

**United States Department of the Interior
Heritage Conservation and Recreation Service**

**National Register of Historic Places
Inventory—Nomination Form**

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

1. Name

historic Central Point Public School

and/or common Central Point School

2. Location

street & number 450 S. 4th Street not for publication

city, town Central Point vicinity of congressional district 4th

state Oregon code 41 county Jackson code 029

3. Classification

Category	Ownership	Status	Present Use
<u> </u> district	<u>XX</u> public	<u>XX</u> occupied	<u> </u> agriculture <u> </u> museum
<u>XX</u> building(s)	<u> </u> private	<u> </u> unoccupied	<u> </u> commercial <u> </u> park
<u> </u> structure	<u> </u> both	<u> </u> work in progress	<u>XX</u> educational <u> </u> private residence
<u> </u> site	Public Acquisition	Accessible	<u> </u> entertainment <u> </u> religious
<u> </u> object	<u> </u> in process	<u>XX</u> yes: restricted	<u> </u> government <u> </u> scientific
	<u> </u> being considered	<u> </u> yes: unrestricted	<u> </u> industrial <u> </u> transportation
		<u> </u> no	<u> </u> military <u> </u> other:

4. Owner of Property

name Central Point School District #6

street & number 451 N. 2nd Street

city, town Central Point vicinity of state Oregon 97502

5. Location of Legal Description

courthouse, registry of deeds, etc. Jackson County Courthouse

street & number 8th and Oakdale Streets

city, town Medford state Oregon 97501

6. Representation in Existing Surveys

title None has this property been determined eligible? yes XX no

date federal state county local

depository for survey records

city, town state

7. Description

Condition		Check one	Check one
<input checked="" type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input type="checkbox"/> original site
<input type="checkbox"/> good	<input type="checkbox"/> ruins	<input checked="" type="checkbox"/> altered	<input type="checkbox"/> moved
<input type="checkbox"/> fair	<input type="checkbox"/> unexposed		date _____

Describe the present and original (if known) physical appearance

Central Point School is a simplified version of American Renaissance architecture. The wall construction of the three-story building is brick masonry atop a high concrete basement. The rectangular plan, measuring 90x66', is typical of school buildings of the first decade of the 20th century. A long flight of stairs behind a central portal arch leads to the main story. Classrooms are arranged in each of four corners created by central cross halls. Also typical are tall window openings grouped in contiguous series to provide as much natural light as possible to the classrooms. The distinctive feature of the principal facade is a pyramidal-roofed bell tower which is of wood construction with varigated wood and metal siding above the eaves line of the hip-roofed main block. With its roof cover of slate shingles and its corner finials, the bell tower seems a highly simplified version of the famous Richardsonian prototype--that of Boston's Trinity Church. Roof cover of the main block is also slate shingles laid in a diaper pattern. Also appearing above the eaves line are two brick chimneys.

The building is situated near the center of School Lot No. 27 in the Original Plat of Central Point, facing north toward the center of town. The northerly half of the generous parcel--the equivalent of four city blocks--was historically undeveloped but earlier dotted with several pine trees and a stand of oaks. The pine trees located near the northeast corner of the school are still standing, but the oaks have disappeared, perhaps the victims of blight. The school is nearly aligned with the foot of Third Street, so it serves as the focal point of the vista seen when looking south on Third Street. Behind the historic school, on the rear, or southerly portion of the lot, are a former high school building of 1925--a modest example of 20th century Period architecture in the Classic vein--and six nonhistoric buildings of "temporary" construction moved onto the site in 1948 upon the decommissioning of nearby Camp White at the end of the Second World War.

