

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

306

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 ROOSEVELT SCHOOL

other names/site number Roosevelt Academy

2. Location

street & number 115 East Street North N/A not for publication

city or town Lake Wales N/A vicinity

state FLORIDA code FL county Polk code 105 zip code 33853

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.)

Janet Snyder Matthews 2/13/2001
Signature of certifying official/Title Date

Florida State Historic Preservation Officer, Division of Historical Resources
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 3/29/01

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	1	buildings
0	0	sites
0	0	structures
0	0	objects
1	1	total

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

"N/A"

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION: school

Current Functions
(Enter categories from instructions)

EDUCATION: school

7. Description

Architectural Classification
(Enter categories from instructions)

Masonry Vernacular

Materials
(Enter categories from instructions)

foundation STUCCO
walls STUCCO
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.)

Areas of Significance

(Enter categories from instructions)

EDUCATION

ARCHITECTURE

Period of Significance

1937-1951

Significant Dates

1937

Significant Person

N/A

Cultural Affiliation

N/A

Architect/Builder

Talley, Wilbur B.

Trauger, Howard B.

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

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

Primary location of additional data:

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

Name of Repository

10. Geographical Data

Acreage of Property approx. one

UTM References

(Place additional references on a continuation sheet.)

1	1 7	4 4 1 4 0 0	3 0 8 7 3 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 Sidney Johnson/Robert O. Jones, Historic Sites Specialist

organization Bureau of Historic Preservation date

street & number R.A. Gray Building, 500 S. Bronough Street telephone (850) 487-2333

city or town Tallahassee state Florida 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 Polk Co. Board of Public Instruction - Attn: Glenn Reynolds, Superintendent

street & number P.O. Box 391 telephone 941-534-0521

city or town Bartow state FL zip code 33830

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and amend listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

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

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 7 Page 1 **ROOSEVELT SCHOOL, LAKE WALES, POLK
COUNTY, FLORIDA**

SUMMARY

Roosevelt School is located at 115 E Street North in Lake Wales, Polk County, Florida. The school campus consists of seventeen buildings, but only one, the largest and historic building is nominated to the National Register of Historic Places. The building is one-story of Masonry Vernacular construction with Italian Renaissance elements. The school has an "E" footprint, stucco exterior finish, and a complex, cross-gable roof. Ashlar blocks form pilasters and quoins that embellish the walls and corners. One non-historic open-air, small pavilion to the east of the school is included within the National Register boundary.

SETTING

Lake Wales lies in southeast Polk County, fifteen miles east of Bartow, the seat of county government. The population of the city is nearly 10,000. The primary transportation corridors consist of north/south U.S. Highway 27 and east/west State Road 60. The railroad tracks of the Atlantic Coast Line (ACL) and Seaboard Air Line (SAL) historically crossed in the city. The city contains two National Register historic districts and several individual National Register landmarks. Lakes Wales's historic African-American community occupies the northwest corner of the city. The school stands near the western edge of the community. A prominent historic citrus packing house stands immediately south of the school.

Sixteen additional permanent and movable non-contributing buildings occupy the campus. The permanent ones were built from the early 1950s to the 1960s, and the moveable ones were added in the 1990s. All but one are located beside or to the west of the original school. A small pavilion stands in the front yard, and a paved basketball court immediately behind the historic school separates the older building from a two-story gymnasium. Smaller than the original school, all of the buildings are sufficiently setback from the older school to the extent that they do not block the building's visibility. Two covered walkways that do not disturb the historic fabric, extend from the historic school to buildings at the north and south elevations. A chain-link fence surrounds the campus.

PHYSICAL DESCRIPTION

Exterior

The building rests on a poured concrete foundation, and contains nearly 18,000 square feet of interior floor space. The front, or east, facade of the school parallels, and fronts onto E Street (Photos #1,2,3,4). The three cross-gable extensions project to the west. The facade is symmetrical with a side-facing gable roof. Centered on the elevation is a central cross-gable projection that provides shelter for the main entrance (Photo #3). The projection, adorned with Italian Renaissance elements, is divided into three bays called a "Serliana,"¹

¹The Serliana is named for Italian architect Sebastiano Serlio, who published the treatise *Architettura* in 1537. This classical feature displays a three-part opening, the central one arched and wider than the others.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 7 Page 2 **ROOSEVELT SCHOOL, LAKE WALES, POLK
COUNTY, FLORIDA**

with pilasters, and has a pediment surrounded with modillions. A bull's-eye window is centered in the tympanum, and is accented by key blocks. Pilasters formed from ashlar blocks define the three bays. These blocks form quoins on the corners of the extension. The central bay entrance has a Roman arch with keystone. The flanking bays have windows with pediments centered in each. The windows are filled with 12/8 double-hung wooden sashes. The pedimented central extension creates a recessed porch between the facade and the main doors. The entrance has a pair of non-historic doors, a fanlight transom and glass-block side lights. Low-relief oval disks, or pateras, bracketed by concave tongue moldings (Photo #5) adorn a frieze. Three pairs of windows flank the central gable extension (Photo #1). The windows are filled with 9/6 metal sashes. These are replacement metal sashes retaining their original patterns. Squared ashlar blocks are used to create pilasters, which bracket the pairs of window openings. The same ashlar blocks form quoins.

