

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

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Panama Grammar School

other names/site number Panama City High School; Presbyterian Educational Building; BY00312

2. Location

street & number 101 East 7th Street not for publication

city or town Panama City N/A vicinity

state FLORIDA code FL county Bay code _____ zip code 32401

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.)

Signature of certifying official/Title Date

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:	Signature of the Keeper	Date of Action
<input type="checkbox"/> entered in the National Register <input type="checkbox"/> See continuation sheet	_____	_____
<input type="checkbox"/> determined eligible for the National Register <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined not eligible for the National Register <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> removed from the National Register.	_____	_____
<input type="checkbox"/> other, (explain) _____	_____	_____
_____	_____	_____
_____	_____	_____

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	
3	0	buildings
0	0	sites
1	0	structures
0	1	objects
4	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

RECREATION AND CULTURE: auditorium

Current Functions

(Enter categories from instructions)

VACANT

7. Description

Architectural Classification

(Enter categories from instructions)

LATE 19TH AND EARLY 20TH CENTURY REVIVALS:

Neoclassical Revival

Materials

(Enter categories from instructions)

foundation

walls Brick

Wood

roof

other

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

Property is:

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

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

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

Areas of Significance

(Enter categories from instructions)

- Education _____
- Architecture _____
- _____
- _____
- _____

Period of Significance

1915-1965

Significant Dates

1915
1965

Significant Person

N/A

Cultural Affiliation

N/A

Architect/Builder

Welch, Solomon J., architect
Dobson & Olive, builders

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 roughly 2.58 acres

UTM References

(Place additional references on a continuation sheet.)

1	1	6	6	2	9	0	8	0	3	3	3	7	3	9	5
	Zone		Easting						Northing						
2															

3															
	Zone		Easting						Northing						
4															

See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Andrew Waber, Historic Preservationist

organization Florida Division of Historical Resources date August 2019

street & number 500 South Bronough Street telephone (850) 245-6430

city or town Tallahassee state FL zip code 32399

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A Sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items

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

Property Owner

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

name First Presbyterian Church

street & number 100 East 7th Street telephone

city or town Panama City state FL zip code 32401

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

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

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Section number 7 Page 1 Panama Grammar School
Panama City, Bay County, FL

Summary

The historic Panama Grammar School is an imposing two-story brick Neoclassical Revival style building located within the city limits of Panama City. It features a prominent main façade with near full-height portico supported by a row of square Tuscan columns. The facade is balanced, with multiple rows of arched windows flanking the main entrance. The building has a flat roof with a character-defining decorative dentilled brick cornice that extends around roughly three-quarters of the exterior. It is a H-shaped building with two enclosed brick staircases on the side elevations. The west staircase is in ruinous condition due to damage from 2018's Hurricane Michael. Sometime during the period of significance, a rear fire escape was removed and portions of the wall were infilled with brick.

The interior of school building features double loaded interior hallways with sets of classrooms, offices, and other spaces. The east-west central hallways terminate on each end at enclosed stairwells. The flooring, interior walls, and ceilings are primarily wood. The administrative office, principal's office, and special education office were historically located on the ground floor while the library was located on the second floor. Adjacent to the northeast and northwest corner classrooms of the first and second floors are elongated storage rooms which may have been the original interior stairways, which were closed off. On the basement level, there is the remnant of a staircase that aligns with first and second floor northeast storage rooms. This modification occurred during the period of significance, however, and is considered an historic alteration. The interior of the building is in poor condition, with much of the historic fabric either deteriorated or missing due to storm damage.

In addition to the main school building, there are two contributing circa-1950 buildings to the east. These buildings are examples of post-World War II era International style-inspired facilities popular with new school construction at the time. These are concrete block buildings faced with painted brick. The 1950s-era addition includes a shed-roofed cafetorium/kitchen complex and a series of one-story flat roofed classroom and bathroom spaces which are all connected via a covered exterior walkway. Typical of buildings in this style, they are generally lacking in architectural adornment and feature a heavy usage of metal ribbon windows. There are some condition issues with these buildings as well, most notably with the removal of the stage in the cafetorium, roof damage to the classrooms, and broken or missing windows in some sections of the complex. Despite this, the buildings retain integrity to contribute to the nomination.

Setting

The Panama City Grammar School is located within the city limits of Panama City, Florida. Located along St. Andrews Bay near the Gulf of Mexico in northwest Florida, Panama City is the largest city and county seat of Bay County.¹ The immediate surroundings of the school building are mixed use commercial and residential,

¹ Destination Panama City, "About Panama City," <https://destinationpanamacity.com/aboutpc/>.

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with commercial development along Harrison Avenue on the west and residential neighborhoods on the east side. Across East 7th Street is the First Presbyterian Church of Panama City, which, much like the school, has been damaged by Hurricane Michael. The two properties have an association with each other, as the Presbyterian church is the current owner of the school.

Physical Description

Panama City Grammar School

The historic circa 1914 Panama Grammar School building is a large two-story Neoclassical Revival style brick building with a raised basement (Photo 1). Originally built as a combination high school and elementary school for the city, it became exclusively a grammar school for elementary age children in 1926. The H-shaped building has a flat roof, with a historic wood mansard roof extension onto the rear. The building also uses the contrast in the gray and red bricks to achieve a decorative effect.

Exterior

The exterior of the school building features a prominent main (south) façade with a near full-height portico supported by square Tuscan columns (Photo 2). There is heavy use of decorative brickwork, most notably in the dentilled cornice lines near the roof and in the grey brick arches atop the windows and main entrance. Fenestration consists primarily of 6-light metal sash windows. There are enclosed concrete block staircases faced with brick on both the east and west elevations of the building (Photos 3-4). Both staircases have condition issues. The west staircase is in ruinous condition due to damage from Hurricane Michael while the east staircase is missing windows and parts of its roof due to storm damage (Photos 5-6). The east staircase is currently the only access point to the second story. There is also a small one-story addition on the northwest side of the building that is a historic alteration.

The rear (north) elevation of the building is rather plain in appearance (Photo 7). The dentilled cornice which extends around a little over three-quarters of the building, is mostly not present on this elevation. The mansard roof is visible on this end. There is evidence of brick infill of window or door openings that has taken place on the rear, which most likely occurred during the 1950s expansion of the school.

Interior

The building has three levels: a first and second floors and a basement. The first and second floors have prominent central east-west double-loaded corridors which bisect the classrooms and office spaces (Photos 8-9). There is a north-south hallway on the first floor extending from the main entrance, which historically served as the primary access point into the building (Photo 10). The basement level is accessible on the east and west ends

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of the building and consists of two large open spaces connected via doorways. Historically, the basement rooms were used for music and art classes.

The interior fabrics of the first and second floors are primarily wood and plaster ceilings, walls, and flooring (Photos 11-12). There is also brick found primarily on the walls adjoining the exterior of the building (Photo 13). Much of the original cladding materials on the interior walls and ceilings is missing, but the spatial integrity of the rooms is retained. Several rooms still either have their historic chalkboards, or the space where the chalkboards once located is visible (Photo 14). Some of the rooms have furnishings such as laboratory counters and pianos (Photo 15). The original wood wall studs are either partially or fully exposed in many places throughout the interior. On the second floor, there are spaces in which there are holes in the ceiling and the roof framing is exposed (Photos 16-17). In some spaces, the interior walls have exposed metal lathe which historically served as a base for plaster that has since fallen off (Photo 18). Originally, the interior doorways would have had 3-light wood transom windows which allowed for ventilation into the rooms (Photo 19). Wall vents and metal frames for drop ceilings are found in most of the rooms and in the hallways. These windows are still visible in a number of rooms on the first and second floors, but many of them have either been removed or covered over.

The feel of the basement level is different from that on the first and second floors, with the interior fabric consisting almost exclusively of brick walls and wood ceilings (Photos 20-22). The rooms all connect to each other without the use of corridors. The foundations of the building are visible at this level as well. In the eastern portion of the basement, there is the remnant of a staircase that was likely part of the original stairs used in the building (Photo 23).

Alterations

The Panama Grammar School building has undergone a number of alterations and additions since its original construction in 1914. Sometime during the period of significance, enclosed concrete block staircases were constructed onto the east and west ends of the building. The staircases were faced in brick and the stairs themselves were metal. Originally, the west end of the building functioned as a secondary façade, with a recessed entry access via exterior steps (Figures 1-2). These steps were removed; however, the decorative brickwork around the entrance and the jack arch in the second story window are extant but obscured. A small one-story addition and covered walkway were also added onto the east side of the building. The original access stairs, which were likely on the interior within the elongated spaces repurposed into storage spaces, were removed at around this time. The west and east ends of the building were originally secondary façades, with decorative brickwork similar to that found along the main façade. This decorative brickwork was covered over with the construction of the exterior staircase but the original brickwork remains underneath. There were also exterior fire escape stairs on the rear elevation that was removed most likely during the period of significance.

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The building also underwent some modernization likely during the period of significance, with wall vents and drop ceilings added into the rooms.

When constructed, the building contained an auditorium, ten classrooms, and an office. At one point, the basement contained a small cafeteria. Sometime during the period of significance, a portion of the first floor auditorium was converted into a classroom, lunchroom, and a teacher's lounge. The layout of the building as it sits now largely reflects its 1950s era appearance.

