

United States Department of the Interior
National Park Service



899

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. 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 certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Washington Elementary School

other names/site number N/A

2. Location

street & number 610 South Peach Street not for publication

city or town Medford vicinity

state Oregon code OR county Jackson code 029 zip code 97501

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X 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 X meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national statewide X local

9-10-12

Signature of certifying official/Title: Deputy State Historic Preservation Officer

Date

Oregon State Historic Preservation Office

State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official _____ Date _____

Title _____ State or Federal agency/bureau or Tribal Government _____

4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register

 determined eligible for the National Register

 determined not eligible for the National Register

 removed from the National Register

 other (explain) _____

10-31-12

Signature of the Keeper

Date of Action

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5. Classification

Ownership of Property
(Check as many boxes as apply.)

Category of Property
(Check only **one** box.)

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

- private
- public - Local
- public - State
- public - Federal

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

Contributing	Noncontributing	
1		buildings
		district
		site
		structure
1		object
2	0	Total

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

Number of contributing resources previously listed in the National Register

N/A

None

6. Function or Use

Historic Functions
(Enter categories from instructions.)

Current Functions
(Enter categories from instructions.)

EDUCATION: School

EDUCATION: School

7. Description

Architectural Classification
(Enter categories from instructions.)

Materials
(Enter categories from instructions.)

MODERN MOVEMENT

foundation: CONCRETE
walls: CONCRETE
roof: ASPHALT: Built-up
other: N/A

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The Washington Elementary School is a two-story grade school built in 1931 in Medford, the county seat of Jackson County, Oregon. The school is located at 610 South Peach Street in a residential neighborhood in West Medford, a little over one mile southwest of downtown. The Washington Elementary School stands on the southeast corner of a 5.95-acre, two-lot site bounded by S. Peach Street on the east, Dakota Avenue on the south, Hamilton Street on the west and an alley to the north. With the exception of a half-acre parcel comprising the northeast corner of the block, the entire acreage is occupied with school-related features, including an athletic track, parking lots, and play areas. The parcel is sprinkled with mature deciduous trees and crisscrossed with concrete walkways. The flat-roofed school building has an asymmetrical U-shaped footprint, with an east-facing primary facade that features two symmetrical formal entrances. The north wing is longer than the south, and includes a historic 1949 addition and two smaller non-historic later additions. The building's flattened classical ornamentation, symmetrical fenestration, continuous parapet, and smooth, stucco surface treatment all reflect an architectural style commonly used for public buildings during the 1920s and 1930s, the Stripped Classical or Classical Moderne. The school's construction in 1931 was a community response to the need for jobs during the Great Depression and the overburdening of school facilities by population growth.

The school is the single contributing building on the site, and an 1896 cornerstone and school bell from the original Washington School is the single contributing object. The nominated parcel does not include the entire 5.95-acre property, rather, it includes only the southern 4.11-acre portion of the site.

Narrative Description

Setting

A continuous city sidewalk wraps the nominated parcel on the east, south, and west edges. The school stands at the southeast corner of the parcel. A manicured lawn surrounds the building at the north, east, and south facades, edged and crossed with concrete walkways and foundation plantings that parallel the building's footprint. At each of the two formal entrances on the east (front) facade, a single concrete walkway splits like a "Y" into two opposing curves, connecting to the city sidewalk out front, along South Peach Street. The resulting gentle arcs and triangular shapes in the deep front lawn of the school, coupled with centrally planted mature trees and closely clipped shrubs, present a formal, elegant appearance at the front facade. There is a tall flagpole in front of the northernmost entrance. Between the two entrances, in the center of the concrete walk, is a quarried-granite block and concrete pedestal topped by the granite cornerstone and school bell from the original Washington School, the city's first public school constructed in 1896. The words "public" and "school" are carved into two of the cornerstone's pointed-work faces. The words "Buckeye Bell Foundry 1896" are visible on the bell.¹ At the southeast corner of the front lawn are a few smaller trees and a permanent sign with changeable letters announcing the name of the school.

The south lawn continues the formal arrangement with boxed and rounded shrubs at the building's foundation, and concrete walkways tucked in the lawn, leading from the one entrance on that side to the city sidewalk. A few young trees have been planted in the lawn.

¹ The original Washington School (or West School), built on a parcel at the intersection of South Oakdale and West Main Street, was demolished in 1931, the same year the subject school was built.

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The lawn on the north side of the building is shallow and contained by a concrete curb. Small trees dot the length of the lawn and a short boxed hedge follows the foundation wall the length of the building. A concrete sidewalk and an asphalt parking lot border the lawn curbing.

The west side of the building is the rear of the property and is largely covered in asphalt. Parking lots, basketball courts, and a sawdust play area are separated from each other by chain link fences in various configurations. A line of deciduous trees running north-south separates the asphalt area from the grassy athletic field that comprises the rest of the site to the west.

Exterior Description

The Washington Elementary School is a two-story, east-facing, rectangular block on a north-south axis with two perpendicular wings off the rear of the main block; one at the south end and one at the north. The original building footprint was not symmetrical: the south wing, built exclusively for the auditorium, is large and its facade projects several feet forward of the main block's end. The north "wing" was one classroom long. The addition in 1949 created a true wing at the north end of the building, compatible in size and style to the south wing. Later additions to the end of the north wing, subordinate in size and scale, extended the building's footprint to the west and north.

The school building stands on a concrete foundation. The structure of the building is poured concrete, with exterior walls covered in original stucco, painted a buff color. Significant decorative features are painted a darker gray to stand out. The roof is flat with a substantial capped parapet wall circumnavigating the historic wings of the building. Decorative features, mostly confined to the main block and south wing, are largely concrete and include a projecting base-course water table at the foundation, a belt course at the roof line, concrete sills, full-height capped pilasters, incised borders, and cast-stone panels and medallions. Windows on the main block are double-hung, vinyl-clad wood. While replacements, they retain the original configuration and original eight-over-eight muntin divisions. The fenestration is symmetrical, with windows occurring in pairs, groups of two, and groups of four, primarily. Windows in the south wing reflect the two-story open space within. Three out of six bays each contain a dramatic set of windows rising two stories tall and divided vertically into unequal thirds by concrete mullions; a horizontal division occurs at the top third. Multi-light sash are fixed throughout. The historic north wing addition, constructed 18 years later, is compatible but decoratively subordinate to the main block of the building. No decorative features are found on the facade. Windows are also new but mimic the original configuration: large sets in groups of three, each set divided vertically down the center, and horizontally at the top and bottom thirds. Sash is fixed except for those across the bottom third, which open in awning fashion.

The non-historic additions at the end of the north wing are one and one-half stories tall and one-story tall, respectively. They are covered with buff-colored stucco and reveal little ornamentation.

East (Front) Facade

The formal front of the school, which faces east, is comprised of the original 1931 facade, which is approximately 160' long and divided into five unequal bays. The center bay is the largest, and contains all the windows on the facade. Centered at the top of the bay, black letters spell "Washington School."