On the north elevation, the principal facade, the brick is placed in a common bond pattern with header bricks spaced by six stretcher courses. This pattern is continued on all elevations of the building. In the concrete base are six small windows with segmentally curved tops. At left on the second level are two windows with segmentally arched tops and masonry facings. Sills below are concrete. Similar windows in the projection below the bell tower have been closed in with the addition of a metal fire escape to the third floor. Those on the left, third floor, include two one over one light, double hung windows. Those just below are varied-- one window has four lights, the other has one over one lights. To the right of the entrance on the second level is a bank of five windows with a wide header across and brick corbelling above forming a cornice. The window pattern is mixed. Four have four over four lights; one window has one over four lights. The bank of windows on the third level is the same. Above the central door are three windows. The side openings have one over one light, the central window has a diamond-shaped window light over two lights. The center window is double hung; the side openings are fixed.

A semi-circular arch with brick corbelling leads to the recessed entry. The interior of the entry space is finished with wood beading. There are two double-door units as entrance to the school. A four-light transom is above each. The doors each have seven panels and four lights. Concrete facing above holds the name and date of the school, and a concrete cornice finishes the top of the entryway.

The bell tower is finished in a metal shingling at the bottom with a wooden cornice and dentil-like trim approximately halfway up. A small opening with louvered panels provides circulation. The top section of the bell tower is surfaced with narrow lap siding. Window openings are square and have lattice work railings and top ornament. There are wide eave overhangs on all sides of the tower with beaded, closed soffits and sloping roofs. Four small paneled turret-like projections topped with metal rise at each corner of the tower. A finial tops the bell-tower roof.

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DATE ENTERED	DEC 3 1980

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Central Point School

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On the west elevation, the wide eave overhang which surrounds the building continues. Metal coping tops the eave overhang. Bed moulding joins the closed beaded soffit and the wide plain frieze panel. The window pattern is similar to that of the rest of the building. There are six small windows in the base, six individual windows on the left portion of the elevation, and two banks of five windows on the right. The wide assortment of light arrangements is probably due to breakage. One single window has six small lights; the others have varied arrangements of one over one and one over four. The lower bank of windows has three windows with four over four lights (double-hung sashes), one with one over four lights, and one with three over four. The above bank has two windows with four over four lights and three with one over four lights.

The rear and south elevation has a central doorway, semi-circularly arched, topped with a brick relieving arch. The double doors have three panels each and one four-light window. A four-light transom is above the door. Plain wood trim and a cornice provide decorative trim. The vertical trim on the doorway is symmetrical moulding. Beading and wainscoting complete the interior of the entry way. The window pattern is similar to the front and sides. The light arrangement is varied (photograph #2). A door on the right leads to the first level.

On the east elevation a concrete storage unit extends out from the building. Its dimensions are approximately 30x30'. It originally housed the heating unit and contained sawdust storage. Four small windows remain visible in the concrete base. A door leads to this area just to the right of the entrance. The central door has a four-light transom above. There are four lights and three panels in each of the two doors. Symmetrical moulding trims the sides of the doorway, and a cornice finishes the top. A brick chimney rises on the left. There are seven individual windows; four are segmentally arched with concrete facings. A brick relieving arch tops the central door. The lower bank of windows has brick corbelling which forms a cornice. The light arrangement in all windows continues its varied pattern (photograph #3).

The Central Point School retains its original spatial organization. There are four classrooms on each floor. The basement, which was originally used for student exercise and eating areas, is now district storage space--a location for maintenance supplies for the district--and art supplies for student use. Grades 5 and 6 use the brick building now; lower grades are housed in outbuildings.

The front hall has 13' high ceilings. The plaster walls have 4' high beaded 3" wainscoting. Four doors to individual classrooms lead from the hall. Each door is six-paneled; the second panel is glass. Transoms provide light above each door. Simple symmetrical moulding and a cornice trim each doorway. Tall square columns support the second level of the two-flight stairway. The bottom of the upper flight is surfaced with beaded moulding. Bases at the bottom of each column are paneled with symmetrical moulding and trimmed with medallions. Cornice moulding finishes the tops of the bases. Four front doors lead up twelve steps to the main entry hall. The open stairs are fir. Metal brackets support the round handrails. Back stairs lead to the school's rear entrance in the same fashion.

