, she spoke to woman's clubs from Elkton, Federal Point, and Hastings at the Hastings High School auditorium, two months before winning the Democratic primary. Later, Owen easily won the general election, with St. Johns County's voters joining most Floridians in support of her candidacy. Owen served two terms in the House of Representatives, lost the re-election bid for a third term, but was rewarded for her party loyalty in 1933 when she received an appointment as minister to Denmark by President Franklin D. Roosevelt, a diplomatic post she held for three years.²⁷

By 1946, the school board had constructed a one-story building behind the school to house the Future Farmers of America (FFA) and agriculture department. That building was replaced in 1962 with a one-story, concrete block building. In 1956, the school board hired the Cops Construction Company to build a one-story kitchen addition onto the school at a cost of \$17,740. That year, the school board also developed plans for a band room, gymnasium, and athletic field, which were completed east of Main Street in 1958. In the late-1960s, St. Johns County integrated its public schools. Later, about 1970, the board funded the construction of a small, one-story,

²⁵Hastings High School 1995 Calendar; *Hastings Herald*, 6 April 1928; Minutes, 4 September 1928, 23 June, 10 October 1932, 8 April, 1947, 14 April 1949, 9 April 1953, St. Johns County School Board; *St. Augustine Evening Record*, 4 February 1995.

²⁶*Hastings Herald*, 3, 10, 17, 20 February 1928.

²⁷Sally Vickers, "Ruth Bryan Owen: Florida's First Congresswomen and Lifetime Activist," *Florida Historical Quarterly* 77 (Spring 1999), 455-461, 469-473; *Hastings Herald*, 13 April 1928.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 11

Hastings High School
Hastings, St. Johns Co., FL

flat-roof extension along the south side of the auditorium. Against the cries of protest from parents, the school board closed the facility in June 1985, transferring the students to St. Augustine High School. Organized in 1993, the Hastings High School Alumni Foundation rescued the building from imminent demolition by Realco Wrecking Company of Jacksonville. That year, the school board deeded the property to the Town of Hastings, which is rehabilitating the building, in part, with state grant funds.²⁸ It presently contains the municipal offices and meeting hall of the local government, a branch of St. Johns County's public library system, and branch offices of St. Johns County's property appraiser, sheriff's department, and tax collector.

Architect

A native of New York City, Frederick A. Henderich graduated from Columbia University with a degree in architecture. In 1905, he arrived in St. Augustine, where he worked as an architect for the Florida East Coast Railway Company. The thirty-fifth architect to register with the Florida State Board of Architecture, Henderich subsequently organized a private practice, and gained recognition for his residential designs in St. Augustine, especially Bungalow dwellings with wood shingles, palm-tree porch posts, and coquina fireplaces and chimneys. His residential designs include 178 Avenida Menendez, 21 Water Street, and several homes on South St. George Street. In 1910, he designed the Solla-Carcaba Cigar Factory at Riberia Street (NR 1993). During the 1920s, Henderich employed Spanish revival styles on many buildings in St. Augustine, including the Flagler Hospital (demolished); Plaza Bandstand; Excelsior School, St. Augustine's black high school; and much of the campus of Florida Memorial College (demolished). His conjectural plans for the La Leche Chapel in the North City area presaged later historic preservation activities. In January 1924, the St. Johns County school board elected Henderich as their architect, a position that was short-lived. His school designs included Hastings High School, African-American schools in Hastings and St. Augustine, and St. Augustine's African-American Junior High School. In 1925, at the height of the Florida Land Boom, Henderich was elected president of the Florida State Architectural Association. The St. Augustine Civic Center (NR 2005) was Henderich's principal work in St. Johns County during the Great Depression. In 1937, he collaborated with John Walter Wood and M. F. Hasbrough in the innovative design of Marine Studios (NR 1987). He had just completed a term as president of the Florida Chapter of the American Institute of Architecture when he died of a heart attack in 1941.²⁹

²⁸Sanborn Map Company, *Fire Insurance Map of Hastings, St. Johns County, Florida* (New York: Sanborn Company, 1930, 1946); Minutes, 10 May 1956, 13 March, 10 April, 9 October 1958, St. Johns County School Board; *St. Augustine Record*, 5 August 1956, 6 June 1985, 4 January, 20 April, 23 June, 14 May, 16 June, 3 October, 11 December 1993, 30 October 1994, 2 February 1995.

