

3581

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 "x" 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 Cocoa Junior High School

other names/site number BR00278, Monroe High School, Harry T. Moore Center (see continuation sheets for add. names)

2. Location

street & number 307 Blake Avenue not for publication

city or town Cocoa vicinity

state Florida code FL county Brevard code 009 zip code 32955

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.)

Alissa Solari, Deputy SHPO 2/11/19
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) _____

James Salter
Signature of the Keeper

4-3-2019
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
		sites
		structures
		objects
1	0	total

Name of related multiple property listings

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

Florida's Historic Black Schools MPS

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)

RECREATION AND CULTURE: Museum

7. Description

Architectural Classification

(Enter categories from instructions)

No style

Materials

(Enter categories from instructions)

foundation Concrete

walls Concrete

roof Asphalt

other

Narrative Description

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

8. Statement of Significance**Applicable National Register Criteria**

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

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

Criteria Considerations

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

Property is:

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

Narrative Statement of Significance

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

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

Areas of Significance

(Enter categories from instructions)

Education

Ethnic Heritage: Black

Period of Significance

1923-1954

Significant Dates

1923

Significant Person

Harry T. Moore; John E. Gilbert

Cultural Affiliation

N/A

Architect/Builder

Unknown

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 1.38

UTM References

(Place additional references on a continuation sheet.)

1 1 7 5 2 5 5 9 3 3 1 3 6 4 7 5
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 Megan McDonald

organization Florida Division of Historical Resources date December 2018

street & number 550 South Bronough Street telephone 850-245-6365

city or town Tallahassee state Florida zip code 32399

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 City of Cocoa

street & number 65 Stone Street telephone 321-433-8773

city or town Cocoa state Florida zip code 32955

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 1: Name of Property

Other names/site number: BR278, Brevard County Board of Public Instruction School #102, Cocoa Junior High School, Monroe High School, Harry T. Moore Center, Leon and Jewel Collins Museum of African American History and Culture at the Harry T. Moore Center

Section 7: Narrative Description

SUMMARY

Cocoa Junior High School is a one-story, masonry schoolhouse located at 307 Blake Avenue in Cocoa, Florida. The school was constructed in 1923 for Cocoa's African American children and received support from the Julius Rosenwald Fund in the form of financial contributions and building plans. Cocoa Junior High School is the oldest remaining Rosenwald School in the State of Florida and the only remaining Rosenwald School in Brevard County. The building features a hipped roof with a cross gable, load-bearing exterior walls made of rusticated concrete block, and a continuous concrete block foundation. Changes to the building's exterior include a historic classroom addition completed fewer than ten years after the school was built, replacement of all exterior windows and doors, and a small kitchen addition located to the building's rear. The classroom and kitchen additions are both considered historic changes, as they were made in order to meet the needs of students during the period of significance. The interior of Cocoa Junior High School has been significantly altered. After school operations moved to a new building in 1954, Cocoa Junior High School lay vacant for nearly thirty years, during which time a lack of maintenance led to significant deterioration. A series of renovations over time resulted in the removal of rotted historic flooring and loss of most interior classroom walls. A state historic preservation grant funded the school's renovation in 2017, accomplishing much needed structural work, restoring original ceiling heights, and installing historically compatible pine flooring. Today, particularly on its exterior, Cocoa Junior High School appears much as it did when it was an active schoolhouse. Despite the changes that have taken place, the school house retains sufficient integrity for listing on the National Register of Historic Places.

PHYSICAL DESCRIPTION

Setting

Cocoa Junior High School is located in the city of Cocoa, in Brevard County, Florida. Cocoa is a small city with a population of approximately 18,500 people and is located near several popular tourist destinations including Cocoa Beach and Cape Canaveral. Cocoa Junior High School is situated in a residential area presently known as the Diamond Square Community, located approximately one mile

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due west of the city's downtown commercial district. The school property initially encompassed a full block bounded by Blake Avenue (formerly Avocado Avenue) to the east, Pomolo Street to the South, Mango Avenue to the West, and Satsuma Street to the north.¹ However, the sections of Pomolo and Satsuma Streets adjacent to the school have subsequently been closed and incorporated into the school property and utilized as driveways. Additionally, Valencia Avenue has been extended through the original school lot, bisecting it on a north-south axis. As a result, Cocoa Junior High School is now bounded by Blake Avenue to the east, Barbara Jenkins Street to the south, Valencia Avenue to the west, and Stone Street to the north.

The residential area surrounding the school has struggled economically for several decades and has been the target of revitalization efforts through the Diamond Square Community Redevelopment Agency (CRA). As a result, many of the historic residences surrounding the school have been lost due to lack of maintenance over time or slum clearance. The block located directly behind the school property (due west) is completely vacant, as are the adjacent lots located directly north and south of the school. Outside of the blocks immediately surrounding the school, the majority of the area retains its residential character, though most construction post-dates the school. Despite these changes in the surrounding community, Cocoa Junior High School remains in the heart of a residential community, therefore retaining integrity of setting.

School Building Exterior

Cocoa Junior High School is a one-story masonry building with a cross-gabled, hipped roof. The building is characterized by a long classroom building that runs north-south along Blake Avenue, and a perpendicular auditorium section that extends from the rear of the building. The roof is covered in asphalt shingles. The school's exterior walls are comprised of load bearing, rusticated concrete block that has been painted white. A concrete belt course (also known as a string course) wraps around the building beneath the window sills and directly above the seventh course of concrete blocks. Rows of evenly spaced, metal-frame sash windows are a character defining feature of the east and west elevations of the building and the auditorium wing.

The primary, eastern, façade of the school building faces Blake Avenue (Photos 1-2). The asymmetrical façade features nineteen metal-frame sash windows and five doors. A front-facing roof gable is located above the main entrance (Photo 3). A concrete wheelchair ramp is located in front of the southeast entrance of the building (Photo 4) and concrete steps and metal railings are located in front of each of the other entrances along the east elevation.

¹ Sanborn Map Company. *Cocoa, Brevard County, Florida*. (New York: Sanborn Map Company, 1930), p. 6.

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The southern elevation of the building features no windows or doors (Photo 5). Air conditioning units and utility meters are located along this façade and are enclosed within a small chain-link fenced area extending approximately two-thirds of the length of the wall. This elevation has not experienced any significant alterations over time, except for the installation of removable utility equipment.

The rear, western, elevation of the Cocoa School is characterized by a projecting wing which extends to the west from the horizontal façade of the primary classroom building. This section of the building initially served as the school auditorium and multipurpose space. The north-facing wall of the auditorium features four metal-frame sash windows and an exit door (Photo 6). The fenestration of the south wall of the auditorium has been altered since the building's construction (Photo 7). Initially, an elevated wood door was located near the southwest corner of the auditorium wing, followed by a row of four windows. The door has since been replaced with a window, and two of the windows replaced with doors.

A small concrete masonry unit kitchen addition is located on the end of the auditorium section (Photo 8). This addition was likely constructed in the 1940s for use in preparing school lunches for students. The kitchen addition is recessed below the roof line of the auditorium and is easily differentiated as an addition. The kitchen addition has three small metal sash windows on the north wall and two windows on the west wall. There are no windows on the south wall of the addition, only a metal door. Two large pieces of metal ventilation equipment are located on the roof of the kitchen addition.

The auditorium wing splits the rear, west elevation of the main classroom building into two parts. The portion of the classroom building located to the left of the auditorium wing, where an early classroom addition was constructed, features ten metal-frame sash windows and two doors (Photo 9). Historic photos are not available for this elevation of the building, however there does not appear to be any physical evidence of major changes to the historic fenestration (i.e. changes or interruptions in the masonry work) beyond the historic classroom addition. Located to the right of the auditorium wing, the southern section of the rear elevation features a row of six metal-sash windows (Photo 10). This elevation has not had any significant changes over time.

The north elevation of the school is nearly identical to that of the south, and features no windows or doors (Photo 11). The north elevation differs from the south only in that it does not have any utility equipment installed on its façade.

Cocoa Junior High School maintains its original setback from the street and the front yard features a grassy area shaded by several large trees. A paved sidewalk is located along Blake Avenue with a pathway leading from the sidewalk to the entrances of the building. The rear of the property maintains

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its historic use as a play yard and outdoor activity space and features a fenced-in playground. A small paved parking lot has been added to the rear of the building, just north of the auditorium wing.

