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United States Department of the Interior
National Park Service

DEC 28 1992

National Register of Historic Places
Registration Form

NATIONAL
REGISTER

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 an 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 Barberville Central High School

other names/site number Pioneer Settlement for Creative Arts/8V04375

2. Location

street & number 1776 Lightfoot Lane n/a not for publication

city or town Barberville n/a vicinity

state Florida code FL county Volusia code 127 zip code 32105-0006

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.)

Suzanne P. Walker / Deputy SHPO 12/23/92
Signature of certifying official/Title Date

Florida Division of Historical Resources, Bureau of Historic Preservation
State of Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register. See continuation sheet.
- determined eligible for the National Register See continuation sheet.
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain:)

Signature of the Keeper

Helene Byer

Date of Action

2/3/93

Entered in the National Register

Barberville Central
High School
Name of Property

Volusia Co., FL
County and State

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)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
2	1	buildings
0	0	sites
0	1	structures
0	0	objects
2	2	Total

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

n/a

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

Education: School

Current Functions
(Enter categories from instructions)

Recreation & Culture: Museum

7. Description

Architectural Classification
(Enter categories from instructions)

Other: Frame Vernacular

Materials
(Enter categories from instructions)

foundation Brick
walls Wood: Weatherboard
roof Metal: Tin
other Glass
Asphalt

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.)

- Property is associated with events that have made a significant contribution to the broad patterns of our history.
Property is associated with the lives of persons significant in our past.
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.
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:

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

Areas of Significance

(Enter categories from instructions)

Education

Architecture

Period of Significance

1920-1940

Significant Dates

1920

Significant Person

(Complete if Criterion B is marked above)

n/a

Cultural Affiliation

n/a

Architect/Builder

Miller, Francis/

Bradshaw & Crews Construction Company

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 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 #

Primary location of additional data:

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

Name of repository:

Name of Property

County and State

10. Geographical Data

Acreage of Property Less than 1 acre

UTM References

(Place additional UTM references on a continuation sheet.)

1	1 1 7	4 5 8 8 7 1 0	3 2 2 8 2 0 1 0
	Zone	Easting	Northing
2			

3			
	Zone	Easting	Northing
4			

See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Sidney Johnston/Barbara E. Mattick, Historic Sites Specialist

organization Bureau of Historic Preservation date December 1992

street & number R.A. Gray Bldg., 500 S. Bronough Street telephone (904) 487-2333

city or town Tallahassee state Florida zip code 32399-0250

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

Representative **black and white photographs** of the property.

Additional items

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

Property Owner

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

name Volusia County, School Board of

street & number P.O. Box 1910 telephone (904) 255-6475

city or town Daytona Beach state FL zip code 32115-1910

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 to amend existing 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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Continuation SheetSection number 7 Page 1 Barberville Central High School,
Volusia Co., FL**SUMMARY**

The Central High School at Barberville is a good example of Frame Vernacular construction with Colonial Revival and Craftsman influences. The school is located at 1776 Lightfoot Lane in northwest Volusia County. The school, which consists of two separate buildings joined by a breezeway (a larger high school building with two attached restrooms and a smaller elementary school building). The entire building has one story and measures approximately 165 by 60 feet. The exterior is drop siding with corner boards. The roof is complex with gabled, hipped, and decked components covered with composition shingles and metal 3-V crimp panels. Windows are generally 12/12 and 1/1 double hung sash. The historic school retains its architectural integrity to a high degree. There are two noncontributing resources: a small, concrete block utility building located behind the school, and a sign located in front of the main entrance.

Setting

The Central High School is located on a ten-acre parcel near the northwest corner of the intersection of Lightfoot Lane and Lemmon Road which is near County Road 3 and State Road 40 in a rural area. During the period of significance, the school was surrounded with agricultural fields.