The most significant changes to the building came about as a result of either deterioration or storm damage. The west end staircase is in ruinous condition due to damages from Hurricane Michael. The entire second story of the staircase collapsed into a pile of rubble and the access stairs are unusable. On the first and second floors, much of the original materials are either missing, obscured, or deteriorated due to condition issues. In some rooms, wall studs and roof beams are either partially or fully exposed and there are a few spots on the second floor primarily on the west end where small holes can be found in the flooring. Portions of the historic metal lathe used as a plaster base have since become exposed. On the second floor, some portions of the flooring have been obscured by non-historic linoleum tiling. On the west end of the building, there have been holes opened in the roof due to hurricane damage. Some of the missing materials in the building are a result of post-storm mitigation measures to prevent the growth of mold.

Cafetorium and Classroom Annex

Located to the east side of the school building is the cafetorium, kitchen, and additional classroom spaces, which were constructed circa 1950. The complex is actually two buildings: a larger building comprising the cafetorium, kitchen, and two classrooms on the south; and a smaller, two-classroom building on the north. Although technically separate buildings, they are visually connected as a single complex. Both resources are of concrete block construction faced in white painted brick and connected to the school via a one-story flat roof covered walkway (Photo 24). The buildings are excellent local examples of the International style applied to school facilities.

The most prominent portion of the 1950s-era addition is the cafetorium, which is a large shed roofed building historically used as the cafeteria and auditorium for the grammar school (Photo 25). This building replaced the older auditorium, which was on the first floor of the school. This building functioned as the principal public gathering space for the school and was an essential part of its operations. Fenestration consists primarily of a row of fixed, elongated windows along the south elevation and fixed windows flanking the main entrance on the west. There is a minimal amount of architectural adornment on the exterior, with the exception being the decorative banding near the windows. The interior of the building is still a single, open space, with the original cafeteria tables still extant and folded up into the walls (Photos 26-27). The auditorium stage has since been removed but the space in which it occupied as well as the offstage access stairs are extant (Photo 28). The

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kitchen space is located to the north of the cafetorium (Photos 29-30). Although more modern kitchen equipment are now in this space, it retains its distinctive interior layout, with a partition clearly delineating the public access areas of the kitchen from the employees-only area. There is also a pickup window between the kitchen and cafetorium areas (Photo 31).

There are some condition issues with the cafetorium. In addition to the removal of the stage, there are holes in the roof, most likely from hurricane damage. Drop ceilings that would have covered up the underside of the roofs have since been removed. There is also some deterioration present in the interior fabrics of the building. Despite this, the building retains its integrity.

The classroom portion on the north side of the cafetorium building and the classroom annex are very similar in appearance (Photos 32-33). Both are one story, concrete block faced with painted brick, have shed roofs, and feature sets of 15-light metal windows which dominate an entire elevation. The classroom annex is missing an entire set of metal windows on the north elevation of the building. There are also broken windows and holes in the roof. Despite this, the buildings retain their integrity.

Flagpole Base

There is a flagpole and base directly to the south of the building fronting the main façade (Photo 34). The flagpole base was placed in the ground by the children of the grammar school in 1949. They enclosed a time capsule within the base. The flagpole itself was severely damaged by the hurricane. The base itself is considered a contributing structure to the nomination.

Presbyterian Educational Building Sign (non-contributing)

Also on the south end of the building is a large metal sign that dates from the Presbyterian church ownership of the property (Photo 35). It postdates the period of significance and is considered non-contributing due to age.

Integrity

The Panama Grammar School and its associated outbuildings are still in their original location. The visual connection to the commercial development on the west and the residential development is maintained, as is the open nature of the lot on which the buildings sit. Hence, the integrity of location, setting, and association are maintained. Despite the damage to the enclosed west staircase and the alterations that have taken place to the rear of the building, the grammar school retains a high degree of integrity of design, materials, and workmanship on the exterior. The interior of the building has some condition issues, with much of the original historic fabric either deteriorated, removed, or obscured. Despite this, the 1950s era spatial integrity of all three levels is retained. The character-defining central hallways are still visible on the first and second floors. The

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wood flooring materials and wood ceilings are extant as are a number of other elements such as windows, doors. Furnishings such as bathroom fixtures, chalkboards, countertops, and closet fixtures are also still evident. Although the west staircase is in ruinous condition, it was built onto the original building in a manner that the historic fabric underneath was largely retained. The east staircase was built first, and the building spent a portion of its history with just a single enclosed staircase on its side elevations. The west staircase could likely be removed and the building would still have a documentable historical appearance. Although the cafetorium and classroom annex buildings have undergone a number of changes, including the removal of the auditorium stage and damaged or missing windows and roofs, the buildings still retain their integrity. All of the buildings still maintain their historical feel. Hence, the grammar school and its outbuildings still possess their integrity of design, materials, workmanship, and feeling.

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Summary

The Panama Grammar School is being proposed for listing at the local level under Criterion A for Education and Criterion C for Architecture. The period of significance extends from 1915 to 1965. Originally constructed in 1914 as a high school and elementary school, the building functioned exclusively as a grammar school for elementary school aged children starting in 1926. It is the oldest public school building still standing in Bay County, Florida and was one of the first major building projects of the Bay County school board. When built, the school marked a significant milestone in the education of children in Panama City. It remained a major fixture within the community, not only functioning as the high school and one of the major elementary schools in the city, but also hosting a variety of social functions on its grounds. The associated outbuildings, which include the cafetorium, kitchen, and additional classroom spaces, were one of the earliest post-World War II educational construction projects in the city. Although originally named Panama City High School, the building as it appears now most closely reflects its 1950s appearance, when it was known as the Panama Grammar School. The grammar school is an excellent locally significant example of Neoclassical Revival architecture adapted to an educational facility. This is best expressed through the prominent near full-height entry portico, the strong dentilled cornice lines, and symmetrical main façade.

Criterion Consideration A

The property is currently owned by a religious institution. The school buildings were constructed prior to church ownership, however, and the significance of the complex is for both its architecture and the historical significance of the buildings as a public school.

Historical Context – Development of Panama City and the Founding of Bay County

The St. Andrews Bay area has been a site of limited settlement going back to the 1820s. A number of wealthy planters, many of whom came from the Jackson County area, built vacation homes in the area. Most of these resources were gone by the end of the Civil War, however, and serious development did not take place until the 1880s. At this time, a number of real estate developers and entrepreneurs began creating communities in the hopes of drawing retirees and vacationers into the area. One of these communities was the town of Harrison, which was located in the heart of what is now Panama City. The economy, however, evolved around the lumber and fishing industries. One of the major forces of development was the St. Andrews Lumber Company, which created the town of Millville, which was founded in 1898. The nearby settlement of St. Andrews was also developed during the late 1800s. In 1925, Millville and St. Andrews were incorporated within Panama City.²

² Erick D. Montgomery, *Panama City Historic Sites Survey: Panama City, Florida* (Savannah, GA: Montgomery Preservation Services, 1987), p. 42-54.

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While St. Andrews and Millville thrived, the town of Harrison struggled. By 1902, there were only a few scattered residents. The post office, which was formed in 1889, was discontinued in 1904. The following year the Gulf Coast Development Company was formed. They took over the Harrison plat and re-platted it. The driving force behind the company was G.M. West, a Chicago businessman. Crucially, the Atlanta and St. Andrews Bay Railroad (ASAB) was incorporated in 1906 and selected what became Panama City as its terminus thanks in large part to the lobbying efforts of West. This connected the St. Andrews Bay area by rail to Dothan, Alabama. The ambitious West decided to rename the development “Panama City,” hoping to create a profitable port city that could take advantage of trade opened by the recently built Panama Canal. The railroad was constructed by lumber magnate A.B. Steele, using a loan provided by Asa Chandler of Coca Cola fame. By 1908, the ASAB was completed and in full operation.³

Aided by the arrival of the railroad, the community of Panama City thrived. When the railroad began operations in the area in 1908, the town already had a school, newspaper, bank, churches, and several businesses in operation. An ice plant was established to provide for the fishing industry, which for the first time had direct rail access to the east coast markets. In 1909, a group of citizens gathered to formally incorporate the town of Panama City, and immediately set out improving the infrastructure. It quickly became the commercial hub of the St. Andrews Bay area and started to outgrow its neighbors. By 1910, the population of Panama City had reached 425 people, a remarkable increase from less than a decade before.⁴

Thanks in large part to the growth and commercial development of Panama City, residents began clamoring for more autonomy from Washington County. The towns of Vernon and Chipley had long engaged in a power struggle over the control of the county seat. The disaffected residents of St. Andrews Bay had felt left out of county politics, due in large part to the poor infrastructure and distances between the communities and the larger towns to the north. By the early 1910s, the area was sufficiently populated that citizens pushed for the creation of a new county. They were supported in this endeavor by businessmen and politicians from Chipley, who sought to carve out portions of Washington County to shift the population base away from rival Vernon. In 1913, state legislator and Panama City resident R.L. McKenzie pushed through a bill recognizing the formation of Bay County. The following year in 1914, Panama City was selected as the new county seat.⁵

Historical Context – Education in Panama City Prior to 1915

The first school in what is now Panama City dates back to 1907, when the Gulf Coast Development Company built a schoolhouse on the corner of Luverne Avenue and Park Street. The company realized the importance establishing good schools played in drawing families year-round to the community. Company head G.M. West

³ Ibid., p. 54-56, 62-64.

⁴ Ibid., p. 64-67.

⁵ Ibid., p. 68-69.