School Building Interior

The main corridor is accessed by entering a pair of external doors on the eastern elevation of the building (Photo 12). The east wall of the entrance corridor is comprised of a central pair of metal security doors with single-pane windows located above each door. Two metal-frame sash windows are located on either side of each door. The south wall of the entrance corridor features a set of six-panel, wood double doors that lead to the southernmost room of the building (Photo 13). A hallway is located along the south wall that leads to the auditorium at the rear of the building, and also contains entrances to non-historic utilitarian spaces including closets, offices, and restrooms (Photos 14-16). A pair of water fountains and a restroom entrance are located along the west wall of the entrance corridor (Photo 17). A second hallway is located along the north wall of the entrance corridor, which leads to a second auditorium entrance at the rear of the building (Photo 18). Tongue and groove pine flooring and white painted drywall characterize the corridor and hallways.

The southernmost room of Cocoa Junior High School is primarily accessed through a set of six-panel, wood double doors located on the south wall of the entrance corridor. Originally two classrooms, the room is now a single open space intended for future use as a museum. (Photos 19-20). An additional doorway is located in the northwest corner of the room that exits into the hallway. A row of six windows are located on the east and west walls of the room (Photo 21). The southernmost window on each wall is slightly smaller in size and located near the corner of the wall. Two square columns are located in the center of the room where the dividing wall between the two classrooms was originally located. The columns meet a rectangular, horizontal projection from the ceiling, which conceals the horizontal element of the structural support system. Six black light fixtures hang from the ceiling, each featuring three large globes (Photo 22). As is the case throughout the building, the floor treatment in this room is tongue and groove pine flooring and walls are drywall painted white.

The central classroom pair is entered through a single door in the north hallway. The two classrooms are now combined in a large open space. A large opening is located on the north wall of this room and leads to the northernmost pair of classrooms (Photo 23). Two square columns (concealing structural steel tubes) are located in the center of the room, approximately two feet apart (Photo 24). The columns connect with the rectangular ceiling projection which conceals the horizontal element of the structural support system. The east and west walls each feature five evenly spaced metal-frame sash windows.

The northernmost room of the school was constructed as a classroom addition several years after the original building was completed. As with the central pair of classrooms, the dividing wall between the

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two classrooms has been removed, creating a large open space. However, columns and a drywall-encased structural projection from the ceiling indicate the original location of the dividing wall. A row of four evenly spaced metal-frame sash windows and two exterior doors are located on the east wall (Photo 25), and a row of five windows is located on the west wall (Photo 26).

The auditorium can be entered from the corridor by two separate doors located in the northeast and southeast corners of the room and is a large, open multi-purpose space (Photos 27-28). Five windows are located on the north wall of the auditorium and three windows on the south wall. The auditorium features a drop ceiling and fluorescent lighting. A beltcourse lines the north, west, and south walls at approximately the same height as that on the exterior of the building. The east wall of the auditorium is devoid of ornament and features two doors that lead to the corridor (Photo 29). The rear, west wall of the auditorium features a door to the kitchen addition (Photo 30).

The kitchen addition is a small, two-room structure with tile flooring and tile walls. The addition is largely taken up by large, industrial kitchen equipment including stoves, freezers, sinks, and food preparation tables (Photos 31-32). An external door is located on the west wall of the kitchen, leading to the rear of the school property.

ALTERATIONS

A number of minor exterior alterations have taken place over time. First, as a result of rapidly growing attendance at Cocoa Junior High School, two additional classrooms were built on the north end of the school sometime before 1930.² This addition was constructed using the same rusticated concrete block and followed the same fenestration pattern as the original building. While the eastern and western façades of the school were originally symmetrical the classroom addition lengthened the north end of the school. The rear kitchen addition was constructed during the early 1940s as a lunch room. Both the classroom and kitchen additions were built to serve instrumental functions of the school during the period of significance. The roof has been replaced, though the replacement mirrors the roof's original hipped profile. While the school originally had two chimneys at the peaks of the hipped roof, they were removed sometime after the school's original heat stoves were replaced with central heating. Historic exterior wood doors were removed and the door surrounds slightly modified to accommodate metal security doors. In addition, all of the original windows and window sashes have been replaced. Though photos taken shortly after the school's construction indicate that the historic windows were 1/1 lite with wood sashes, an undated photograph of the school (likely taken in the 1940s) shows that each of the primary classroom windows had been fitted with five-panel jalousie windows. The present windows are

² Sanborn Map Company. *Cocoa, Brevard County, Florida*. (New York: Sanborn Map Company, 1930), p. 6.

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three-panel metal-frame sash windows, which were likely installed during the 1980s. To meet ADA accessibility requirements, a non-historic concrete wheelchair ramp was constructed in front of the southeast entrance of the building and concrete steps and metal railings have been added to each of the other entrances along the east elevation.

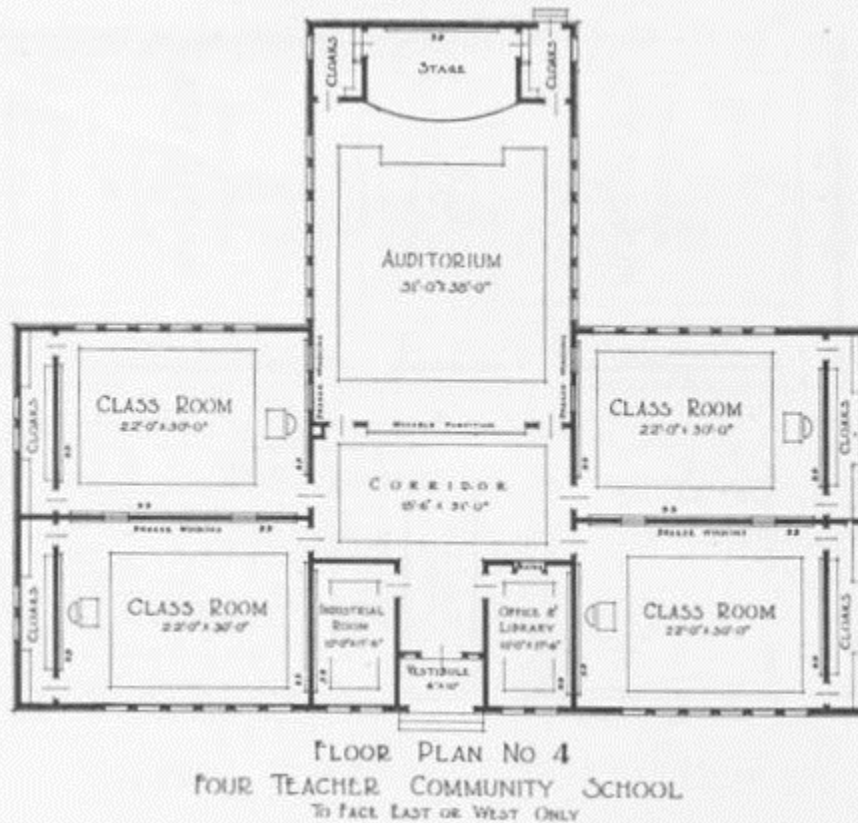


Figure 1 Floor Plan No 4, Four Teacher Community School. S.L. Smith for Julius Rosenwald Fund. *Community School Plans: Bulletin No. 3* (Nashville, TN: Julius Rosenwald Fund, 1924), p. 12.

The interior of Cocoa Junior High School originally followed the Four-Teacher Community School plan, Floor Plan No. 4 as prepared by S.L. Smith of the Rosenwald Fund (Figure 1). Floor Plan No. 4 featured four classrooms, an auditorium, industrial room, office/library, and central corridor. Much of the interior layout of the school has been lost. Classrooms were initially accessed by students through four separate doors in the corridor, but are now entered through altered entryways. The dividing walls between each set of classrooms have been removed, creating three large open rooms in place of the six original classrooms. However, structural columns and horizontal structural supports along the ceiling serve as a visual indicator of where the classroom walls were historically located.

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The auditorium was shortened in length when offices, closets, restrooms, and a mechanical room were constructed in the central corridor of the school. Initially the auditorium extended into the central portion of the building, and was separated from the corridor by a movable partition. The stage and cloakrooms have also been lost.

The school closed in 1954, and after laying vacant for nearly 30 years, the Brevard County Housing Authority acquired the building in the 1980s. The building was renovated to be used as a daycare and community center, and it was at this time that the historic wood flooring was removed and replaced with a layer of plywood and tile flooring. In 1986, it was observed that the building's structural system was failing at the central core, causing interior settlement and deflection of the roof valleys where the auditorium wing met the main building.³ In 1997, the original wood roof trusses were replaced and steel tube columns were installed to support the roof. The dividing walls between the two northernmost sets of classrooms were likely removed at this time. During the 2017 renovation, the steel tubes were encased in square drywall columns.