Focal bays at either end of the center bay each contain a set of front doors. The two entry bays are distinctively marked by flat, stepped pilasters that rise two stories high. Each capped pilaster is decorated at the top with an oak leaf boss encircled by a running rope ornament and framed with a narrow border. The pilasters hold between them a prominent parapet capped by a raised, concrete decorative panel composed of a centered tablet with stylized geometric script framed with foliated decoration and a geometric drop on either side. The piece is also surrounded by a narrow boarder. Under the panel, a pair of double-hung, vinyl-sash windows light the second floor. Below the windows, a spandrel panel holds a second raised, concrete

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ornamental panel above the recessed front door. This second panel is longer in length and shorter in height than the parapet panel. In the center of the panel is a shield crossed with a bend sinister with half of an incised circle showing above. Stylized foliage, similar to that in the parapet, and the same geometric drop frame the shield on each side. The doors below are original painted wood, French-style with multiple divided lights. A multi-light transom spans the door – this is a vinyl replacement sash reflecting the original configuration. A poured-concrete stoop with three steps precedes the doors. Concrete curb walls flank the steps. Painted pipe railing tops the curb walls. At the north entry bay, the stoop has been extended out from the building for a handicap access ramp.

The terminating bays at the east facade are windowless; an incised border frames the stucco wall, which is marked by flat pilasters with angled capstones that run just up to the beltcourse. The corners of the incised decoration are filled with square decorative panels. These decorative panels feature the same design as the panels on the east façade entry bays.

South Facade

The south facade is comprised of the south end of the main volume of the school and the facade of the south wing, or auditorium, which is shorter in height than the main block. The top of its parapet wall rises to the height of the roofline beltcourse on the main block. The main block is two classrooms deep, and this is reflected on its south facade, where essentially two bays hold four windows each at the first and second story. An inconspicuous accessible ramp and railing runs across the west end of the facade where it connects to the auditorium volume. The auditorium volume projects several feet to the south from the main block, creating a shallow east facade on the auditorium volume where it connects to the main block. On this facade is an entrance used exclusively by the auditorium. Flanked by one-story, flat, capped pilasters and a stepped capped parapet, the recessed double-door is sheltered by a projecting concrete canopy. There's a decorative panel in the parapet and another larger one on the stucco wall above.

The south facade of the auditorium wing is divided into six equal bays by projecting pilasters that rise up to the capped parapet. Pilasters anchor the corners of the wing as well. Each bay is decorated at the parapet with a rectangular-shaped, recessed concrete ornamental panel in a chevron design. Traveling west, the second, third, and fourth bays hold two-story-tall windows. In a recent seismic upgrade, the shear walls replaced banks of historic windows in the first and fifth bays. Window bays have been filled to match the end bays on the east facade: a stucco wall decorated with an incised border with square ornamental panels in each corner. These decorative panels replicate the same design found on the square ornamental panels on the east façade. In the last bay is a secondary entrance; a recessed, single door flanked by one-story, flat pilasters, similar in appearance to the east-facing entrance to the auditorium. Above the pilaster are windows identical to the top row of windows in the middle bays.

At the far end of the auditorium wing's south facade is an original, one-story volume, with pilaster details and a ribbon of three windows.

West Facade

The west facade is comprised of the west end of the auditorium, or south, wing, the back of the main block, and the west end of the north wing, including the 1980s-1990s additions. A modern glass-and-steel enclosure covering the "courtyard" created by the school's original U-shaped footprint is visible here. .

The west end of the south wing shows the rest of the one-story volume described above. A regular string of single-sash windows with two or three lights divided by vertical muntins light the little building. A beltcourse mimicking the one on the main block and auditorium wing marks the roofline behind the parapet wall. Above

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the volume is the end of the auditorium wing. The wall is marked into three bays by pilasters, with the middle bay projecting slightly. There are no windows at this facade.

The rear facades of the main block, auditorium wing, and north wing that face the courtyard match their front facades in fenestration, decoration, and materials. The courtyard was covered in 2008 to create a new "atrium-style" cafeteria space. An angled shed roof covers the courtyard and connects the north and south wings. A floor-to-ceiling window wall is recessed under the broad overhang of the roof, which has panels of both solid steel and glass. The glass wall holds a double-door entrance on the south end, with a simple steel awning above the doorway. A one-story, blue-painted volume abuts the window wall where it connects to the historic one-story volume at the end of the auditorium wing. Landscaping and concrete walks fill the remainder of the courtyard outside of the atrium, which is enclosed by a modern gated metal fence. The original exterior walls of the 1931 and 1949 buildings were left intact during the addition of the atrium and are visible from inside the new cafeteria space.

At the west end of the north wing, the one-story 1995 classroom addition is visible. The facade is plain stucco, with an accessible ramp leading to a deeply recessed entry in the middle of the facade. To the left are horizontal, slider, and fixed window combinations. The walls have minimal detailing with lines in the stucco wall panels dividing the facade vertically into six wide bays, and lines dividing the top quarter of the walls, to create twelve sections. This wall extends beyond the width of the north wing's end. The second story of the north wing rises above the 1995 addition, revealing one focal window there. At the far end of the west facade, part of the rear wall of the 1987 media center addition is visible, set back from the 1995 addition. The wall is plain, concrete stucco with same minimal detail as the 1995 addition.

North Facade

The north facade reveals the one-story, 1987 media center addition, the 1949 addition, and the north end of the main block of the school. The featureless north wall of the 1987 addition is attached to the north wing at its west end. Its entrance faces east, and is characterized by glass, double doors, and side windows at the same height as the doors. There are three windows above the door, a plain wall front to the left of the door, and a window divided into eight sections above the full width of the entry.

The 1949 north wing addition is the focal point of the north facade. The 1949 addition required changes to the west end of the original north wing, namely the removal of the exterior landing and steps outside the single door at the end of the first floor corridor and the removal of the entire exterior wall. There were no decorative elements or windows on the west end that required removal. It is slightly set back and slightly lower in height than the 1931 main block. The fenestration pattern differs from the main block, reflecting the different size of the "new" classrooms. The original windows have been replaced, but the location and size of the window openings are original. The facade has minimal details, expressing vertical lines incised in the stucco surface to suggest the look of concrete columns between window groups and horizontal lines below the roof line. The addition reflects modern school designs emerging at mid-century, yet remains compatible with the 1931 building.

The north end of the main block mirrors the south end, with the addition of one classroom: three groups of four windows at the first and second stories, reflecting the six classrooms at this end of the 1931 main block.

Interior Description

There are 26,363 square feet contained within the two floors of the 1931 main block and south auditorium wing. Original floor plans show the first floor containing seven classrooms, a reception room and principal's office, two restrooms, a boiler room and teachers' room, and the auditorium/gym and stage in the south wing, as well as separate girls and boys locker rooms and a storage area behind the stage. The second floor contained eight classrooms, a library, a health room, a storage room and two restrooms.