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himself served as the supervisor of the school, which had an enrollment of just 33 students when first opened. For students wishing to take high school level coursework, it was provided at Ward's Hall and later Demorest Hall near Harrison Avenue. Even before the creation of Bay County, Panama City residents created a special school district in 1912, Special School District Number 12.⁶

Historical Significance – Panama City High School 1915-1926

After the county was created, the school was one of the first major projects undertaken by the newly formed Bay County Board of Public Instruction. The construction of the school was concurrent with the ongoing construction of the new courthouse and jail. The architect Solomon J. Welch of Pensacola designed the school and the courthouse. The school board hired the contractor firm of Dobson & Olive from Montgomery, Alabama, to construct the school building. The Bay Manufacturing Company handled the wiring work for the school. The Gulf Coast Development Company donated the land for the project



Panama City High School Groundbreaking Ceremony, circa 1914
(source: Bay County Public Library)

(Figure 3). The city had to expand its infrastructure to accommodate the new building, laying out new sewer systems along Harrison Avenue from 6th Street to 7th Street. By October 1914, groundbreaking began on the school and the cornerstone was laid in December 1914. The school was finished by the beginning of 1915 and was in operation for the fall 1915 school session.⁷

There was much fanfare in the community that accompanied the school as it was being built. The groundbreaking ceremony was attended by over 220 schoolchildren. The cornerstone laying ceremony was even larger. An estimated 800 teachers and students from the area were joined by county superintendent, local freemasons, and members of the community in a procession of over 2,000 people who marched down Harrison Avenue.⁸

Although the school was known originally as Panama City High School when it opened in 1915, it actually taught all levels, from kindergarten through high school. Initially, the high school was only a two-year high

⁶ Montgomery, p. 65; Harold W. Bell, *Glimpses of the Panhandle* (Chicago: Adams Press, 1961), p. 141-142; *Panama City Pilot*, "Corner Stone Laying," December 3, 1914.

⁷ *Panama City Pilot*, "Corner Stone Laying"; *Panama City Pilot*, "Building Notes," November 26, 1914; *Panama City Pilot*, "Eventful Occasion," October 15, 1914.

⁸ *Panama City Pilot*, "Corner Stone Laying"; *Panama City Pilot*, "Eventful Occasion."

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Panama City High School, circa 1920
(source: Bay County Public Library)

school with 12 students in grades 9 and 10 and one teacher but it would expand to grades 11 and 12 by 1918.⁹ There were zoology, physics, and chemistry labs in the building as well as a home economics room. The school also taught biology and music. The auditorium measured 54x55 feet. By 1920, the library held 410 volumes and a collection of taxidermied birds and fossils were acquired.¹⁰ As the community grew after World War I, the school building proved insufficient to hold all of the classes. By 1920, there were 412 students enrolled, 45 of whom were in the high school.¹¹ By 1922, the student population grew by over 200% from just four years earlier, with 429 total students, 61 enrolled in high school.¹² In 1926, after Bay County High School was built, Panama City High School became exclusively an elementary school. The name was changed to Panama Grammar School.

Historical Significance – Panama City Grammar School 1926-1965

Although downgraded to exclusively an elementary school, the Panama Grammar School remained very much a major fixture in the community. It was one of only three accredited public elementary schools in Bay County and the only one within the original boundaries of Panama City (the other being in St. Andrews). By 1936, there were 19 teachers employed and 700 students enrolled in the school.¹³ The auditorium and the grounds around the school were popular community gathering areas. A good example of the types of additional activities that took place here include a local Father's Day and Founder's Day children's performance held in the auditorium;

⁹ Florida Department of Public Instruction, *Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1916* (Tallahassee, FL, 1916), p. 219, 222.

¹⁰ Florida Department of Public Instruction, *Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1920* (Tallahassee, FL, 1920), p. 250; Florida Department of Public Instruction, *Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1918* (Tallahassee, FL, 1918), p. 337.

¹¹ Florida Department of Public Instruction, *Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1920* (Tallahassee, FL, 1920), p. 201.

¹² Florida Department of Public Instruction, *Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1922* (Tallahassee, FL, 1922), p. 216, 322.

¹³ Florida Department of Public Instruction, *Biennial Report of Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1936* (Tallahassee, FL, 1936), p. 136.

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Panama City, Bay County, FL

the Bay County WPA Music Project used the school to teach classes to children in the community; the Salvation Army used the school grounds for their annual Christmas tree fundraiser; and the county health department used the school to hold preschool health clinics.¹⁴ In January 1940, General Motors used the school grounds to set up a large exhibit as part of their national "Parade of Progress" road show. The three-day exposition gave live demonstrations and lectures on the latest advancements of scientific research.¹⁵

Panama Grammar School drew statewide interest in 1941 when the principal introduced a school bank. Designed to encourage children to save money and teach them about banking, the students served as both depositors and bankers. It operated in a method very similar to postal savings banks popular at the time, as students kept track of their deposits through account books. The money was deposited in the local bank and paid interest back to the students.¹⁶

During World War II, the children of the school were very active in raising money for the war effort. Working with Cove Grammar School, they conducted a "Buy a Bomber" war bond and war stamp campaign in 1943, raising over \$2,000 for the government. The students of Panama Grammar School performed for live radio benefits and led war bond rallies to raise the money.¹⁷

After World War II, the population of Panama City grew, aided greatly by the large military presence from nearby Tyndall Air Force Base. In 1947, the state of Florida created the Minimum Foundation Program. This program marked a fundamental shift in funding priorities for education across the state. It officially established financial support for public schools as a permanent state responsibility. This influx of state money and the population increase across the state led to a period of widespread school building activity throughout Florida. Bay County was no different.

In 1950, the grammar school building underwent significant renovations and expansions (Figures 4-5). It was at this time the interior staircases were removed and the enclosed exterior staircase on the east side was added. The cafetorium, kitchen, and classroom annexes were built at this time. As a result, the old auditorium space on the interior of the grammar school was repurposed into classrooms. Although plans were made to remove classrooms from the basement, by 1963, the space was being used for music and art classes.¹⁸

¹⁴ *Panama City Pilot* "Cove P.T.A. Has Program Here Last Tonight," February 24, 1939; *Panama City News-Herald*, "Music Classes to Open Today at School Here," May 27, 1940; *Panama City Pilot* "'Toy in Every Sock' is Bay County's Objective," December 22, 1939; *Panama City Pilot*, "Pre-School Clinic Planned on Monday," May 3, 1940.

¹⁵ *Panama City Pilot* "Science Parade Offers Unusual Progress Show," January 5, 1940.

¹⁶ *Panama City News-Herald*, "Panama Grammar School Bank," October 19, 1941.

¹⁷ *Panama City News-Herald*, "\$2,000 in Bonds Sold by Pupils," February 10, 1943; *Panama City News-Herald*, "Panama Grammar Students Present War Bond Program at Local Radio Station," January 15, 1943.

¹⁸ Bay County Superintendent of Public Instruction, "Panama Grammar School Self-Study 1963-1964" (Panama City, FL, 1963), p. 1; *Panama City Pilot* "Panama Grammar," October 2, 1949.

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Students gathered in front of Panama Grammar School, circa 1949 (source: Bay County Public Library)

A 1963 report described the facilities as it existed near the end of the building's use as a public school:

It is a complex of a large two story building with a basement, cafetorium with kitchen and four classrooms joined by covered walkways. In the main building there are 12 classrooms, administrative offices, clinic, teachers lounge, library, book room and various storage places... The playground is enclosed by a fence. It has a paved court and a lighted softball diamond in addition to areas designated for team sports.¹⁹

Throughout its history, Panama Grammar remained an all-white school. Although the landmark US Supreme Court decisions of *Brown v. the Board of Education* and *Brown II* outlawing "separate but equal" educational facilities were made in 1954 and 1955, public schools throughout Florida remained strictly segregated throughout the 1950s. The exception to this were schools on military bases, which were integrated by order of the secretary of defense in 1955. The elementary school on nearby Tyndall Air Force Base was among these first integrated schools in the state. However, children of black military personnel were still forced to attend segregated middle and high schools off-base. For the rest of Bay County, integration would not come until the 1960s, when the case *Youngblood v. Board*

of Public Instruction of Bay County went before federal courts. Initially filed in 1964, it resulted in a federal desegregation order against the school board. There was only token integration in the county until 1968, when federal courts implemented a mandatory desegregation plan in the county.²⁰

The grammar school continued to operate as a public elementary school until the 1960s. In the early 1960s, the county board of public instruction began planning to formally abandon the school complex. They cited demographic shifts, as fewer students lived near the school and there was a desire to find a more centrally-

¹⁹ Bay County Superintendent of Public Instruction, p. 14.

²⁰ R.W. Puryear, "Desegregation of Public Education in Florida – One Year Afterward," *Journal of Negro Education* vol. 24, no. 3 (Summer 1955), p. 223-224 (219-233); *Youngblood v. Board of Public Instr. Of Bay County, Fla.* 230 F. Supp. 74 (n.d. Fla. 1964), <https://law.justia.com/cases/federal/district-courts/FSupp/230/74/1413000/>; Dorothy Beanland, "Suit Seeks Sweeping Integration Moves," *Panama City News-Herald*, July 2, 1968.