A full interior renovation of the school building was completed in 2017. This renovation included the replacement of non-historic flooring with historically compatible tongue and groove pine flooring. Walls were replaced with drywall that was coated with a plaster-like finish to replicate the original composition of the walls. Steel structural elements installed in 1997 were encased in drywall columns. Lastly, drop ceilings were removed, restoring the school's original ceiling heights.

INTEGRITY

Cocoa Junior High School remains in the heart of a residential community and therefore retains integrity of setting and location. Although the exterior of the school building has experienced minor modifications over time, it appears much as it did during the period of significance and therefore retains integrity. The pre-1930 addition to the north end of the school was constructed during the period of significance in order to better serve the African American children of Cocoa. The rear kitchen addition was also constructed during the period of significance and served a historic function as the school's lunch room. The kitchen addition is distinguished from the main body of the building by the use of smooth concrete masonry units, and is recessed below the auditorium roof line.

Many of the historic materials on the interior of the school have been lost due to a long period of vacancy and subsequent renovations to convert the space for use as a daycare facility. However, significant efforts were undertaken during the 2017 renovation to remove non-historic materials and install floors, walls, and fixtures that are compatible to the historic materials used in Rosenwald school

³ Jennifer Goulet, Preliminary Site Information Questionnaire: Harry T. Moore Center, Florida Master Site File, 1989.

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construction. The interior of the building does not maintain integrity of design, materials, and workmanship as a result of changes made after the period of significance. However, these changes were made in order to facilitate continued use of the building and more recent changes were designed to match what may have been present historically.

In contrast, the exterior of the building maintains a high level of design, workmanship, materials, association and feeling. It maintains much of its feeling and character. Windows maintain their historic size and configuration. While a number of minor alterations have been made to the exterior of the building, including the replacement of historic windows and doors and the removal of the original sheltered entry-porch, these changes are not significant enough to impact the overall integrity of the building's exterior. The exterior of the school building has maintained its most dominant character defining features, including rusticated concrete block walls, roof shape, and much of its original fenestration.

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SUMMARY OF SIGNIFICANCE

Cocoa Junior High School is being proposed for listing in the National Register of Historic Places at the local level under Criterion A in the areas of Education and Ethnic Heritage: Black. The period of significance extends from its date of construction in 1923 until the building ceased to be used as a school in 1954. Constructed with support from the Julius Rosenwald Fund in 1923, Cocoa Junior High School is the oldest remaining Rosenwald School in the state of Florida. It was the first school built specifically for African American children in Cocoa, and was the only public school for black children in that community for many years. The building also housed Cocoa's first black high school starting in 1947, when it was renamed Monroe High School. The school was built in the heart of an African American neighborhood and quickly became a focal point in African American community life, hosting numerous meetings and community events. Teachers at Cocoa Junior High School were revered and respected, and two of its educators initiated one of the earliest civil rights cases in the state of Florida. For much of the local community, Cocoa Junior High School has come to represent the significant accomplishments of Cocoa's African American community in the long struggle for educational equality.

Cocoa Junior High School is also being proposed at the local and state level for listing under Criterion B for its association with Harry T. Moore and John E. Gilbert. Moore was a former fourth grade teacher at the school who initiated a pioneering 1938 civil rights case *Gilbert v. Board of Public Instruction of Brevard County, Florida* with John E. Gilbert, principal of Cocoa Junior High School.

Cocoa Junior High School also contributes to the ***FLORIDA'S HISTORIC BLACK PUBLIC SCHOOLS*** Multiple Property Submission under the historic contexts Section E: Progressive Era Through the Florida Land Boom, 1897-1928 and Great Depression to the Era of Integration, 1929-1971, and the F.1 Property Type: Black Public Schools.

HISTORIC CONTEXT

African American Community Development in Cocoa, Florida

The city of Cocoa was originally established in the late 19th century along the Indian River. In the early years of the community's development, white and black residents of Cocoa often lived in close proximity to one another. In the 1880s, white landowners and developers R.A. Hardee and T.K. Dixon were known to sell lots in their subdivisions to both white and black residents alike. The prospect of home ownership drew many African American residents to their subdivisions, which were located south of Cocoa's commercial district and concentrated along what is now Florida Avenue. For several years a prosperous community developed in the area that included a number of African American owned businesses and churches. However, in 1892 the Florida East Coast Railway was constructed through the

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heart of the burgeoning black community. The railroad tracks not only had the effect of physically dividing the community, but also diminished the quality of life of local residents who were now subjected to the noise and smoke of the active rail line. Over time as rail traffic increased to meet the needs of tourist traffic and citrus transport, the land adjacent to the railroad became valuable for commercial purposes. Many residents took advantage of the increased value of their land and sold in order to move elsewhere.⁴

As the population of Cocoa grew and the need for additional housing increased, new residential areas were developed to the west of downtown Cocoa. Local businessman Arthur O. Lapham and his wife Viva developed three subdivisions in the early 20th century that were primarily inhabited by African Americans. Lapham's father, Amos F. Lanham, was an early settler of Cocoa who brought his young family to the area to take advantage of available homestead land grants.⁵ Over time, the Lapham family amassed a great deal of land in Cocoa, and Arthur Lapham became a successful citrus grower. Beginning in 1910, Arthur and his wife Viva began to plat and develop their landholdings, selling many of their lots to African American residents of Cocoa. The first subdivision they established was known as "Lapham's Addition" which was originally platted in 1912. In 1922, the couple added additional lots to Lapham's Addition and also created a second subdivision known as Sunnyside.⁶

⁴ Roy Laughlin, Robert Kronowitt, and Michael J. Boonstra. *Not to Be Missed: Cocoa's Architectural Heritage and its People, 1880-1950*. (Cocoa: Black and Tan, Inc, 2014), 120.

⁵ Amos F. Lanham Homestead Certificate, 1891. Ancestry.com. *U.S., Homestead Records, 1863-1908* [database on-line]. Provo, UT, USA: Ancestry.com Operations, Inc., 2018.

⁶ Sunnyside: Plat Book 2, p. 34. Brevard County Property Appraiser, www.bcpao.us. Accessed November 2018.

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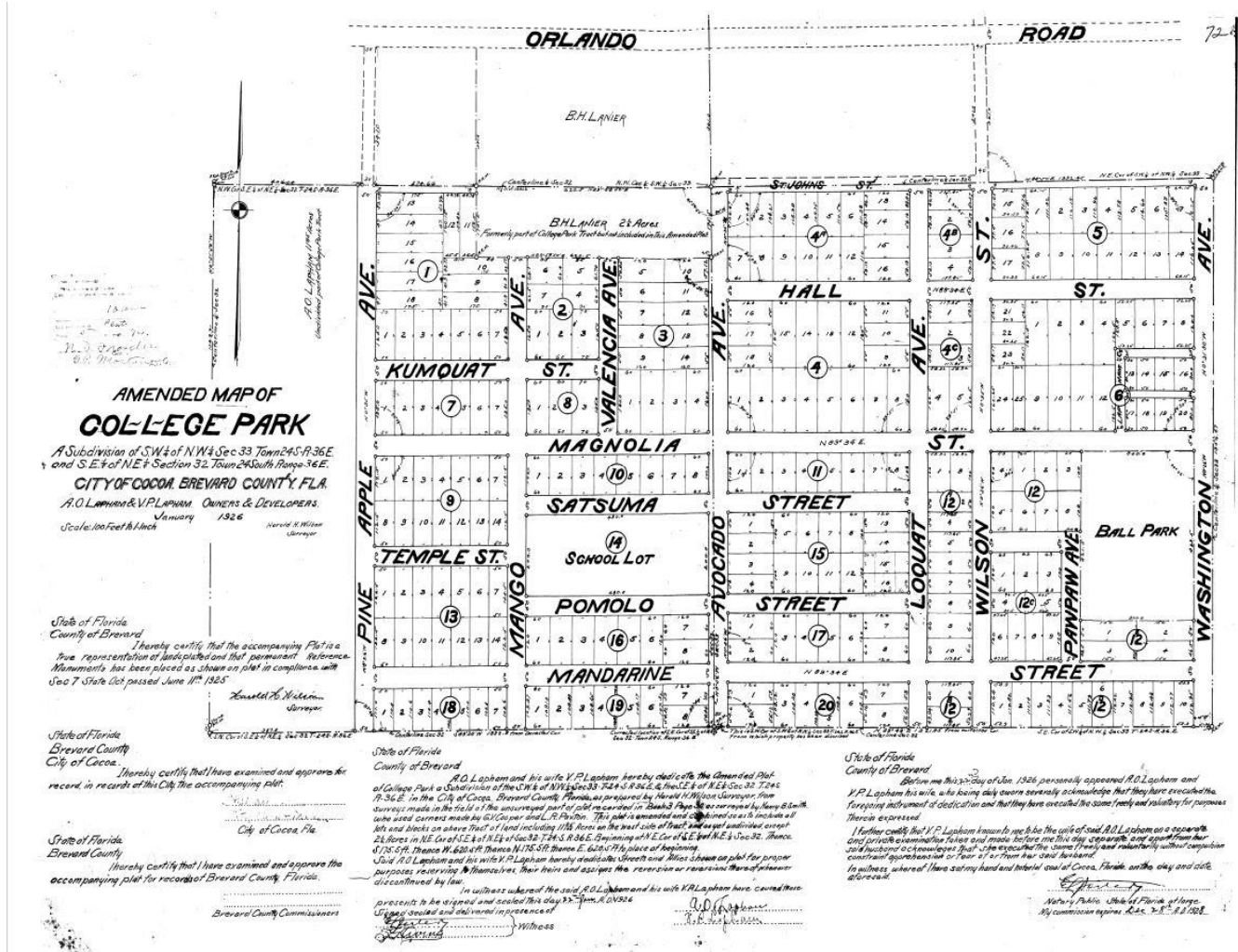