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The 1949 north wing extension added 13,706 square feet, which held two classrooms, a cafeteria, a teacher's lounge and restroom on the first floor, and seven classrooms, a storage room and restroom on the second floor. This addition made the building into a full U-shape. (This west end of this shorter wing was not as elaborately finished as the end of the longer wing north, since the architects had anticipated the need for more classroom space in the design of the original 1931 building).²

Most of the classrooms remain today in their original configuration. The library, cafeteria, and kitchen have been relocated to newer areas. The principals' office and associated staff areas have been reconfigured, but by and large, the historic wings of the school are extremely intact.

Corridors, Stairs, and Classrooms

The "bones" of the interior, the corridors, stairhalls, and classrooms, are intact. Original wood chair rail molding and baseboard molding extend along all corridors. All corridor walls and trim are painted white. Corridors in the 1931 wings were fir on both the first and second floors. In 2008, old carpeting was removed and the original wood floors were restored on the second floor, but due to water and other damage on first floor, the wood floors were not salvageable. They were replaced with marmoleum.

Corridors in the 1949 addition were originally covered with asphalt tile. New marmoleum was installed in 2008. The corridor configuration in the main block is essentially an "H," with the feet of the "H" reflecting the two main entrances on the east facade. The crossbar is the double-loaded main hallway marked at each end by a focal staircase leading to the second floor. Originally the domain of the principal's office and reception activities, the spaces along the east side of the corridor still play similar roles, although they were remodeled and reconfigured somewhat in 2008. The built-in display cabinet outside the west wall of the principal's office is original, as are the drinking fountains in the recessed nook by the boys' bathroom and the nook next to the display cabinet. The other drinking fountains on the first and second floors are also original.

The two original staircases with carved oak wood banisters and handrails leading to the second floor are identical. There are four small, decorative wood squares on the upper and lower banisters. The banister is continuous from top to bottom, with a graceful full turn curve at the middle landing. It ends in a swirl at the bottom newel post with a circle in the middle. The glass block window at the north stair landing is original. The south stair window has been replaced. The original exterior exit behind the south stairs now leads to the new cafeteria, reached down three steps from the main floor, with original wood handrail. The same area behind the north stairs is now a storeroom, with wooden Dutch door, and original wood handrail. There are original janitor closets with original wood doors to the left of the north stairs on both floors. A new interior staircase was added at the far end of the 1949 addition on the south side of the corridor. This staircase has a continuous plaster banister with rounded edges from top to bottom, with a full turn curve at the middle landing. Visible through the plaster are shapes of four small squares on both the upper and lower banisters, similar to the same feature on the original staircases.

The fifteen classrooms each have a wood door with 3-by-3 window pane configuration of Cathedral glass on top and a recessed panel at the bottom. Each room has an identical wood-framed chalk board with rails and baseboards. All doors are original and retain at least four or five panes of original glass. Each room has a recessed wardrobe area finished in bead board and originally enclosed by ten movable, wooden doors that opened and closed on a pivoting mechanism at the top and bottom of each panel. These were operated by pulling a cord. Wardrobe doors have been removed in all rooms, except for one room which retains four doors. A heating vent was located in the end of the wardrobe ceiling, covered by a brass grate grid. (An old grate can be seen in classroom #24.) At the end of the wardrobe closest to the classroom door was a tall, wood, built-in book case with four drawers on the bottom, topped by a pull-out book shelf and open shelves above. The top portion was covered by glass front doors. At each end of the wardrobe wall was a narrow closet with a plain

² "Construction of Washington School Starts," *Medford Mail Tribune*, March 18, 1931, 6.

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wood door. Thirteen classrooms retain original narrow closets, wardrobes and bookcase features. Fourteen classrooms have restored hardwood floors. The glass bookcase fronts have been replaced with solid wood panels in nine rooms. Original hardware on the bookcase doors remains in four rooms.

Classrooms have been painted white, including the original woodwork (chalkboard frames, chalk rails, baseboards, trim above wardrobe area, wardrobe areas) and doors, with the exception of some interiors of built-in cabinets/pull-out shelves. All the wood trim (wardrobes, book cases, chalkboards, rails, baseboards) was originally stained in a brown finish. Acoustic ceilings and modern lights have been installed in classrooms over time. Classroom windows and frames have been replaced with new, wood windows on the interior. Classrooms in the 1949 addition originally had the same vinyl tile floors as the corridors. New marmoleum floors were installed in 2008. All classrooms retain original wood baseboards, chalk board frames and rails. Classroom doors, all original, are solid wood with one large window of wavy glass. Interiors, including wood trim, are painted white. Four rooms on the second floor have the same wardrobe areas, although slightly smaller, as the 1931 rooms. Two rooms each have eight original pivoting doors. An opening with accordion doors was installed between two sets of rooms, one on each floor.

Auditorium/Gymnasium

The auditorium, also used as the gym, is located on the south end of the first floor, behind a classroom. It is accessed by double doors from the corridor. It has original maple, hardwood floors. The original stage with wood floors is located at the west end. Other original features include wood doors on both sides of the stage to access vestibules with exterior entrances to the gym. Inside the vestibule areas are stairs leading up to stage level with original wood bead board trim, base boards, handrails, stair rails and doors to the area behind the stage. Baseboards on the right side are damaged and most have been removed. Original wood ceiling beams and rafters are visible from the backstage area. The auditorium's coffered ceiling is still visible. Modern, acoustical tiles have been added in the recessed coffer areas. The coffers line up with the columns between the windows.

Doors at the west end of the stage vestibules led to separate girls and boys locker rooms behind the stage. The locker rooms were outfitted with sinks, showers and toilets. The original locker room fittings and interior dividing wall have been removed and the space reconfigured to smaller rooms used for storage, laundry, bathrooms, and health services. A vestibule area and storage room on the north side of the locker room retain their original use and location.

Other rooms

The original boiler room is still in use on the first floor. Restrooms on both floors in the 1931 building and 1949 addition remain in the original locations, and have been renovated over time.

The original library on the second floor is now used as a classroom. It has original hardwood floors, an original door with cathedral glass, and a small storage closet lined with the same bead board as the classroom wardrobes. Originally, the library room featured two interior windows that looked out into the corridor. Those windows remain in place, but they are now painted over.

The janitor closets on both floors are still in use and have original wood doors. A large storeroom on the second floor beside the south stairway is now used as a small meeting room. It has original wood baseboards, wood door with translucent glass panes with embedded wire mesh and new, unstained wood muntins. The floor is vinyl.

The original health room was located on the second floor and has the original built-in cabinet with two doors on top, pull-out shelf and drawers on the bottom. The exterior has been painted white but the interior is unpainted. The cabinet has all original brass hardware. The original porcelain sink and counter area are located on the

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north wall next to the window. The original interior door linking the health room to the classroom to the north is still in place. This room is now carpeted and used as a special classroom space.