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located facility. In 1965, the school property, including the original school building, cafeteria, and classroom annex buildings, were sold to Wallace Memorial Presbyterian Church.²¹

Historical Context – After 1965

After Wallace Memorial Presbyterian Church took over control of the buildings, they repurposed the old complex into a religious school. The church also used the buildings for a variety of other activities, including the operation of a commercial kitchen, hosting fellowship gatherings, and holding ballet classes. Much of the complex has since been unused and largely left vacant. In 2018, Hurricane Michael swept through the Florida Panhandle, causing considerable damage to Panama City. Among the casualties was the grammar school itself. The storm knocked over a large tree on the property, which fell through the west staircase, causing catastrophic damage. The original historic exterior walls were largely spared, although the building also sustained roof and window damage as did the cafeteria and classroom annex. The building's current vacant status and the damage from the openings in the roof and windows has led to some deterioration of the interior.²²

Architectural Context – Neoclassical Revival

Neoclassical Revival became a dominant architectural style for both domestic and public buildings from the late 19th into the mid-20th centuries. It was popularized during the 1893 Columbian Exposition in Chicago. The Neoclassical Revival was heavily influenced by the earlier Greek Revival style prevalent in the early to mid-19th century. Among the character-defining features of the style are prominent full-height porticos supported by classical columns; symmetrical facades with centrally-placed doors; boxed eaves with cornice lines often accentuated by decorative details such as dentils; and doorways and windows with decorative surrounds.²³

Architectural Significance – Panama City Grammar School

The Panama Grammar School is a locally significant example of Neoclassical Revival architecture adapted to a public school facility. This is perhaps best expressed through the prominent near full-height portico, symmetrical façade, dentilled cornices near the roofline, and decorative brickwork jack arches mimicking moldings along the doorways and windows.

According for Florida Master Site File records, the grammar school is one of only four buildings in Bay County classified as Neoclassical Revival. Of these, only two, the Bay County Courthouse and the grammar school,

²¹ *Panama City News*, "Bay Public Instruction Board Announces Grammar School Sale," May 29, 1965.

²² Patrick McCreless, "Historic Panama City Grammar School for Sale," *Panama City News-Herald*, March 27, 2019.

²³ Virginia Savage McAlester, *A Field Guide to American Houses* (New York: Alfred A. Knopf, 2015), p. 435-438; Buffalo Architecture and History, "Neoclassicism/Classical Revival," <https://buffaloah.com/a/DCTNRY/n/neoclass.html>.

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functioned as public non-commercial buildings. The Bay County Courthouse, which was also designed by Solomon J. Welch, has been significantly altered since its construction. Most of the substantial alterations are non-historic and were not sympathetic to the original design of the courthouse. Hence, the grammar school is one of the best surviving examples of Neoclassical Revival architecture in Panama City adapted to a public use.

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<https://buffaloah.com/a/DCTNRY/n/neoclass.html>.

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_____. *Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1918*. Tallahassee, FL, 1918.

_____. *Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1920*. Tallahassee, FL, 1920.

_____. *Biennial Report of the Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1922*. Tallahassee, FL, 1922.

_____. *Biennial Report of Superintendent of Public Instruction of the State of Florida for the Two Years Ending June 30, 1936*. Tallahassee, FL, 1936.

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Panama City News-Herald, "\$2,000 in Bonds Sold by Pupils," February 10, 1943.

_____. "Music Classes to Open Today at School Here," May 27, 1940.

_____. "Panama Grammar School Bank," October 19, 1941.

_____. "Panama Grammar Students Present War Bond Program at Local Radio Station," January 15, 1943.

Panama City Pilot, "Building Notes," November 26, 1914.

_____. "Corner Stone Laying," December 3, 1914.

_____. "Cove P.T.A. Has Program Here Last Tonight," February 24, 1939.

_____. "Eventful Occasion," October 15, 1914.

_____. "Panama Grammar," October 2, 1949.

_____. "Pre-School Clinic Planned on Monday," May 3, 1940.

_____. "Science Parade Offers Unusual Progress Show," January 5, 1940.

_____. "'Toy in Every Sock' is Bay County's Objective," December 22, 1939.

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<https://law.justia.com/cases/federal/district-courts/FSupp/230/74/1413000/>.

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Verbal Boundary Description

The boundary encompasses all of lot number 20075000000 of the Bay County, Florida, Property Appraiser's Office records. Please see boundary map for more details.

Boundary Justification

The boundary includes the property historically associated with the Panama City Grammar School's operations.

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Name of Property: Panama City Grammar School

City of Vicinity: Panama City **County:** Bay **State:** Florida

Photographer: Ruben Acosta **Date Photographed:** August 2019

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

1. View of main (south) façade, facing northwest
2. Detail view of main entrance, facing north
3. Exterior view of east staircase, facing north
4. Interior view of east staircase second floor landing, facing west
5. Exterior view of west elevation, facing northeast
6. Exterior view of boiler room addition, facing
7. Exterior view of rear (north) elevation, facing south
8. Interior view of first floor central hallway, facing west
9. Interior view of second floor interior hallway, facing west
10. Interior view of first floor main entry hall, facing north
11. Interior view of second floor classroom, facing
12. Interior view of second floor [corner] room, facing
13. Interior view of first floor classroom, facing
14. Interior view of first floor classroom chalkboard, facing
15. Interior view of first floor lab, facing
16. Interior view of second floor classroom with open ceiling, facing
17. Interior view of second floor northwest classroom, facing
18. Interior view of first floor southwest classroom, facing
19. Detail view of first floor room doorway, facing
20. Interior view of east end of basement, facing
21. Interior view of west end of basement, facing
22. Interior view of west end of basement, facing north
23. Interior view of basement staircase, facing northeast
24. View of exterior covered walkway between classroom annex and cafetorium complex, facing
25. Exterior view of cafetorium, facing northeast
26. Interior view of cafetorium, facing east
27. Interior view of cafetorium, facing west
28. Interior view of cafetorium stage access stairs, facing southeast
29. Interior view of kitchen, facing northeast
30. Interior view of kitchen, facing southwest

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31. Interior view of cafeteria window, facing northeast
32. Exterior view of north end of cafetorium/classroom building, facing southwest
33. Exterior view of classroom annex building, facing southwest
34. View of flagpole, facing northwest
35. View of non-contributing sign, facing northwest

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Figure 1



1922-1923 Panama City High School girls basketball team taken from west elevation
Note recessed entryway (source: Glenda A. Walters, *Images of America: Panama City*, p. 52)

Figure 2



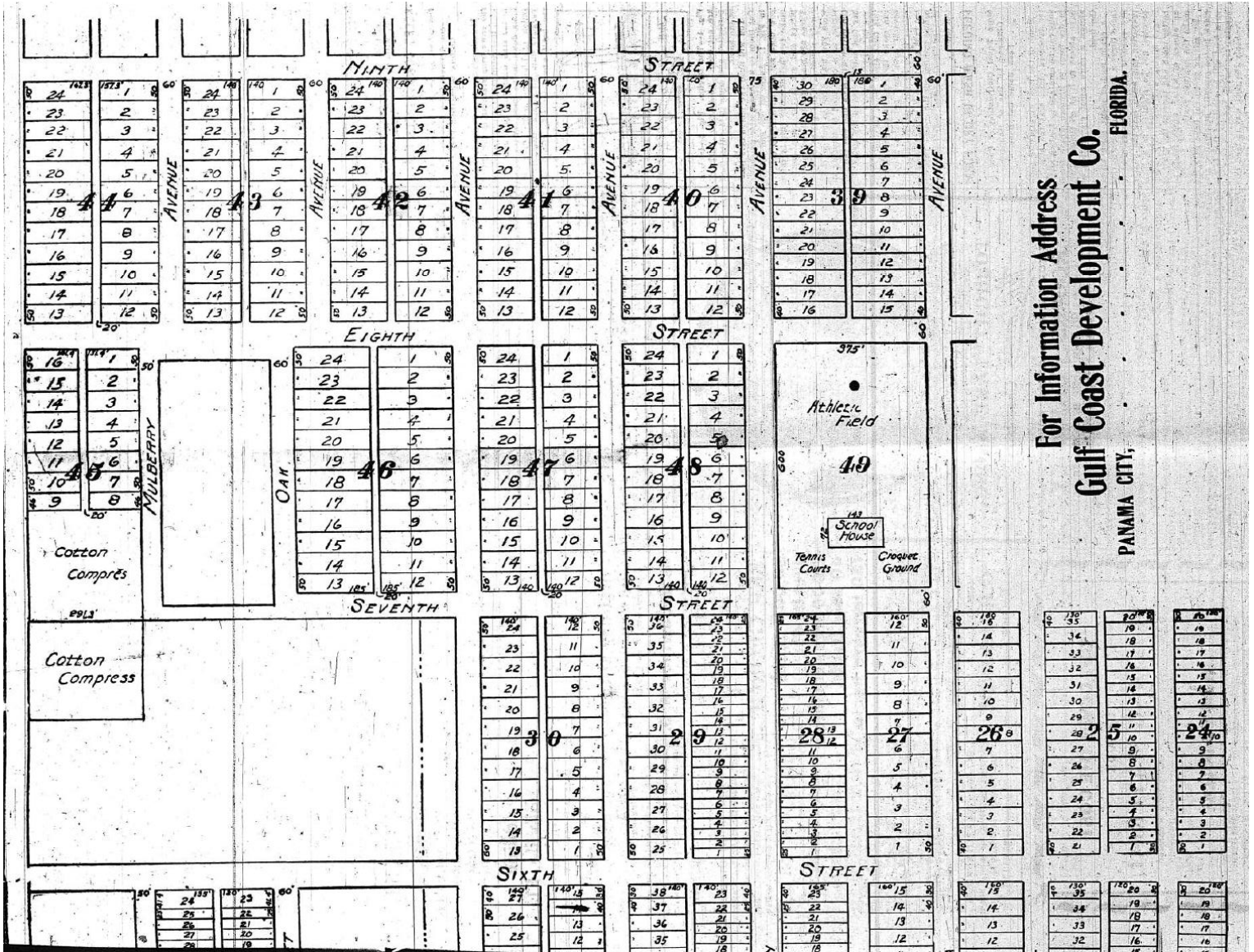
Panama City High School students taken from west elevation circa 1923
(source: State Archives of Florida)

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Figure 3



For Information Address
Gulf Coast Development Co.
PANAMA CITY,
FLORIDA.