The north and south elevations have similar features (Photos #4,6). The gable ends have cornice returns and groups of three, arched attic vents. There are gable pediments, and secondary entrances at the west corners are accented by flanking ashlar block pediments. Extending covered walkways run from these entrances (Photo #7).

The west, rear elevation has three gable extensions, one at the center of the elevation, and two at the north and south corners (Photo #8). The central wing projects slightly beyond the shorter outside wings. This design creates two small narrow courtyards (Photo #9). Entrances to these courtyards from the interior of the building are sheltered by small shed extensions with both squared and arched openings (Photo #10). All of the west elevation extensions repeat features found elsewhere on the exterior, namely, arched attic vents, cornice returns, and ashlar quoins (Photos #11,12). Arched openings and transoms embellish the entrances on the northernmost and southernmost extensions. Most window sashes are 9/6 arrangement, but several have 6/6 or 4/4 patterns. Each window retains the original pattern installed in 1937. The central cross gable extension has the additional feature of straight, capped buttresses supporting the north and south walls, respectively.

Interior

The interior of the school retains its original design, circulation pattern, materials, and character to a high degree. The floors are covered with linoleum. The walls and ceilings are stucco finished, but within offices and classrooms non-historic acoustic drop ceiling panels have been installed. Windows and doors are finished with wood trim with a streamline motif. Many classrooms contain their original blackboard surrounds, chalk trays, and built-in pocket shelving inset in the walls (Photo #13).

The interior has twenty-five separate rooms, divided between four general spaces, predicated on the building footprint. The main block contains the entrance, six classrooms, two small offices, two storage rooms, and a hall that measures nearly two hundred feet long. The entrance opens into a foyer with a coved ceiling (Photo #14). Adjacent doors lead to small offices. A central hall extends the length of the building (Photo #15). Straight ahead of the vestibule, and within the central west extension is an auditorium with a coved ceiling, chair moldings, and a raised stage at the west end (Photos #16,17). The stage has its original features, including a square proscenium with coffered moldings, side entrances which lead to small wings, flip-up light panels along the leading edge of the stage, wainscot kick paneling, and pine flooring. Rear, western entrances

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 7 Page 3

**ROOSEVELT SCHOOL, LAKE WALES, POLK
COUNTY, FLORIDA**

with foyers flank the auditorium (Photo #18). The south extension contains classrooms divided by a central hall with a rear entrance (Photo #19). The north extension contains the administrative offices of the school (Photos #20,21).

ALTERATIONS

The original windows have been replaced with metal sashes with muntin patterns identical to the originals. New doors were installed throughout the building, retaining the dimensions of the openings and keeping the original moldings intact. The auditorium has new seats installed in the original pattern with a center and side aisles. The north extension originally contained offices, classrooms, and a library. Several temporary walls were installed in former classrooms to create additional administrative offices.

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 1 **ROOSEVELT SCHOOL, LAKE WALES,
POLK COUNTY, FLORIDA**

SUMMARY

The Roosevelt School is nominated to the National Register for its significance on the local level under Criteria A and C in the areas of Education and Architecture. The school contributes to the history of Polk County's school system, and has significance as Lake Wales's only historic school, and has served the historically African-American community. The school was completed in 1937 and continues to serve the education needs of the city. The school is of Masonry Vernacular construction with Italian Renaissance elements, was designed by architect Wilbur B. Talley, and built by Howard B. Trauger. The institutional design and construction is distinctive for its prominent use of Italian Renaissance elements and detailing.

HISTORICAL CONTEXT

The first lands purchased for development of what became Lake Wales were made in 1905 by representatives of the Sessoms Investment Company of Jacksonville, Florida. They had the intention of establishing a lumber and naval stores business. The railroad's arrival in the area confirmed their decision to expand their developmental activities. In 1911, the group formed the Lake Wales Land Company, purchased 5,000 acres of land near Lake Wales from the Sessoms Investment Company, and employed engineer A. C. Nydegger of Winter Haven to survey and plat their acreage. Earlier that same year, Nydegger had surveyed and platted the town of Sebring, thirty miles south of the Lake Wales location.

In 1909, the Atlantic Coast Line (ACL) Railroad conducted a preliminary survey for a railroad through the area, and construction was completed in 1911. The railroad improved the potential for developing the region's lumber and naval stores, and land sales. The area was picturesque, situated on high ground atop fertile soil, surrounded by lakes, and located in a region whose possibilities for commercial agriculture and residential development were just beginning to be realized.

With the railroad in place, the Lake Wales Land Company proceeded with the task of building a community infrastructure. A school, bank, post office, drug store, commercial buildings, churches, and many residences, numbering more than eighty structures in all, were either completed or under construction in 1915. A second railroad, the Seaboard Air Line (SAL), entered the town on April 5, 1915. A fire department was organized in 1914, the same year that the town got its first telephone exchange. In 1916, the population was estimated at 300.