Alterations

The building remained essentially unchanged between 1949 and 1987. In 1987 a one-story media center was added to hold the school library and serve other media functions. The addition is comprised of one large, main room for the library and four other rooms. It abuts the north facade at the far end of the 1949 addition, and is accessed from a corridor at the west end of the 1949 addition. A one-story addition with two classrooms and a computer room was added in 1995 behind the west end of the 1949 addition, with access from the corridor of the 1949 addition. The interiors of these spaces reflect simple classroom design and contemporary materials. The last alteration occurred in 2008 with the addition of an atrium style roof over the outdoor courtyard for a new cafeteria and kitchen. This created an additional 4,447 square feet of interior space. Exterior walls and windows of the 1931 building and 1949 addition facing the interior of the courtyard were not altered, except at the point where a new hallway was created from the 1949 corridor to the new cafeteria space.

Other interior changes in 2008 included a major upgrade to the HVAC system and seismic upgrades. A new HVAC system with exposed overhead ducts was installed in the classrooms, and corridor ceilings were lowered to cover the ducts. Seismic upgrades included adding shear walls to selected corridor areas, and shear walls in the auditorium, which eliminated two end window bays on both the north and south façades. In 2011, the roof structure on the 1931 building received seismic upgrade with installation of plywood sheeting, covered by new roofing.

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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 old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

EDUCATION

Period of Significance

1931 – 1949

Significant Dates

1931, Date of construction

1949, Last major historic addition

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Chamberlain Clark, Frank, Architect

Ash, Sig, General Contractor

Period of Significance (justification)

The period of significance begins in 1931 when Washington Elementary School was constructed in response to the burgeoning number of school-age children in Medford and ends in 1949 when, again faced with increasing numbers of students, the school was expanded for the last time during the historic period.

Criteria Considerations (explanation, if necessary) N/A

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

Washington Elementary School is eligible for listing in the National Register of Historic Places for its local significance under Criterion A, Education. The construction of the school in 1931 was part of what the local newspaper then termed "...the greatest school building program in the history of the city."³ Completely locally funded and administered, this Depression-era jobs project was undertaken in response to Medford's sudden and rapid growth at the end of the nineteenth century and first third of the twentieth century, which resulted in an acute need for new schools in southwest Medford, the only area in the city without public schools. The program built Washington Elementary and Medford High School (now Central Medford High School), and added classrooms to Roosevelt Elementary. Of the three projects, Washington Elementary is the only building that retains its historic integrity. Roosevelt Elementary was demolished in 2009 and the High School was considerably altered in 2010 to fulfill new functions. In the World War II period, Medford continued to grow with the establishment of the nearby military cantonment Camp White. In the postwar period, lumber mill companies bought former Camp White lands, benefitting from the infrastructure left behind and becoming a major employer and economic force in the region. These jobs attracted more people to the region, and, combined with the effects of the Baby Boom, created the need for a major addition to Washington Elementary in 1949. The period of significance for Washington Elementary begins with the school's construction in 1931 and continues through the major addition made to the building in 1949.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

In the early twentieth century, Medford grew in spurts in response to specific triggers, rather than growing steadily over time. The first impetus was the creation of the railroad depot in Medford in 1884. As Medford became a center for rail transportation, retail, and services, the population grew from 967 in 1890 to 1,791 in 1900. The second trigger was the Orchard Boom which occurred between 1908 and 1912. A national real estate campaign attracted many buyers to the area suggesting that fortunes were to be made in the orchard business. Thousands of acres of fruit orchards were planted and fruit was shipped to national and international markets. The population grew from 1,791 in 1900 to 8,840 in 1910. During the period 1910 to 1920 the population decreased to 5,756, but by 1930, it had sprung upwards again to 11,007. The third major impetus for growth was the 1942 construction of the Camp White military cantonment just a few miles north of Medford. This occurred over eight months and required 10,000 workers. Once built, the Camp employed 9,000 support workers and housed 40,000 soldiers at a time. This led to an influx of people into Medford, putting severe pressure on housing and the schools.

During this period of sporadic growth, schools were constructed within the neighborhoods they served. As early as 1911, the school district purchased land and planned to build schools to accommodate the southwest section of Medford. Upscale residential development on South Oakdale Avenue began in the city's early years and continued through the 1930s. South Oakdale Avenue was the address of many influential and affluent families during the period. The rest of the southwest quadrant of Medford, however, was the last to develop. As late as 1930, there were no public schools in the southwest section of town. The downtown, northwest and eastside neighborhoods, which developed earlier, had the nearby facilities of McLoughlin High School (built only five years earlier), Jackson Elementary and Roosevelt Elementary Schools. Washington Elementary and Medford High School (now Central Medford High School) were built expressly to serve the southwest section.

The onset of the Depression precipitated the decision to build the needed schools. The goal was to provide jobs for local workers and contractors. In order to address the growing number of school-age children in under-served southwest Medford, voters were asked to approve a bond to construct the proposed Washington School on South Peach Street and a new Medford Senior High on South Oakdale Avenue, to add classrooms to Roosevelt Elementary, and convert the old Medford High School (now McLaughlin Middle School) into a

³ "Great Program for Schools is Close. Two Buildings Erected as Population Increase requires New Facilities", *Medford Mail Tribune*, January 7, 1931, 10.

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Junior High. The election was held in the fall of 1930 and work on the schools commenced over the winter. It is noteworthy that the election was well-supported by the community; funds were provided entirely by the local community. The School Board chose to use concrete over brick because concrete was less expensive and local supplies and local unskilled labor could be used for concrete structures.⁴ Both the new Washington Elementary and Medford High were designed by architect Frank Chamberlain Clark. The new grade school was constructed in 1931 using local labor, local suppliers and contractors whenever possible. Indeed, contract stipulations required that only local labor be employed. The building was again expanded in 1949 to address the growth associated with the World War II and postwar periods. Since construction, the High School has been extensively remodeled, resulting in the removal of most historic interior finishes and alteration of the original spaces. While Washington Elementary School has seen similar changes, the original design and finishes remain largely intact.

Developmental history/additional historic context information (if appropriate)

Early Development of Medford

Native American tribes, including the Takelma, Latgawa, Shasta and several others, peopled southwest Oregon for thousands of years before the discovery of gold in 1951 triggered non-Native settlement in the region. Jacksonville, Central Point and Ashland grew considerably with the gold rush and the new market for goods and services. In 1884, the Oregon and California Railroad Company built a depot in Medford, establishing a town site in exchange for some deeded land.⁵ The governor signed Medford's articles of incorporation on February 24, 1885. The railroad depot was the first significant trigger for population growth in Medford proper. Previously, the town site was occupied by only two homes before the arrival of the railroad. The town was to become a center for goods and services and a shipping hub for agricultural products. Medford's population was 967 in 1890. By 1900, that population had almost doubled to 1,791.

"The railroad's impact was immediately felt. Residents flocked to the new community, investing in property, opening businesses, and built new homes. ... In the early 1880's the first commercial orchards were established and between 1884 and 1899 most major Medford businesses and institutions were formed."⁶

While there was a small private subscription school in its earliest period, Medford completed building its first public school in November 1884, the same year the depot was established. The first three public schools in Medford succeeded each other on the same parcel located at the southwest corner of West Main Street and South Oakdale Avenue. The 1884 wood-frame school house was moved in 1891. A larger wood-frame school house was built in 1891, but succumbed to arson in 1895. The third school, an imposing two-story brick structure named Washington School, was completed in 1896 on that same lot. From 1896 until 1906, Washington School was the only school in School District number 49.⁷ It housed all classes from first grade through high school.