Gulf Coast Development Company subdivision map of Panama City
shortly after Panama City High School construction, circa 1915
(source: Panama City Pilot, February 25 1915)

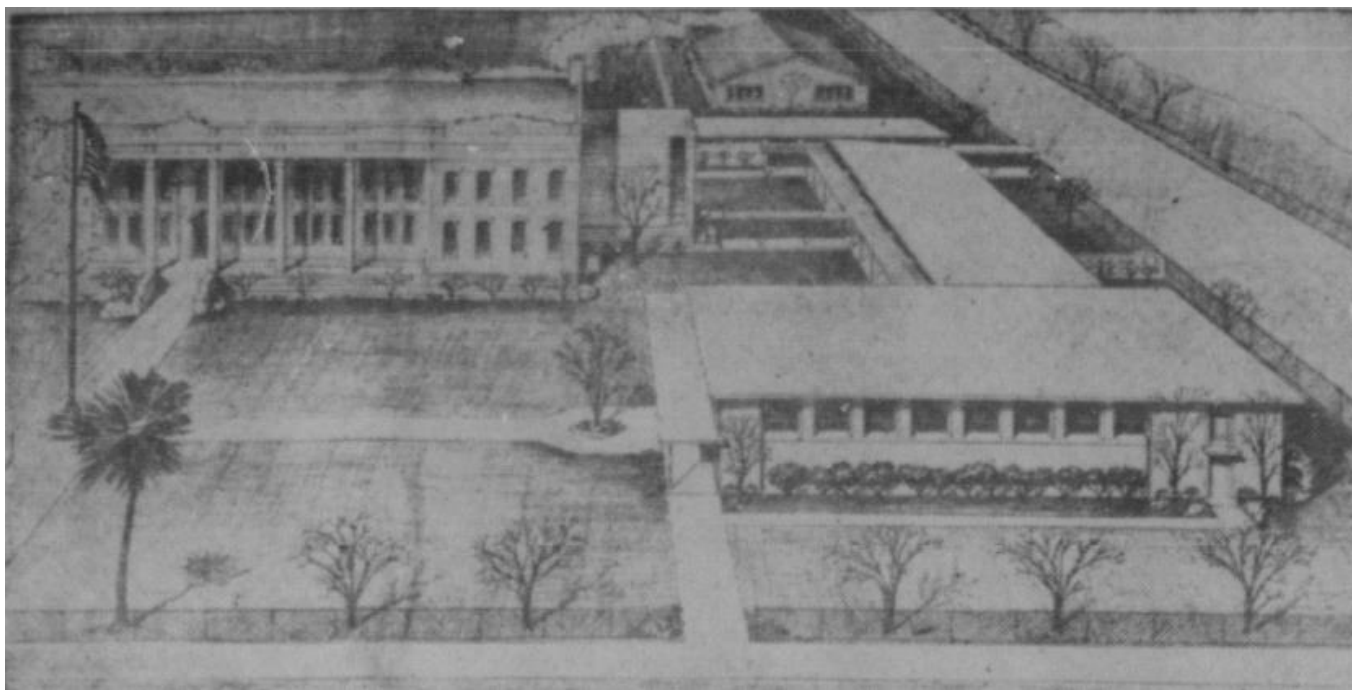
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Section number Figures Page 3

Panama Grammar School
Panama City, Bay County, FL

Figure 4



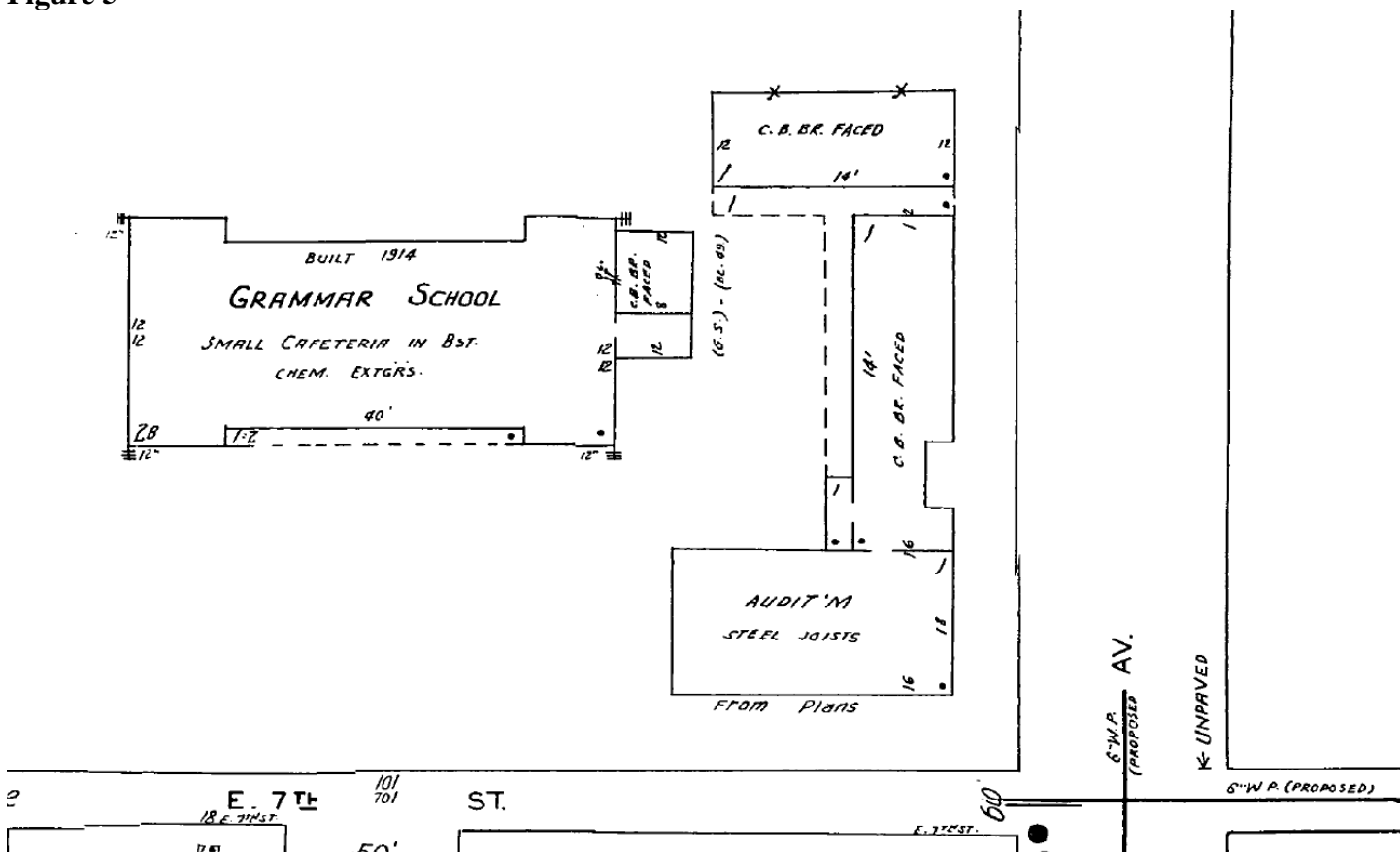
Architect's rendering of cafeteria, classroom annex, and east staircase prior to construction, circa 1949
(source: *Panama City Pilot* "Panama Grammar," October 2, 1949)

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Section number Figures Page 4 Panama Grammar School
Panama City, Bay County, FL

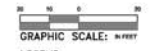
Figure 5



Sanborn map image of Panama Grammar School complex in 1950
Note completion of only east staircase at this time

C STATE ROAD NO. 7.5 (HARRISON AVENUE) ~ 75' R/W

ADJACENT PROPERTY OWNER
THE MEDICAL ARTS OF PANAMA CITY CONDOMINIUM
OFFICIAL RECORDS BOOK 937, PAGE 292



- LEGEND:**
- 3/4" IRON PIPE FOUND (NO ID)
 - 1/2" IRON ROD & CAP SET (DPS LLC, LB7860)
 - 2" ROUND CONCRETE MOUNTAIN FOUND (NO ID)
 - 5/8" IRON ROD & CAP FOUND (DRAGON COOPER, LB7431)
 - 3/4" CRIMPED IRON PIPE FOUND (NO ID)
 - 1" IRON ROD & ALUMINUM CAP FOUND (BCE, RL53027)
 - 5/8" IRON ROD FOUND (NO ID)
 - PK NAIL FOUND (NO ID)
 - NAIL & DISK FOUND (NO, LS 4440)
 - NAIL & DISK FOUND (SNELLENBROVE, LB7070)
 - NAIL & DISK FOUND (SSAC, LB7058)
 - "Y" SCRIBED IN MANHOLE RIM FOUND (NO ID)
 - "Y" SCRIBED IN CONCRETE FOUND (NO ID)

SYMBOLS & ABBREVIATIONS:

- CENTERLINE
- RW RIGHT-OF-WAY
- NO. NUMBER
- ID IDENTIFICATION
- (P) PLAT INFORMATION
- (D) DEED INFORMATION
- (M) MEASURED DATA
- PCL PAGE
- ORB OFFICIAL RECORDS BOOK
- SEC. SECTION
- T. TOWNSHIP
- R. RANGE
- POC POINT OF COMMENCEMENT
- POB POINT OF BEGINNING
- TYP TYPICAL
- CONG CONCRETE
- R. RADIUS
- Δ DELTA
- L. ARC LENGTH
- CH. CHORD BEARING & LENGTH
- M. MORE OR LESS
- A/C AIR CONDITIONER
- BFP BACK FLOW PREVENTER
- CMP CORRUGATED METAL PIPE
- RCP REINFORCED CONCRETE PIPE
- HDPE HIGH DENSITY POLYETHYLENE
- INV INVERT
- MES MITERED END SECTION
- TBM TEMPORARY BENCH-MARK
- F.F. FINISH FLOOR
- EL ELEVATION
- FOOT FLORIDA DEPARTMENT OF TRANSPORTATION
- NGS NATIONAL GEODETIC SURVEY
- NAVD83 NORTH AMERICAN VERTICAL DATUM 1983

LEGAL DESCRIPTION: PARCEL NO. 20075-000-000
 OFFICIAL RECORDS BOOK 180, PAGE 182
 THE SOUTH 240 FEET OF BLOCK 49 OF GULF COAST DEVELOPMENT COMPANY'S SECOND ADDITION TO PANAMA CITY, WHICH EMBRACES THE SOUTHEAST QUARTER OF THE SOUTHEAST QUARTER OF SECTION 5, TOWNSHIP 4 SOUTH, RANGE 14 WEST, ACCORDING TO PLAT ON FILE IN THE OFFICE OF THE CLERK OF THE CIRCUIT COURT OF BAY COUNTY, FLORIDA.

