

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

1. Name of Property

Historic name: Theodore Roosevelt Elementary School (Additional Documentation)

Other names/site number: Duncan Street School, Roosevelt Apartments, JFWP-276

Name of related multiple property listing: N/A

2. Location

Street & number: 222 N. 17th Street

City or town: Portland State: Kentucky County: Jefferson

Not For Publication: NA

Vicinity: NA

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 at the following level(s) of significance:

national statewide local

Applicable National Register Criteria:

A B C D

<hr/> <p>Signature of certifying official/Title: Craig Potts/SHPO Date _____</p> <p>_____ Kentucky Heritage Council/State Historic Preservation Office _____</p> <p>State or Federal agency/bureau or Tribal Government</p>	
<p>In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.</p>	
<hr/> <p>Signature of commenting official: _____ Date _____</p>	
<hr/> <p>Title : _____ State or Federal agency/bureau or Tribal Government</p>	

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) _____

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

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

Number of Resources within Property

Contributing	Noncontributing	
0	_____	buildings
_____	_____	sites
_____	_____	structures
_____	_____	objects
0	_____	Total

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Number of contributing resources previously listed in the National Register 2

6. Function or Use

Historic Functions

EDUCATION/school

Current Functions

DOMESTIC/multiple dwelling

7. Description

Architectural Classification

LATE VICTORIAN/Renaissance Revival (modified)

LATE VICTORIAN/Italianate (modified)

Materials:

Principal exterior materials of the property:

Foundation: Concrete

Walls: Brick

Roof: Metal, Synthetic

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Narrative Description

Summary Paragraph

This nomination proposes to expand the Period of Significance of the listed Theodore Roosevelt Elementary School (NR# 82002719, JFWP 276). The Roosevelt School is a three-story school constructed in 1866 in a modified Renaissance Revival style. The resource has had three additions over the years: the first in 1870, a third floor added on to the original two-story building; the second in 1915 and consists of the western addition; the last in 1954, the northern portion of the building lying along Duncan Street. The Roosevelt School is located at 222 N. 17th Street, on the eastern half of the block bounded by Duncan Street to the north, N. 17th St. to the east, Columbia St. to the south, and N. 18th St. to the west. The property proposed for listing is approximately 1.23-acres, and the Period of Significance increased to 1866-1954, from the year that the school was built through the year of the third addition.

Resource Setting

The Roosevelt School is situated in Portland, an urban neighborhood of single- and multi-family dwellings and various other industrial/commercial resources. The western half of the city block that the school occupies is currently vacant but there are plans to develop it into more apartments to provide housing to this side of Louisville. Since its construction in 1866, the building has undergone several alterations and additions, as educational needs and philosophies changed, as well as to serve the later use of the building as an apartment, which required retrofitting the historic school building to that new use.

Original Building and 1870 addition

The original building is the 1866 Theodore Roosevelt Elementary School with a third floor from 1870 (Photo 1). The building has a brick foundation, common bond brick walls, and a simple cornice below the hipped roof clad with a modern standing seam metal. The east façade consists of five bays separated by brick pilasters with the center bay raised from the rest of the façade. The central bay has a simple pediment, a round-arched window on each floor, and a round-arch doorway. These rounded arches are stone with a large keystone. The doorway is wood paneled with a fan light and transom window. The sign above the doorway, "Roosevelt Apartments," is not original to the building. The remaining windows on the façade include wood, double-hung, single pane, 12-over-12 sashes with exterior storm windows and stone lintels and sills (Photo 2).



Photo 1



Photo 2

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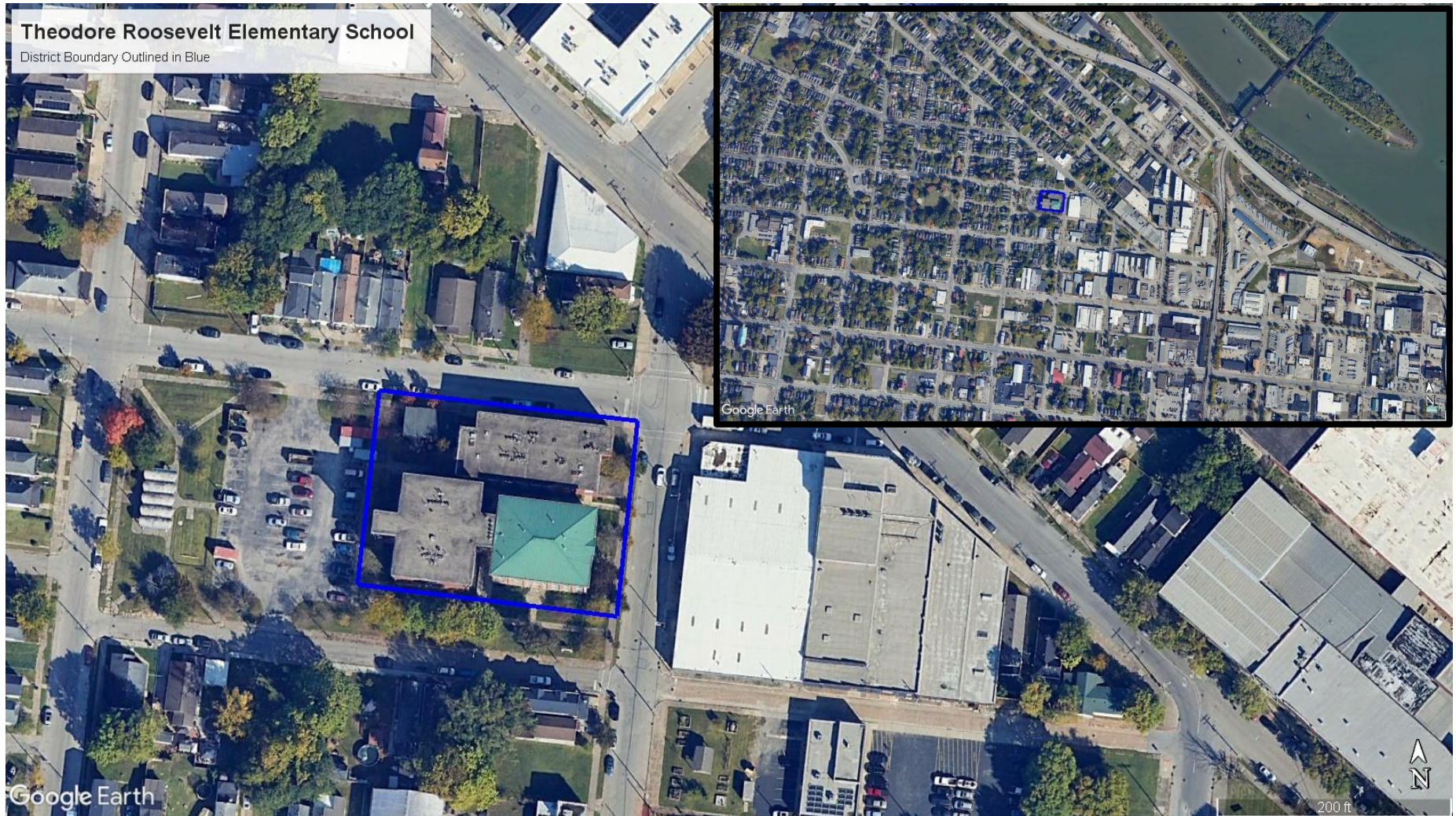


Figure 1. Boundaries of the Theodore Roosevelt Elementary School, as shown on an aerial map (Google Earth). Location within the City of Louisville can be seen in the inset corner callout.

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The west elevation connects directly to the 1915 addition in the center of the elevation. The remainder of the elevation is similar to the east elevation. The west elevation has six wood, double-hung, single pane, 12-over-12 windows with exterior storm windows with stone lintels and sills, three on each side of the addition, one per story. The west elevation also has brick pilasters between each bay. The addition covers over three of the five bays.



Photo 3



Photo 4



Photo 5

The north and south elevations are identical to one another, each having six bays, each bay separated by a brick pilaster (Photo 3). Each bay except for the third bay has three wood, double-hung, single pane, 12-over-12 windows with exterior storm windows with stone lintels and sills with one on each story (Photo 4). The third bay is wider than the other five, consisting of two 12-over-12 windows centered on a double wood paneled doorway with a large 15 pane glass window above. The doorways each have a stone sill. The doors are accessible via a concrete staircase with metal piping handrails. The central portion of the bay is flanked on either side by slim six-over-six wood, double-hung, single pane windows.