²⁹William R. Adams, "Historic Sites and Buildings Survey of St. Augustine," Unpub. Mss. St. Augustine, 1980), 136-137; Minutes, 2 January, 22 May, 2 July, 2 December 1924, St. Johns County School Board.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 12

Hastings High School
Hastings, St. Johns Co., FL

Builder

A prominent Jacksonville contractor, Owen Prescott Woodcock arrived in Florida's gateway city about 1893 and constructed various buildings until 1904, when he left for business opportunities in the oil fields of Pennsylvania. He returned to Jacksonville in 1905 and incorporated the \$100,000 Halsema-Woodcock Construction Company with J. C. Halsema, who later headed the Florida Engineering and Construction Company. Several years later, Halsema and Woodcock ended their partnership, and the latter organized the O. P. Woodcock Construction Company. During a career that spanned nearly six decades, Woodcock constructed dwellings and buildings in Duval County's beach communities of Atlantic Beach, Jacksonville Beach, and Neptune Beach, Ponte Vedra Beach, and in Jacksonville's downtown and neighborhoods of Lackawanna, Riverside, North Riverside, San Jose, San Marco, and Springfield. His distinctive buildings and schools included Buckman & Ulmer Building, Cookman Elementary School, Eastside Elementary School, Elizabeth Swaim United Methodist Church, Fire Station No. 5, Fishweir Creek School, John Gorrie Junior High School, Kirby Smith Junior High School, and Public School No. 3, and Willow Branch Library. In 1918, he completed a large addition to the Lackawanna Public School No. 10. In 1925, the Woodcock Company built the Jacksonville Terminal Company's express terminal on Myrtle Avenue at a cost of approximately \$400,000. His construction of Boston Avenue Elementary School in DeLand, Flagler County Courthouse in Bunnell, and Hastings High School represent the few, large projects completed by Woodcock outside of Duval County in the 1920s. Investing in beach property in the mid-1920s, Woodcock replatted Bowe's Oceanview subdivision in Neptune Beach, where he maintained a seasonal, ocean-front residence.³⁰

ARCHITECTURAL CONTEXT

The Mediterranean Revival Style is an eclectic style containing architectural elements with Spanish or Middle Eastern precedents. Found in those states that have a Spanish colonial heritage, Mediterranean Revival broadly defines the Mission, Moorish, Turkish, Byzantine, and Spanish Eclectic revival styles which became popular in the Southwest and Florida. The influence of those Mediterranean styles found expression through a detailed study in 1915 of Latin American architecture made by Bertram Goodhue at the Panama-California Exposition in San Diego. That exhibit prominently featured the rich Spanish architectural variety of South America. Encouraged by the publicity afforded the exposition, other architects began to look directly to Spain and elsewhere in the Mediterranean basin, where they found still more interesting building traditions.

Mediterranean Revival buildings in Florida display considerable Spanish influence. The style was popular during the 1920s, and its use continued after the collapse of the boom and in the 1930s. It was adapted for a variety of building types ranging from grandiose tourist hotels to two-room residences. The popularity of the

³⁰*Jacksonville Florida Times-Union*, 3 November 1905, 25 June 1916, 10, 17 July 1917, 24 April 1952; Wayne Wood, *Jacksonville's Architectural Heritage* (Gainesville: University of Florida Press, 1989), 120, 141, 142; Minutes, 14, 16 July 1917, 20, 30 March, 9 April 1918, Board Secretary Office, Duval County School Board; Building permit 452, 647, 1925, City of Jacksonville.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 8 Page 13

Hastings High School
Hastings, St. Johns Co., FL

style became widespread, and many commercial and residential buildings underwent renovation in the 1920s to reflect the Mediterranean influence. Identifying features of the style include flat, gable, or hip roofs, sometimes in combinations and often with some form of parapet; ceramic tile roof surfacing; stuccoed facades; entrance porches, commonly with arched openings and supported by patios or cloisters; casement and double-hung sash windows; decorative wrought-iron grilles and statuary niches; and ceramic tile decorations.