OFFICIAL RECORDS BOOK 180, PAGE 185
 COMMENCING AT THE SOUTHWEST CORNER OF BLOCK 49, GULF COAST DEVELOPMENT CO'S SECOND ADDITION TO PANAMA CITY ACCORDING TO THE PLAT ON FILE IN THE OFFICE OF THE CLERK OF THE CIRCUIT COURT OF BAY COUNTY, FLORIDA, RUN NORTH 240 TO POINT OF BEGINNING, FROM SAID POINT OF BEGINNING RUN NORTH 60'; THENCE EAST 075'; THENCE SOUTH 60'; THENCE WEST 375' TO POINT OF BEGINNING, BEING THE SOUTH 60' OF THE NORTH 300' OF SAID BLOCK 49.

LESS AND EXCEPT:
 OFFICIAL RECORDS BOOK 2623, PAGE 1524
 A PARCEL OF LAND BEING IN THE SOUTHEAST 1/4 OF SECTION 5, TOWNSHIP 4 SOUTH, RANGE 14 WEST, BAY COUNTY, FLORIDA, DESCRIBED AS FOLLOWS: COMMENCE AT A 5/8 INCH IRON ROD (NO ID) MARKING THE SOUTHEAST CORNER OF SAID SECTION 5; THENCE NORTH 88°39'54" WEST 472.95 FEET ALONG THE SOUTH LINE OF SAID SECTION 5 TO THE CENTERLINE OF SURVEY OF STATE ROAD 75 (HARRISON AVENUE), AS SHOWN ON F.D.O.T. RIGHT OF WAY MAP F.P. NO. 4134301 (SAID MAP BEING ON FILE AT F.D.O.T. DISTRICT 3 OFFICE, CHIPLEY, FLORIDA); THENCE NORTH 01°09'00" EAST 284.1 FEET ALONG SAID CENTERLINE OF SURVEY; THENCE NORTH 01°12'11" EAST 41.04 FEET ALONG SAID CENTERLINE; THENCE DEPARTING SAID CENTERLINE, RUN SOUTH 88°47'40" EAST 37.50 FEET TO THE EXISTING EASTERLY RIGHT OF WAY LINE OF SAID STATE ROAD 75 (HARRISON AVENUE) AND POINT OF BEGINNING; THENCE DEPARTING SAID EXISTING EASTERLY RIGHT OF WAY LINE, RUN SOUTH 43°48'58" EAST 15.55 FEET TO THE EXISTING NORTHERLY RIGHT OF WAY LINE OF 7TH STREET, AS SHOWN ON SAID RIGHT OF WAY MAP; THENCE NORTH 88°50'07" WEST 11.00 FEET ALONG SAID EXISTING NORTHERLY RIGHT OF WAY LINE TO THE EXISTING EASTERLY RIGHT OF WAY LINE OF STATE ROAD 75 (HARRISON AVENUE); THENCE DEPARTING SAID EXISTING NORTHERLY RIGHT OF WAY LINE OF 7TH STREET, RUN NORTH 01°12'11" EAST 11.00 FEET ALONG THE EXISTING EASTERLY RIGHT OF WAY LINE OF STATE ROAD 75 (HARRISON AVENUE) TO POINT OF BEGINNING.

CONTAINING 61 SQUARE FEET, MORE OR LESS.

SURVEYOR'S NOTES:

1. NORTH AND THE BEARINGS SHOWN HEREON ARE BASED ON GRID NORTH PER GPS OBSERVATION AND REFERENCED TO THE BEARING OF NORTH 01°15'32" EAST ALONG THE EASTERLY RIGHT-OF-WAY LINE OF HARRISON AVENUE.
2. THE PROPERTY SHOWN HEREON IS LOCATED IN ZONE "X", ACCORDING TO THE FEDERAL EMERGENCY MANAGEMENT AGENCY FLOOD INSURANCE RATE MAPS FOR CITY OF PANAMA CITY, BAY COUNTY, FLORIDA. SEE COMMUNITY PANEL NO. 120512 0241 H. EFFECTIVE REVISION DATE BEING JUNE 2, 2008.
3. IMPROVEMENTS ARE AS SHOWN HEREON BUT DO NOT INCLUDE EAVE OVERHANG OR UNDERGROUND PORTION OF FOOTING/FOUNDATION UNLESS SPECIFICALLY NOTED.
4. THIS IS A BOUNDARY SURVEY WITH IMPROVEMENTS.
5. NO CURRENT TITLE SEARCH, TITLE OPINION, OR ABSTRACT WAS PERFORMED BY NOR PROVIDED TO GPS LLC FOR THE SUBJECT PROPERTY. THERE MAY BE DEEDS OF RECORD, UNRECORDED DEEDS, EASEMENTS, ENCROACHMENTS, RIGHTS-OF-WAY, BUILDING SETBACKS, ZONING RESTRICTIONS, RESTRICTIVE COVENANTS, REQUIREMENTS OF GOVERNMENT JURISDICTION, OR OTHER INSTRUMENTS WHICH COULD AFFECT THE BOUNDARIES, DEVELOPMENT OR USE OF THE SUBJECT PROPERTY.
6. THIS SURVEY, OR ANY PART THEREOF, IS NOT VALID WITHOUT THE SIGNATURE AND ORIGINAL RAISED SEAL OF THE FLORIDA LICENSED PROFESSIONAL SURVEYOR AND MAPPER HAVING PERFORMED THIS WORK AND REGISTERED WITH THE STATE OF FLORIDA UNDER REGISTRATION NUMBER LS-5323.
7. HORIZONTAL COORDINATES REFERENCED TO STATE PLANE COORDINATE SYSTEM, FLORIDA NORTH ZONE, NORTH AMERICAN DATUM 1983 (NAD83 2011) - EPOCH 2010.0000
8. VERTICAL ELEVATIONS AND THE COUNTURNS GENERATED THEREFROM ARE TRUE ELEVATIONS REFERENCED TO THE NORTH AMERICAN VERTICAL DATUM 1988 (NAVD88) AND BASED ON UNITED STATES COAST AND GEODETIC SURVEY (USC&GS) TIDAL BENCHMARK "K 177" WITH AN ESTABLISHED ELEVATION OF 25.47.
9. THE FIELDWORK INVOLVED IN PREPARING THIS SURVEY WAS COMPLETED ON MAY 31, 2019, UNDER THE SUPERVISION OF A PROFESSIONAL LAND SURVEYOR.

JOB NO. 2019-10087-1
 DATE: 05/31/2019
 SCALE: 1" = 20'
 CHECKED: [Signature]
 FIELD BOOK: 2019, 249E, RL
 SHEET 1 of 1