Figure 2 Amended Map of College Park, 1926. Location of Cocoa Junior High School indicated by "School Lot." Plat book 5, p. 72. Brevard County Property Appraiser, www.bcpao.us. Accessed November 2018.

In the mid-1920s, the Laphams platted a subdivision known as "College Park" located less than a mile west of downtown Cocoa. Just as they did in Lapham's Addition and Sunnyside, Arthur and Viva Lapham sold many of the lots in College Park to African Americans. On the 1926 amended plat map of College Park (Figure 2), the location of Cocoa Junior High School is indicated by a "School Lot" bounded by Avocado Avenue, Pomolo Street, Mango Avenue, and Satsuma Street. Although records of the transaction have not been located, it is likely that the school lot was donated to the Brevard County School Board by the Lapham family in the early stages of planning the College Park subdivision. Unfortunately, College Park was developed just as the Florida Land Boom came to a halt and an economic depression began. Sanborn maps from 1930 reveal that many of the lots in College Park

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remained vacant years after the area was platted for residential development. However, existing residences in the neighborhood were largely concentrated on lots immediately surrounding the school, illustrating the school's importance as a center of community life.

African American residents of Cocoa during the early twentieth century were limited in their employment options under segregation. Census records of the College Park area show that most residents of the neighborhood were employed in working class occupations. Many men in College Park worked as laborers in local citrus groves and packing houses, while women in the neighborhood found employment as cooks or maids in private households or local hotels. Some residents of College Park did hold middle-class occupations, however, including small business owners and individuals who taught at the neighborhood school. A number of teachers at Cocoa Junior High School resided in the surrounding College Park community.⁷

As was common in many African American neighborhoods under segregation, the College Park community was denied basic municipal services such as paved roads and connection to the city water and sewage systems. With the exception of Blake Avenue (formerly Avocado Avenue) the streets of College Park remained unpaved as late as 1948.⁸ Local African American activists involved with the Cocoa Civic League and the Liberty League were largely to thank for pressuring the Cocoa city government to extend municipal services to College Park.⁹

African American Education in Cocoa

A school for African American children existed in Cocoa at least as early as 1891.¹⁰ According to an unofficial history of Monroe High School, the first classes for African American children in Cocoa "were held in the old K. of P. [Knights of Pythias] Hall on the west side of the railroad tracks of Magnolia Street" with Mr. Peter Wright as principal.¹¹

⁷ Sanborn Map Company. *Cocoa, Brevard County, Florida*. (New York: Sanborn Map Company, 1930), p. 6; 1930, 1940 United States Federal Census data, Cocoa, Florida, accessed November 2018, Ancestry.com.

⁸ Sanborn Map Company. *Cocoa, Brevard County, Florida*. (New York: Sanborn Map Company, 1948), p. 6

⁹ Laughlin, Kronowitt, and Boonstra, *Not to be Missed*, 124.

¹⁰ *Ibid.*, 119.

¹¹ "Monroe High School History," from July 1998 Monroe High School Reunion Booklet, accessed November 2018, <https://monroehigh.myevent.com/page.php?groupingID=ourstory>.

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In 1900, the school was moved to a “school house formerly occupied by the whites” after the Brevard County School Board consolidated two local white schools. In order to make this possible, members of the African American community offered to raise \$150 towards the establishment of the school, which the school board readily accepted. Second-hand furniture from the consolidated white schools was used to furnish the wood-frame school house.¹² A Sanborn Fire Insurance map from 1919 depicts the two-story “Negro School” on Willard Street, only a few blocks west of Flagler’s East Coast Railroad (Figure 3).

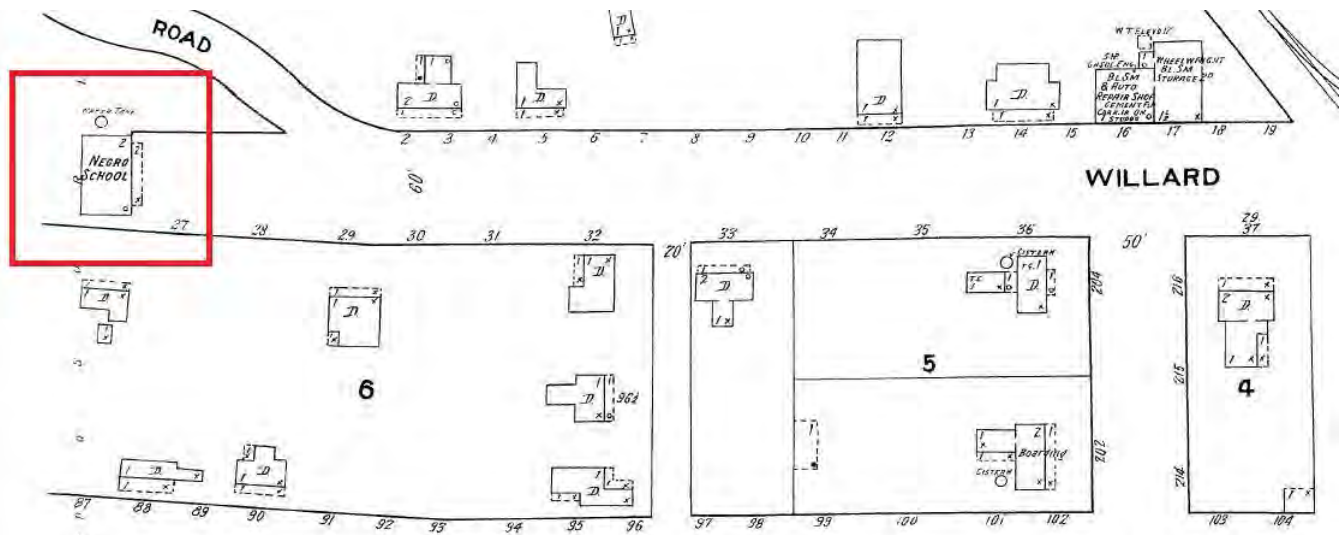


Figure 3 Sanborn Map Company. Cocoa, Brevard County, Florida. (New York: Sanborn Map Company, 1919), p. 6

The Willard Street school was an aging, hand-me-down structure when it was turned over to the African American community in 1900, and by the early 1920s it was no longer adequate to meet the needs of its students. African American schools in the south were notoriously underfunded, with school boards unwilling to dedicate equal attention and resources to black schools. In hopes of providing students with a more suitable environment in which to earn their education, a movement emerged within the African American community to obtain a new school house, with school principal Joseph Stokes leading the effort.¹³ Well aware that the Brevard County school board would be unwilling to provide Cocoa’s African American community with a school building equal to that of the whites, Stokes and others looked outside of Brevard County and the state of Florida for assistance.