This portion of the building has a simple layout with a central corridor running east west, a staircase in the middle of the north side connected to the central corridor. The building has a single set of stairs located along the north side of the interior in the center of the building. The staircase has two flights between each floor and features a simple metal railing and handrail with simple newel posts at the bottom, center, and top of each flight (Photo 5). The stairs are wrapped in vinyl and the remaining materials have all been painted. The current floors within the public spaces of the building include vinyl tile. The walls and ceilings are gypsum wallboard finished smooth. Lights are mixed between LED lights and hanging light fixtures, none of which are historic.

The units are in the corners of each floor, with an additional unit in the center of the east side of the building, totaling five units per floor and 15 units' total. The units within the building are constructed of concrete block within the buildings structure and metal framing for nonstructural areas (Photo 6). The four units in the corners of the building each have two bedrooms each with a closet, a full bathroom, a galley style kitchen, and a combination living room dining area, with an attached storage space with connections to laundry appliances. The unit on the east side of the building is the same with the exception that it is only one bedroom. The flooring, walls, ceilings, and finishes are non-historic to the building. The flooring in each unit consists of carpet in the

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bedrooms and the living room dining area (Photo 7), vinyl tile in the kitchen, bathroom, and laundry areas (Photo 8). The interior finishes are non-historic to the building being installed in 1996.



Photo 6



Photo 7



Photo 8

1915 Addition

The 1915 Addition is a three-story building mass with renaissance revival style and a brick foundation, common bond brick exterior walls, a concrete water table around the perimeter of the building, and a simple cornice and overhanging eaves accent the line of the low-pitched roof, clad with a coal tar pitch roofing system, first used in 1996. The addition is directly connected to the original building via a single three-story corridor on the addition's east elevation. Both the original building and the 1915 addition lie south of the 1954 addition. Across the elevations of the 1915 addition the walls are articulated by pilasters and recessed areas pierced by windows.



Photo 9



Photo 10

The west façade of the 1915 addition to the Theodore Roosevelt Elementary School has a central stair tower consisting of the central bay and is flanked by two additional bays (Photo 9). The central bay has brick recessed in its center with brick pilasters. Within the central bay are three sets of

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replica wood windows. Each set has a central six-over-six window flanked on each side by a four-over-four window, separated by mullions and set on a concrete sill. The two side bays each have brick pilasters and three sets of six windows grouped together. The windows are a mix of replacement vinyl windows and older replacement wood windows, with the vinyl windows on the second story of the north bay. Four additional individual windows are in the above-ground basement and include three-over-three wood windows. The east elevation is similar to the west elevation. The main difference being that its stair tower connects to the original Theodore Roosevelt Elementary School (Photo 10).

The north elevation has a stair tower off the east and west elevations, each stair tower having a series of wood windows staggered to follow the staircase inside. On the east stair tower there is a raised metal door accessible via a concrete staircase with tube metal railings (Photo 11). The stair towers on the east and west elevations are set back from the main portion of the north elevation (Photo 12). The central portion of the elevation is separated into three bays divided by brick pilasters. The central bay has three sets of two wood six-over-six windows. The exposed basement level has seven windows total, matching the windows on the rest of the basement level around the building. The south elevation matches the north elevation with its use of pilaster, windows in the central bay, and windows along the base of the raised basement level. In addition, there is a metal door with a fixed window above the west stair tower (Photo 13).



Photo 11



Photo 12



Photo 13

The 1915 Addition has a basement level with three additional floors. The basement level is composed of a large empty space on its west side and two apartment units on the east side. The remaining floors are similar with a central hallway connecting to the two stair towers on the east and west elevations where the stairwells are located. The primary staircase is in the hyphen and features the original half-height wall with original wood cap, now painted, as well as the original mounted on the inside. The stairs have all been wrapped in vinyl treads to provide non-slip surfaces and to protect the material beneath (Photo 14). A second staircase is located at the rear of the building, along the west facade. The flooring of the common spaces is vinyl tile covering a poured concrete base while the ceilings and walls are covered with gypsum wallboard finished smooth. The ceilings have LED lights spread out to light the building (Photo 15). The windows on the interior have a brick clad sill and no additional ornamentation. In the community room in the basement, the ceiling is acoustic tile with smooth finished gypsum wallboard at the exterior perimeter, which conceals the fire suppression system. The windows are above this ceiling and there are indents around each window to bring light into the space.

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The units are separated into four units per floor (except for the basement which has two units), totaling 14 units. Each unit has two bedrooms each with a closet, a full bathroom, a galley style kitchen, and a combination living room dining area, with an attached storage space with connections to laundry appliances. The flooring, walls, ceilings, and finishes are non-historic to the building. The flooring in each unit consists of carpet in the bedrooms and the living room dining area (Photo 16), vinyl tile in the kitchen, bathroom, and laundry areas (Photo 17). The ceilings and walls are covered with gypsum wallboard finished smooth with the ceiling dropped to accommodate for the buildings mechanical systems.

1954 Addition

The 1954 Addition is a contemporary style two-and-a-half-story building with a raised basement and completely clad in redbrick masonry. The roof is entirely hidden behind a parapet that tops the building. The existing roof is a coal tar pitch roofing system dating from 1996. This addition was directly connected to the original school building as reported in the 1982 nomination, but photographs show that the one-story connecting corridor had been removed by 2007. The north façade of the 1954 addition to the Theodore Roosevelt Elementary School is nine bays wide and separated into three segments, each having three bays. Each bay has three sets of windows with most sets having three windows each, separated by mullions and set on a concrete sill. The windows on this façade are all vinyl replacement windows. There are two instances where there is only one window instead of a group of three. Both examples of this can be found on the second and ninth bays on the basement level, each having a concrete sill (Photo 18). At the top of the façade directly below the building's parapet are vents centrally spaced above each bay, having nine vents in total.



Photo 21



Photo 18

The south elevation, directly opposite of the original school and the 1915 addition, is like the north elevation. It has nine bays with two segments of three bays each. These six bays each have groupings of three one-over-one vinyl replacement windows like the rest of this addition. The first and ninth bays have an aluminum window on the second story, each with a concrete sill; however, the first bay has a group of three one-over-one vinyl replacement windows on the first floor (Photo 19) while the ninth bay has steel double doors with a glass pane above (Photo 20).

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Photo 19



Photo 22

The east elevation is four bays wide with a one-story metal awning extending on the far southern bay. Above the awning is a fixed aluminum window with 15 lights. In the center bay are three sets of two one-over-one replacement vinyl windows, matching those on the north façade. The third and fourth bays have no fenestrations; however, it does have a mural. Based on the replacement brickwork around the mural, it is likely this area was bricked over at an unknown time (Photo 21). The west elevation is also four bays wide with the first bay staggered from the rest of the elevation. This bay along with the third bay have no fenestrations. The second bay has two single one-over-one replacement vinyl windows and two pairs of one-over-one replacement vinyl windows, all having a concrete sill. The fourth bay has an aluminum window with 20 panes of glass on the second story and steel double doors with a metal awning on the first story. (Photo 22)

The interior of the buildings two floors and basement each have a similar layout, consisting of a central corridor that runs east to west with three units along the north and south side of the corridor, totaling 18 units. There are two flights of stairs separating the three floors, one on the east and west ends of the corridor. Each staircase is a full height staircase with a solid paneled banister on the interior and a metal pipe center handrail and wall rail along the exterior. The bottom of the stairs is exposed, revealing the steel construction of the staircase. The stairs are set on I-beam stringers, which are painted and exposed at the bottom of each flight (Photo 23). The flooring of the common spaces is vinyl tile covering a poured concrete base. The walls of the common spaces are concrete block. The lower half of the concrete block in some areas around the staircases is glazed while the upper portion is painted. Other portions that do not have the glazed block are painted (Photo 24).

The units of the building each have two bedrooms with closets, one full bathroom, a living room, a dining area, and a full kitchen. The units have a combination of flooring materials, including carpet with a rubber strip molding in the living room, dining area, and bedroom, ceramic tile with a black base molding in the bathroom, and vinyl tile in the kitchen, which is in a galley layout (Photo 25). The walls and ceiling are standard drywall. The ceiling has been dropped to a standard eight feet tall to accommodate mechanical systems throughout the building (Photo 26). The basement ceilings are lowered even more with a space between the ceiling and the windows on this floor to provide light and emergency egress (Photo 27).