The building currently serves as the headquarters for the Pioneer Settlement for the Creative Arts, Inc., a non-profit organization affiliated with the Volusia County School Board. The Pioneer Settlement serves as a museum and cultural resource facility that sponsors folk festivals and provides tours to school children and visitors about agriculture, blacksmithery, craft making, education, the naval stores industry, and other aspects of northwest Volusia County's late nineteenth and early twentieth century heritage.

In addition to the historic school, the Pioneer Settlement museum complex includes a number of noncontributing buildings, structures, and sites which have been relocated and preserved on the property over the past two decades (See Site Plan). The buildings and structures include a historic bridge tender's quarters, depot, general store, and turpentine still. These buildings have been moved to the property from nearby locations, where they were scheduled for demolition or had fallen into a state of disrepair. Several buildings of more recent

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construction include a snack bar and a house trailer. Sheep and mule pens, poultry coups, and agricultural fields are also located on the property. All but two noncontributing buildings, structures, and sites are set back appropriately from the historic school and do not significantly disrupt the historic setting. The historic school remains the largest building on the property.

Exterior

The Central High School, a one-story building, is comprised of two units or buildings joined by a breezeway (photos 1 & 2). The larger unit is basically rectangular, measuring roughly ninety by sixty feet. The main facade (east elevation) is symmetrical and displays a low pitched, hipped roof with front-facing, parallel, gable-roofed eaves at the north and south ends (photo 3). An octagonal, vented belfry, which houses the original school bell, rises at the center of the roof ridge (photo 4). It has a hexagonal, dome-like roof surfaced with metal panels and is embellished with a conical finial. A small hipped dormer pierces the roof over the main entrance, and a corbeled brick chimney pierces the roof toward the rear elevation. Roof rafter ends are exposed and there are knee braces in the gable ends. The building rests on brick piers linked by low brick infill and latticed skirting.

A portico with Colonial Revival detailing extends from the main facade of the main block of the building (photo 3). The portico has a deck roof with exposed rafter ends. Large arches with keystones are supported by pairs of square wood columns and pilasters that rest on poured concrete cheeks which flank the entry steps. A sunburst transom with a keystone and 8-light sidelights surround the entrance, which has double, paneled wood doors (photo 5). The entrance is flanked by triple 12/12 double-hung sash windows (photo 3).

The south elevation has a handicapped access ramp which runs along the side of the building to a porch which extends across the elevation and becomes a breezeway to a public restroom located at the southwest corner of the building (photo 6). A shed roof supported by square wood posts with connecting balustrades extends from the primary roof to protect the porch. Part of the original design, the public restroom is covered by a gabled roof (photo 7). A pair of paneled wood doors with 6 lights and a 12-light transom provides access into the building

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at the center of the south elevation. Five 12/12 double hung sash windows are located east of the entrance and four similar windows are located west of the entrance (photo 6).

The west elevation has a U-plan, which is created by the attached restrooms located at the southwest and northwest corners of the building. A small, noncontributing, concrete block building is located just west of the school (photos 7 & 8). Most of the west wall of the school building is comprised of 12/12 double-hung sash windows, placed in three groups of five (photo 9).

The north elevation has a porch and restroom arrangement similar to that at the south elevation. Door and window placements are also essentially the same. A pair of paneled wood doors open on a small breezeway that is approximately twenty-five feet long and six feet wide (photo 2). The breezeway is protected by a gable roof supported by square wood posts with balustrades.

A breezeway connects the smaller unit that was originally used for elementary school students. The unit measures forty-six by forty-eight feet (photo 10). Part of the original school complex, the building has a flat-topped hip roof with exposed rafter ends. Paneled wood doors with 2-light transoms provide access at the south and north elevations. A porch with a hipped roof supported by tapered square wood posts resting on a knee wall, extends from the north elevation (photo 11). Fenestration is regular, and generally consists of twelve 1/1 double hung sash windows arranged in sets of three along each elevation.