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The ceiling of the building rises 20' from the second floor landing. Posts on this level are plain, but have medallions on the bases. Cornices and a ball ornament top the bases. The wainscoting continues on this level and, in addition to extending around the walls, forms a railing for the stairs. Carpeting covers the original wood floors in the common area; linoleum covers the floor in the classrooms. Metal fire doors divide hallways from student work areas. All doors on the second level match those on the first.

Inside the classrooms, wainscoting extends around all walls. Window trim matches the doors. Cloakrooms remain for each classroom and their fir floors are still exposed. Most wall space in the cloakrooms is beaded and finished with wainscoting. Corners on the walls of the upper floor have carved dowels which protect the plaster.

The attic contains the walkway to the bell tower. A catwalk leads across the exposed timber, lath and plaster to a ladder. Inside the bell tower is the bell with wheel and pull rope, and a metal and wood flagpole. The inside of the bell tower is finished with channel siding.

Older double porcelain bowled drinking fountains remain. Most original fixtures are still in use. Several modern lights have been installed in classrooms. Student bathrooms are older. They have beaded walls, concrete floors, exposed pipes and older fixtures.

There are several outbuildings on the property in nomination. The largest is a structure built as a high school about 1925. It now houses the 2nd, 3rd and 4th grades. The two-story building has a flat roof, is concrete and stucco, and measures approximately 100x150'. Windows are wood, in a six over six pattern. Photograph #6 indicates the relationship to the Central Point School.

There are six cottages which house the primary grades. Dimensions are approximately 20x30'. One of the buildings is about 10' shorter. They are built of wood and plaster and have composition roofs. Chimneys are both brick and pipe. The windows are wood. One building has 14 windows on a side with lights in an eight over eight pattern. Most other windows have eight over eight lights. There are some one over one light windows and some with six over nine lights. All of the cottages were moved to the school site from Camp White, a military site nearby, about 1948. Photograph #7 shows three typical buildings. Other manmade structures include a play kiosk and typical schoolground play equipment. Tennis courts stand just north of the high school building.

Alterations planned to the brick Central Point School would be designed to fit both the inherent design and intended use of the building. The district foresees its satisfactory use as center of business and instructional functions for a long period of time. As building and growth increases throughout the district, use of the old Central Point School as the operational heart would continue to be appropriate. District staff, the superintendent, assistant superintendent, coordinators and secretarial staff would be housed in the school, as would central storage, business equipment and materials. A prospective District plan is to include a model classroom in the building, housing in it books, desks and local memorabilia for student enjoyment. It is possible that space in the building could become a small community history center. The enthusiasm of Central Point School District #6 for the conservation and appropriate use of this building provides a rare opportunity for the community of Central Point and the entire Rogue River Valley.

8. Significance

Period	Areas of Significance—Check and justify below					
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion		
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science		
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture		
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/		
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian		
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater		
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation		
		<input type="checkbox"/> invention		<input type="checkbox"/> other (specify)		

Specific dates 1908 **Builder/Architect** Snook and Traver, Architects

Statement of Significance (in one paragraph)

The Public School Building in the Rogue River Valley community of Central Point in Southern Oregon is a well-preserved example of the ubiquitous utilitarian turn-of-the-century school architecture derived from the American Renaissance. Initially completed in 1906, it replaced on the generous lot platted for school use a predecessor four-room schoolhouse which had served the district's educational needs since 1888. The present structure was rebuilt in 1908 from the original designs provided by the Salem firm of Snook and Traver, following a fire which destroyed the initial effort earlier in the year. Not only is the school significant to Central Point as an intact example of simplified American Renaissance architecture and as the most imposingly sited landmark of the town, it is significant also as the seat of public education in Central Point for 72 years. It housed both elementary and high school classrooms throughout most of its history. Presently under-utilized, it is the focal point of a plan to convert the building to an administrative center for the school district. For many, preserving the school for continued educational purposes is synonymous with preserving community identity as Central Point begins to be engulfed by urban sprawl from North Medford. Central Point, like other early settlements in the Rogue Valley, became a retail and supply center during the orchard land boom of 1905-1912.