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Photo 23



Photo 24



Photo 25

This nomination also includes the boiler house, the one-story structure west of the 1954 Addition, as it is a part of the 1915 addition to the facility (Photo 28). The site retains various aspects of integrity, including location, setting, feeling, and association. The building maintains its integrity of location and setting through its physical location, as well as its physical surrounding with residential dwellings to the west and commercial facilities to the east, all within the Portland Neighborhood of Louisville. This also ties into the building's historic connection to the Portland community through the building's integrity of design, feeling, and association as a school. The building's design and construction retain its overall look and feel as a historic school, but also through the environment of the building being used to support its local community as an educational anchor. The development of the 1954 addition is in line with this, showing the growth and need for a larger school for the community. The building retains aspects of material and workmanship integrity; however, the fire in the 1990s resulted in damage to many of the buildings physical aspects, causing it to lose many of its historic materials, including windows, doors, and interior finishes, such as flooring, wall materials, and lighting.

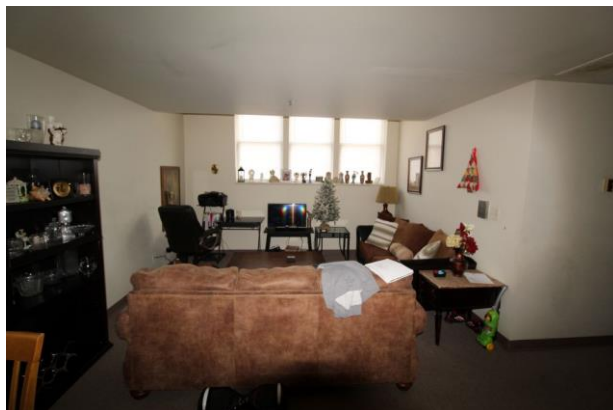


Photo 27



Photo 28

The Roosevelt School, which in 1982 was remarked as “the oldest, continuously-operating public school in Louisville,” and was called in 1996 the “city’s oldest school,” continued to serve

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Louisville children until 1981 when it closed its doors.¹ The building sat vacant for 15 years before New Directions Housing Corp., a local non-profit organization, partnered with the City of Louisville to turn the former school into an apartment complex.² It has remained an apartment complex ever since.

8. Statement of Significance

Applicable National Register Criteria

¹ Theodore Roosevelt Elementary School, Portland, Jefferson County, Kentucky, National Register #82002719: Section 8, page 1; Willis, Cary B. "Rebirth of city's oldest school building to begin soon," in *The Courier-Journal*, April 12, 1996: B1.

² Cary 1996.

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- 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

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance

ARCHITECTURE

EDUCATION

Significant Person

N/A

Period of Significance

1866-1954

Cultural Affiliation

N/A

Significant Dates

1866, 1870, 1915, 1954

Architect/Builder

Bradshaw and Brothers
J. Earl Henry

Statement of Significance

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Summary Paragraph

Roosevelt School (JFWP 276) was listed on the National Register in 1982 with 2 buildings, .80 of an acre, and a Period of Significance of 1865-66 (NR# 82002719). While the nomination chose both Architecture and Education as its Areas of Significance, its narrow Period of Significance seems to come from viewing the original architectural design as the extent of the property's significance. This nomination form proposes to extend the Period of Significance so that the 1915 and the 1954 additions can be seen as significant in local history according to the historic context "Public Elementary School Buildings in Louisville, Kentucky 1911-1955." The original Roosevelt School nomination asserts that the building is significant as an educational facility stemming from the city's post-Civil War era expansion, one that would become the largest white elementary school in Louisville by 1922, and that served as a point of community involvement and pride as it grew. Almost immediately, the building required physical enlargement to satisfy the city's educational needs. A third floor was added to the 1866 building in 1870. Louisville Board of Education was formed in 1911 and sought to remedy a shortage in elementary schools in the city by passing a bond issue for construction of new facilities. Significant growth in Louisville west of downtown at the beginning of the twentieth century led to the Roosevelt School's 1915 addition. Continued population growth led to the 1954 addition. Both additions indicate the City's value on education in Portland, one of Louisville's suburbs, and throughout the City at large.

Historic Context: Public Elementary School Buildings in Louisville, Kentucky 1911-1955

Early Public Elementary Education in Louisville

A City Charter issued by the Commonwealth of Kentucky in 1828 authorized the establishment of free schools in the city of Louisville, and an ordinance passed in 1829 established a property tax for funding schools for white children up to the age of 16 years.³ Louisville's first public school opened in 1829 at the corner of Fifth and Green (Liberty) Streets on the second floor of a Baptist church, used until a new school was built.⁴ Prior to the passage of the ordinance, schools were operated on subscriptions or tuition. These schools for boys were called log schools, referencing the buildings' construction materials. Several log schools were "grouped within a radius of three squares from what is now Fifth and Market Streets."⁵

The first public school building at Fifth and Walnut (Muhammad Ali Boulevard) opened in 1830. The three-story brick building fronted on Walnut and could house 700 to 800 students, serving all levels of instruction for boys and girls.⁶ Three schools were built by 1836, the other two at Jefferson between Floyd and Preston, and at Tenth and Grayson Streets, and by 1838 four additional schools were built in Louisville.⁷ Seventeen additional public schools were built between 1851 and 1871, when enrollment stood at 13,503 pupils.⁸

³ Doyle, Marie T., *The Public School Merger Issue in Jefferson County, Kentucky*, University of Kentucky, 1974.

⁴ School Centennial Recalls Life in Louisville 100 Years Ago, Louisville Herald Apr. 24, 1929.

⁵ School Centennial Recalls Life in Louisville 100 Years Ago, Louisville Herald Apr. 24, 1929.

⁶ 1832 Caron's Directory of Louisville.

⁷ The Pioneer Days of Louisville's Public School System, Herald Post, Oct. 10, 1925.

⁸ Kleber, Encyclopedia of Louisville, pg. 735.

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With Louisville placed under Martial Law in 1862 during the Civil War, school buildings were commandeered for hospitals. In one account, the War had "in a measure broken down discipline, disarranged schedules and hurt the cause of education (in Louisville) generally,"⁹ Classes were quickly moved to churches and other available buildings, and instruction continued. Following the War, schools were returned to their original purposes. A bond issue in 1867 allowed the construction of several new schools.¹⁰

A new city charter adopted in 1870 mandated schools for black children, and the first public school for black children opened that fall. The two-story brick school house at Sixth and Kentucky was dedicated in 1873 to educate black students. Throughout the remainder of the nineteenth century and into the early years of the twentieth century, the student enrollment in Louisville's segregated public schools continued to grow.¹¹ The 1896-1897 school year saw the largest enrollment to date, with nearly 21,000 white students and nearly 6,000 African American students.

Education in The New Century

Professionalism of teachers became a focus at the turn-of-the century and standardization of teachers' qualifications were promoted. Up to this period, prospective teachers completed a written test issued by the local schools. The state opened two normal schools for training teachers in 1906, now known as Western Kentucky University in Bowling Green and Eastern Kentucky University at Richmond. A statewide certification test for teachers working in Kentucky was adopted in 1920. To meet the demand to certify teachers, the normal schools became teacher colleges, and two additional teacher colleges were opened. These schools, now known as Morehead State University and Murray State University, each named for their host cities.¹²

The Kentucky school system continued its revisions of statewide educational administration. In 1908 the state school system moved away from district level management, moving toward the current system placing responsibility for school administration with the county. This restructuring also led to a more uniform system of taxation for county residents that funded the revised school system. Louisville City schools thus became a sub-district in the Jefferson County school district.¹³

The state's goal had been to standardize state education, but the state legislature may have underestimated the control that school systems like Louisville's held over their local jurisdictions.¹⁴ Moreover, the year 1911 serves as a watershed year for education in Louisville with the creation of the Louisville Board of Education. This separation from the County system was not prohibited by the adopted legislation.

The elected board members of the Louisville Board of Education set about with ambitious plans to improve the public school system for children living in the city. To that end, existing school buildings were assessed and repaired and "an amazing transformation" made to the quality of

⁹ Description of School of '63 Given in a Booklet, Herald Leader, January 10, 1929

¹⁰ Louisville's First School House, Herald Post, no date; War Made holding Of Schools Difficult, Courier Journal April 24, 1929.

¹¹ Kleber, Encyclopedia of Louisville, PG. 736.

¹² Kennedy and Johnson, pp. 21-22; Kleber, Encyclopedia of Kentucky, pg. 873.

¹³ Kennedy and Johnson, Kentucky Historic School Survey, page. 20.

¹⁴ Kennedy and Johnson, Kentucky Historic School Survey, page. 23.