¹² “Up and Down the East Coast. Brief Mention of Minor Matters Occurring at Our Neighboring Towns. Cocoa.” *The Florida Star*, September 21, 1900; “Up and Down the East Coast. Brief Mention of Minor Matters Occurring at Our Neighboring Towns. Cocoa.” *The Florida Star*, Sept 7, 1900.

¹³ “Monroe High School History,” from July 1998 Monroe High School Reunion Booklet, accessed November 2018, <https://monroehigh.myevent.com/page.php?groupingID=ourstory>.

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HISTORIC SIGNIFICANCE

Planning for the New Cocoa School: The Julius Rosenwald Fund and Local Philanthropy

On December 15, 1921, the *Cocoa Tribune* congratulated the “negro section of Cocoa” for acquiring plans to construct a new school.¹⁴ Though not mentioned in the article, the building plans and a portion of the construction funding were obtained from the Rosenwald Fund, a philanthropic organization founded by Sears, Roebuck and Company president Julius Rosenwald.

The Rosenwald Fund was primarily focused on enhancing educational opportunities for African American children living in the South who were persistently denied adequate funding and school facilities under Jim Crow segregation. The Rosenwald Fund’s building program oversaw the construction of nearly 5,000 schools by 1932, leaving a lasting legacy on the physical landscape of the American South.¹⁵ Although Florida was slow to participate in the Rosenwald Fund and constructed the fewest Rosenwald Schools of all the southern states, those that were constructed dramatically improved the educational opportunities available to African American children. Schools were built using pre-designed school plans provided by the Rosenwald Fund. These plans placed special emphasis on lighting, sanitation, and ventilation. After twenty years and the construction of nearly 5,000 schools, the Rosenwald school building program was phased out in 1932. Among other factors, Rosenwald and his board of trustees felt that if the program continued indefinitely, southern school boards would become dependent on the source of funding and continue to avoid their responsibility for African American education.¹⁶ Of the 140 Rosenwald schools that were originally constructed in Florida, only 26 remain.¹⁷

Members of Cocoa’s African American community were responsible for initiating the movement to construct the new school. Most Rosenwald Schools were constructed only after significant efforts on the part of local blacks, who initiated contact with the Rosenwald Fund and petitioned superintendents and school boards for their support. Members of the African American community also made significant financial contributions towards the Cocoa school, though records of total financial contributions vary by account. An advertisement in the *Titusville Star Advocate* stated that African American residents of Cocoa gave \$168.78 toward construction costs, while Rosenwald Fund records at

¹⁴ “New Negro School House to be Built in Near Future.” *Cocoa Tribune*, December 15, 1921.

¹⁵ Mary S. Hoffschwelle, *Preserving Rosenwald Schools* (Washington, DC: National Trust for Historic Preservation, 2012), 1

¹⁶ *Ibid.*, p. 9.

¹⁷ Sidney Johnston and Myles Bland, *Florida’s Historic Black Public Schools Multiple Property Documentation Form*, 2011.

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Fisk University indicate a larger total contribution of \$368.¹⁸ Whatever the total monetary contributions of the African American community, the contributions were exceptionally significant when one considers the fact that most of these donations were the hard-earned dollars of working class citrus workers and domestic workers.

In order for a community to receive support from the Rosenwald Fund, local school boards were required to provide matching funds and local white and black residents were required to contribute through donations of money, property, and/or labor to construct the school. Julius Rosenwald believed that funding from his organization should serve only as seed money, and viewed the school building program "as an incentive for southern states to meet their responsibility to provide decent public schools for black children."¹⁹ In Cocoa, Rosenwald funds were supplemented by support from a combination of public and private entities including the Brevard County school board and local white and black residents.

The largest source of funding toward the construction of Rosenwald Schools was usually that obtained from tax revenues. This was the case with the Cocoa school, in which \$5,164 in public funding was given toward the school's initial construction.²⁰

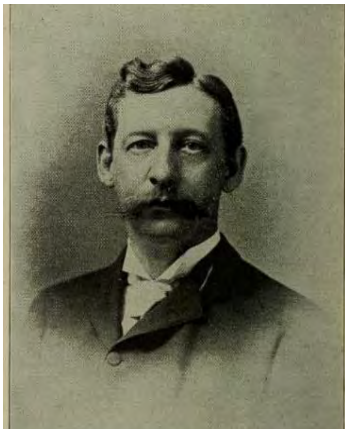


Figure 4 Henry White Cannon.
*The Review of Reviews: An
International Magazine.*

Local newspapers credited much of the fundraising success to the philanthropy of Henry White Cannon, a white landowner in Cocoa who donated several thousand dollars toward the construction and furnishing of the school.²¹ Cannon was a successful banker from New York who amassed a great deal of wealth through his association with various financial and business institutions. Cannon was primarily associated with the Chase National Bank, serving as the bank's president from 1886-1904 and as a member of the board of directors for forty-eight years. Cannon also served on the board of directors for several railroads including the Great Northern Railroad, the Lake Erie & Western, the New York, Ontario & Western, and the Oregon Railroad and Navigation Company.²² In the latter decades of his life, Cannon began to spend much of his time away

¹⁸ "To the Voters of School District No. 1, Brevard County, Florida." *Titusville Star Advocate*, May 23, 1924; "Cocoa School," Fisk University Rosenwald Fund Card File Database, accessed November 2018, http://rosenwald.fisk.edu/?module=search.details&set_v=aWQ9NTI2&school_historic_name=cocoa%20school&button=Search&o=0

¹⁹ *Ibid*, p. 5.

²⁰ "Cocoa School," Fisk University.

²¹ "School Board Meeting." *Titusville Star Advocate*, February 9, 1923.

²² "Henry W. Cannon Well-Known Banker, Passes on at 83." *The Long-Islander*, May 4, 1934.

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from New York. During the winter months, Cannon and his family lived in Florida, where Cannon owned homes in Cocoa and later Daytona Beach.

Cannon first came to Cocoa sometime around 1904.²³ He quickly engaged himself as a partner in the Fairview Land Company, a local business interest formed to “buy, sell, own, mortgage, lease, exchange and develop lands, and to farm upon lands...to buy, sell and produce oranges, lemons, pine apples and all kind of fruits and vegetables...”²⁴ The company owned approximately 750 acres of land north of Cocoa, known as “Cocoa Heights.” This included about half a mile of river front property, where Cannon built a large mansion known as “Fairview Manor.”²⁵

While the origins of Cannon’s interest in the Cocoa School project are unknown, an article in *the Cocoa Tribune* stated that Cannon had “always taken a wide interest in the education of the negro race.”²⁶ The first mention of his involvement with the school’s fundraising efforts was in February 1923, over a year after the project was initially announced. The *Titusville Star Advocate* newspaper reported that Cannon had donated \$1,500 toward the construction of the school and an additional \$1,465 to furnish the building. Later sources credit Cannon with purchasing desks and chairs for both students and teachers, furnishing the auditorium, and installing a “flowing water system.”²⁷ Cannon continued to make financial contributions toward the needs of the school well after its initial construction, and total gifts undoubtedly exceed that which is documented. In recognition of his significant contributions toward the construction of the school, the Brevard County School Board offered their thanks to Cannon in the form of an official resolution in February of 1923.²⁸ Cannon continued to take an interest in the affairs of the school until his death in 1934, continuing to meet physical needs of the building and giving scholarships to students each year in order to further their education.²⁹

Although local newspapers were quick to praise Cannon’s contributions, no articles made any mention of the involvement of the Rosenwald Fund. This is perhaps related to the widespread reluctance of Florida school boards to embrace the Rosenwald Fund in their communities. The Biennial Report of the Superintendent of Public Instruction for the years 1928-1930 succinctly captures Florida’s attitude toward both the Rosenwald Fund and the education of African American children: “Rosenwald aid for the construction of schoolhouses for Negroes has been available in Florida since January 1920. The

²³ “Prominent Winter Visitor is Taken By Death Friday.” *Cocoa Tribune*, May 3, 1934.

²⁴ Articles of Incorporation: Fair View Land Company, January 15, 1904. State Archives of Florida.

²⁵ Laughlin, Kronowitt, and Boonstra, *Not to be Missed*, 226.

²⁶ “Cannon Made Possible Negro School Building To Be Dedicated.” *Cocoa Tribune*, March 20, 1924.

²⁷ “Monroe High School History,” from July 1998 Monroe High School Reunion Booklet, accessed November 2018, <https://monroehigh.myevent.com/page.php?groupingID=ourstory>.