The village of Lake Wales remained unincorporated until April 1917, when residents organized the first town government. Soon after the end of World War I, Florida embarked upon the most frenzied era of land speculation in the state's history known as the Florida Land Boom of the 1920s. Lake Wales was a product of the boom. Statistics tell a dramatic story. From a base of 795 residents in 1920, the population jumped in five years to an official count of 2,747, an increase which one contemporary writer said represented the greatest percentage gain made during that period by any Florida city or town. The number of telephones rose from 117 to 1,032 in that same time span; power connections from 205 to 1,200; and water connections from 191 to 842. Together such figures provide a reliable index to an enormous amount of building activity. The town did not

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 2 **ROOSEVELT SCHOOL, LAKE WALES,
POLK COUNTY, FLORIDA**

begin to compile building permits until 1922, when forty-nine permits were issued. In 1925 and 1926, 248 and 283, respectively, such permits were granted. The valuation of such activity rose from \$64,389 in 1922 to \$1,278,800 in 1926.

African Americans played an important role in this development. In the opening decades of the town's growth, Blacks had migrated to the area, first working in the turpentine industry, then railroad, and, finally, citrus industries. Most resided northwest of the downtown, and, in 1921, the Land Wales Land Company subdivided a new plat, which effectively organized a community for Lake Wales's African-Americans. Typical of the discriminatory practices of that era, the subdivision was located outside the original town limits, far from the downtown and white residential areas. Within several years, the area was annexed into the city, and significant growth began. By 1924, nearly one hundred buildings filled the subdivision; Lincoln Avenue became the primary artery where churches and commercial buildings appeared. The densest concentration of buildings, however, lie on B Street North between Lincoln and North Avenues. Houses built by citrus associations, and lumber companies packing houses and yards were in close proximity to the community, because of the adjacent railroad tracks and the ready source of labor provided by African-Americans.

In 1925 the land speculation began to slow, and in 1926 and 1927, construction activity in most parts of the state shut down. The construction of a new city hall and high school, the latter designed by noted Tampa architect M. Leo Elliott, and the continuing prosperity of the citrus industry partly insulated Lake Wales against the immediate effects of the boom's collapse. During the early-1930s, however, development in the city slowed dramatically. The population of Lake Wales, which had reached a high of 5,000 in 1928, had been reduced to 3,400 by 1930. Many residents were forced to seek assistance from federal relief programs.

Led by a bumper citrus crop and increasing tourism, the city began to recover from the worst effects of the Depression after 1935. Some residential growth occurred in the late-1930s as the economy began to recover and Federal Housing Administration (FHA) programs took effect, permitting easier access to credit for prospective home owners. Building permits issued in the city in 1936 reached their highest total since 1928. Aided by Federal assistance under the Public Works Administration (PWA) and Works Progress Administration (WPA), several new buildings, including a cafeteria, civic center, and school, expanded Lake Wales's school infrastructure. Other WPA projects were the construction of the Lake Wales Post Office on West Park Street, a Boy Scout camp, golf course, and alley-way improvements.

The physical development of Lake Wales came to a standstill during World War II. War-related construction did not affect the town as it did the neighboring cities of Avon Park and Bartow that were sites of military training fields. Still, population growth persisted and by war's end stood at 6,210. Development resumed with vigor in the late-1940s as the state entered another period of rapid growth. Once again, citrus led the economic expansion of the city. Lake Wales was spared the devastating effects of Florida's expanding highway system, which ravaged the historic core of numerous cities throughout the state. The two major state highways, north-south U.S. 27, and east-west S.R. 60, which cross one another within the city, skirt both its downtown business district and historic residential neighborhoods. As a result, Lake Wales retains the appearance it acquired in the first thirty-five years of its development and growth.

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 3 **ROOSEVELT SCHOOL, LAKE WALES,
POLK COUNTY, FLORIDA**

Public Education

Polk County's school system dates from the 1860s, when Jacob Summerlin established the Summerlin Institute in Bartow, the seat of county government. In 1893, the Institute became the public school of Bartow, then the leading education center in Polk County. Later, in the early twentieth century, when a revitalized economy sparked growth in many cities, the Polk County School Board was formed and financed the construction of new schools. Growth surged during the 1920s, but with the onset of the Great Depression development slowed. Still, the population expanded, and, by 1936, the Polk County School Board reported a student population of 20,000, and a need to expand existing buildings or construct new schools in some cities.¹

In Lake Wales, the land company constructed the first school on East Sessoms Avenue in 1913. The school board replaced that building in 1918. In November 1917, the board established a one-teacher school for African-American residents at the Institutional Baptist Church, which then stood on C Street south of Lincoln Avenue. Subsequent moves to a Methodist church on A Street North and a Masonic hall on B Street North proved only temporary solutions to increasing attendance. Finally, having filled various buildings beyond their capacities, the school trustees prevailed upon the Lake Wales Land Company to donate a lot in its subdivision on Washington Avenue for a school. The new building was completed about 1922 at the northeast corner of Washington Avenue and E Street North. A one-story wood frame rectangular building, the school was named William-Wesley Elementary, memorializing two African-American pastors who served local churches. Although the building was expanded about 1926, it had outlived its usefulness by the mid-1930s. Polk County school superintendent Walton Clark pointed out that the "present condition of the old school building is deplorable." Extremely overcrowded, the school then consisted of eight rooms and 383 students; one room held sixty-one students.²