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public-school buildings. As a result, the quality of the public school education for the 26,000 pupils enrolled increased.¹⁵ Importantly, Louisville schools were a segregated system. Improvements were planned to schools operated for African American children, but not to the extent or the frequency shown for white-populated schools. In one case, a school identified as sub-standard for white children was put into service for black students.¹⁶

J. Earl Henry was elected the first architect to serve the Board of Education in 1912. Not only was he involved in designing buildings, but he also surveyed maintenance and sanitation needs in existing facilities.¹⁷ A bond issue was proposed in 1913 to raise funds to build three or four elementary school buildings "in the most thickly populated and growing districts of the city. The bond money was needed to purchase sites, build new schools, and enlarge playgrounds."¹⁸

The ability of the Board to raise funds for schools was crucial to its success. The First Report of the Board of Education stated that it would be, "impossible for the city of Louisville to provide adequately for the children who will attend the Louisville Public Schools during the next thirty years unless the citizens are willing to issue bonds to enable the Board of Education to erect modern school buildings, such as are to be found in other cities of the country. It is folly to erect buildings that in nowise meet the modern educational needs."¹⁹ Voters approved the measure, enabling the school board to expand into the city's growing neighborhoods."²⁰

Henry oversaw the rehabilitation of old school buildings in the district over the summer of 1914. The projects installed steam heat and modern toilet systems into the buildings.²¹ By 1915 the Board of Education began assessing the old school buildings for suitability for modern educational purposes. Henry assessed that, "a number of the buildings are so radically wrong in school architecture that Louisville should plan to give to the children of the older districts some of the advantages made possible by the million dollar bond issue in newer districts." The report also called for additional land purchases with schools to allow for the development of playgrounds, and the purchase of land adjacent to existing schools for the same purpose.²² Anticipating the support for the bond issue, the school district had begun in 1912 to annex land in Louisville to construct schools.²³

Henry served as City Architect of schools from 1912 to 1919, designing buildings and overseeing consulting architects on school projects. Henry designed Brandeis (JF-WS-409, NR 1980), Belknap (JF-EH-3023, NR 1982), McFerran (JF-SW-421, NR 1983), Emmet Field (not surveyed), and Shawnee Elementary (JF-WS-81, NR 1984) Schools, all built between 1914 and 1918 and funded by a \$4,000,000 bond.²⁴ The architectural firm of J. Bacon Hutchings and Sons designed

¹⁵ Twenty Six Thousand Louisville Children turn to books this week, Courier-Journal September 3, 1911.

¹⁶ Third Report Board of Education, 1913-1914, pg. 86.

¹⁷ Second Report of Board of Education, 1912-13, pg. 86.

¹⁸ First Report of the Board of Education, 1911-1912, page 9.

¹⁹ First Report of the Board of Education, 1911-1912, page 9.

²⁰ First Report of the Board of Education, 1911-1912, page 9.

²¹ Third Report Board of Education, 1913-14, pg. 6.

²² Fifth Report of the Board of Education, 1915-16, pg. 11, 13.

²³ Kleber, Encyclopedia of Louisville, 735.

²⁴ Fourth Report of Board of Education, 1915, pg. 11.

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Stephen Foster Elementary School, built at Fortieth Street and Garland Avenue in 1915. All of these schools are extant in 2024.

Louisville's annexation of suburban areas in 1922 increased the population of the city by 40,000 people. Nine schools and two thousand more students in the annexed areas came under the control of the Board of Education, and the city promised adequate schools to their residents.^{25 26} By 1925 the city experienced a severe shortage of space for all the children seeking enrollment. The schools were unable to accommodate 8,000 students, and those who did get into a school were subject to overcrowding, or part-time school hours.²⁷ During the 1925-26 school year, 10,000 children were being instructed in 110 portable frame houses on the grounds of public schools. These small buildings were heated by coal stoves and required children to "walk outside to switch classes."²⁸

In response to the crisis, a \$5,000,000 bond issue passed. The Board of Education approved additions to eleven elementary schools, including the Stephen Foster Elementary School. Additions were also completed to Beechmont, Belknap, Field, Shawnee, and Virginia Avenue Elementary (JF-SW-450, NR 2003) Schools. A team of "expert educational project architects" came to survey the existing buildings to "determine the locations of the new schools to be erected by the board." The team of "New York experts" earned a percentage of the real construction costs for schools built in response to their survey work.²⁹ Concurrent with the overcrowding, public schools were closed for two weeks in response to an epidemic of Infantile Paralysis, later known as polio. Not only was learning endangered, but more importantly, public health was threatened by the poor condition of the schools.³⁰

The overcrowding issues did not cease with the additions and new constructions completed in 1926. Enrollment stood at 46,000 students by 1928, and the 1929 enrollment figures pointed to an increase. The Board of Education faced a textbook shortage in addition to space concerns for students enrolled in the sixty-two elementary schools in the Louisville system.³¹

Euclid v. Ambler, Planning Consideration for Schools

A national movement for planning and zoning across America was instituted in Louisville by ordinance in 1930. That resulted in a system of comprehensive community planning to govern the subdivision of land and its uses throughout the city. The Louisville subdivision plan called for a provision for developers to give "due consideration ... of suitable sites for schools, parks and playgrounds so as to conform as nearly as possible to the recommendations of the City Planning and Zoning Commission in its General Plan of the city and nearby areas. Planning officials began requiring the inclusion of schools and public green spaces onto preliminary plans so arrangements could be made for dedication of the land to the city. In 1934 the state legislature passed the New School Code categorizing schools as county districts or independent districts. Louisville City

²⁵ Annexation to Pass Prediction Louisville Post March 14, 1922.

²⁶ 2,000 Students Gain in Schools Courier-Journal July 9, 1922.

²⁷ No Room in School for 8,000 Louisville Children Louisville Herald October 8, 1925.

²⁸ Ten Thousand children are Taught in Portable Houses Louisville Post October 28, 1925.

²⁹ Experts Due Next week for survey of city's schools Louisville Times November 7, 1925.

³⁰ 19 Week Terms is School Plan Courier Journal December 2, 1925.

³¹ Record Seen as Schools Opened Louisville Times September 11, 1929.

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Schools was classified as an independent district. This new law did not significantly change the operations of schools by Jefferson County or Louisville.³²

Postwar Realignment and Segregation

No public-school construction occurred in Louisville from 1940 to 1950, a result of building materials and construction equipment being diverted to the War effort. By 1942, "The Conclusions and Recommendations Regarding Buildings" devised by the Louisville Board of Education, planned for the abandonment of schools altogether or their transitioned use by black pupils based on population and development trends. The school board made the "assumptions ... (that) ... annexation of suburban areas to the city may require the enlargement of school housing facilities. Also, it may be necessary to relocate certain schools within the city because of geographic changes in the distribution of school population."³³ The school board also anticipated a shift of white and black populations in its western Louisville district. The "area now served largely by the Virginia Avenue School (serving African American students) may in a few years extend east, thus causing the white population to shift; and when this shift occurs, it may be possible to abandon Parkland (school) (JF-SW-368, NR 1980). In the same report, the board decided to abandon the Cedar Street School as a white school, and converting it to a school for blacks, because of a movement of blacks into the area served by the school. This allowed the substandard Bond School (for black students) to be closed.³⁴

Obvious from Board of Education reports and correspondence, issues of race factored heavily into decisions regarding school construction and repair. Shifting racial lines in western Louisville raised concerns within the Board of Education and the white population in general. The School Board approved additions to seven elementary schools Roosevelt (JF-WP-276, NR 1982), Tingley (JF-CP-31, NR 1984), Clay (not surveyed), Foster, McFerran, Shawnee, Virginia Avenue, in 1954, to accommodate all the children seeking enrollment. Moreover, public school demographics and numbers in Louisville changed dramatically in 1956, motivated by the US Supreme Court decision calling for integration of public schools.

Not coincidentally, large numbers of Louisville's white population moved to new suburban developments outside the city limits in record numbers - in 1956 alone the record setting 100 subdivisions were platted in the county.³⁵ The move to the county did not alleviate difficulties with school overcrowding issues. The public school system in Jefferson County was burdened with providing schools for the new families moving from the city limits to unincorporated areas of the county. For the first time, the two school systems dealt with jurisdictional issues. Some families living in newly annexed subdivisions near city schools were required to send their children to county schools, sometimes miles from home. Parents complained to city leaders, and local media observed, "This spectacle - County school buses traveling through City streets to pick up City residents to deliver to County schools which themselves are in the city limits - would appear to be

³² Kleber, Encyclopedia of Louisville, pg. 736; Kennedy and Johnson, pg. 37.