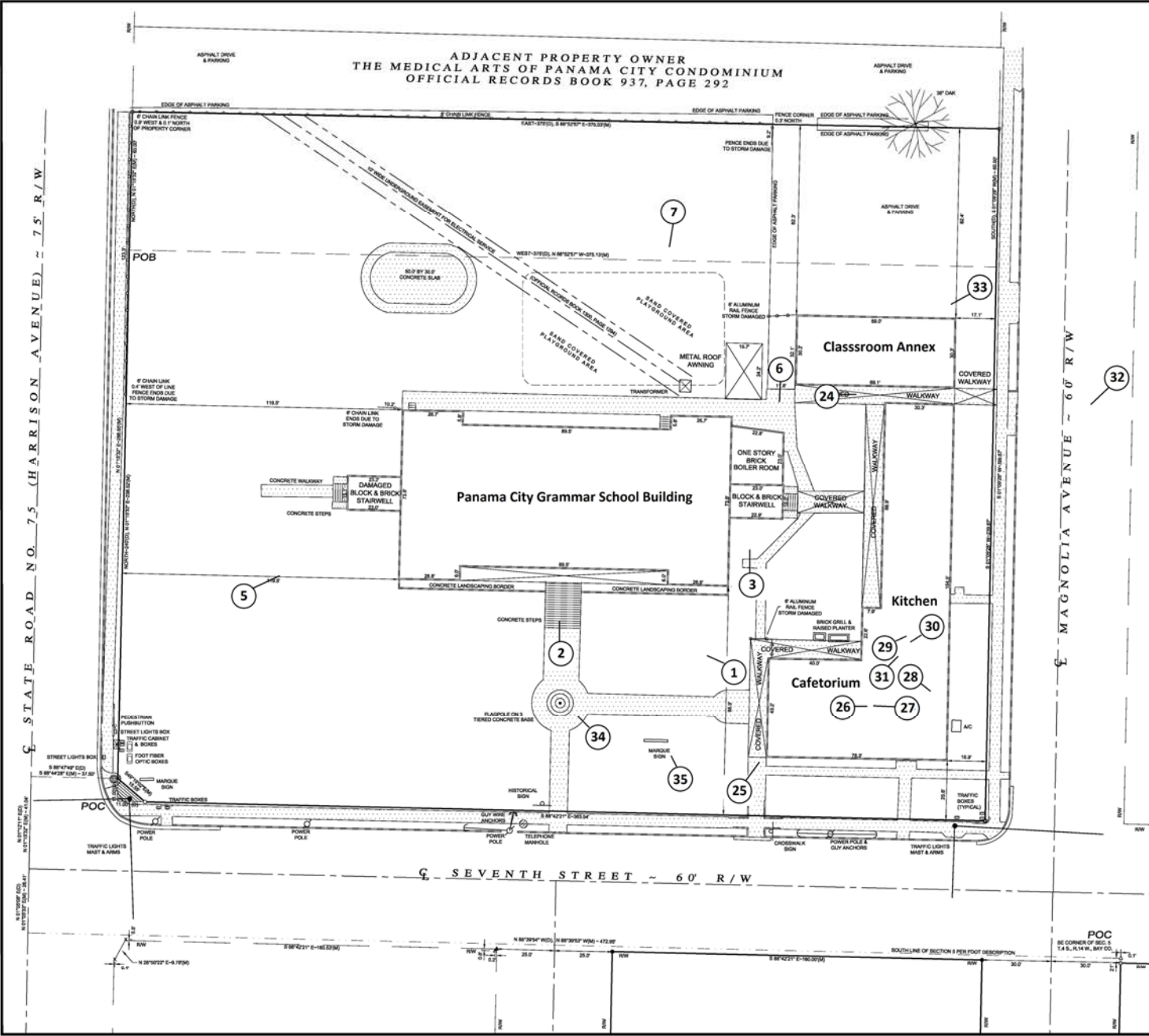
ORIGINAL: 05/31/2019
 1
 2
 3
 4
 5

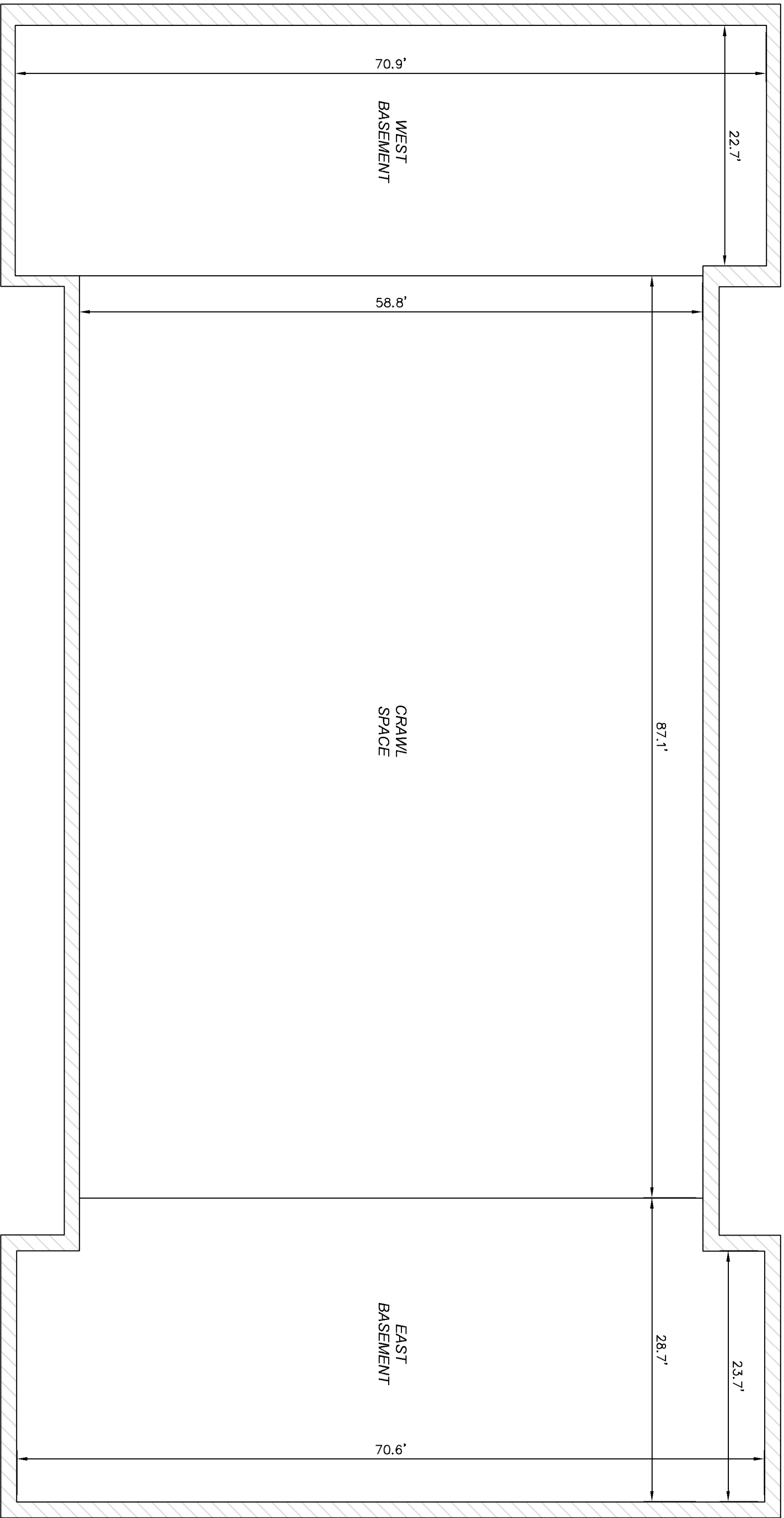
BOUNDARY SURVEY WITH IMPROVEMENTS

PROJECT: EDUCATION BUILDING BLOCK 49

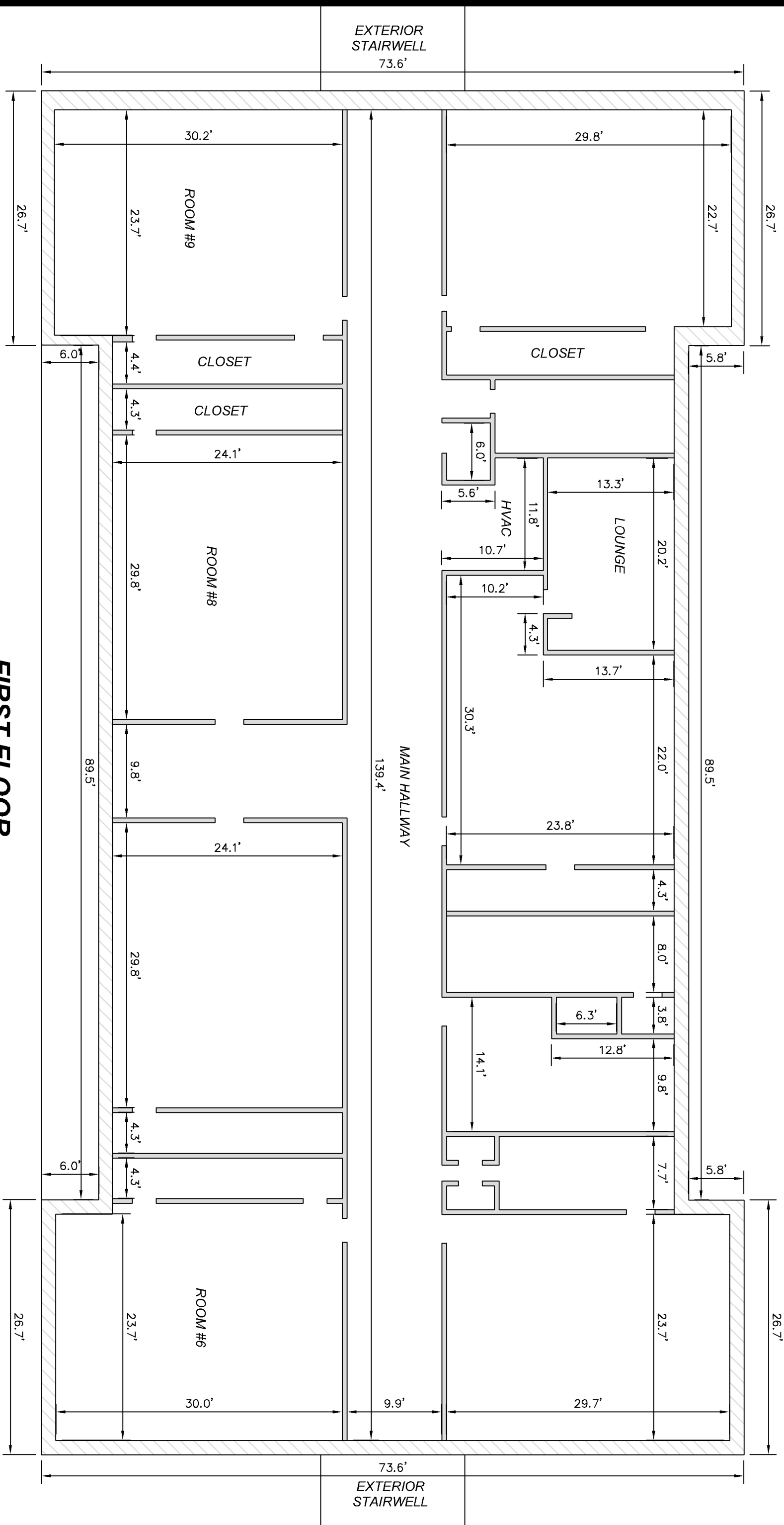
CLIENT: FIRST PRESBYTERIAN CHURCH PANAMA CITY, FL

GPS, LLC
 Gulf Coast Professional Surveying, LLC
 Panama City Beach, Florida 32407
 850.596.2091 - License # LP1378-60
 GPS-Southwest@outlook.com