Architectural Context

The term "Masonry Vernacular" applies to buildings that display no formal style of architecture and is defined as the common masonry construction techniques of lay or self taught builders. Prior to the Civil War vernacular designs were local in nature, transmitted by word of mouth and demonstration, and relying heavily upon native building materials. With the coming of the American Industrial Revolution, manufacturers became the pervasive influence over vernacular construction and design. Popular magazines featuring standardized manufactured building components, house plans, and house decorating tips flooded consumer markets and helped to generalize building trends across the country. The railroad aided the process by providing cheap and efficient transportation for manufactured building materials. The individual builder had access to a myriad of finished architectural products from which to select to create a design of his own. The masonry building materials most common during the period of the school's construction were hollow tile and brick. After World War I, the perfection of simulated masonry exterior veneers made possible the accurate representations even in modest examples.

The building design and characteristics necessary to function as educational facilities 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,

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 4 **ROOSEVELT SCHOOL, LAKE WALES,
POLK COUNTY, FLORIDA**

although plan books featured school buildings that displayed Greek and Gothic revival designs, most rural schools remained simple one-room buildings until the twentieth century. Beginning in the 1890s, reformers emphasized practical interior improvements with regard to illumination, ventilation, sanitation, furniture, and equipment. They asserted that a formal architectural design applied to a schoolhouse contributed to the development of a student's morals and good character.³ In Florida, most communities initially built wood frame school houses, or held classes in other public buildings until sufficient funds could be obtained to construct a school. Generally, second-generation school buildings were of a more permanent nature than their predecessors.

The Italian Renaissance style, popular in the United States between 1890 and 1935, was loosely predicated on Italian models. The firm of McKim, Mead, and White gave impetus to the use of the style with their 1882 design of the Villard House in New York. Although the style made significant advances nationally in residential architecture by 1910, most of Florida's Italian Renaissance buildings were constructed during the land boom of the 1920s. Generally reserved for use on landmark residences and public buildings in large cities, the style was followed by revival designs from Colonial and Mediterranean traditions.

The Italian Renaissance style is characterized by low-pitched hip roofs, usually covered with ceramic tiles, and wide boxed eaves that commonly contain large decorative brackets. The main façade was usually symmetrical with a central entrance that contained much of the decorative elements, often flanked with classical columns and pilasters. Asymmetrical models with projecting wings and porte cocheres are not uncommon. Masonry construction was universal with the exception of some stucco exteriors. Other common elements were pilasters and quoins; large brick chimneys; second story windows were typically smaller and less elaborate than those located in the first story.

HISTORIC SIGNIFICANCE

In 1936, a ten-acre site was acquired south of the old school. Located in the 100 block of E Street North, the site stood immediately north of the packing house of the Lake Wales Citrus Growers Association, and a residential neighborhood radiated to the east, each the result of a booming citrus economy. Lakeland architect Wilbur B. Talley was hired to draft plans for a new building. The school board enlisted the financial assistance of the Public Works Administration (PWA), a New Deal program, which assigned the school project number 1276. Then, in August 1936, the PWA approved Talley's plans, and \$29,455 for construction of the new school. A local and federal matching ratio of fifty-five percent to forty-five percent required the school board to allocate \$36,000 for the project. After meeting its final criteria, the school board issued a request for bids, and, in October 1936, awarded the contract to the Lakeland firm Howard B. Trauger Construction Company. At its meeting, the school board also awarded Trauger a contract to construct a cafeteria for Lake Wales High School. P.T. Raymond, a PWA engineer from Jacksonville, was assigned to the project to ensure that the construction of both buildings met federal guidelines.⁴ The Trauger Company broke ground in November 1936, and completed the school in April 1937. Within months, the new facility was named Roosevelt School in honor of President Franklin D. Roosevelt. The Lake Wales Herald announced that the

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 5 **ROOSEVELT SCHOOL, LAKE WALES,
POLK COUNTY, FLORIDA**

project was the largest of the year. With an "E" shaped footprint, the building contained fourteen classrooms, rooms for home economics and manual training, and an assembly hall capable of seating five hundred students. Following the opening of the school, Superintendent Clark remarked that "the new colored school will give the colored people of Lake Wales one of the two best colored schools in the county. Bartow also has an excellent school, but Lake Wales will have a first class plant."⁵ At the meeting, Clark complimented Principal Longworth of the Roosevelt School, recognizing him as a good administrator and teacher.