³³ Survey Report of the Louisville Public Schools, 1943, pg. 115.

³⁴ Survey Report of the Louisville Public Schools, 1943, pg. 116.

³⁵ Spread of New Homes Into the Suburbs, Cost Increases Were Features of 1956 courier Journal January 1, 1957.

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the ultimate in confusion."³⁶ The city and county public schools merged in 1975, but did not fully desegregate until 1978, when mandated by a Court Order.

Brief History of the Portland Neighborhood and the Roosevelt School: 1800-1955

From the late 18th century to the early 19th century, six communities developed around the Falls of the Ohio River. These include Portland, Louisville, and Shippingport in Kentucky as well as Clarksville, New Albany, and Jeffersonville in Indiana. The circa 1824 “Map of the Falls of the Ohio” depicts these locations in Figure 2 below. Their history is tied to the Falls, a series of rapids that was a large navigational obstacle in the Ohio River between Pittsburgh and New Orleans. This obstacle required most of the shipping on the river to either begin and end at the Falls or to portage. The six communities around the falls greatly benefited from this.³⁷

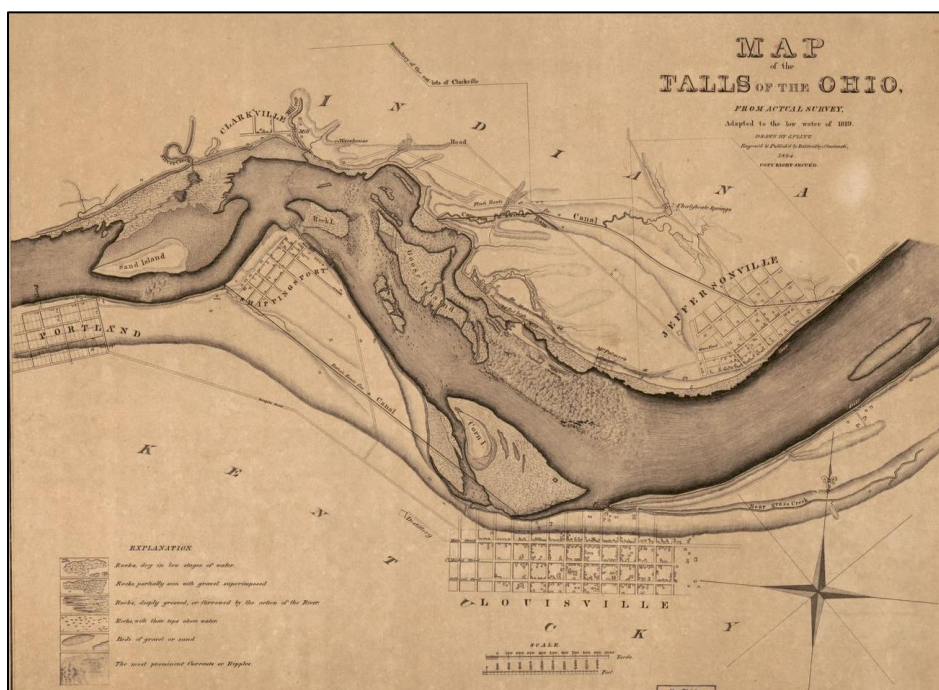


Figure 2. 1824 “Map of the Falls of the Ohio” showing Louisville, Shippingport, and Portland.³⁸

William Lytle established Portland after he purchased the land in 1811 and 1813. Lytle was a prominent land speculator from Cincinnati who founded towns like Portland along the Ohio River where the shipping industry was beginning to boom.³⁹ The town of Portland was laid out in two parts: Portland proper, platted in 1814 by Alexander Ralston for Lytle, and Portland enlargement, platted in 1817 by Joel Wright for Lytle.⁴⁰

³⁶ Takes Long Way Courier-Journal, November, 1957, no page.

³⁷ Michael Jay Stottman, *The Making and Remaking of Portland: The Archaeology of Identity and Landscape at the Portland Wharf, Louisville, Kentucky*. (Lexington: Dissertation for University of Kentucky, 2016), 50.

³⁸ J. Flint, “Map of the Falls of the Ohio, from actual survey: adapted to the low water of 1819,” Library of Congress, 1824, <https://www.loc.gov/resource/g3954l.ct004752/?r=-0.054,0.149,1.164,0.44,0>.

³⁹ Kleber, John E. Editor. *The Encyclopedia of Louisville*, University Press of Kentucky, Lexington, Kentucky, 2001: 716-717.

⁴⁰ Portland Historic District, Portland, Jefferson County, Kentucky, National Register #80001615.

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The early development of Portland was slow as purchased lots were not improved. However, the 1820s saw the construction of warehouses, residences, and businesses. Portland became a rival of Shippingport, which was located to the northeast and established a few years earlier. According to Stottman, “Because Portland had a more favorable location downstream from the falls and had a much larger harbor than the earlier settlement, it drew business from Shippingport. Furthermore, in 1818, the first major road linking the town of Louisville above the falls with the new town of Portland, below the falls, was completed. This plank road, named the Portland and Louisville turnpike, by-passed Shippingport and made the transportation of cargo from Portland to Louisville much more convenient.”⁴¹

The portage industry was an economic catalyst for Portland, so the construction of a canal should have impacted it. However, Portland continued to grow as steamboats that were too large for the canal continued to stop in Portland and portage. Many businesses focused on the servicing and resupply of steamboats and their passengers. The 1840s and 1850s were a prosperous time for Portland as it rapidly become one of the major ports along the Ohio River.⁴²

In 1828, the Commonwealth of Kentucky incorporated Louisville as a city with Shippingport in its boundaries. Portland, however, remained a separate town. In 1834, the Kentucky legislature gave Portland its charter.⁴³ The City of Louisville annexed Portland in 1837, but it was short lived. Louisville did not fulfill promises made to Portland in the annexation agreement, including connecting the town to Louisville’s railroads. By 1842, Portland had regained its independence from Louisville, but “the pressures of its rapid growth at this time proved to be too much for the community and it was annexed again in 1852.”⁴⁴ After annexation, Portland continued to operate separately from the City of Louisville and continued to grow, particularly in the connector area between the two cities. Louisville received the taxes and fees Portland generated but did not otherwise engage with the community. This was an advantageous relationship for both communities. The 1856 “New Map of Louisville” shows Portland as a geographically separate area to the west with the same platted street grid and street names (Figure 3). There is a platted area between the two, but it was largely undeveloped. Thus, Portland appears to remain quite separate from Louisville.⁴⁵

⁴¹ Stottman, 56-57.

⁴² Stottman, 57.

⁴³ Watrous, D-9.

⁴⁴ Stottman, 57-58.

⁴⁵ Stottman, 58.

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Figure 3. Detail view of the 1856 “New Map of Louisville” showing Portland and the eastern connector to Louisville.⁴⁶

It was during this time when Portland was still largely separate from the City of Louisville that the Roosevelt School was first established. The school was constructed in the area that formerly separated the heart of Portland and Louisville’s expanding West End, just west of the railroad tracks and railroad bridge crossing the Ohio River. Originally called the Eleventh Ward School, the building was constructed to serve the growing population of Portland. While it could originally accommodate 60 students, the neighborhood’s development quickly led to the need for the school to increase its size and by 1870, a third floor was added, and its name was changed to the Duncan Street School.⁴⁷

In the 1870s, the connector area between Portland and Louisville began to fill in as the City of Louisville continued to grow. This suburban development almost eradicated the spatial separation that had differentiated the two communities for so long. The “City of Louisville Map” below shows the western developments joining Portland’s original street grid (Figure 4). It was in this connector area that the Roosevelt School was located, an area that had been slated for increased development after annexation in the 1850s. According to Stottman, “This situation indicates that at that time, Portland’s eastern boundary was not clearly defined.”⁴⁸ However, what is not yet evident in this map is the renaming of Portland’s streets, which the City of Louisville orchestrated in 1875. North-south streets were named numerically as they were in Louisville, but some of the east-west streets were named to reflect Portland’s history, such as Lytle and Rowan Streets. The Portland street

⁴⁶ W. Lee White, “New Map of Louisville Ky,” University of Louisville Libraries Digital Collections, 1856, <https://digital.library.louisville.edu/cdm/singleitem/collection/maps/id/287/rec/74>.

⁴⁷ Theodore Roosevelt Elementary School, Portland, Jefferson County, Kentucky, National Register #82002719

⁴⁸ Stottman, 221.