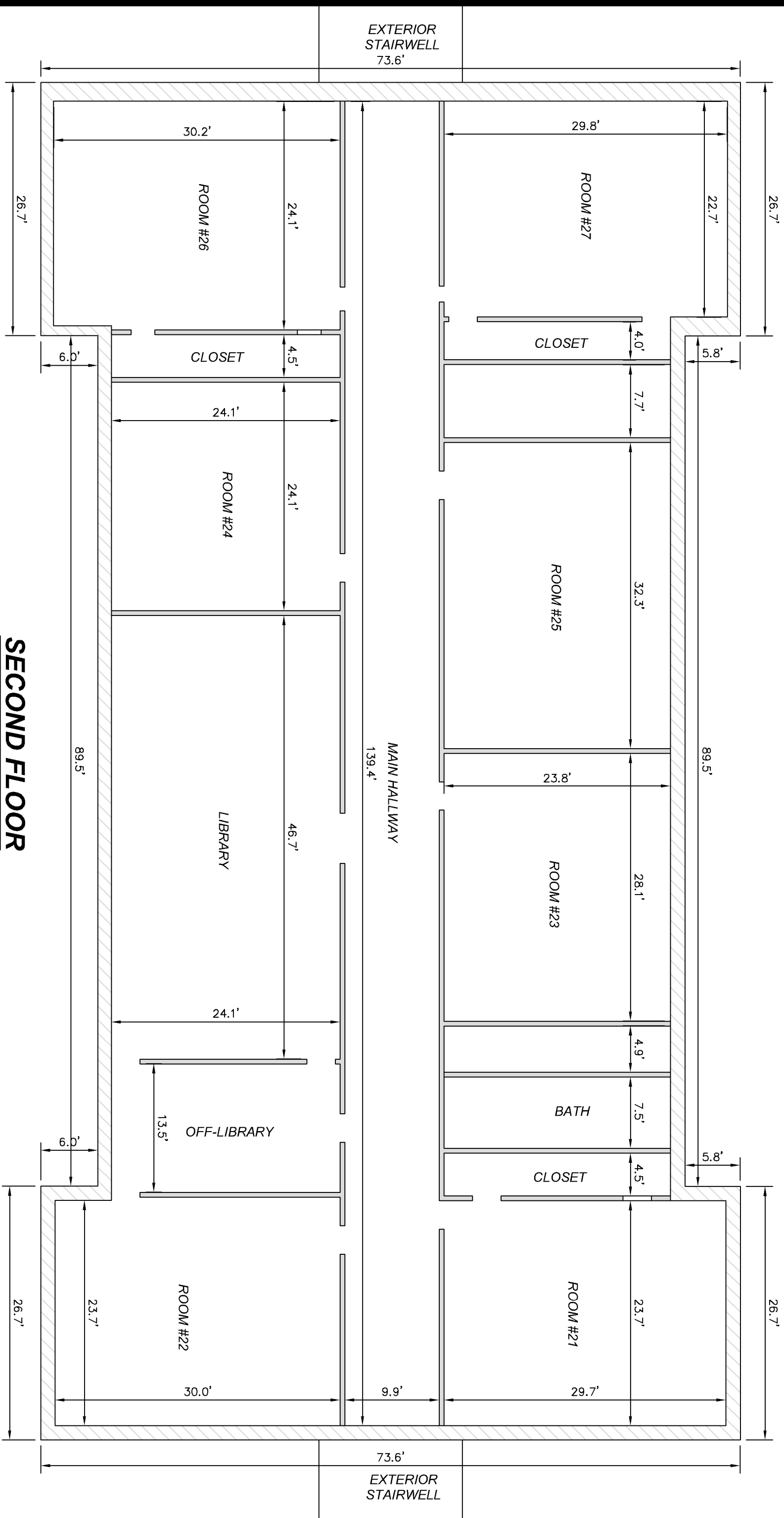




BASEMENT
SCALE: 1"=10'



FIRST FLOOR
SCALE: 1"=10'



SECOND FLOOR

SCALE: 1"=10'

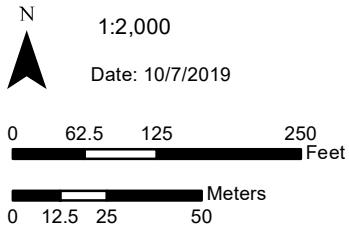
Panama Grammar School

101 East 7th Street
Panama City
Bay Co., FL

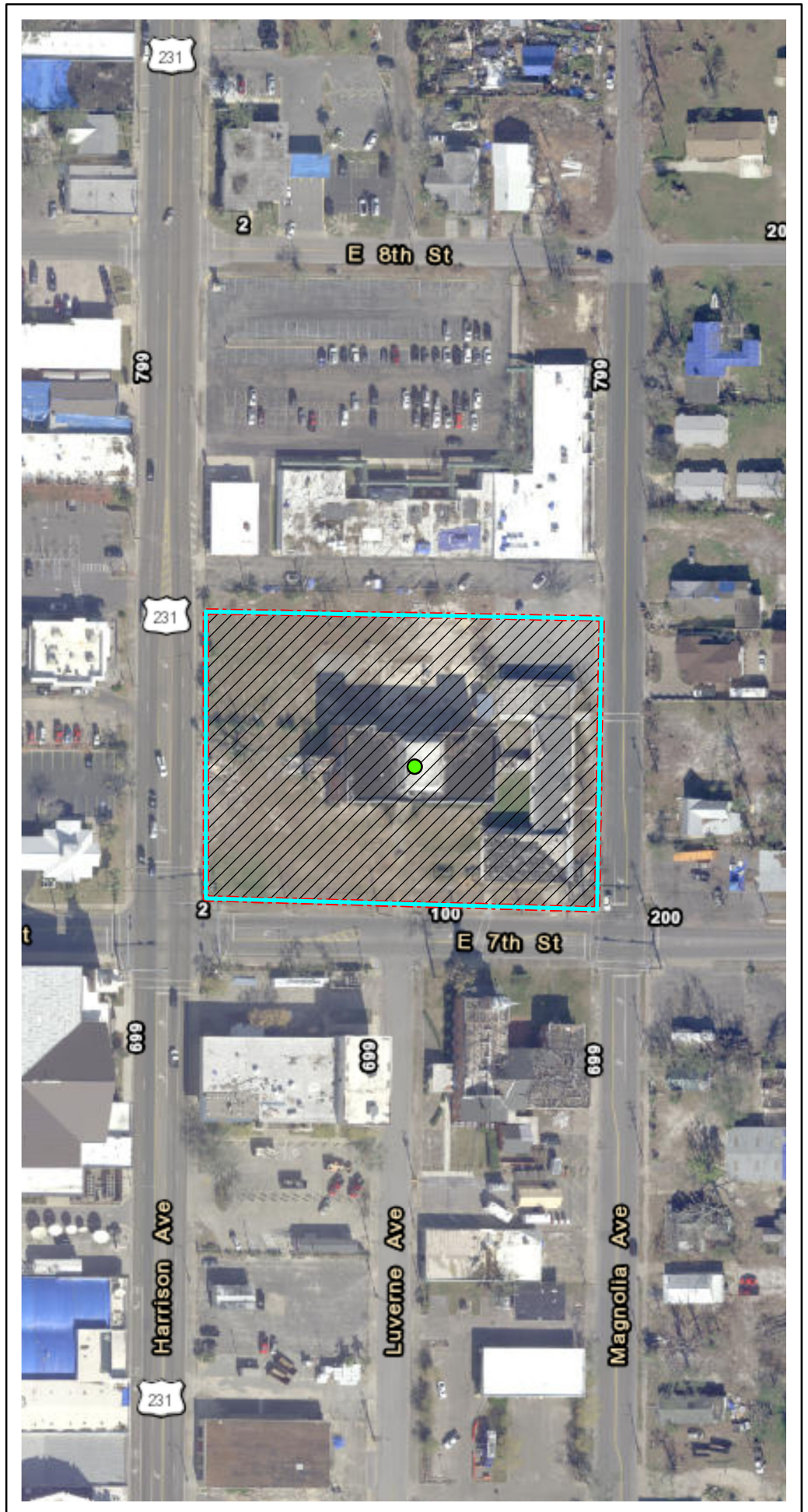
UTM:
16R 629080 3337395

Datum: WGS84

Proposed National Register Boundary



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



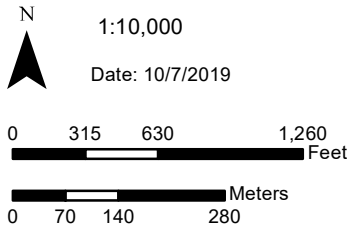
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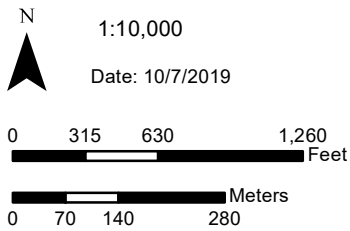
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