²⁸ “School Board Meeting.” *Titusville Star Advocate*, February 9, 1923.

²⁹ “Monroe High School History,” from July 1998 Monroe High School Reunion Booklet, accessed November 2018, <https://monroehigh.myevent.com/page.php?groupingID=ourstory>.

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tardiness with which Florida school officials have used this gift indicates their lethargic provision for Negro Schools.”³⁰

Once adequate funding was obtained from all the required sources, construction of the school began in 1923. Cocoa Junior High School was based off of Floor Plan No. 4, a four-teacher community school designed by S.L. Smith for the Rosenwald Fund (Figure 5). Cocoa Junior High school largely followed the Rosenwald plans for the building, with minor exterior modifications. Modifications to Rosenwald plans were permitted, as long as the plans were approved by the Rosenwald Fund. Cocoa Junior High School featured a hipped roof rather than the gable roof included in the plans, likely done in order to minimize complicated masonry at the gable roofline. Another variation from the Rosenwald design was the omission of windows on the north and south walls. Also not included in the plans was a small wood porch constructed in front of the entrance to the school.

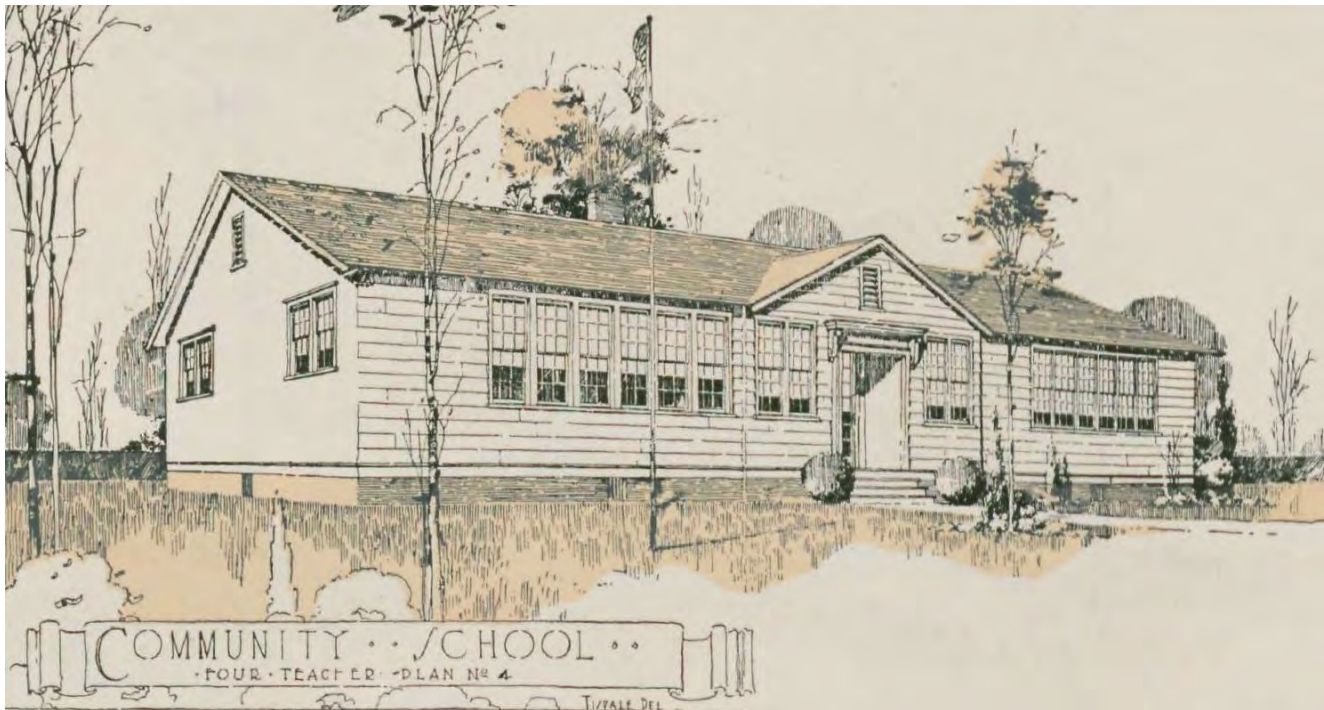


Figure 5 Four Teacher Plan No. 4, Julius Rosenwald Fund, *Community School Plans: Bulletin No. 3* (Nashville, TN: Julius Rosenwald Fund, 1924).

³⁰ William S. Cawthon, *Biennial Report of the Superintendent of Public Instruction for the State of Florida for the Two Years Ending June 30, 1928*, p. 158. State Archives of Florida.

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Figure 6 Front of Cocoa Junior High School, shortly after construction. Well and privies are visible to the left of the building. Photo courtesy of Fisk University Rosenwald database.

Local oral tradition maintains that the bricks for the school were made on site. As with all Rosenwald Schools, Cocoa Junior High School was oriented on an east-west facing direction with long rows of windows in order to maximize natural sunlight in the school's classrooms. Each classroom was equipped with a cloak room, and blackboards lined three of each classroom's four walls. As a result of a Rosenwald Fund stipulation, the school was furnished with new, modern desks rather than rough wooden pews and benches that were common in many black schools. An auditorium with movable partitions allowed the school to serve a greater community function as a meeting and gathering space. Cocoa Junior High School was heated by stoves, and water was provided by a well. Sanitary privies and a well were constructed behind Cocoa Junior High School, which were also stipulations of receiving Rosenwald Funds.³¹

Construction of Cocoa Junior High School was completed in late 1923. The new building was a significant accomplishment for Cocoa's African American community, which had struggled to provide an education for its children with inadequate facilities. As with many Rosenwald Schools, the new

³¹ Hoffschwelle, *Preserving Rosenwald Schools*, 5.

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school house was a significant source of pride and stood as a testament to the community's long struggle to provide a decent education.



Figure 7 Rear view of Cocoa Junior High School shortly after completion, facing North East. Photo courtesy of Fisk University Rosenwald database.

Cocoa Junior High School: 1923-1947

Cocoa Junior High School opened to students in December 1923 and held an official dedication ceremony in March 1924.³² An unofficial history of the school states that Mary McLeod Bethune, President Emeritus of Bethune-Cookman College, gave the dedicatory address.³³

Over 200 children were enrolled for the 1924-1925 term despite the fact that the school had only four classrooms. The auditorium/multipurpose space was likely utilized as additional classroom space from early on, and some of the more crowded grades attended school in shifts or "double sessions." Double sessions were a common solution to overcrowding in schools during the late 19th and early 20th

³² "Cannon Made Possible Negro School Building to be Dedicated." *Cocoa Tribune*, March 20, 1924.

³³ "Monroe High School History," from July 1998 Monroe High School Reunion Booklet, accessed November 2018, <https://monroehigh.myevent.com/page.php?groupingID=ourstory>.

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centuries, in which one group of students attended school for a half-day in the morning, and another group attended in the afternoon. The number of students attending only continued to grow, and by 1930 two additional classrooms were constructed on the north side of the building.³⁴ The additional classrooms were partially funded by Rosenwald Fund, which offered grants of \$200 per classroom for existing Rosenwald Schools.³⁵ Despite the extra classroom space provided by the addition, overcrowding remained a consistent problem at Cocoa Junior High School. By 1946, the school enrolled 318 students in 1st-10th grade.³⁶ The lower grades were particularly overcrowded, with first and second grades split into two groups: 1-A and 1-B, and 2-A and 2-B.³⁷ Double sessions continued to be utilized as a solution to overcrowding in all of Cocoa's black schools until Poinsett Elementary School was constructed in 1959.³⁸



Figure 8 Undated photograph of students at Cocoa Junior High School. (Likely 1940s.) Courtesy City of Cocoa.

A number of extracurricular activities and sports were offered to students at Cocoa Junior High School. Sports teams included both boys and girls basketball teams (the "Cocoa Indians").³⁹ Glee club was a

³⁴ Sanborn Map Company. *Cocoa, Brevard County, Florida*. (New York: Sanborn Map Company, 1930), p. 6

³⁵ Hoffschwelle, *Preserving Rosenwald Schools*, 5

³⁶ "Cocoa Jr. High School Enrolls 318 1st Day," *The Script*, September 7, 1946, p 1

³⁷ Peter Robinson, "Cocoa Junior High School News," *The Script*, September 21, 1946, p 7

³⁸ Celebrating 50 Years, Class of 66, First Poinsett Graduates, Largest Monroe High Graduating Class." *Ebony News Today*. September 4, 2016.