InteriorMain Unit

The interior of the main unit has a central hall that runs its length (photo 12) from north to south, and forms a "T" with a shorter entrance corridor, which extends from the central front doors (photos 13 & 14). Both halls have plaster walls and wainscoting. The shorter entrance hall contains 8-light pivot windows, set high on the walls to provide ventilation for adjoining rooms. Several original bookcases remain along the longer central hall. Most of the original interior doors with six lights in the upper third and lighted transoms remain (photo 15).

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In addition to the hallways, the interior of the main unit has ten spaces. In the southeast quadrant there are six spaces: the original principal's office, located immediately south of the entrance hallway, has been subdivided to create two offices, two storage areas, and a bathroom; and a classroom in the southeast corner of the unit has been converted into a kitchen (photo 16).

On the west side of the central hall, in the southwest quadrant of the main unit, is a large auditorium that measures sixty-five by twenty-one feet (photos 17 & 18). Two 6-light, paneled, wood doors with 8-light hopper transoms provide access to the auditorium from the central hall. A stage, which rises three feet from the floor at the north end of the room, is nine feet deep and has steps and exit doors on both sides (photo 17). A candlemaking room, into which the two stage doors open, is located in the northwest corner of the main unit (photo 19). It originally served as the science laboratory.

On the east side of the central hall, in the northeast quadrant of the main unit, is a weaving room and a period classroom exhibit. The weaving room (photo 20) originally served as a classroom, and the period classroom exhibit (photo 21) originally contained the school library.

Smaller Unit

The smaller unit contains four rooms, all of which originally served as classrooms. A central hall, across which a temporary wall has been built, runs north to south (photo 22). A work shop and pottery room are located in the southwest and southeast corners, respectively (photo 23). The northernmost rooms contain a staff lounge and a "Little House," an exhibit representative of a late nineteenth century cabin. Most original paneled wood doors, 1-light hopper transoms, double-hung sash windows, and surrounds remain (photo 24).

Throughout both units of the building, ceilings rise twelve feet; the original plaster is covered with fiber board. Trim details include picture and floor moldings and door and window surrounds that consist of one by four inch vertical planks that are interrupted by a simple frieze and cornice band (photo 15). Some rooms have chair rails and wainscoting. Plaster covers all interior walls. A number of slate black boards with chalk trays remain.

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Volusia Co., FL**SUMMARY**

The historic Central High School in Barberville fulfills Criteria A and C for listing in the National Register of Historic Places. Under Criterion A, the building has significance in the area of Education as Barberville's historic school building, which served the education needs of northwest Volusia County for several decades. Under Criterion C, the building has further significance as an excellent example of Frame Vernacular architecture with Colonial Revival and Craftsman influences. Completed in 1920, the building was designed by Francis Miller, a DeLand architect who received numerous commissions in Volusia County. It is similar in design to wood frame rural school houses built across the country during the 1920s. The building retains a high degree of its architectural integrity.

HISTORICAL CONTEXT

Barberville is a small community in rural northwest Volusia County founded in 1882 by James Barber, an agent for the Jacksonville, Tampa, and Key West Railroad. Although settlers first established homesteads in the area in the 1870s, little development occurred until the mid-1880s, when a post office was established there and railroad tracks were extended through the settlement. By 1886, the population stood at 100. Barber's general store, the Sullivan House, McBride & Underhill's saw mill, and T. L. Clifton's wagon works were among the largest businesses in the community. A small school house was built. Two large subdivisions, the Map of Barberville, platted by Thomas Underhill, John Barber, and D. F. Morrison, and Henry Bryan's Addition to Barberville, were established in 1887 and provided a plan for development.

The cultivation of citrus groves offered numerous jobs in the surrounding area. One of the most extensive groves belonged to Duncan McBride, a local citrus grower and saw mill operator. In 1886, McBride advertised a five-acre grove that contained 425 trees, and claimed that some trees produced at least 1,000 oranges annually. Hard freezes in the mid 1890s devastated the local groves and many people abandoned the settlement. By 1896, the population had decreased to fifty. Although many groves were replanted, it was nearly a decade before trees would bear fruit at production levels set in the early 1890s.