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names that did not conflict with any of Louisville's street names remained unchanged including Portland Avenue and Bank Street.⁴⁹ While Portland had officially been a part of Louisville for over 20 years, this was seemingly the final act of assimilation.

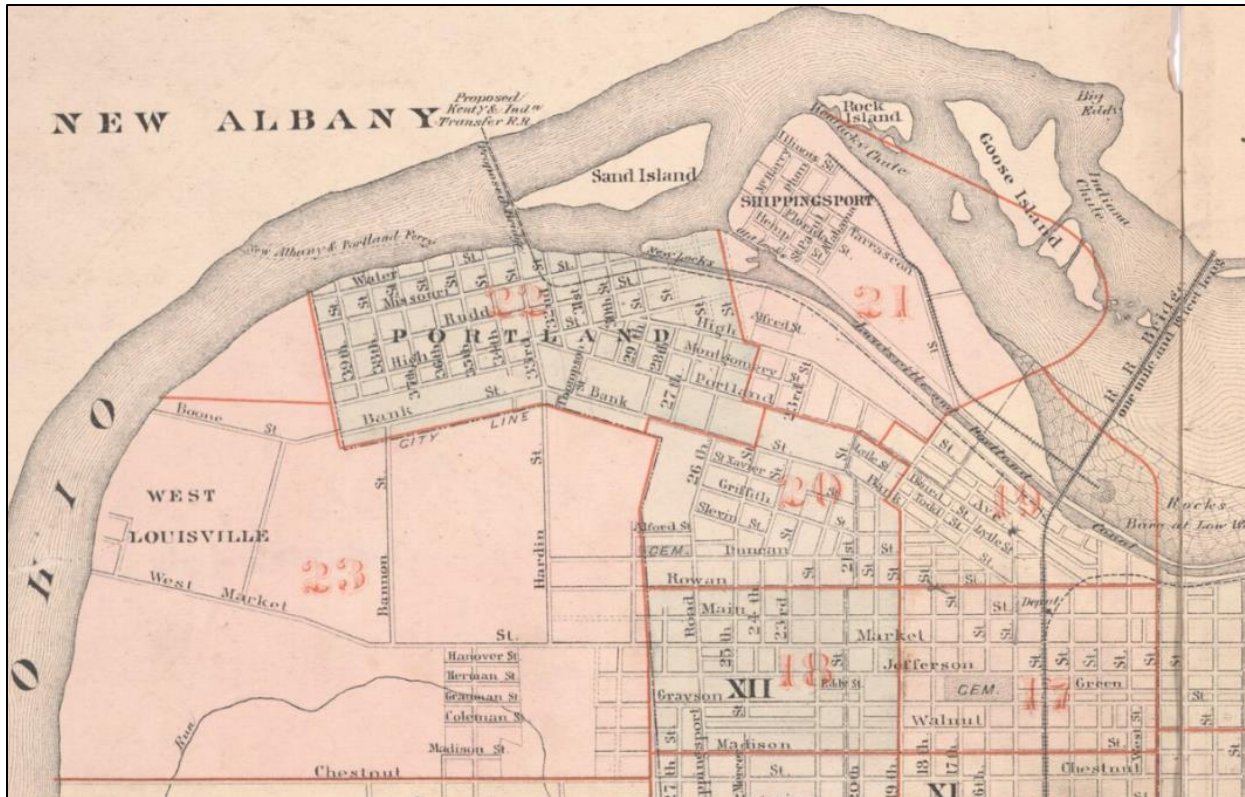


Figure 4. View of the 1884 Atlas of the City of Louisville, KY showing Portland and Louisville expansion.⁵⁰

⁴⁹ Stottman, 270.

⁵⁰ Hopkins, Griffith Morgan Jr., *Atlas of the City of Louisville, KY and Environs*. G.M. Hopkins, C.E. Philadelphia, PA 1884.

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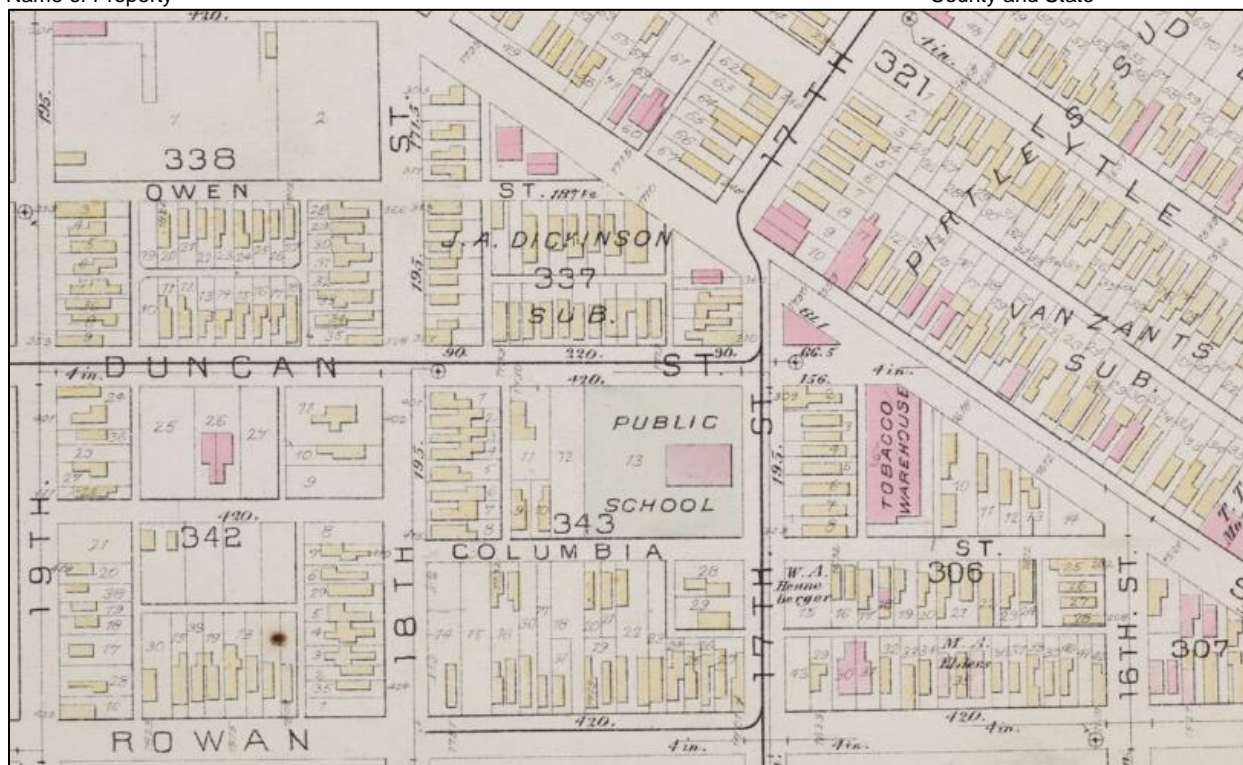


Figure 5. Detail view of the 1884 Atlas of the City of Louisville, KY showing the location of Roosevelt School. This is a close-up of section 19 shown in the previous figure and labelled the "Portland Plan".⁵¹

With Louisville's western neighborhoods surrounding Portland, it was difficult to recognize the town of Portland as a separate entity; as the area between the two cities filled in, Portland was becoming a neighborhood of Louisville. While the Portland wharf was dying, the neighborhood itself was not. Residences and industry moved to and developed around Portland Avenue, Portland's main link to Louisville. The avenue was lined with large, grand mansions while side streets were platted into narrow lots for working class, shotgun style houses. Interestingly, much of what is considered the heart of Portland today was developed after annexation during the late 19th century.⁵²

Once again, facilitated by the increased population and ongoing growth in Portland and Louisville's West End, the Roosevelt School (still known as the Duncan Street School) had to expand its size to accommodate. In 1915, a large, three-story addition to the west of the building was completed, providing 12 additional classrooms and a cafeteria to serve the entire school. In 1920, the school changed its name to the Theodore Roosevelt Elementary School, and around this time, the school was not only growing in size, but it was increasing its offerings as well to include nutrition courses, classes for special education children, and a shoe shop for vocational training.⁵³

⁵¹ Hopkins, Griffith Morgan Jr., *Atlas of the City of Louisville, KY and Environs*. G.M. Hopkins, C.E. Philadelphia, PA 1884.

⁵² Stottman, 271.