School Designs

Schools are a particular building type designed for an education function. The characteristics of the American school building were first described in detail in the 1830s, when William Alcott published a treatise on schoolhouses. Alcott stressed the importance of fresh air, space and light, large windows, and open surroundings for recreation. In the 1860s, plan books for schools appeared, featuring buildings that displayed Greek and Gothic Revival designs. Despite the new architectural trends, most rural schools remained simple one-room buildings into the early twentieth century. Beginning in the 1890s, reformers emphasized practical interior improvements with regard to equipment, furniture, illumination, sanitation, and ventilation. They asserted that a formal architectural design applied to a schoolhouse contributed to the development of a student's morals and good character.³¹

As part of Progressive era reforms of the early twentieth century, a school consolidation movement swept the country, resulting in fewer but larger schools. Some state boards of public instruction furnished local school districts with plan books to develop new schools. In 1911, Elmer E. Brown, commissioner of the U. S. Bureau of Education encouraged "a more general diffusion of knowledge respecting the recognized standards of schoolhouse construction." He hired Fletcher B. Dresslar, discussed earlier, to recommend standardized school plans. His book American Schoolhouses documented the rich variety of America's school infrastructure, and addressed the benefits and necessities for standardization in school construction.³² Dresslar disparaged America's rural schools, commenting that "The type of country school building which has been prevalent in our country for a century is one of the most forlorn and desolate structures one can imagine. There has rarely been any thought whatever of real beauty, and in the main it has been the product of "hatchet-and-saw" carpenters, with no plans to guide and no ability to read them even if they had been furnished." To help remedy the plight of rural school architecture, he included in his book standardized plans for one, two, three, and four-room buildings. Dresslar's treatise was published near the height of the nation's public school consolidation movement, which sought to end support of the "little red schoolhouse" so familiar for decades in many communities.³³

³¹Diane Maddex, ed., *Built in the U.S.A.* (Washington: Preservation Press, 1985), 150-153.

³²Fletcher B. Dresslar, *American Schoolhouses* (Washington, D. C.: GPO, 1911).

³³Dresslar, *American Schoolhouses*, 126.

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section Number 8 Page 14

**Hastings High School
Hastings, St. Johns Co., FL**

ARCHITECTURAL SIGNIFICANCE

A large, well-executed example of the Mediterranean Revival Style, Hastings High School is a significant architectural resource in southwest St. Johns County. Derived from Mediterranean Revival influences, the building is an unusual community school in terms of its size and features developed in a small town during the Florida Land Boom. Architectural significance is derived, in part, from its contrasting features and materials, which include a complex roof plan with ceramic barrel tiles, loggias and courtyards, cement sills and surrounds, and wall surfaces of textured shell stucco, carved rafter ends, wrought-iron grilles and sconces, and groupings and single arrangements of double-hung sash windows. Important interior features include a large auditorium with a balcony, high ceilings and pine floors, a system of halls and staircases, large rooms, and art glass windows. The largest historic building in the Town of Hastings, it represents an important achievement in the town's development during the early twentieth century. During the era, St. Johns County's school board officials and local trustees creatively employed financial resources to the construction of a building with a large auditorium. Additions to the rear of the building in 1928, 1956, and about 1970 testify to the utilitarian design of the school.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Number 9 Page 1

Hastings High School
Hastings, St. Johns Co., FL

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section Number 9 Page 2

Hastings High School
Hastings, St. Johns Co., FL

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**United States Department of the Interior
National Park Service**

National Register of Historic Places Continuation Sheet

Section Number 10 Page 1

**Hastings High School
Hastings, St. Johns Co., FL**

VERBAL BOUNDARY DESCRIPTION

The school building stands on a parcel of property at the northwest corner of the intersection of Main Street and George Miller Road in Hastings. Containing 3.86 acres, the parcel measures 454 feet along Main Street and 370 feet deep. Defined as part of the se 1/4 of the se 1/4 of the se 1/4, the parcel is also identified as parcel # 047044 0100 by the St. Johns County property appraiser. See attached scaled site plan.