The Orchard Boom

The railroad made it possible to market local fruit on a regional, national, and international basis. Apples were shipped to Portland markets in 1884. As early as 1890, Rogue Valley apples were bringing record prices in London, England. The period from 1908 to 1912, referred to as the "Orchard Boom," saw tremendous population growth in Medford as a result of the nationwide promotion of land for sale in the area. The advertising of financial returns that only some orchardists could manage on the best soils drove land prices to

⁴ Curler, Dawna, 15-18.

⁵ City of Medford, "Medford Oregon: Historic Context 1846-1946", 5.

⁶ City of Medford, 4.

⁷ City of Medford, "Medford Oregon: Historic Context 1846-1946", 3-5.

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unsustainable levels. Some came to invest, some to farm, and others to work as artisans and laborers. A tent city was erected in 1910 to handle the overflow of newcomers.⁸ Hundreds of thousands of fruit trees were planted. Medford was a boom town. US Census population counts reflect these changes. The population grew from 1,791 in 1900 to 8,840 by 1910, growing by a factor of 4.94 in the decade.⁹ Local schools felt the pressure of that growth. On February 23, 1906, the *Medford Mail Tribune* featured an article titled "Over Crowded School Rooms."¹⁰ In it, School Board member Mahlon Purdin addressed the crowded conditions in Medford schools and explained the need to relieve them. Starting with the high school level, there was an enrollment of 65 students, but a seating capacity for only 56 students. The congestion was so great that 43 students were having lessons in the basement of the Christian Church. The article explained that by next year the school district would not have room for the expected 200 students. It indicated that a new school building of no less than six rooms was needed, and suggested that that school would be full a year or so after it was built. North School (later renamed Lincoln School) was built as a result, opening in January of 1907.

Even so, on July 26, 1907, a *Medford Mail Tribune* article entitled "Medford Schools Will Again Overflow" stated that Medford's school facilities were still behind the requirements for a city of its size. The basements of churches were being utilized for class rooms. Much of the congestion was in the grades under the sixth. It was suggested that several rooms of the main school building not be given over to the High School Department, and that perhaps a suitable high school should be built.¹¹ Between 1911 and 1912, Jackson, Roosevelt, and Howard Elementary Schools were built in response to crowding at the grade school level and plans were being made for more schools.

In 1913, a *Medford Mail Tribune* article indicated that 29 eighth graders had been promoted and that the Medford High School (9th through 12th) was working at full capacity. While not overcrowded, another increase would result in considerable trouble for the school system.¹²

The boom came to an end in 1912 or 1913. The ending was not explained by local newspaper coverage. Local historian Ben Truwe notes that newspapers acted as community boosters at that time, so they did not focus on the downturn. He theorizes that, after the momentous construction of several large structures in 1910 and 1911, (among them the Medford Furniture and Hardware Company Building, the Sparta Building, the Carnegie Library, and the Liberty Building) investors realized that growth could not continue at that level in a city the size of Medford and they took their capital elsewhere.¹³

Booms based on speculation ultimately come to an end when inflated costs outstrip people's ability to sustain their families and enterprises. A 1912 *Medford Mail Tribune* article noted that, "...for the first time in the history of the city, there are several vacant stores in the heart of the business district."¹⁴ The author blamed it on artificially inflated rental valuation.

Between 1910 and 1920, Medford's population dropped approximately 35 percent, to 5,756.¹⁵ Although some histories tie this to a downturn in orchard production, they do not cite supporting data. Published statistics reveal that orchard production remained strong during this period.¹⁶ Some portion of the population decrease would likely have been due to the departure of laborers and artisans, attracted by the boom, who left in hopes of finding better opportunities. More significantly, perhaps, World War I war production drew people to shipyards and huge mills in the Portland, Vancouver area and Puget Sound.

⁸ Ben Truwe. "My Southern Oregon History Pages." Accessed April 19, 2012. <http://id.mind.net/~truwe/tina/orchardboom.html>.

⁹ U. S. Department of Commerce. Bureau of the Census. "Oregon. Table 4. - POPULATION OF CITIES OF 10,000 OR MORE FROM EARLIEST CENSUS TO 1950."

¹⁰ "Over Crowded School Rooms", *Medford Mail Tribune*, February 23, 1906, 1.

¹¹ "Medford Schools Will Again Overflow", *Medford Mail Tribune*, July 26, 1907, 5.

¹² "Full Capacity of High School Is Being Used", *Medford Mail Tribune*, January 27, 1913, 6.

¹³ Ben Truwe, Personal communication, April 25, 2012.

¹⁴ "Reduce The Rentals", *Medford Mail Tribune*, June 4, 1912, 4.

¹⁵ U. S. Department of Commerce. Bureau of the Census. "Oregon. Table 4. - POPULATION OF CITIES OF 10,000 OR MORE FROM EARLIEST CENSUS TO 1950."

¹⁶ "The Pear VS The Apple", *The Chicago Packer*, August 23, 1913, 6.

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Between 1920 and 1930, Medford's population increased by 91 percent, bringing the City's population to 11,007. In 1919, an irrigation ditch system was completed by organized irrigation districts. Some people refer to this period in the mid-1920s as a second "Orchard Boom". Two new schools were built in the Medford School District in 1926. Medford Senior High (now McLoughlin Middle School) was built on North Holly Street and Lone Pine Elementary School was built on Lone Pine Road.

In November 1926, Jackson County voters approved relocation of the county seat from Jacksonville to Medford. The City of Medford had agreed to provide a free site for the new county courthouse.¹⁷ The original Washington School site was determined to be the best site for a new county courthouse. This required the razing and replacement of the original Washington School which had housed first grade through twelfth grade students.¹⁸ Demolition did not begin, however, until people came to an open house to say their "good-byes" to the school building.¹⁹

Siting Washington Elementary School

According to a *Medford Mail Tribune* article published in 1911, plans were already afoot for more schools: "...two more school buildings will be erected, one at Monroe and Holly streets to accommodate the south side and one at Peach and 12th streets to take up the surplus of the southwest section of the city."²⁰ Thus, as early as 1911, twenty years before Washington Elementary was built, conventional wisdom held that the south side should be "accommodated" with a new school and that there was a "surplus" in the southwest section of the city to be addressed.

The parcel at South Peach and 12th Streets, referred to in the 1911 article, was never used for a school. Not deemed large enough for a school and playground, it would have required additional acquisitions and the relocation of homes to create a sufficiently large tract.²¹ That parcel was placed on the market and the school district purchased a parcel of approximately four acres a block further south. The parcel was Lot 4 of Block 4 of Barr's Addition which was annexed in 1901. It was conveyed by Amanda Smith Fehl, the widow of Henry W. Fehl, to the School District on August 4, 1930. Land developer Earl Fehl was present to witness.