⁵³ Theodore Roosevelt Elementary School, Portland, Jefferson County, Kentucky, National Register #82002719

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Post-World War II suburban development in Louisville caused a significant growth in Louisville's size and population. Some of Louisville's earliest residential neighborhoods experienced a mass exodus of its upper- and middle-class residents. This exodus was driven, in part, by the desire of a suburban ideal. Another large motive for fleeing Louisville's West End was the acquisition of housing by African Americans. The development of Rubbertown, a large chemical manufacturing district in the West End, also drove residents out who had concerns for their health. This exodus caused neighborhoods in the West End to become devalued and marginalized, through a perception that they were predominantly poor and African American.⁵⁴

Unlike other parts of the West End, Portland's population remained stable during this change. Many of its residents who stayed were established in the neighborhood as multi-generational residents and didn't want to leave their close-knit community. However, the Portland neighborhood still lost some of its base population, experienced a decline in home values, and saw an influx of low-income families. Despite these changes, Portland had maintained its population of approximately 20% African Americans, which was the same as Louisville as a whole. "Portland was seen as a white enclave surrounded by African American neighborhoods."⁵⁵

After World War II, the Portland neighborhood, and Louisville as a whole, experienced a large uptick in the number of school-aged children as a result of the baby boom. With the baby boom beginning with the end of World War II, by the early 1950s, this new demographic was reaching school age. For the Roosevelt School, this meant administrators needed to figure out how to make the school accommodate this large rise in new students. These pressures were not exclusive to Roosevelt School. The Louisville Board of Education was assessing which schools through its entire system needed to expand. The Board directed funds to the Roosevelt School to expand its footprint and class offerings. To meet these needs, another large-scale addition was made to the building in 1954, this time off the north end of the original school. The school closed its doors in 1981.

This last addition marks the end of the Period of Significance and a time when Louisville was investing significant money into the city's inner-city schools and before the school system had to respond to the mandate to of integrate educational facilities. When schools were forced to desegregate, this changed how Louisville approached public education in the city, from deciding which schools to invest in, incorporating a bussing system, and establishing new schools throughout the city. Furthermore, following *Brown v Board of Education* and the increased suburbanization of the city, the City of Louisville began to build new schools nearer to the suburbs, along the edges of residential neighborhoods more easily accessible via automobile. This greatly reduced the City's interest in investing in schools in and around the city center and the heavily populated urban areas.

Evaluation of the Significance of the Roosevelt School within the Additional Contexts

As stated in the 1982 nomination, the original Roosevelt School continues to be significant architecturally among public schools in Louisville as the "finest Italianate institutional building

⁵⁴ Stottman, 347.

⁵⁵ Stottman, 348.

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remaining from the city's post-Civil War era of expansion."⁵⁶ Its significance within the historic context of public education from 1866-1900 was nodded to in the nomination. This current nomination argues that the Roosevelt School is significant within the larger context of "Public Elementary School Buildings in Louisville, Kentucky 1911-1955," thus justifying the extended Period of Significance. From almost the year it was constructed, the Roosevelt School was the school system's attempt to provide for non-stop growing needs of an expanding neighborhood. The 1915 and 1954 additions to the original school and its 1870 addition are important efforts by the school system to keep up with increasing needs.

The first addition, in 1870, came during a time when Portland had been annexed by Louisville but still functioned much as its own separate city. Portland's growth was profound during the last decades of the 19th century, with residential streets being extended to connect with Louisville proper. This growth in population meant that the newly constructed elementary school found itself inadequate only a couple years after its construction. The second addition, in 1915, was constructed during a time when Portland was once again experiencing a wave of growth in both residential construction and industrial activity. It was around this same time that the current Beaux Arts-style Portland Branch Library was constructed to serve the growing West End population. This addition to Roosevelt School not only offered more classrooms to accommodate the increase in the number of school-aged children, but it also enlarged its classroom offerings to cover additional services that elementary schools were expected to offer. Lastly, in 1954, a third large-scale addition was constructed north of the main building, marking another transition in Louisville's population. Spurred largely by the influx of children resulting from the baby boom, the Louisville Board of Education opted to approve additions to seven elementary schools in the city, including Roosevelt. This final addition marks the end of an era of Louisville public school educational facilities, as just a couple years later, the growing movement to desegregate public schools and the desire to build new schools in the suburbs, designed around major thoroughfares with the prevalence of automobiles in mind, instead of inner-city neighborhood schools placed for ease of walkability, changed the way schools were constructed and how the school system as a whole was planned.

The increased Period of Significance for the Roosevelt School enables the resource to more accurately and comprehensively tell the story of public elementary school buildings in Louisville. The building's physical growth over those 88 years allows for a visual illustration of how public-school buildings needed to expand to accommodate the rise in the school-aged population and how a single resource was altered as a result of the city's growth and the outside events that affected it. This building is the epitome of a historic school that was forced to grow and evolve over the years to meet the increased needs of its community and local neighborhood.

Evaluation of Integrity between the Significance of the Roosevelt School and its Current Physical Condition

This building has been evaluated in terms of its overall relationship to the general integrity standards and its ability to convey the significance outlined above. The task of evaluating whether a building is potentially eligible for NRHP listing means first evaluating its significance according

⁵⁶ Theodore Roosevelt Elementary School, Portland, Jefferson County, Kentucky, National Register #82002719: Section 8, page 1.

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to at least one National Register eligibility criteria, and then, in this case, a criteria consideration, and then evaluating whether there is an integrity between that resource's physical condition and the sense of significance. That will call for ". . . sometimes a subjective judgment, . . . it must always be grounded in an understanding of a property's physical features and how they relate to its significance."⁵⁷ There are seven aspects of integrity as identified by NPS: **Location, Design, Setting, Materials, Workmanship, Feeling, Association.**⁵⁸

The Roosevelt School has been altered over the years, namely with the three additions to the original school building, all of which are considered Contributing to the building's overall significance. The exterior of the building is still extremely intact, with each of the three major additions remaining testaments to the eras in which they were constructed. While the interior has been altered for use as an apartment complex, much of the historic fabric and key features that help identify the building as a former school remain, such as the wide hallways, staircases, and large open spaces. A building which meets NRHP Criteria which possesses integrity of **Location, Design, Setting, Feeling, and Association** will be eligible for listing in the NRHP.

The property possesses integrity of **location**. This building has not been moved from its original site. The location is a key aspect to its significance, as it was built in the connector area between the original City of Portland and the City of Louisville. It was this area in particular that was slated for increased development after Portland was successfully annexed by the City of Louisville, as it was the area that previously separated the two. The location of the Roosevelt School was intentional, as it was placed in such a location as to be conveniently accessible by the surrounding residential neighborhood, decades before the advent of the automobile.

The building also possesses integrity of **design**. The elements of the Renaissance Revival and Italianate styles are still prevalent on the original school building with the defining features of the two large-scale additions remaining as they were constructed, as testaments to the era in which they were constructed. Furthermore, while the interior has been altered, key features that define the building as a former school, namely the wide hallways and staircases, are still intact and functional. The building's exterior design is supported by the retention of **materials** that the school continues to possess.

Adapting former school buildings into multi-family residential complexes is a practice that occurs throughout the United States, and one that can be an appropriate adaption in accord with the Secretary of the Interior's Rehabilitation Standards. Schools will meet those standards if they retain the larger, communal spaces. Typically, conversion into apartment use leads to subdivision of classroom space, which has an impact on historically valuable space which gives the building its identity. The preservation community has compromised, calling for the retention of the communal spaces and interior walls separating the classrooms as the character defining aspects of the property.

⁵⁷ United States Department of the Interior. *National Register Bulletin #15: Guidelines for Local Surveys: A Basis for Preservation Planning*. (Washington D.C.: United States Department of the Interior, 2002.)

⁵⁸ United States Department of the Interior. *How to Apply the National Register Criteria for Evaluation*. (Washington D.C.: United States Department of the Interior, 1995) 46.

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The building also possesses integrity of **setting**. The Roosevelt School is still situated in the eastern portion of the Portland neighborhood, the area that was developed to connect Portland and Louisville following the former's annexation by the latter. The area around the school has remained recognizable as a nineteenth century neighborhood of mostly by single-family homes near industrial nodes linked by railroad lines. That cityscape defines the eastern boundary of Portland. The area immediately surrounding the school is a heavily populated urban neighborhood that is well over 100 years old and still actively growing and changing. Despite the development and the growing commercial activity that has happened in the area in recent years, the surrounding landscape and built environment has remained largely unchanged in density and character.