Roosevelt School initially served only elementary students, but expanded in 1939 when the administration responded to a need to provide an African-American high school. Students adopted the emblem of a pirate as a school mascot, and blue-and-white for the colors. In May 1940, the first high school commencement was held in the auditorium, with thirteen students graduating. The Class of 1944 adopted the motto "We Climb, Though the Rocks Be Rugged." That year graduates were Paul Bickers, Alice Browning, Essie Bryant, Lillie Felder, Lillian Graham, Ethyl Iles, Mildred Jones, Gladys Large, John Smith, Jr., Parthelia Stone, and George Williams, Jr. Historic principals were Emma Pettigrew, Betty Purcell, Lillie Hall, Charlotte McGill, Lucinda Bryant, and A.L. Brodie.⁶ In 1948, faculty members Roy Caldwell, Mrs. L.B. Jackson, and Catheryn Browne-Smith organized a band. They purchased equipment from several residents, and, in 1950, the band had twelve instruments. Principal Brodie conducted the band briefly, until 1951, when Thomas Simpson, Jr., a graduate of Chicago Musical College, was hired to fill the position, and laid the foundation for continuing achievement in music.

In the 1957-1958 school year, Roosevelt High took first place in the C-Class division state band festival held in Orlando, Florida. Renewed growth following World War II compelled the school board to expand the campus. The expansion left the original building untouched; instead, walkways were extended from the school to new satellite buildings. In the 1950s six buildings were constructed adjacent to the older building, including the 1957 gymnasium. The original building remained the largest facility on the campus. When Florida schools were integrated after 1969, Roosevelt became a facility for all sixth and seventh graders from Lake Wales, both Black and white. The facility was renamed Roosevelt Vocational School in 1983, and Roosevelt Academy in 1996.⁷

ARCHITECTURAL SIGNIFICANCE

The front entrance of the school displays features derived from the Italian Renaissance style, specifically the detailing on the front-facing gable, most notably the Serliana protecting the recessed entrance. The scored stucco pilasters and quoins adorning the walls are also derived, in part, from Italian Renaissance architecture. Architect Wilbur B. Talley, a native of Lakeland, Florida, drafted the plans of the school. He established an architectural firm in the city about 1900. Tireless and gifted, he maintained offices in Lakeland and Miami until 1906, when he moved to Jacksonville to take advantage of opportunities in the building trades after a fire destroyed much of the city in 1901. He remained there until 1922, when he returned to Lakeland. During his career, Talley prepared the plans for commercial buildings, dwellings, courthouses, and clubhouses in many Florida cities, including Bartow, Bunnell, DeLand, Inverness, Jacksonville, Lakeland, and

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 6 **ROOSEVELT SCHOOL, LAKE WALES,
POLK COUNTY, FLORIDA**

Sanford. Those buildings displayed various formal styles, ranging from Classical, Colonial, Mediterranean, and Romanesque revivals to Italian Renaissance, Prairie, and Mission. Landmarks crafted by Talley include the Colonial Apartment, Kentucky Building, Lakeland High School, and Sorosis Club Building in Lakeland, and the Duval County Courthouse and Duval County Armory in Jacksonville. In 1926, Talley helped organize the Polk County Association of Architects, which then consisted of twenty practitioners. In Lake Wales, Talley also designed the Woman's Club Building on East Park Avenue in 1939. His plans for these important Lake Wales's buildings came near the close of a distinguished career.⁸

The Howard B. Trauger Construction Company of Lakeland constructed the 1937 school building. Trauger was responsible for the construction of numerous buildings in Lakeland, including the civic center and public library, the latter a contributing resource of the East Lake Morton Historic District. Trauger also built the Lake Mirror Promenade, an intricately designed concrete walkway and seawall with an arched loggia (NR, 1983).⁹

Roosevelt School, constructed with assistance from the Public Works Administration (PWA), was one of Lake Wales' largest projects during New Deal. Submitted to the PWA in 1936, the application called for construction to be financed through matching funds, fifty-five percent from the county and forty-five percent from the federal government.¹¹ Additional PWA projects in Lake Wales included developing a Boy Scout camp, civic center, and golf course, and paving alleys with clay.¹² The agency provided assistance to nearly seventy percent of the schools built in America during the interval. Conceived near the close of the PWA era, the Roosevelt School was among the largest federally-financed education projects in Polk County, and one of few schools in the county constructed to benefit African Americans in the 1930s. African Americans played an important role in the PWA. Personally acquainted with President Franklin D. Roosevelt, Mary McLeod Bethune directed the Negro Division of the PWA. Bethune's prominence played an important role in the procurement of funds for the Roosevelt School in Lake Wales.¹³

The historic Roosevelt School is a significant architectural landmark in Lake Wales's African-American community. Derived from Masonry Vernacular influences, the building displays Italian Renaissance details. The only remaining historic education building in the City of Lake Wales, the school represents an important achievement of Lake Wales's African-American community, which successfully garnered financial support for a new school from a federal agency during the Great Depression of the 1930s. The institutional building is unusual for its prominent Italian Renaissance details and character giving elements, especially in the context of its New Deal, and African-American educational heritage. The building retains its historic architectural integrity and character to a high degree.