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The naval stores industry, which the railroad had encouraged since the 1880s, finally emerged about 1900 when John Tatum established a turpentine operation there. Tatum's operation helped revitalize the economy. By 1915, the population reached nearly 200. Approximately fifty acres of citrus were under cultivation and the Bond Lumber Company, located in nearby Glenwood, began cutting cypress from the area. Although the economy slowed during World War I, turpentine production continued to provide a significant number of jobs. By 1920 Barberville gained a reputation as a naval stores center in northwest Volusia County.

During the Florida land boom of the 1920s the community experienced additional development. In 1924, U.S. Highway 17, which ran north to south through Barberville, was paved. Improvement of State Road 40, an east/west corridor that originally was called the "Ocala Highway," was begun in 1928. A number of new residences and stores were built. John Tatum, who had amassed a small fortune in the naval stores industry, sold his extensive turpentine operation in 1924. Citrus, naval stores, and the railroad continued to supply jobs in the area. By 1925, the population reached approximately 300.

The economy slowed in the late 1920s, and development remained moderate during the Great Depression of the 1930s. A number of people gained employment in the Civilian Conservation Corps (CCC), a New Deal "Alphabet Agency" designed by the administration of Franklin Roosevelt to create jobs and protect the nation's natural resources. Numerous CCC camps were established in central Florida, and an extensive reforestation and development effort was begun in the Ocala National Forest, twenty miles west of Barberville. A CCC camp was also established about five miles south of Barberville near Lake Winona, and recruits set telephone poles and strung lines across much of rural west Volusia County. Some reforestation also occurred in the Barberville area. By 1939, the population of the community reached 357. Barberville remains a very small community with a population of about 300.

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HISTORICAL SIGNIFICANCE

The Barberville school was constructed to provide a central location for high school students in northwest Volusia County. An increase in the population, which began about 1910 in Barberville and the surrounding communities of Clifton, Eldridge, Pierson, and Seville, placed severe strains on area schools. Buildings that had been constructed in each community during the late nineteenth century had become overcrowded or dilapidated. In order to alleviate overcrowding and provide newer facilities, the school board implemented a program that also altered the country school house concept, which placed students of all ages in one building. In 1917, a junior high school was created in Pierson. Funding was provided for a rural high school facility in Barberville two years later. The Central High School at Barberville was organized on October 1, 1919, and classes were held in an old school building and a local church until a new facility was completed.

In July 1919, Samuel Lemmon and J. W. Minshew, residents of Barberville, donated land to the school board for a school building in Barberville. Francis Miller, an architect from DeLand, which lay fifteen miles south, was commissioned to prepare the plans for the new building. Miller opened his practice in DeLand about 1910, and designed a number of public and residential buildings over the following decade. Among his largest designs were DeLand High School (1916) and DeLand Memorial Hospital (1920, NR 1989). Miller, who employed Colonial Revival styling on most of his projects, also prepared plans for a number of large houses in the West DeLand Historic District (NR 1992).

Bradshaw and Crews, a Daytona Beach contracting firm, supervised construction. William Bradshaw was a native of Pierson, a small community that lay some three miles north of Barberville. About 1918, Bradshaw moved to Daytona Beach, where he and Martin Crews, a native of Barberville, established a construction firm. The firm was awarded several construction contracts by the county school board during the period and also built a number of buildings in Daytona Beach during the 1920s land boom. As they prepared to begin construction of the Barberville school, it became clear that the budget of \$24,000, which included the architect's commission, ground clearing, construction costs, and school equipment, was insufficient to

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complete the job as planned. Miller simplified his original design of the foundation and roof, and construction began in September 1919. Touted by the DeLand newspaper as "one of the most important celebrations in the history of the north end of the county," the dedication of Central High School was held in March 1920.