The Roosevelt School was originally built and subsequently added to for a specific purpose of providing an educational facility to the neighborhood. As such, the key components of the school include the communal spaces that were designed to allow for student movement from room to room and the partitioning of space on either side of the central hallways for classroom space. Even though these partitioned spaces are no longer used as classrooms, the overall layout is still reminiscent of its original use. As such, the building retains a strong integrity of **feeling** as a visitor cannot walk through the halls of the current building, a modern apartment complex, without prompting the feeling of walking through a historic school building.

The Roosevelt School still conveys its historic **association** as it is still intimately connected to the Portland neighborhood and is still able to communicate a historic school building as it grew and developed over the years. This building is the embodiment of an evolving early school building that was forced to change over the years to meet a neighborhood's growing needs. The Roosevelt School is inexorably associated with the growth of public education in Louisville and how that changed over the years, and the current building still retains the integrity to demonstrate that significance.

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“The Pioneer Days of Louisville's Public School System”, Herald Post, Oct. 10, 1925.

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Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67) has been requested

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey # _____

recorded by Historic American Engineering Record # _____

recorded by Historic American Landscape Survey # _____

Primary location of additional data:

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State Historic Preservation Office

Other State agency

Federal agency

Local government

University

Other

Name of repository: _____

Historic Resources Survey Number (if assigned): JFWP-276

10. Geographical Data

Acreage of Property 1.23-acres

Latitude/Longitude Coordinates

1. Latitude: 38.261357

Longitude: -85.778054

Verbal Boundary Description

Beginning at the southwest corner of Duncan and 17th Streets, thence south along the west right-of-way line of 17th Street 160 feet to a point, thence west and parallel to Duncan Street 220 feet to a point in the southern right-of-way line of Duncan Street, thence east along said line 220 feet to the beginning, being a part of Lot 96, Block 15-F of the City of Louisville.

Boundary Justification

This boundary is identical to the resource's boundary from the original listing.

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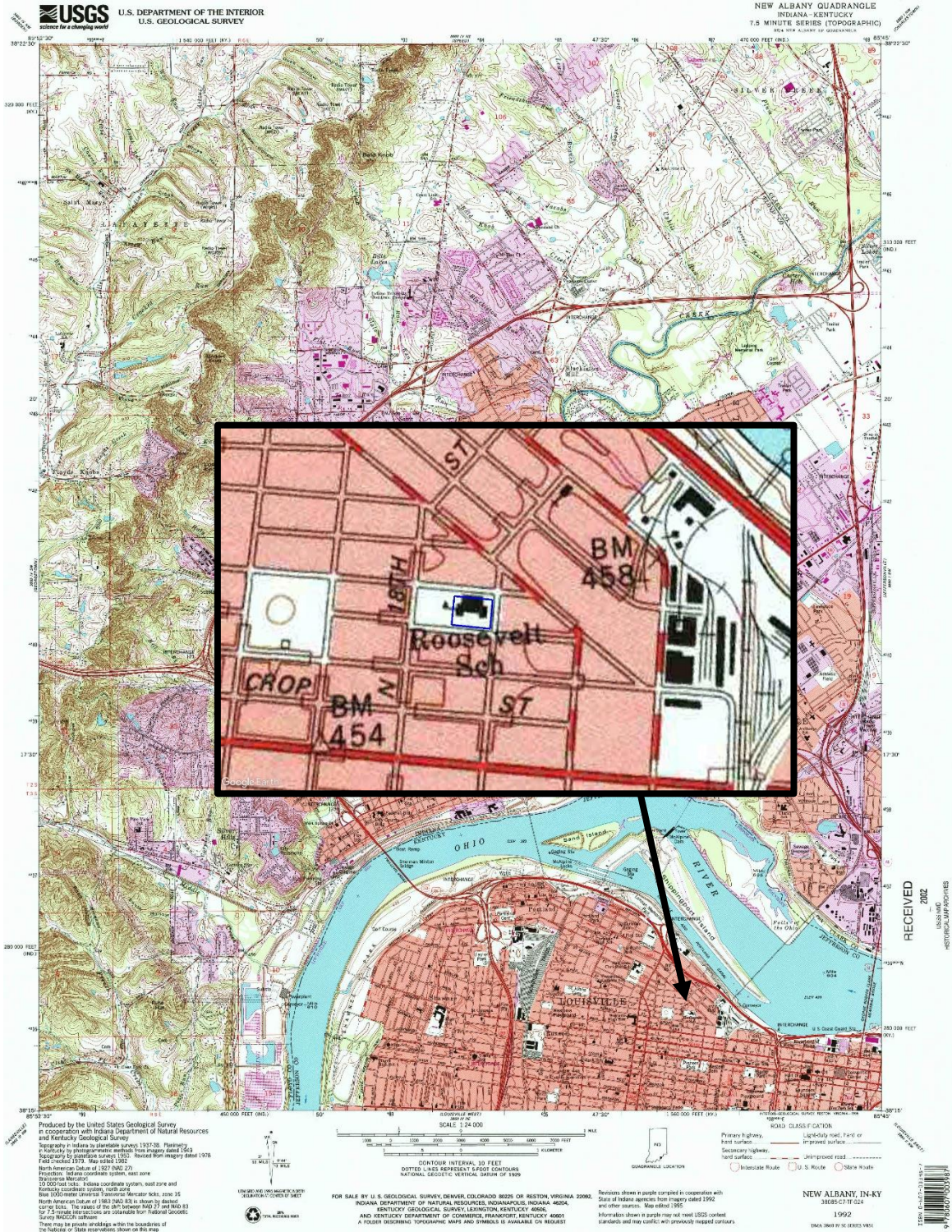


Figure 6. Location of the Roosevelt School, as shown on the USGS 7.5-minute New Albany, IN map (USGS 1995).

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11. Form Prepared By

name/title: Wes Cunningham, MA Sr. Principal Investigator History/Architecture, Director of National Register Nominations & Research

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e-mail: wcunningham@pinionadvisors.com

telephone: 502-807-0575

date: August 2024

name/title: Michael Langmyer, MHP

organization: Architectural Historian

e-mail: langmyer94@gmail.com

date: August 2024

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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Photo Log

Name of Property: Theodore Roosevelt Elementary School (Additional Documentation)

City or Vicinity: Louisville

County: Jefferson

State: Kentucky

Photographer: Joe Pierson

Date Photographed: March 2022

Photo 1 of 28, Roosevelt School Overview, camera facing east

Photo 2 of 28, Roosevelt School, Original building, camera facing east

Photo 3 of 28, Roosevelt School Overview, camera facing northeast

Photo 4 of 28, Roosevelt School, Original building, camera facing north

Photo 5 of 28, Roosevelt School, Original building, interior staircase, camera facing north

Photo 6 of 28, Roosevelt School, Original building, interior room, camera facing northwest

Photo 7 of 28, Roosevelt School, Original building, interior room, camera facing north

Photo 8 of 28, Roosevelt School, Original building, interior converted kitchen, camera facing northwest

Photo 9 of 28, Roosevelt School, 1915 addition, camera facing east

Photo 10 of 28, Roosevelt School, Hyphen connection Original building and 2, camera facing north

Photo 11 of 28, Roosevelt School, Hyphen connection Original building and 2, camera facing south

Photo 12 of 28, Roosevelt School, Overview of 1915 addition, 3 and 4, camera facing southeast

Photo 13 of 28, Roosevelt School, 1915 addition, camera facing north

Photo 14 of 28, Roosevelt School, 1915 addition, interior staircase, camera facing east

Photo 15 of 28, Roosevelt School, 1915 addition, interior staircase and hallway, camera facing west

Photo 16 of 28, Roosevelt School, 1915 addition, interior room, camera facing northwest

Photo 17 of 28, Roosevelt School, 1915 addition, interior converted laundry room, camera facing north

Photo 18 of 28, Roosevelt School, 1954 addition, camera facing southwest

Photo 19 of 28, Roosevelt School, 1954 addition, camera facing east

Photo 20 of 28, Roosevelt School, 1954 addition, camera facing northwest

Photo 21 of 28, Roosevelt School, 1954 addition, camera facing west

Photo 22 of 28, Roosevelt School, 1954 addition and 4, camera facing east

Photo 23 of 28, Roosevelt School, 1954 addition, interior staircase, camera facing northwest

Photo 24 of 28, Roosevelt School, 1954 addition, interior hallway, camera facing west

Photo 25 of 28, Roosevelt School, 1954 addition, interior converted kitchen, camera facing west

Photo 26 of 28, Roosevelt School, 1954 addition, interior room, camera facing north

Photo 27 of 28, Roosevelt School, 1954 addition, interior living room, camera facing north

Photo 28 of 28, Roosevelt School, Overview, 1915 addition, camera facing southeast