The *Medford Mail Tribune* quotes School Superintendent Hedrick as saying: "We are fortunate in getting this site. It is well located geographically to take care of the pupils of that district for many years to come. It is just about the right size for an elementary school; is of the proper shape so that there is no wasted land, and lies well so that no extra expense will need to be incurred for grading and draining."²²

The southwest quadrant of the city was the last section to develop; there were no public schools in that area. In this era, public schools were built within the neighborhoods they served. Children walked to and from school; it was important that elementary schools, in particular, be close by and accessible. St. Mary's Academy for girls had moved from Jacksonville to a lot on West 12th and South Holly streets in Medford in 1908.

From the 1910s to the 1930s, South Oakdale Avenue, just west of the 1884 city plat, was one of the most fashionable neighborhoods in town. There, many local lawyers, doctors, businessmen, politicians, and orchardists built their homes and raised their families.²³ South Oakdale and the southwest section of town was annexed under the 1901 charter, when additional lands west and east of the original town plat were added.

¹⁷ Russell, Jr., Robert D. "Unrealized Visions. Medford and the City Beautiful Movement", *Oregon Historical Quarterly* 102 (2001):200.

¹⁸ Curler, Dawna. "Students + Past = Future", *Table Rock Sentinel*, November/December (1988): 15-18.

¹⁹ "School Open House To Precede Razing," *Medford Daily News*, May 28, 1931, 1.

²⁰ "Great Increase Local Schools During Year", *Medford Mail Tribune*, May 21, 1911, 1.

²¹ "Building Site Acquired for School Needs," *Medford Mail Tribune*, September 7, 1930, 1.

²² "Building Site Acquired...", 1.

²³ City of Medford Planning Department. Nomination of the South Oakdale Historic District to the National Register. Section Number 8. "Description".

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West of South Oakdale Avenue, residential development was much sparser. Sanborn Maps from 1927(Additional Documentation Figures 6-7) display the relative locations of the Washington Elementary School site at the intersection of Dakota Avenue and South Peach Street, and the parcels where the new Medford Senior High School was to be built, southeast of the future intersection of Monroe Street and South Oakdale Avenue. Sheet 35 of the 1927 Sanborn Maps (Additional Documentation Figures 6-7) shows a fence running westward in the middle of the Dakota Avenue right-of-way with the inscription "IMPASSABLE FOR FIRE APPARATUS" written above the fence line. East of South Peach Street, 13th and 14th Streets were also classified as impassable for fire apparatus.

School Construction During the Depression Era

Medford's population was relatively static between 1930 and 1940. According to the Census, the population only grew 1.7 percent in the decade, ending with a population of 11,281 in 1940.²⁴ The school district, however, had not kept pace with past growth. A January 1931 article in the *Medford Mail Tribune* described the school system as "...overflowing in all divisions, elementary, junior high and high school."²⁵ It being the Depression Era, there were economic advantages to building the schools as soon as possible and social benefits to be realized by creating employment opportunities. The *Medford Mail Tribune* advocated for starting construction as soon as possible to take advantage of low building costs and to give unemployed residents work in the winter.²⁶

The construction of Washington Elementary School was funded by a major school election in 1930 for \$265,000. The election was well-supported and succeeded in providing the finances for building a new high school, converting Medford High School into a junior high (now McLoughlin Middle School), adding rooms to Roosevelt Elementary, and constructing the new Washington Elementary School on South Peach Street.²⁷

On January 7, 1931, the *Medford Mail Tribune* featured an article entitled "Great Program for Schools is Close. Two Buildings Erected as Population Increase Requires New Facilities."

"The year 1931 witnessed the greatest school building program in the history of the city. A new high school, a new Washington grade school, and an addition to the Roosevelt school were constructed. The existing schools were overflowing and the school board was finding it necessary to rent outside rooms in two of the churches and in the armory."²⁸

Vestiges of the original Washington School were salvaged for use at Washington Elementary School. On September 2, 1931, six days before the very first day of school at Washington Elementary, construction was completed on a large drinking fountain in front of the new school. Designed by Frank Chamberlain Clark, the fountain was made using the large school bell from the original Washington School, as well as foundation stones from that old school.²⁹ The bell was not rung in the new school for fear it would wake infants in the neighborhood.³⁰ On June 9, 1931, the rose bushes that grew at the rear of the original Washington School were carefully dug up to be replanted at the new elementary school.³¹ It is unclear exactly when they were replanted at the school. Those roses may be among those currently in the fenced rose garden north of the main entrance facing South Peach Street.

²⁴ U.S. Department of Commerce. "Oregon. Table 4."

²⁵ "Great Program for Schools is Close. Two Buildings Erected as Population Increase requires New Facilities", *Medford Mail Tribune*, January 7, 1931, 10.

²⁶ "Be Sure To Vote Tomorrow", *Medford Mail Tribune*, December 15, 1930.

²⁷ Curler, Dawna. "Students + Past = Future", 15-18.

²⁸ "Great Program," 10.

²⁹ "Old Washington School Bell Is Given New Role," *Medford Mail Tribune*, September 2, 1931, 10.

³⁰ "Old Washington School Bell Is Given New Role," *Medford Mail Tribune*, September 2, 1931, 10.

³¹ "Old Schoolhouse Making Way for New Courthouse," *Medford Mail Tribune*, June 9, 1931, 8.

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Plans for Washington Elementary proceeded. The School Board chose to use concrete building materials over brick for the schools because concrete was less expensive and local supplies and local unskilled labor could be used for concrete structures.³² The building was constructed using local labor, local suppliers and contractors whenever possible. The general contractor was Sig Ash. Local companies were utilized, including Modern Plumbing and Sheet Metal Co., Peoples Electric Company, and Trowbridge Cabinet Works. The Building Inspector was W. H. Merritt.³³

Medford's noted architect Frank Chamberlain Clark was engaged to design both new schools. Over the years, Clark designed structures in many architectural styles, including, among others, American Renaissance, Period Colonial, Stripped Classical, Period Gothic, Period Classical, Arts and Crafts, Rustic, Bungalow/Craftsman and Period Spanish Colonial. He was the architect for several new schools in Medford, including Medford High School (now McLoughlin Middle School) in 1926, Howard School in 1927, Roosevelt school addition in 1931, Medford Senior High School on South Oakdale Avenue in 1931, and Washington Elementary School in 1931.

Despite significant differences discussed below, the 1931 Washington Elementary and the 1931 Medford High School share certain structural and architectural features; both express the Stripped Classical Art Deco style. They are monumental, flat-roofed, two-story concrete structures with flat, smooth wall surfaces. Strong formal entrances are created with a series of stepped, recessed pillars on either side of each entryway on the primary façade. Rectangular cartouches or medallions above the windows and above the primary entrances provide restrained, decorative detail of an Art Deco style. Simpler geometric medallions adorn the secondary façades.