BOUNDARY JUSTIFICATION

The boundary encompasses the property historically associated with the Hastings High School.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number _____ Photo _____ Page 1

**HASTINGS HIGH SCHOOL, HASTINGS,
ST. JOHNS COUNTY, FLORIDA**

PHOTOGRAPHIC LIST

1. Hastings High School, 6195 S. Main St., Hastings
2. St. Johns County, Florida
3. Sidney Johnston
4. 2005
5. Environmental Services, Inc., Jacksonville, FL
6. East façade, looking west
7. Photo #1 of 39

Items 1 – 5 are the same for the following photographs.

6. East façade and south elevation, looking northwest
7. Photo #2 of 39

6. East façade, detail of central entry, looking west
7. Photo #3 of 39

6. East façade, detail of entry south of main entrance, looking west
7. Photo #4 of 39

6. South elevation of main building block, looking northwest
7. Photo #5 of 39

6. North loggia, looking west
7. Photo #6 of 39

6. North loggia detail, looking northeast
7. Photo #7 of 39

6. South loggia detail, looking southeast
7. Photo #8 of 39

6. Northeastern one-story block, looking northwest
7. Photo #9 of 39

6. South elevation, looking northwest
7. Photo #10 of 39

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number _____ Photo _____ Page 2 **HASTINGS HIGH SCHOOL, HASTINGS,
ST. JOHNS COUNTY, FLORIDA**

- 6. South elevation from southwest corner, looking north
- 7. Photo #11 of 39

- 6. West, rear elevation, looking northeast
- 7. Photo #12 of 39

- 6. West, rear elevation, looking southeast
- 7. Photo #13 of 39

- 6. North elevation, inset courtyard, looking south
- 7. Photo #14 of 39

- 6. North elevation, looking south
- 7. Photo #15 of 39

- 6. Interior, main entrance and hall, looking east
- 7. Photo#16 of 39

- 6. "T" shape entry hall and auditorium doors, looking west
- 7. Photo #17 of 39

- 6. Hall, staircase, and auditorium doors, looking south
- 7. Photo #18 of 39

- 6. Staircase, looking south
- 7. Photo #19 of 39

- 6. Office off of entrance hall, looking south
- 7. Photo #20 of 39

- 6. Auditorium from the stage, looking east
- 7. Photo #21 of 39

- 6. Auditorium from the balcony, looking west
- 7. Photo #22 of 39

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number _____ Photo _____ Page 3

**HASTINGS HIGH SCHOOL, HASTINGS,
ST. JOHNS COUNTY, FLORIDA**

- 6. Dressing rooms, looking east
- 7. Photo #23 of 39

- 6. North hallway straight stairs, looking west
- 7. Photo #24 of 39

- 6. Meeting room/old classroom, looking east
- 7. Photo #25 of 39

- 6. North hall, stairway and entry, looking east
- 7. Photo #26 of 39

- 6. North hall, looking west
- 7. Photo #27 of 39

- 6. Office/old classroom, looking northwest
- 7. Photo #28 of 39

- 6. Kitchen, looking southwest
- 7. Photo #29 of 39

- 6. Cafeteria, looking south
- 7. Photo #30 of 39

- 6. West, rear, "L" shaped hall, looking north
- 7. Photo #31 of 39

- 6. Hall and restrooms, leading to north loggia, looking north
- 7. Photo #32 of 39

- 6. City office/old classroom, looking west
- 7. Photo #33 of 39

- 6. Library/old classrooms, looking east
- 7. Photo #34 of 39

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number _____ Photo _____ Page 4 **HASTINGS HIGH SCHOOL, HASTINGS,
ST. JOHNS COUNTY, FLORIDA**