Central Point was named for its location at a crossing of two major pioneer wagon roads, the Jacksonville-Eagle Point road, and the county road. The town received its name when the post office opened in 1872.¹ Prior to that date, the community had been called Manzanita. In 1884, with the arrival of the railroad, stores, houses and saloons began to cluster around the tracks. Central Point was incorporated in 1889.² The thriving community soon became the center of commerce for surrounding areas such as "Big Sticky," Little Butte Creek, Antelope and Dry Creek Valleys. Some settlers living between Central Point and Jacksonville--which is six miles away--also traded in the growing town.

School District #6 was established in 1854. When the town plat was laid out in 1887, the school lot was set aside--bounded by Ash, Bush, 2nd and 4th Streets. In 1888 a two-story wooden four-room school was constructed in the center of the lot. In 1905 the school was moved to the side to make room for a new school. The increasing population of the area, additions to the local economy, and interest in education made a new building both practical and possible. On January 7, 1906 a contract was let to C.H. Veghte of Ashland whose bid totaled \$13,500. He agreed to complete the building by November 1, 1906. A heating plant was to be installed separately at a cost of \$750.³ On January 10, 1907 the new structure was formally accepted by the school board.

Exactly one year to the day later, on January 10, 1908, the new school burned. A defective flue was blamed for the fire that destroyed the pride of the town. The paper announced:

Central Point experienced her first costly fire last Friday evening when the fine new schoolhouse burned to the ground... Several hundred people from town and surrounding country gathered to watch the pride of the town burn. The loss is \$16,000 to the district. \$10,000 is insured. All children's books and records burned also. The district will rebuild as soon as possible.⁴

9. Major Bibliographical References

Central Point Herald, January 7, 1906, January 16, 1908, March 5, 1908, September 10, 1908.
 McArthur, Lewis A. Oregon Geographic Names, Portland: Oregon Historical Society, 1974.
 Van Horn, Mabel. "Description of Old Central Point," Jacksonville Museum, 1959.
 "Plans are Hatched to Preserve CPE," The Morning News, Central Point (March 5, 1980).

10. Geographical Data

ACREAGE NOT VERIFIED

Acreeage of nominated property 7.5 (500x680')
 Quadrangle name Medford, Oregon

UTM NOT VERIFIED

Quadrangle scale 1:62500

UMT References

A

1	0	5	0	7	3	5	0	4	6	9	0	8	0	0
Zone			Easting				Northing							

 C

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 E

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 G

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B

Zone			Easting				Northing							

 D

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Verbal boundary description and justification. Central Point School is located in Sec. 11, Township 37 South, Range 2 West, W.M., in Central Point, Jackson County, Oregon. School Lot #27, measuring 500x680', is bounded by Ash, Bush, 2nd and 4th Streets.

List all states and counties for properties overlapping state or county boundaries

state	code	county	code

11. Form Prepared By

name/title Kay Atwood

organization _____ date March 11, 1980

street & number 102 S. Pioneer telephone 503/482-8714

city or town Ashland state Oregon 97520

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the Heritage Conservation and Recreation Service.

State Historic Preservation Officer signature [Signature] date September 16, 1980

title Deputy SHPO

For HCRS use only	
I hereby certify that this property is included in the National Register	
<u>[Signature]</u> Keeper of the National Register	date <u>11-3-80</u>
Attest: <u>[Signature]</u> Chief of Registration	date <u>12-2-80</u>