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 8 Page 7 **ROOSEVELT SCHOOL, LAKE WALES,
POLK COUNTY, FLORIDA**

2. Lake Wales News, 22 January 1937; Sanborn Map Company, Fire Insurance Map of Lake Wales, Polk County, Florida (New York: Sanborn Company, 1920, 1924, 1928); Janyce Ahl, Crown Jewel of the Highlands: Lake Wales, Florida (Lake Wales: Lake Wales Library Association, 1983), 191.
3. Lake Wales News, 2 November 1936; Lake Wales Highlander, 31 July, 2 October 1936.
4. Lake Wales News, 1 January, 27 August 1937; Lake Wales Herald, 18 December 1936.
5. Gladys Howell and Earl McKnight, "Grand Reunion: The Lake Wales-Northeastern Chapters of Roosevelt Alumni Association," unpub. mss., Lake Wales, 1986, n.p.
6. Sanborn Map Company, Fire Insurance Map of Lake Wales, 1962; Ahl, Lake Wales, 191.
7. Hetherington, Polk County, 286, 346; Wayne Wood, Jacksonville's Architectural Heritage: Landmarks for the Future (Gainesville: University Presses of Florida, 1989), 13, 149, 158, 226; Miami Metropolis, 14 November 1902, 23 January 1903.
8. Hetherington, Polk County, 114, 121; Minute Book 4, p. 174, 184, 264, 409; Minute Book 5, p. 8, 10, 28, 93, 138-39, 180, Lakeland City Commission.
9. C.W. Short and R. Stanley Brown, Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939 With the Assistance of the Public Works Administration (Washington, D.C.: GPO, 1939), vii; William Leuchtenburg, Franklin D. Roosevelt and the New Deal (New York: Harper & Row, 1963), 133.
10. C.W. Short and R. Stanley Brown, Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939 With the Assistance of the Public Works Administration (Washington, D.C.: GPO, 1939), vii; William Leuchtenburg, Franklin D. Roosevelt and the New Deal (New York: Harper & Row, 1963), 133.
11. Lake Wales Highlander, 31 July 1936; Short and Brown, PWA Public Buildings, 49.
12. New York Times, 19 May 1955; Leuchtenburg, Roosevelt and the New Deal, 187; Darlene Hine, Black Women in America: An Historical Encyclopedia, 2 vols., (Brooklyn: Carlson Publishers, 1993), 1:116, 127; Catherine Peare, Mary McLeod Bethune (New York: Vanguard Press, 1951), 95-101, 155, 161.
13. Diane Maddex, ed., Built in the U.S.A. (Washington: Preservation Press, 1985), 150-53.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number 9 Page 1 **ROOSEVELT SCHOOL, LAKE WALES, POLK
COUNTY, FLORIDA**

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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 **ROOSEVELT SCHOOL, LAKE WALES, POLK
COUNTY, FLORIDA**

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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

**ROOSEVELT SCHOOL, LAKE WALES, POLK
COUNTY, FLORIDA**

VERBAL BOUNDARY DESCRIPTION

See attached scaled site plan. The building lies in the se 1/4 of the se 1/4 of the se 1/4 of section 34, township 29, range 27. Property Appraiser #34-29-27-000000-02210. The boundary follows the right-of-way of E Street North on the east side of the building, along the outside edges of sidewalks along the north, west, and south sides of the school.

BOUNDARY JUSTIFICATION

The boundary encloses approximately one acre of property historically associated with the Roosevelt School and is a portion of the school property. The addition of non-contributing buildings to the site has altered the historic character of the school property to the west, north and south of the historic building. The National Register boundary is drawn to eliminate these portions of the property and retain as much of the historic setting, including the east main lawn.

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number _____ Photo _____ Page 1

**ROOSEVELT SCHOOL, LAKE WALES, POLK
COUNTY, FLORIDA**

PHOTOGRAPHIC LIST

1. 115 E Street North
2. Lake Wales, Polk County, Florida
3. Sidney Johnston
4. 2000
5. Johnston
6. Main (east) facade, facing northwest
7. Photo #1 of 21

Numbers 1-5 are the same for the remaining photographs.

6. Main (east) facade, facing southwest
7. Photo #2 of 21

6. Front entrance, facing west
7. Photo #3 of 21

6. Main (east) facade and north elevation, facing southwest
7. Photo #4 of 21

6. Vestibule and front entrance, facing west
7. Photo #5 of 21

6. South elevation, facing north
7. Photo #6 of 21

6. North elevation and separation between adjacent buildings, facing west
7. Photo #7 of 21

6. West elevation, facing southeast
7. Photo #8 of 21

6. Rear courtyard, facing east
7. Photo #9 of 21

6. Rear courtyard and entrance, facing northeast
7. Photo #10 of 21

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section number _____ Photo _____ Page 2