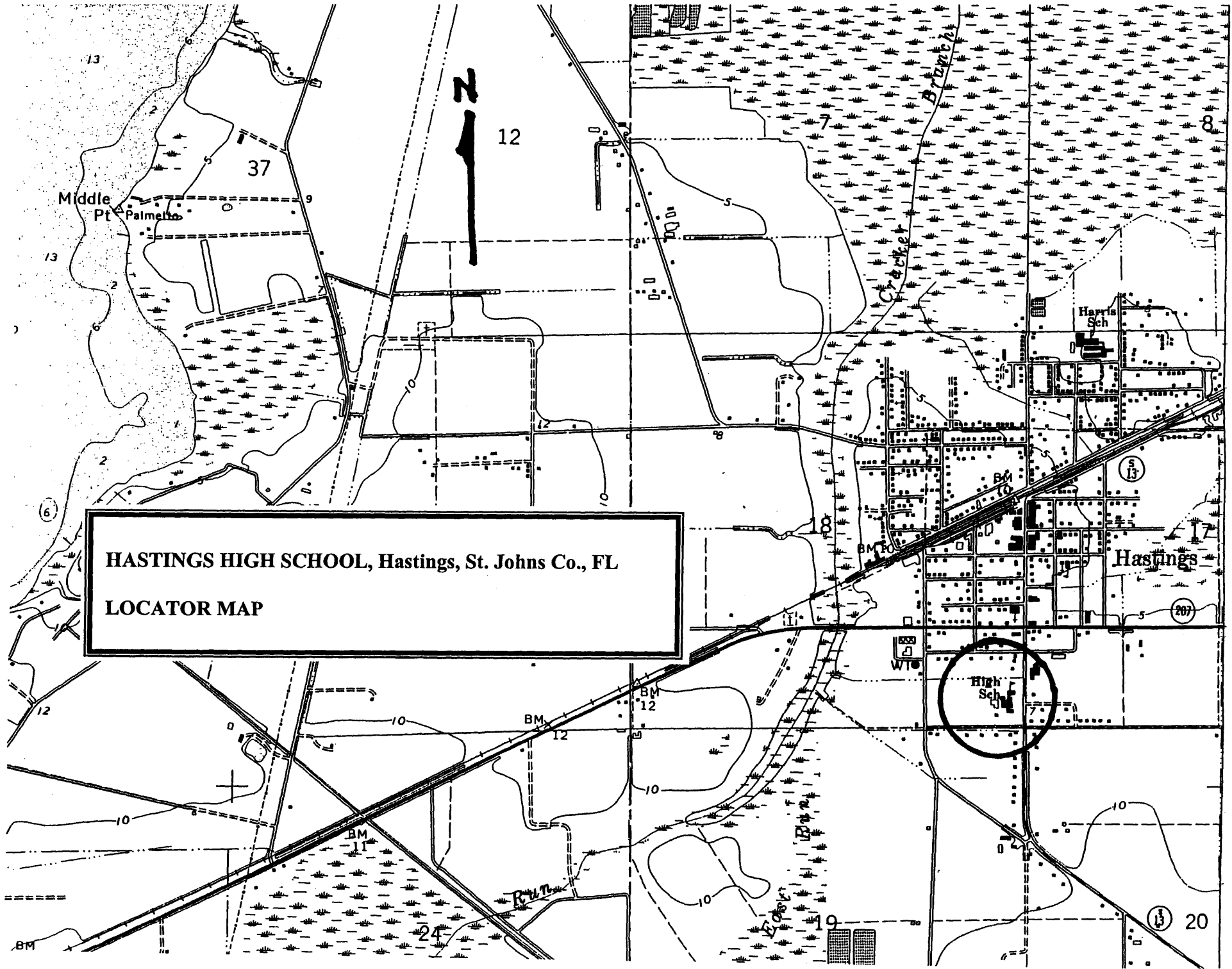
- 6. Second floor classroom south of balcony, looking southwest
- 7. Photo #35 of 39

- 6. Second floor classroom north of auditorium, looking northwest
- 7. Photo #36 of 39

- 6. Straight staircase second floor landing, looking east
- 7. Photo #37 of 39

- 6. Second floor dog-leg staircase landing, looking northwest
- 7. Photo #38 of 39

- 6. Second floor classroom, northwest corner, looking northeast
- 7. Photo #39 of 39