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On March 5, 1908, the Central Point Herald could announce that bids for the new school had been opened and the contract awarded to a Salem firm, Snook and Traver, for \$15,200. A separate contract was awarded to William Aitken for the heating system. Mr. Vegthe, who had built the first school, tried again but bid high at \$15,650. By September 10, 1908 the paper was ready to report that the new eight-room school was complete. The concrete walls of the basement were described as several inches thick, the floor of the basement as cement. Each floor had four rooms; a library and principal's office were above the main entrance. Heating was to be provided by steam radiators. The basement was to be used for two large rooms for exercise--one for boys, one for girls. An extra stairway and entrance on the east side was provided for quick exit in case of fire. The paper ended its article with the following information:

The new building is practically the same size as the former brick building burned last winter, contains the same number of rooms, although some changes have been made where it was apparent improvements could be made.⁵

The new school was opened for use immediately.

The Central Point School has a definite relationship to the history of the community of which it has been a part. The location of the school is on the lot set apart in the town plan for its educational building. Photographs #10 and #11 indicate the visual relationship between the town and the school. The enclosed 1887 map of Central Point shows the relationship in plan.

The choice of brick for the original 1906 school indicates the concern, common at that time, for erecting what was hoped would be fireproof buildings. Pictures and verbal evidence indicates that second school was built as nearly like the first as possible. Older residents of the community remember that the same bricks were carefully cleaned and saved for re-use in the 1908 structure. The school's imposing size, bell tower, and experience of two constructions indicates Central Point's consideration of the building's important position in town. Citizens voted a \$10,000 bond issue to support the second school.⁶ Architecturally intact, the building reflects the prosperity and community pride felt in Central Point at the turn of the century.

The school is so little altered that the exterior is almost exactly as built in 1908. The interior has been changed very little. Some adaptations have been made within classrooms, but they are of a temporary nature. Wall board, linoleum, and modern lighting have assisted teachers and students. Room arrangement, ceiling heights, wall materials, radiators, stairways throughout the building remain. All would be entirely recognizable to returning alumni of the school's first years.

There are no buildings like the school in Central Point. A few older brick buildings remain downtown and there are several older homes still standing. The closest similar examples of architecture are in Medford. They are all brick schools built in the early part of the century. Roosevelt, Jackson and Lincoln Schools in Medford are all similar in appearance and age. Jacksonville School, part of District 549C (Medford) is still in use. The brick school was erected in 1908.

Central Point is in a unique position in Jackson County. It has lost much of its special community feeling with the gradual encroachment of Medford on its boundaries. Along North Pacific Highway the towns practically blend. For the past several years, Central Point has been fighting for a separate existence. This struggle will continue for some time to come.

**United States Department of the Interior
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**National Register of Historic Places
Inventory—Nomination Form**



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Continuation sheet Central Point School