**ROOSEVELT SCHOOL, LAKE WALES, POLK
COUNTY, FLORIDA**

6. West elevation, facing northeast

7. Photo #11 of 21

6. South elevation, facing northeast

7. Photo #12 of 21

6. View showing classroom, facing southwest

7. Photo #13 of 21

6. View showing front entrance and foyer, facing north

7. Photo #14 of 21

6. Main hall, facing north

7. Photo #15 of 21

6. Auditorium, facing southwest

7. Photo #16 of 21

6. Stage in auditorium, facing southwest

7. Photo #17 of 21

6. Entry hall bracketing auditorium & entrance leading into courtyard, facing west

7. Photo #18 of 21

6. View showing secondary hall in southernmost wing, facing west

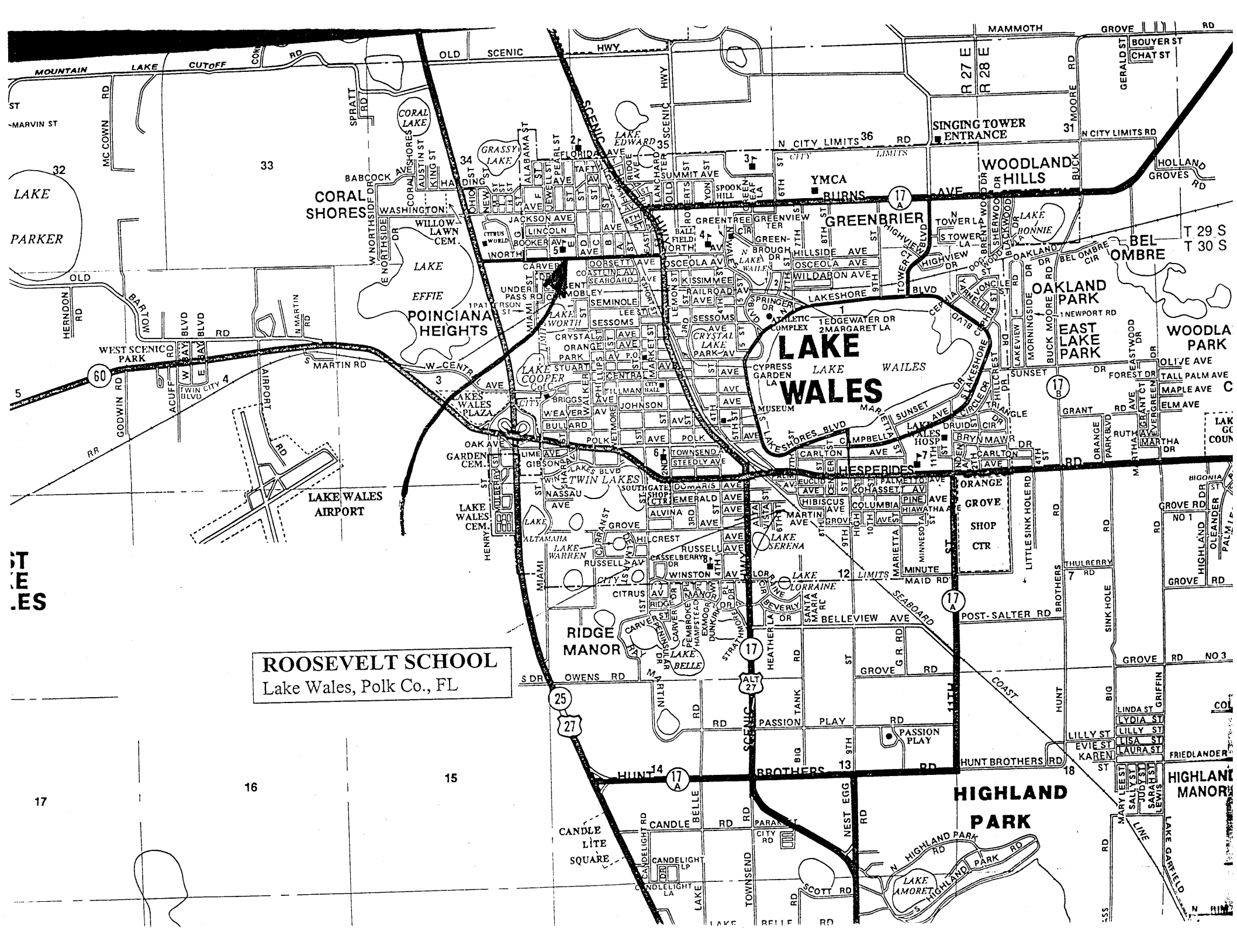
7. Photo #19 of 21

6. Office, facing southwest

7. Photo # 20 of 21

6. Office, facing southeast

7. Photo #21 of 21



ROOSEVELT SCHOOL
Lake Wales, Polk Co., FL

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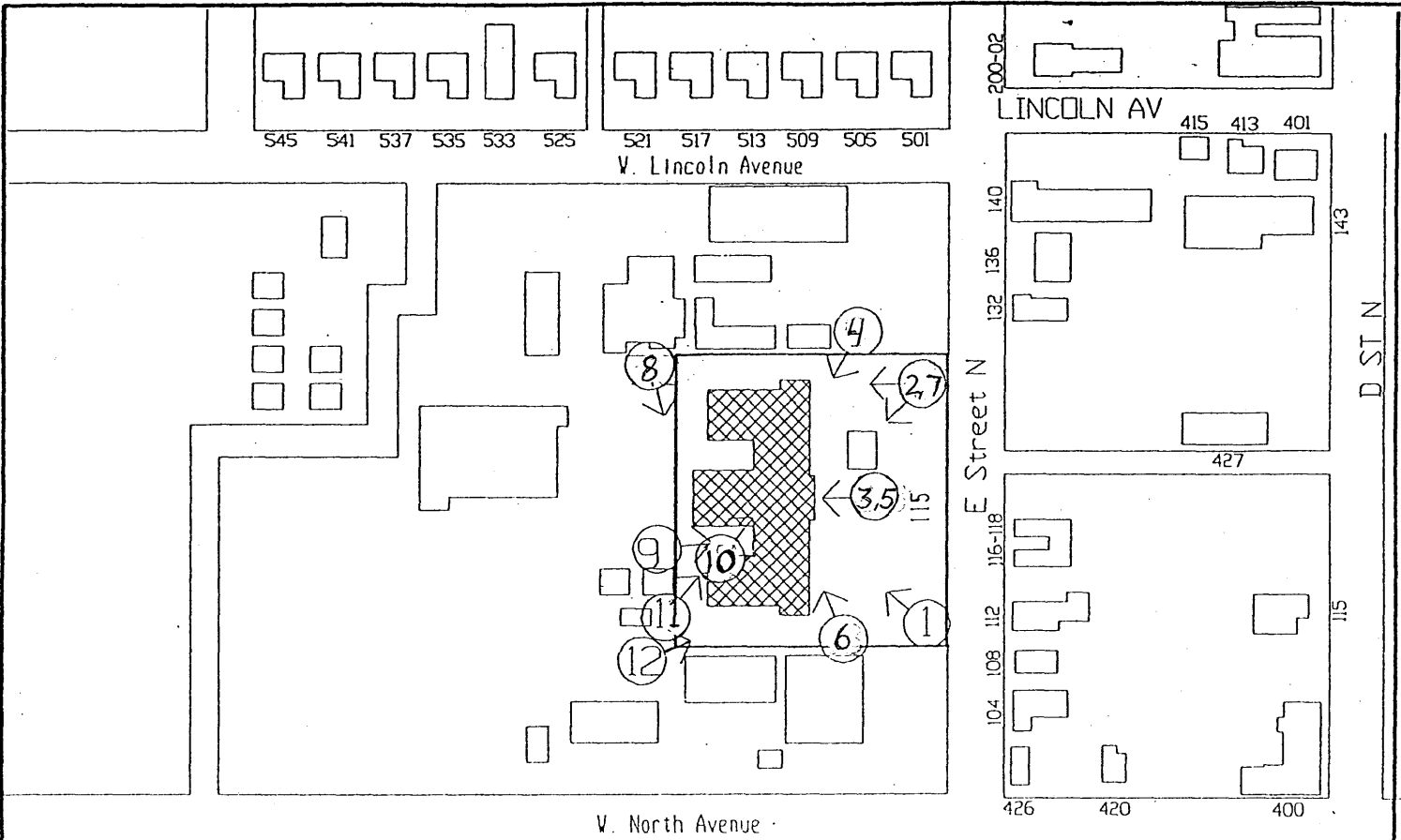
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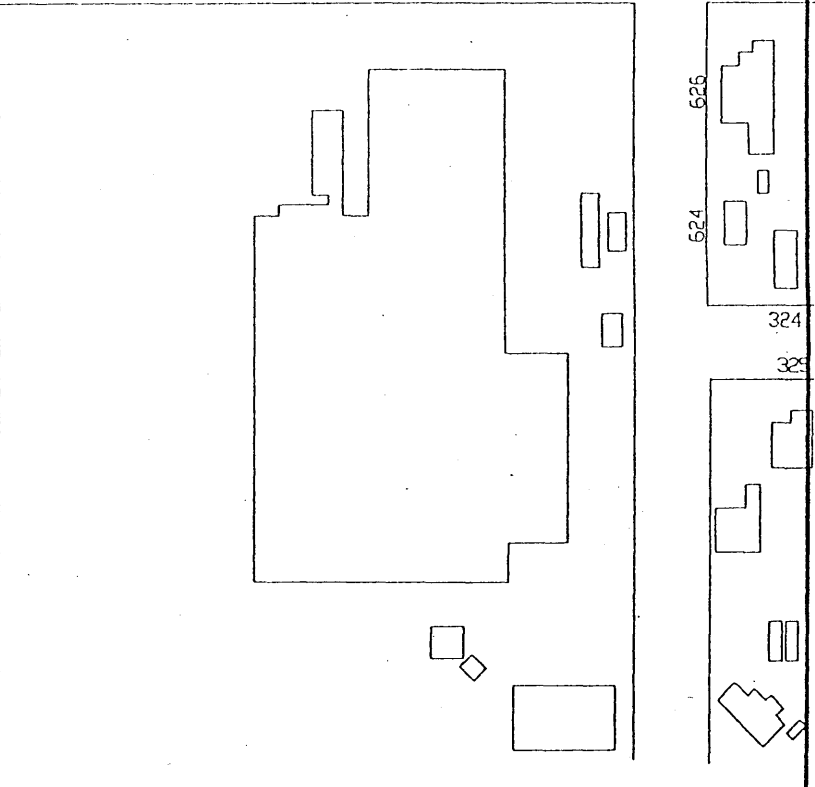
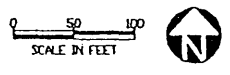
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Roosevelt School
 Lake Wales, FL
 HPA/St. Augustine
 November 1999

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LAKE WALES
POLK CO., FL

Roosevelt School Floor Plan November 1999