HASTINGS HIGH SCHOOL, Hastings, St. Johns Co., FL
LOCATOR MAP

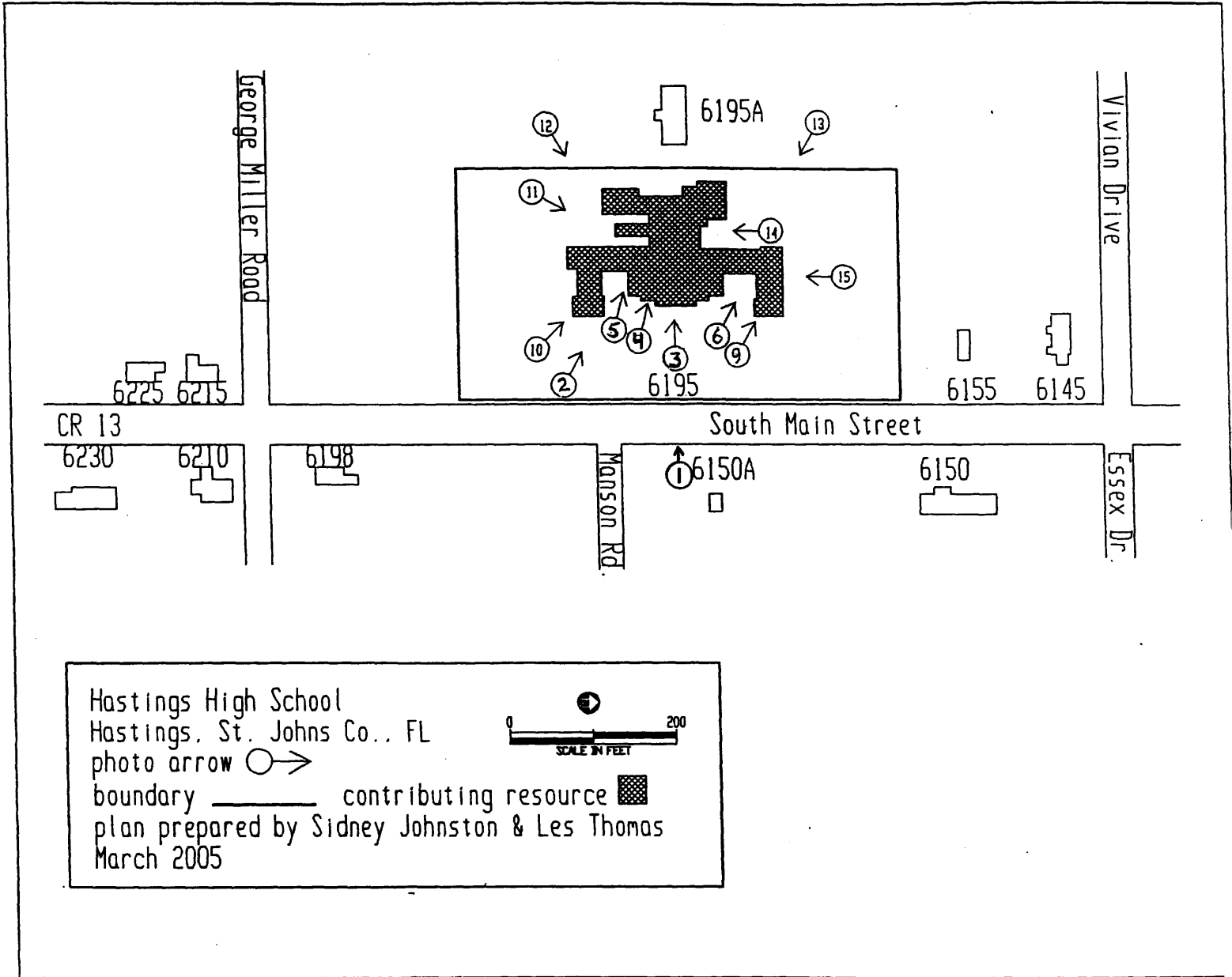
High Sch

Middle Pt Palmetto

Harris Sch

Hastings





George Miller Road

Vivian Drive

Manson Rd.

Essex Dr.