³⁹ Peter Robinson, "Cocoa Junior High School News," *The Script*, September 28, 1946, p 6

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popular activity among students, who performed at school events and commencement ceremonies. Older grades elected a Student Council.⁴⁰ Parties were thrown for students in the auditorium, and the school frequently hosted community events including carnivals, Thanksgiving dinners, and Christmas programs. Parents of students at Cocoa Junior High School operated an active Parent-Teacher Association (PTA) for many years. The PTA organized a fundraising drive to pay for the school's new cafeteria equipment, including an icebox and oil range stove in 1946.⁴¹

Monroe High School (1947-1954)

In 1947, under the administration of Principal B.A. Morse, grades 10-12 were added and Cocoa Junior High School was renamed Monroe High School in honor long-time teacher and past principal Jessie Ruth Monroe. Prior to this, 10th grade was the highest level a student could attain at Cocoa Junior High School, with a single teacher for ninth and tenth grades.⁴² The upgrade of Cocoa Junior High marked a significant development for education in the black community of Cocoa. Prior to this, black students wishing to earn a high school diploma had to travel to schools elsewhere in Brevard County in order to complete their education. In 1948, Monroe High School held its first graduation exercises, at which six students received their high school diplomas. Monroe High School was relocated to a new facility in 1954, at which time the old school building was vacated. The school prospered in its new location for over a decade. In 1968, Monroe High School was closed amidst the integration of Brevard County public schools and students were transferred to formerly all-white Cocoa High School.



Figure 9 Undated photograph of teacher Jessie Ruth Monroe. Courtesy of Monroe High School Alumni Association

Among alumni of Cocoa Junior High School and Monroe High School, most recall the significant role that teachers played in their lives. Teachers at Cocoa Junior High School were typically well-educated graduates of Florida Normal schools and universities, including Bethune-Cookman College in Daytona Beach, and Florida Memorial College in Live Oak, Florida. Continuing education was strongly encouraged, and many teachers utilized the summer break to attend classes at the Florida Normal and Industrial College in St. Augustine, and Florida A&M in Tallahassee.⁴³ Teachers at Cocoa Junior High School taught in overcrowded classrooms with hand-me-down

⁴⁰ Peter Robinson, "Cocoa Junior High School News," *The Script*, September 21, 1946, p 7

⁴¹ "P.T.A. Meeting Held At School," *The Script*, September 21, 1946, p 1

⁴² Peter Robinson, "Cocoa Junior High School News," *The Script*, September 21, 1946, p 7

⁴³ Rosa L. Jones, "City Briefs and Social News," *The Script*, August 17, 1946 p. 5; Rosa L. Jones, "City Briefs and Social News," *The Script*, September 7, 1946 p. 3.

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textbooks from the white schools, and often purchased school supplies with their own money. As a result of the Brevard County School Board's discriminatory salary practices, teachers at Cocoa Junior High School were paid approximately half that of their counterparts at Cocoa's white schools, regardless of their level of education or years of experience.

Criterion B: Harry T. Moore and Florida's First Teacher Salary Equalization Case

Cocoa Junior High School is being proposed for listing at the local and state level for Criterion B for its association with Harry T. Moore and John E. Gilbert. Moore's early experiences as a teacher at Cocoa Junior High School and his relationship with Principal John E. Gilbert led to a groundbreaking lawsuit against the Brevard County Board of Public Instruction advocating for equalization of teachers' pay. The school building itself is the best surviving resource associated with Moore's productive life. While he served as a teacher and principal at Titusville High School for a longer period than Cocoa Junior High school, that school has since been lost. As president of the NAACP, Moore did not have an office, and spent much of his time on the road speaking to NAACP chapters throughout the state of Florida. Finally, his home was destroyed by a bomb on Christmas day, 1951. Though a replica has been built in its place, this structure is not eligible for the National Register of Historic Places as a reconstruction. Cocoa Junior High School marks the beginning of Harry T. Moore's career as an educator and it was through his relationship with the school's principal, John E. Gilbert, that Cocoa Junior High School found itself at the center of one of the most significant early civil rights cases in the state of Florida.

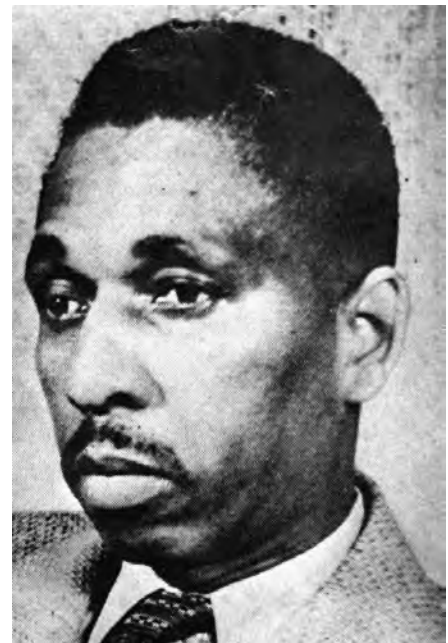


Figure 10 Harry Tyson Moore. Florida Memory Project.

Moore was hired as Cocoa Junior High School's fourth grade teacher in 1925, shortly after graduating from Florida Memorial College.⁴⁴ He was joined shortly afterward by his friend and fellow Florida Memorial College alum, John E. Gilbert. Moore taught at Cocoa Junior High School for two years, earning a salary of \$480 for the eight-month school term. He quickly established himself as a prominent educator and leader in the Brevard County School system and was hired as the principal of nearby Titusville Colored School in 1927. While in this position, Moore became actively involved in the Florida State Teachers Association (FSTA), the largest black teacher's organization in the state. Eventually elected FSTA president, Moore became seriously concerned with the vast income disparities

⁴⁴ Green, *Before His Time*, 24.

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that existed between white and black teachers in Brevard County. After spearheading the effort to organize the Brevard County branch of the NAACP in 1934, Moore began working to obtain equal salaries for African American teachers in Brevard County. Writing to NAACP president Walter White in 1937, Moore described the discriminatory teacher salary practices that existed at the time:

[T]he minimum monthly salary for white teachers was \$100, and only \$50 for blacks; the least qualified white teachers made the \$100 minimum, while the most qualified black teachers, including principals, made less than \$100. Even more galling, the Florida legislature appropriated \$800 to local school boards per teacher, whether white or black, as a supplement to local tax money. In Brevard County, however, black teachers didn't receive even the state's \$800 allotment.⁴⁵

Throughout much of 1937, Moore corresponded with the National NAACP office in hopes that the organization would help him initiate a lawsuit against the Brevard County School Board. Moore and other black educators hoped to force the state's school system to equalize salaries by adopting a racially blind salary schedule.⁴⁶ To gain support for the case, Moore held meetings with public school teachers throughout Brevard County, including his former colleagues in Cocoa. One such meeting was held at the home of Jessie Ruth Monroe, a long-time teacher at Cocoa Junior High School.⁴⁷ Moore initially struggled to find a teacher who would serve as the plaintiff in the case. Ultimately, he looked for help at Cocoa Junior High School and convinced his old friend and colleague John E. Gilbert to serve as the plaintiff. At this point, Gilbert was the principal of Cocoa Junior High School and in his eleventh year of teaching. Gilbert agreed to serve as the plaintiff at considerable personal risk to himself and his family. Taking place seventeen years before the Montgomery bus boycott and the beginning of the modern civil rights movement, the lawsuit would undoubtedly draw the ire of Brevard County's white population and put Gilbert at risk of racial violence. Among those involved with the case, there was no question that Gilbert would be fired by the Brevard County School Board for his involvement in the case. To alleviate the personal consequences Gilbert would pay for his involvement, the Florida State Teacher's Association agreed to pay his salary upon dismissal.⁴⁸

Gilbert v. Board of Public Instruction of Brevard County, Florida was filed in March of 1938. The first of its kind in Florida, the case "startled the entire state."⁴⁹ Perhaps more significantly, the case was the

⁴⁵ Green, *Before His Time*, 39.

⁴⁶ Caroline Emmons, "'Not a Single Battle but Rather a Real War': The Fight to Equalize Teachers' Salaries in Florida in the 1930s and 1940s," *The Florida Historical Quarterly*, Vol. 81, No. 4 (Spring, 2003), page 423.