The two schools were in step with national architectural trends of the time. In the 1920s and 1930s, architects left behind more historic architectural styles and started to build schools in the Art Deco and Art Moderne (Streamlined Moderne) styles, characterized by a sleek look with geometric and symmetric compositions. The Art Deco style became popular at a time when government was undertaking construction projects throughout the nation in the era of New Deal. Thus, the style came to be associated with public buildings.

As built, Washington Elementary was a fifteen-room, two-story reinforced-concrete building with a gymnasium, auditorium, stage, library, office, and a few other special purpose rooms, such as a small Health Room. With construction costing \$64,568.67, it housed Grades 1 through 6 of the southwest quadrant of the city. The school was laid out to accommodate future additions to the shorter, north wing.³⁴

The War Years, the Postwar Boom and the 1949 addition

During World War II, Medford continued to grow. The demand for education facilities increased and was reflected in subsequent additions to Washington Elementary. In 1942, the War Department began constructing a military cantonment, Camp White, approximately ten miles north of Medford. Work started in February 1942; 900 buildings were ultimately constructed. The construction of Camp White, supported by the massive investment of the federal government, created a period of economic activity and growth in Medford which had not been seen since the Orchard Boom. An estimated 10,000 workers came to the area to meet the completion deadline of Camp White in just eight months. With the completion, 40,000 soldiers were housed at Camp White and 9,000 workers were hired as support staff.

"Thousands of wives and girlfriends, not to mention officers who were without on-base housing, created increased pressures on the local residential market, with garages, barns, chicken coops and other structures all being rapidly converted to housing uses."³⁵

³² Curler, Dawna, 15-18.

³³ "Great Program for Schools is Close. Two Buildings Erected as Population Increase requires New Facilities," *Medford Mail Tribune*, January 7, 1931, 10.

³⁴ "Great Program For Schools Is Close. Two Buildings Erected as Population Increase requires new Facilities," *Medford Mail Tribune*, January 7, 1931, 10.

³⁵ City of Medford. Planning Department. Nomination of the Downtown Historic District to the National Register. Section

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After the war ended in 1945, Camp White was decommissioned, but its network of sewer, water, and road systems remained. Former Camp White lands were purchased and put to the uses of the timber industry. Lumber mills proliferated in response to a pent up national demand for lumber. The Brownlee Lumber Company and Owen-Oregon Lumber Company numbered among them. Thus, good employment opportunities and the Baby Boom helped Medford grow its population.

Between 1940 and 1950, Medford's population grew from 11,281 to 17,305. This influx of people put a strain on the local school system. Several neighborhoods in the southwest city quadrant of Washington Elementary School saw development in the Post World War II era. This is especially true of the area west of South Peach Street where newer development and infill predominates.³⁶

A school election of \$685,000 in December 1948 enabled a program of improvements and expansions in five schools in the Medford School District.

"Growth in population in the school district made the additions to the system here a virtual necessity... first-day registration for the school year 1939-1940 was 2,136 students. Nine years later... the first-day registration was 3,494, an increase of more than one-third."³⁷

At that time, improvements totaling \$145,000 were made to Washington Elementary. B and R Construction Company did the work. The north wing of the 1931 structure was ideally suited for an addition, which the original architects had anticipated.³⁸ The addition required minimal changes to the 1931 structure at the west end of the north wing, since there were no decorative elements or windows, only a single exterior door, landing and concrete steps leading to ground level. The addition only required removal of the exterior west wall (and exit) and exterior landing and steps. When completed, the addition brought the entire structure into a complete U-shape, adding to the symmetry of the building footprint. This two-story addition to the northwest side of the 1931 structure added seven new classrooms, of which two were for disabled students, and a new kitchen and a cafeteria which can be converted into two additional classrooms, using manual folding doors. Also added were two new lavatories, a health room, and an "O" corridor to mitigate hall congestion.

In September 1949, there were 1,891 students in elementary grades in the Medford School District.³⁹ The enrollment at Washington Elementary in 1949 was 587 students, the largest of the four elementary schools. The next largest was Roosevelt Elementary with 509 students.

At first glance, the style of the 1949 concrete addition appears to mimic that of 1931, but exterior façades of the 1949 addition lack the decorative medallions and columns of the original. The windows have a different configuration. This addition reflects a more modern, functional style, but it carries forward enough of the style of the original volume to be compatible. At the same time, the provision of rooms for disabled children and the cafeteria is a sign of new sensitivities and responsibilities that public schools were assuming. Slightly set back from the original structure, the addition of the North Wing resulted in no change to the architecture of the original volume.

Comparing the style of the 1949 addition to that of the original 1931 volume, trends in post-World War II architecture may be discerned. Schools constructed after that war were increasingly minimalist in style. They were trending towards the International Style which promoted simplified forms and functionality and rejected ornamentation.⁴⁰

Number 8. "Historic Context," 7.

³⁶ City of Medford. "Medford Oregon: Historic Context 1846 - 1946," 57.

³⁷ "New School Readied for Students", *Medford Mail Tribune*, September 18, 1949, 1.

³⁸ "Construction of Washington School Starts," *Medford Mail Tribune*, March 18, 1931, 6.

³⁹ "Reserve Classroom In Use; Attendance Up", *Medford Mail Tribune*, September 20, 1949, 1.

⁴⁰ City of Fort Collins. Planning Department. "In the Hallowed Halls of Learning. The History and Architecture of Poudre School District R-1." Chapter 3. August 2004.

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Memories of a Neighborhood School

During its 81 years of operation, Washington Elementary has played an important role not only in Medford's educational system, but also in the social life of its neighborhood and community.

The *Medford Mail Tribune* reported that representatives from many civic organizations gathered at Washington Elementary School on February 12, 1932, to celebrate Arbor Day and George Washington's two-hundredth birthday.⁴¹ Among the organizations were the American Legion Auxiliary, the Veterans of Foreign Wars Auxiliary, Spanish-American War Veterans Auxiliary, Daughters of the American Revolution, and Daughters of the Union Veterans. Each grade at Washington Elementary presented a tree for planting. The trees were to form a border for the new school's grounds.

Children from other local schools would periodically gather at Washington Elementary for special events. Regarding the "play day" held on November 5, 1931, at Washington Elementary School, the *Medford Mail Tribune* reported that it was a "community affair" attended by four hundred children in 4th, 5th and 6th Grades from Washington, Lincoln, Roosevelt, and Jackson Elementary Schools.⁴² Ten games were played simultaneously and students from the Junior and Senior High were on site to act as field marshals and officials for the games.

Washington Elementary School has served generations of families. One family in the neighborhood has had family members attending Washington School since 1934 when the great-grandfather started school. The great-grandmother, a lady of 79 years, who has lived within three blocks of the school for 61 years, kindly shared her memories of the school.⁴³ She served as a "Home Room Mom" at Washington Elementary in the 1960s for all four of her children. She now has one great-grandchild attending the school. She notes, "We had room mothers that helped with parties and field trips, and most parents showed up at all school events. [original emphasis] We had band and chorus nights and once in awhile family movie nights. . . a good share of the neighborhood attended whatever happened at school." The large yard behind the school on the same lot was used by all ages. She continues, "Sometimes we had adult baseball there - not real games but people playing together. Sometimes flying kites. Sometimes just a bunch of kids playing together. Sometimes volleyball, tetherball, or kids just letting off steam. . . There was a fence around the back area but not very tall and no gates, just a couple of places with no fence so people could get thru. I'm not sure I like high fences and locked gates."