The school facility consisted of two separate buildings connected by a breezeway. The larger of the two buildings served as a high school for students in northwest Volusia County. The smaller building contained a grammar school for students in the immediate Barberville area. In total, seven classrooms were provided. Additional rooms included a principal's office, library, science and biology laboratory, cloak rooms, and toilet facilities which were attached by breezeways at the north and south ends of the rear elevation. Electric lighting and steam heat were installed throughout the buildings.

In addition to the standard curriculum of arithmetic, reading, and spelling, an agricultural farm was developed on which a variety of truck crops were cultivated. In 1926, the experimental farm was recognized for its excellence by the Florida Department of Agriculture, which made plans to use the system in other rural areas of the state. During the Great Depression of the 1930s post-graduate courses in business administration were added to the curriculum and taught by faculty members of Stetson University, which is located in DeLand.

The main building served as a high school until 1940, when it became an elementary school. It served that function until 1969, when it was closed. It lay vacant until 1976 when it was adapted for use as a cultural arts center by the Pioneer Center for the Creative Arts, Inc., a non-profit corporation that leases the building from the Volusia County School Board. Still maintained as an educational center by the school board, the building and its associated farm and outbuildings draw an estimated 20,000 primary students annually, who learn about livestock, farming, the naval stores industry, craft making, and northwest Volusia County's late nineteenth and early twentieth century heritage.

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Volusia Co., FL**ARCHITECTURAL CONTEXT****Frame Vernacular**

The historic Central High School is an excellent example of Frame Vernacular construction with Craftsman and Colonial Revival influences. Frame Vernacular, the prevalent style of architecture in Florida, refers to the common wood frame construction technique employed by lay or self-taught builders. Before the Civil War, residents relied upon local materials and their own methods and designs to construct buildings. The Industrial Revolution permitted standardization of building materials and parts and exerted a pervasive influence over vernacular building design. Popular magazines helped to make architectural trends universal throughout the country. The railroad provided cheap and efficient transportation for manufactured building materials. Ultimately, individual builders had access to a myriad of finished architectural products from which to create their own designs.

Frame Vernacular buildings are typically one or two stories in height, with wood balloon frame structural systems and brick pier foundations. Plans are usually rectangular, though L-shaped plans were often used to maximize cross-ventilation. Gable or hip roofs usually have steep pitches that accommodate attic space. Horizontal drop siding and weatherboard are the most common exterior wall surface materials. Wood shingles were often used to cover the roofs, but they have nearly always been replaced by composition shingle. Porches, commonly simple entrance or end porches, are common features of the style. Fenestration is regular, but not always symmetrical. Windows are generally double-hung sash with multi-pane glazing and doors contain recessed wood panels. Exterior decoration is sparse and limited to ornamental woodwork.

ARCHITECTURAL SIGNIFICANCE

The historic Central High School at Barberville embodies Frame Vernacular construction with Craftsman and Colonial Revival influences. The building is comprised of two major units, both of which are symmetrical in design. Craftsman influences include knee braces in the gable ends and exposed rafter ends. Designed by Francis Miller, an important DeLand architect who employed Colonial Revival influences on many of his designs, the building

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has a portico with Colonial Revival detailing that includes arched openings with keystones and a large sunburst transom. The exterior appearance and interior configuration, with the exception of several temporary interior partitions, remain intact.

The building is similar in design to 1920s rural wood frame school buildings that appeared in The White Pine, a nationally-distributed architectural monograph that sponsored competitive designs utilizing white pine in the construction of buildings. Rural school buildings that appeared in The White Pine typically displayed a simple design with symmetrical facades, ribbon arrangements of large double-hung sash windows, and Colonial Revival details. Central entrances with long central halls, cross-gable or hip extensions, and breezeways or loggias connected primary buildings to secondary facilities. Bathrooms, which in rural areas were often housed in outbuildings, were incorporated within the primary building. The Barberville Central High School has a strong association with the design, appearance, and interior space arrangement of school buildings featured in journals distributed to a national audience.