⁴⁷ Interview Rosa Lee Jones by the Division of Civil Rights, 1 September 2005, accessed November 2018, [https://myfloridalegal.com/moore.nsf/WF/JFAO-6SQHVY/\\$file/MooreReport.pdf](https://myfloridalegal.com/moore.nsf/WF/JFAO-6SQHVY/$file/MooreReport.pdf).

⁴⁸ Green, *Before His Time*, 40.

⁴⁹ Emmons, *Not a Single Battle*, 423.

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first teacher salary equalization case in the deep south, following only a year after the NAACP successfully pressured a school board in Montgomery County, Maryland to equalize teacher salaries. Despite the fanfare surrounding the *Gilbert* case, the petition was dismissed by a Brevard Circuit Court judge who ruled that the Florida Constitution did not require school boards to establish salary schedule, and could therefore not be forced adopt a new one. Though lawyers in the case, including Thurgood Marshall of the NAACP, immediately filed an appeal with the Florida Supreme Court, the case was ultimately lost in 1939 when the Supreme Court affirmed the lower court ruling. Despite this fact, *Gilbert v. Board of Public Instruction of Brevard County, Florida* inspired the filing of dozens of similar lawsuits in Florida over the next four years. The success of these cases varied by county, and salary discrimination continued throughout much of Florida and the United States. However, substantial progress was made over the course of the 1940s as more salary equalization cases followed and were won. As legal precedents were established, many communities determined that they could not justify the expense of fighting salary equalization cases and equalized salaries voluntarily. Thanks largely to the efforts of Harry T. Moore and John Gilbert, the court case marked a turning point in which African American teachers in Florida began to utilize the court system in order to address racial discrimination.⁵⁰

Both Moore and Gilbert suffered consequences for their activism. As was predicted, John E. Gilbert was fired from his position at Cocoa Junior High School shortly after the case was lost in 1939. While Moore was not fired as a result of his involvement in the *Gilbert* case, he would lose his position at Titusville High School at a later date as a result of his increased activism. Moore served as the President of the Brevard County NAACP branch from 1934-1939 and President of the Florida State Conference from 1941-1946. He is credited with growing the Florida NAACP membership from a few hundred members in 1941, to nearly 10,000 members by 1945. Outside of his work with the NAACP, Moore also organized the Progressive Voters' League in 1944, through which he launched a statewide voter registration campaign.⁵¹ Moore frequently wrote letters to the governor and other politicians, protesting acts of racial violence and government inaction. As Moore became increasingly visible and identified for his activism, he inevitably became the target of white anger and violence. In 1945, both Moore and his wife Harriett were fired from their teaching positions. Though both Harry and Harriett were able to find other work, they began to receive anonymous threats of violence. On the evening of Christmas 1951, Harry T. Moore and his wife were killed by a bomb placed beneath their bedroom. When Cocoa Junior High School ceased to be used as a public school, the building was renamed the Harry T. Moore Center in his honor.

⁵⁰ Ibid, 418-439.

⁵¹ Green, *Before His Time*, 54.

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Historic Context: The Harry T. Moore Center, 1954-Present

The former Cocoa Junior High School was renamed the Harry T. Moore Center when the building ceased to be used as a public school in 1954. The building lay vacant until the 1980s, when ownership of the property was transferred to the Brevard County Housing Authority. At this time the building was renovated for use as a daycare and community center. In 2014 the property was acquired by the City of Cocoa with plans to be used as a museum.

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GEOGRAPHICAL DATA

Verbal Boundary Description

The boundary encompasses all of parcel 24-36-32-CC-14.1 of the Brevard County Property Appraiser Office records. See map for more information.

Boundary Justification

The boundary includes the present day boundaries of the school property owned by the City of Cocoa, Florida. Although the school lot initially extended to Mango Avenue, the extension of Valencia Avenue segmented the original lot into two parts. The rear lot between Valencia and Mango avenue is vacant and also owned by the City of Cocoa, but as it is now separated from the school property by a road it can no longer be perceived as one contiguous property.

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Additional Documentation (Figures, plans, historic photos)

Photographs

Property Name: Cocoa Junior High School

City or Vicinity: Cocoa County: Brevard State: FL

Photographer: Charlene Neuterman Date Photographed: Aug, Sept, Dec 2018

Description of photograph(s) and number, including description of view indicating direction of camera:

1. View of main (east) façade, facing west
2. View of main (east) façade, facing southwest
3. Detail view of main entrance, facing west
4. View of main (east) façade, facing north
5. View of south façade, facing north
6. View of rear (northwest) façade, facing east
7. View of rear (northeast) façade, facing east
8. View of kitchen addition, facing south
9. View of rear (northwest) elevation, facing east
10. View of rear (northeast) elevation, facing east
11. View of north façade, facing southwest
12. View of main (east) entrance and interior corridor
13. View of south classroom entrance
14. View of south hallway in corridor
15. View of office entrance in corridor
16. View of storage rooms in corridor
17. View of west wall in entrance corridor, including restroom
18. View of north hallway in corridor
19. View of south classroom pair, facing south
20. View of south classroom pair, facing southwest
21. View of south classroom pair, facing west
22. Detail view of lighting in south classroom
23. View of central classroom pair and opening to north classroom pair, facing northwest
24. View of central classroom pair and structural columns, facing west
25. View of north classroom pair (historic classroom addition), facing east
26. View of north classroom pair (historic classroom addition), facing northwest
27. View of auditorium, facing southwest

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- 28. View of auditorium, facing northwest
- 29. View of auditorium, facing northeast
- 30. View of auditorium, facing south to kitchen addition entrance
- 31. View of kitchen addition facing south.
- 32. View of kitchen addition facing west.

Cocoa Junior High School


307 Blake Avenue
Cocoa, Brevard County
Florida, 32922

Lat./Long. Coordinates:
28.354161, -80.738620

UTM:
17R 525593 3136475

Datum: WGS84

Legend

 Proposed NR Boundary

Date: 2/12/2019

N

1:1,500

0 62.5 125 250
Feet

0 15 30 60
Meters

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



Cocoa Junior High School

307 Blake Avenue
Cocoa, Brevard County
Florida, 32922

Lat./Long. Coordinates:
28.354161, -80.738620

UTM:
17R 525593 3136475

Datum: WGS84

Legend

 Proposed NR Boundary

Date: 12/4/2018

1:10,000



0 425 850 1,700
Feet

0 105 210 420
Meters

Basemap Source: 2013 National
Geographic Society, i-cubed









307

FRONT
ENTRANCE





















CLOS

RF









1010
1011

COMMERCIAL
STORAGE
NOT
PERMITTED



































UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Cocoa Junior High School

Multiple Name: Florida's Historic Black Public Schools MPS

State & County: FLORIDA, Brevard

Date Received: 2/19/2019 Date of Pending List: 3/7/2019 Date of 16th Day: 3/22/2019 Date of 45th Day: 4/5/2019 Date of Weekly List:

Reference number: MP100003581

Nominator: SHPO

Reason For Review:

X Accept Return Reject 4/3/2019 Date

Abstract/Summary Comments: Locally significant for its association with education of African American children, and at the state level for its association with Harry Moore and John Gilbert, who brought suit (Gilbert v Board of public Instruction of Brevard County) regarding teacher pay equalization

Recommendation/ Criteria: Accept / A & B

Reviewer Jim Gabbert Discipline Historian

Telephone (202)354-2275 Date _____

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

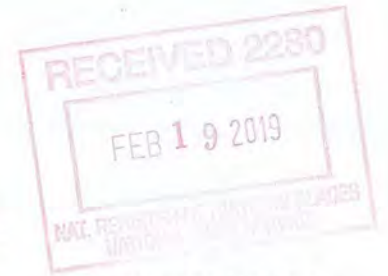
If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



FLORIDA DEPARTMENT of STATE

RON DESANTIS
Governor

LAUREL M. LEE
Secretary of State



February 12, 2019

Dr. Julie Ernstein, Deputy Keeper and Chief,
National Register of Historic Places
Mail Stop 7228
1849 C St, NW
Washington, D.C. 20240

Dear Dr. Ernstein:

The enclosed disks contain the true and correct copy of the nomination for **Cocoa Junior High School (FMSF#: 8BR00278) in Brevard County**, to the National Register of Historic Places. The related materials (digital images, maps, and site plan) are included.

Please do not hesitate to contact me at (850) 245-6364 if you have any questions or require any additional information.

Sincerely,

A handwritten signature in blue ink that reads "Ruben A. Acosta".

Ruben A. Acosta
Supervisor, Survey & Registration
Bureau of Historic Preservation

RAA/raa

Enclosures