South Main Street

6195A

6195

6150A

6155

6150

6145

CR 13

6230

6210

6198

6225

6215

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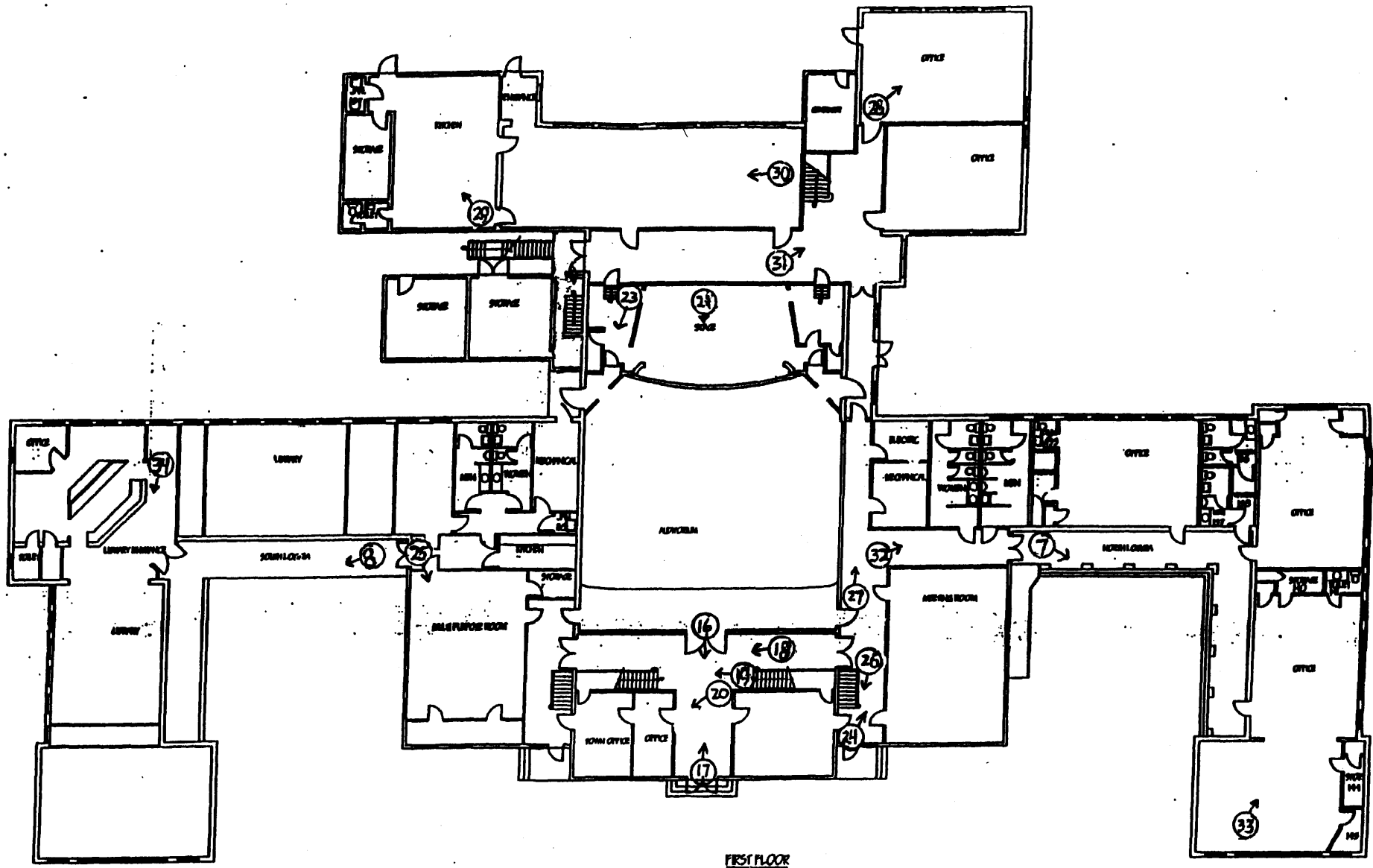
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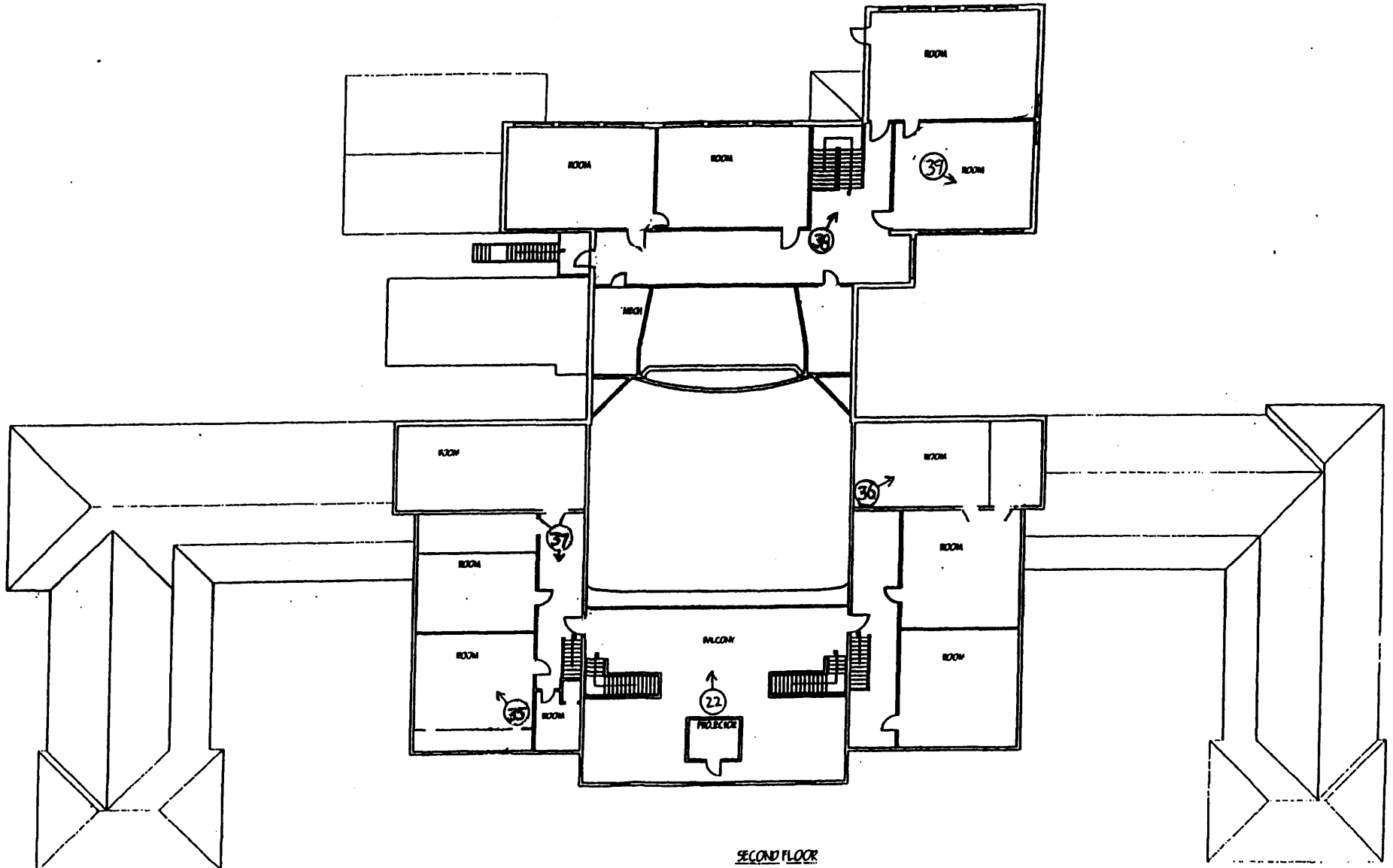
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9



Hastings High School
 Hastings, St. Johns Co., FL
 photo arrow ○ →
 boundary _____ contributing resource ■
 plan prepared by Sidney Johnston & Les Thomas
 March 2005





SECOND FLOOR

Hastings High School
 Hastings, St. Johns Co., FL
 photo arrow ○→
 boundary _____ contributing resource [hatched box]
 plan prepared by Sidney Johnston & Les Thomas
 March 2005