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Public Records

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_____. Map Books, 1880-1941.

Guidebooks, Pamphlets, Travel Accounts, and Directories

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3 March, 23 March, 13 August, and 25 August 1920.

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Emporia Advance [Emporia, Florida], 16 September 1886

SECONDARY SOURCES

Books

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- Pettengill, George W., Jr., "The Story of the Florida Railroads, 1834-1903," Railway and Locomotive Historical Society 86 (July 1952): 7-130.

Informants

- Donald Bradshaw, July 1992
- William Dreggors, Jr., July 1992

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Lillian Gibson, July 1992

John Jericho, July 1992

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VERBAL BOUNDARY DESCRIPTION

Begin at the northeast corner of the property and proceed along the fence 110 feet south from the Bridge House to the south side of the north gate at the north side of the property; proceed 180 feet W, 270 feet south, 180 feet east, and 270 feet north along the fence line to the point of beginning. This boundary is represented as a heavy line on the accompanying site plan.

BOUNDARY JUSTIFICATION

The boundary encompasses the area surrounding the school which has been historically associated with the building and retains its historic character.

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Photographs 1

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- 1 1) Barberville Central High School, 1776 Lightfoot Lane
 2) Barberville, Volusia County, FL
 3) Sidney Johnston
 4) 1992
 5) Historic Property Associates, St. Augustine, FL
 6) Oblique view showing main (E) elevation; facing NW
 7) 1 of 24

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

- 2 6) Breezeway between the main unit and elementary
 unit, facing W
 7) 2 of 24
- 3 6) Oblique view showing main (E) elevation, facing NW
 7) 3 of 24
- 4 6) Dormer and belfry, facing W
 7) 4 of 24
- 5 6) Main entrance, facing W
 7) 5 of 24
- 6 6) S elevation, facing N
 7) 6 of 24
- 7 6) Girls' Restroom, facing SE
 7) 7 of 24
- 8 6) Boys' Restroom, rear (W) elevation, facing SE
 7) 8 of 24
- 9 6) Ribbon windows on W elevation of main unit, facing
E
 7) 9 of 24
- 10 6) S & E elevations of elementary unit, facing NW
 7) 10 of 24
- 11 6) N elevation of elementary unit, facing S
 7) 11 of 24
- 12 6) Central hall of main unit, facing N
 7) 12 of 24