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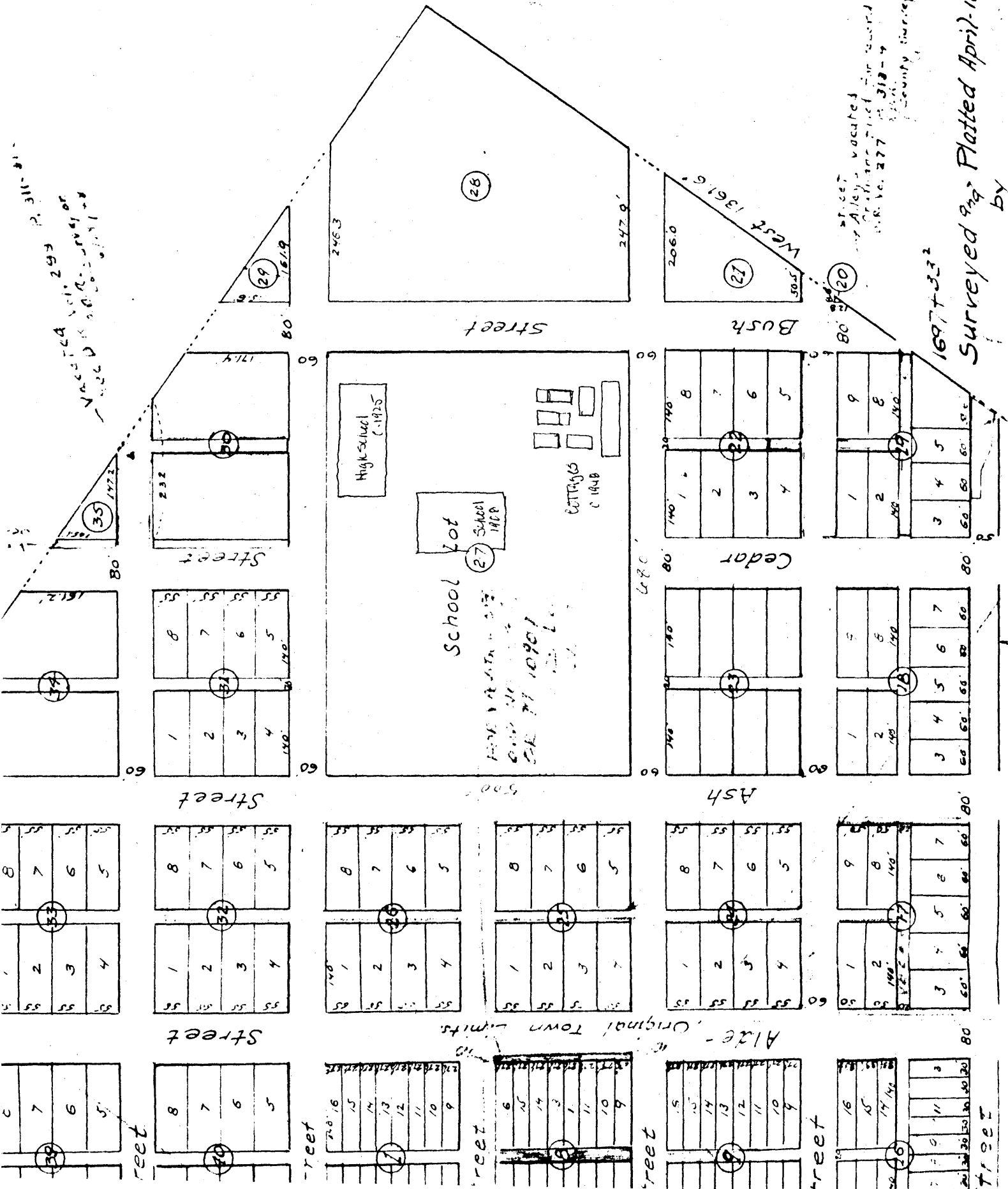
Page 2

The proposed use of the Central Point School--currently housing for elementary grades-- as the administrative offices for the district, model classroom arranged as a museum, and central storage, is perfectly appropriate for the building. The continued use of the school, perhaps Central Point's finest building, and its viable use as a center for business and instructional functions, will be of immeasurable value in Central Point's efforts to maintain its individuality among communities of the Rogue River Valley.

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- 1 McArthur, Lewis A. Oregon Geographic Names, Portland: Oregon Historical Society, 1974, p. 142.
 - 2 Van Horn, Mabel. "Description of Old Central Point," Jacksonville Museum, 1959.
 - 3 Central Point Herald, January 7, 1906.
 - 4 Central Point Herald, January 16, 1908.
 - 5 Central Point Herald, September 10, 1908.
 - 6 Central Point Herald, March 5, 1908.

OCT 6 1980

Surveyed 1897 Platted April-1887 by



Street vacated
 Alley vacated
 Plat No. 277 is 318-4
 County Surveyor

1697+332

Alice - Original Town Limits

Plat No. 24 is 243
 Plat No. 25 is 244
 Plat No. 26 is 245
 Plat No. 27 is 246
 Plat No. 28 is 247
 Plat No. 29 is 248
 Plat No. 30 is 249
 Plat No. 31 is 250
 Plat No. 32 is 251
 Plat No. 33 is 252
 Plat No. 34 is 253
 Plat No. 35 is 254