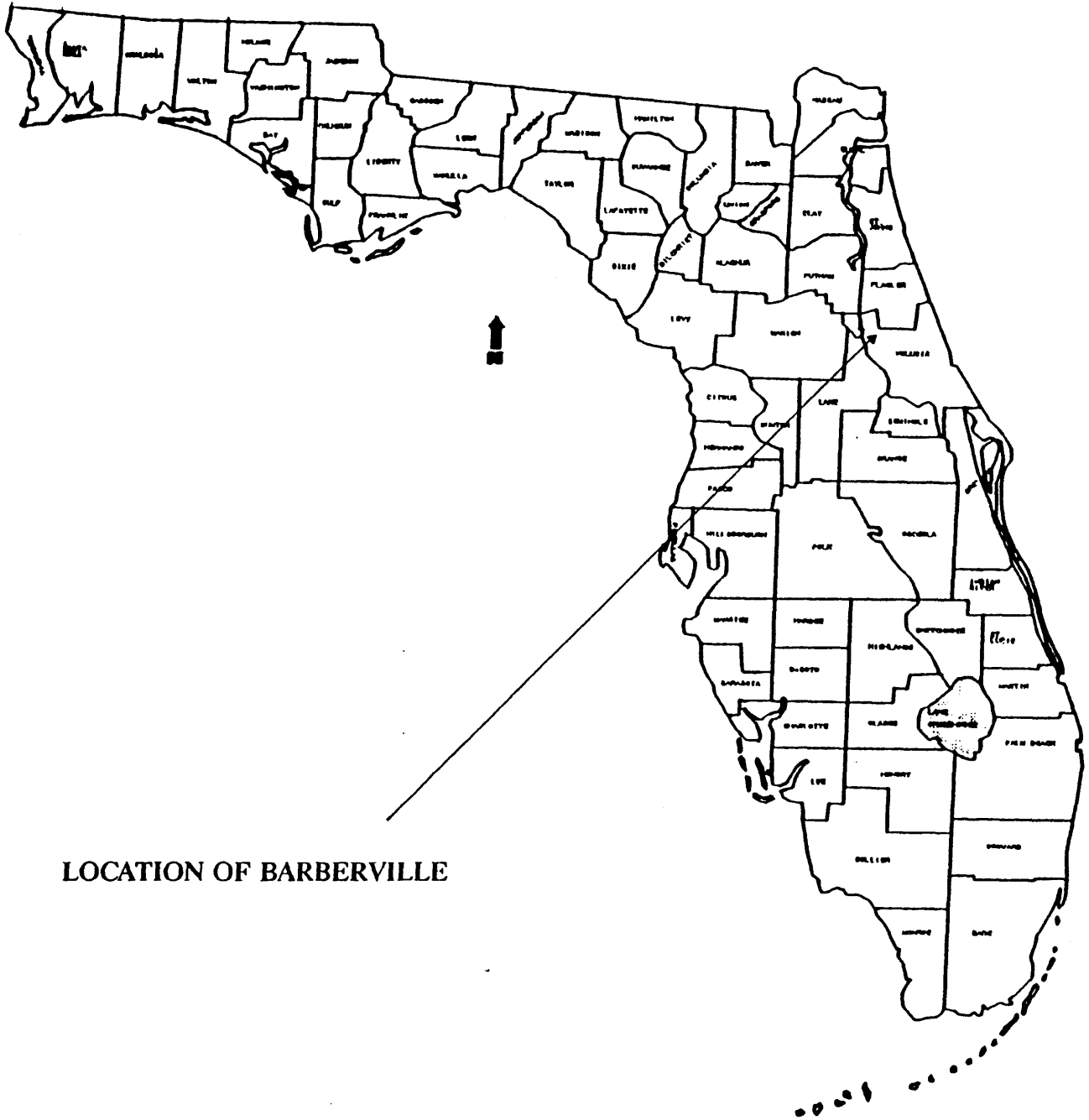
**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Photographs 2

Section number _____ Page _____ **Barberville Central High School
Volusia Co., FL**

- 13 6) Entrance hall, main unit, facing W
7) 13 of 24
- 14 6) Interior view of main entrance, main unit facing E
7) 14 of 24
- 15 6) Auditorium door, facing E
7) 15 of 24
- 16 6) Kitchen, facing SE
7) 16 of 24
- 17 6) Auditorium, facing N
7) 17 of 24
- 18 6) Auditorium, facing S
7) 18 of 24
- 19 6) Candlemaking room, facing S
7) 19 of 24
- 20 6) Weaving room, facing NE
7) 20 of 24
- 21 6) Classroom exhibit, facing SW
7) 21 of 24
- 22 6) Central hall in elementary unit, facing N
7) 22 of 24
- 23 6) Pottery room, facing SE
7) 23 of 24
- 24 6) Pottery room doorway, facing W
7) 24 of 24

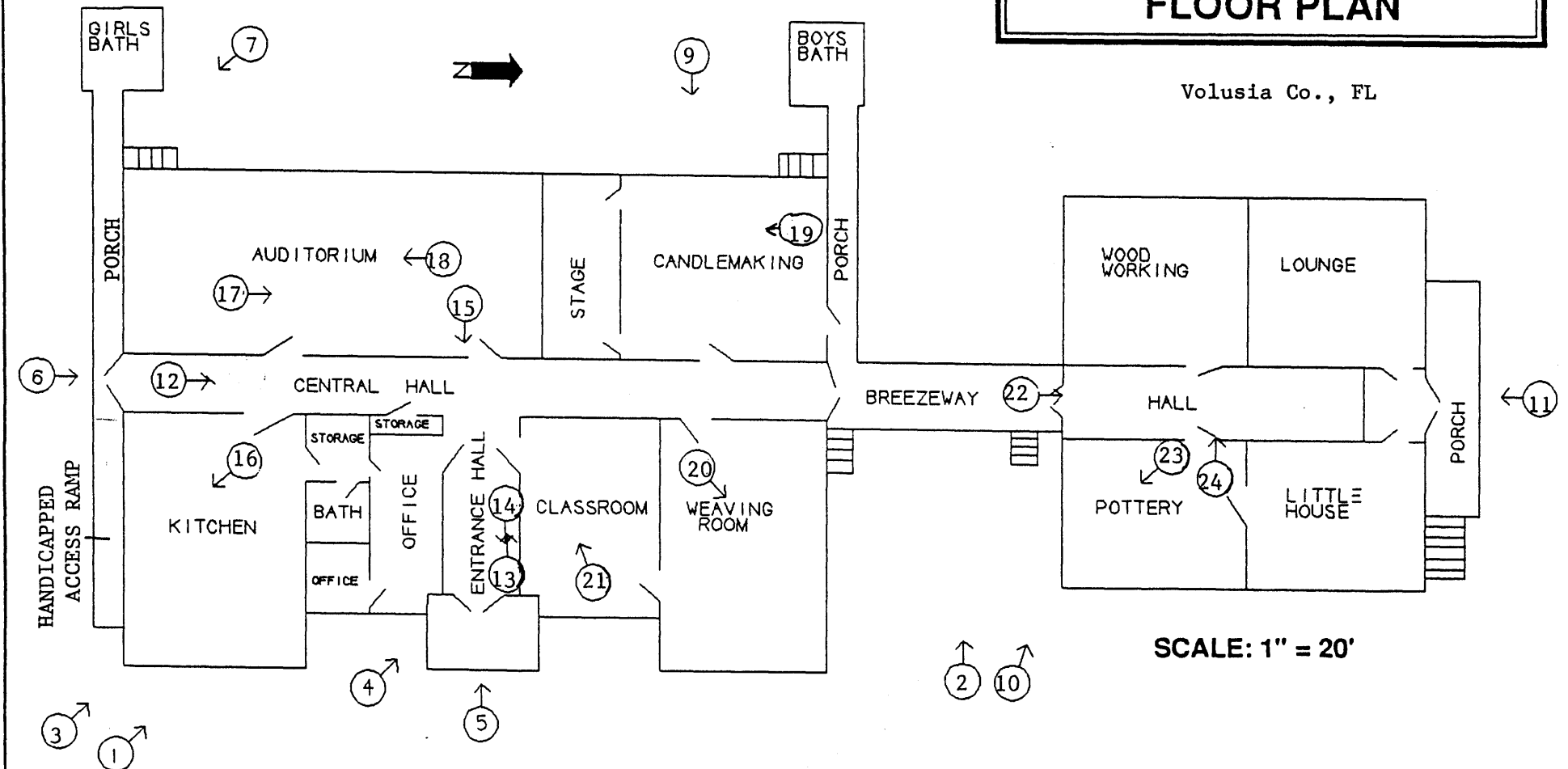


LOCATION OF BARBERVILLE

DIRECTION OF PHOTOS = 

BARBERVILLE CENTRAL HIGH SCHOOL FLOOR PLAN

Volusia Co., FL



BARBERVILLE CENTRAL HIGH SCHOOL SITE PLAN



1 in. = 90 ft.