People came to the school for special seasonal events and celebrations. "We had Christmas programs, room parties for Halloween, Christmas, Valentines Day. . . and maybe a couple of other holidays. Had a carnival every year with a BBQ. The favorite thing was "Dunk the Principal" and/or teachers. Also at the end of the year a "play day" that was outdoor games, races, etc."

When asked about the importance of having a neighborhood school to which kids can walk, she expresses that ". . . bussing kids out of their area leads to kids not making friends in their neighborhoods as well. . ." She sees benefits from having a nearby school: "Parents like to stay close to home after work, and can't spend a lot of money on entertainment and/or gas. . . . By being close, they also know the teachers better and the teachers know the family situation better." Having a school nearby created deeper relationships among children's parents. "We thought of other parents as neighbors, not just someone's parent."

Robert Sage was Washington Elementary Principal from 1950 until 1954. Now 92 years old, he reflected on his time at the school: "We had lots of dedicated teachers. . . There were 500 to 600 students. . . The classes were extremely large, running well into the thirties to forty students. . . I was mainly a disciplinarian; there was

⁴¹ "Many Gather At School For Tree Planting Service," *Medford Mail Tribune*, February 12, 1932, 9.

⁴² "School Children Join Ranks Here In Big Play Fete," *Medford Mail Tribune*, November 5, 1931, 6.

⁴³ Written communication to Diana Marmon from an anonymous source, City of Medford Landmarks and Historic Preservation Commission, Winter, 2012.

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no time for anything else... The kids were taught how to hold their pen and do regular cursive writing...As Principal, I had a half-time secretary. I worked until ten o'clock every night my first year to complete the attendance ledgers. A fellow walked by my office and asked where I had gotten the adding machine. I had rented it... Today's schools have four people doing what I did then..."⁴⁴

Mrs. Duane Clay attended Washington Elementary from 1938 through 1940. She remembers "... a lot of music programs and especially one event that all schools participated in under the direction of Miss Nansen [the district Music Supervisor]... We walked from Washington school down Dakota to the Senior High for a rehearsal before the evening performance... I kept active in music throughout school and later majored in music at College of the Pacific in Stockton CA and Willamette University in Salem OR. This was due to the fact that Medford's music program was excellent and the encouragement I received from teachers and parents."⁴⁵

Lois Jackson attended Washington Elementary from 1952 – 1958 and remembers doing "compact two-spaced ovals which we did over and over and over again with those scratchy pens we had to dip in inkwells.... One of the special events I remember at Washington was the "flannel board lady" who came once a week and did flannel board stories for us. They were always Bible stories..."⁴⁶

Steve Swartsley attended Washington Elementary from 1953-1957. One teacher "...allowed us to form paddle lines to punish misbehaving fellow students.... Marbles were outlawed as that was a form of gambling... Gym, art and music were mandatory at the time... these were the days of [Superintendent] Leonard Mayfield, and Medford ranked tops in the state in everything academic and sporting. We won state titles in everything, debate, orchestra competitions, sports..."⁴⁷

Larry Slesser moved to Medford in 1949 and started 5th grade at Washington Elementary "... knowing nobody. Sports and music integrated me. What is sad looking back is LACK [emphasis original] of opportunities for girls... In 1949 and 1950, Washington won the city championship in football..."⁴⁸

In 2011, Washington Elementary still appears to have special meaning for neighbors. Principal Joe Frazier related that Washington Elementary facilities have seldom been vandalized.⁴⁹ He attributes that to people having had positive school experiences. It may also be that the neighborhood has a sense of ownership in the school.

Comparative Analysis

Washington Elementary School, compared to other Medford schools is unique. The differences between Washington Elementary and the 1931 Medford Senior High (now Central Medford High School) on South Oakdale Avenue are numerous. Washington Elementary has retained its original floor plan due to the fact that additions were extensions to the original floor plan, rather than modifications to the basic layout. Additions and renovations to Medford Senior High have resulted in a maze of ramp ways and hallways to new volumes. Original spaces, such as portions of the original gym, have been severely modified to provide needed classroom or office space. In that smaller, modified space, an original multi-paned window can be found. There is minimal integrity of setting.

⁴⁴ Robert Sage, telephone conversation with Kathy Helmer, Medford City Planner, August 2012.

⁴⁵ Mrs. Duane Clay, excerpts of written communication to Diana Marmon, Commissioner, City of Medford Landmarks and Historic Preservation Commission, August 2012.

⁴⁶ Lois Jackson, excerpts of written communication to Diana Marmon, Commissioner, City of Medford Landmarks and Historic Preservation Commission, August 2012.

⁴⁷ Steve Swartsley, excerpts of written communication to Diana Marmon, Commissioner, City of Medford Landmarks and Historic Preservation Commission, August 2012.

⁴⁸ Larry Slesser, excerpts of written communication to Diana Marmon, Commissioner, City of Medford Landmarks and Historic Preservation Commission, August 2012.

⁴⁹ Joe Frazier, personal communication to Kathy Helmer, Medford City Planner, Fall 2011.

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In conclusion, no remaining historic elementary schools in Medford are comparable to Washington Elementary in integrity. Much credit is due the Medford 549C School District for the sensitive preservation of historic Washington Elementary School.

Conclusion

Washington Elementary is significant for the role it played in the development of the educational system in Medford, Oregon. That history is tied to the rapid growth of the city in the late-nineteenth and early-twentieth centuries. The construction of Washington Elementary School during the Depression provided work for the community's unemployed, thereby mitigating some of the economic woes of the time. Washington Elementary is a fine example of a neighborhood-based school. Despite additions and renovations over time, the 1931 school volume and the 1949 addition maintain a high degree of integrity with respect to design, location, setting, and materials.

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Bibliography (Cite the books, articles, and other sources used in preparing this form.)

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- City of Medford. Planning Department. Nomination of the Downtown Historic District to the National Register. Section Number 8. "Historic Context".
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- ### Newspaper Articles from the Medford Mail Tribune (organized by date)
- "Over Crowded School Rooms," *Medford Mail Tribune*, February 23, 1906, 1.
- "Medford Schools Will Again Overflow," *Medford Mail Tribune*, July 26, 1907, 5.
- "Great Increase Local Schools During Year," *Medford Mail Tribune*, May 21, 1911, 1.
- "Full Capacity of High School Is Being Used," *Medford Mail Tribune*, January 27, 1913, 6.
- "Building Site Acquired for School Needs," *Medford Mail Tribune*, September 7, 1930, 1.
- "Be Sure To Vote Tomorrow," *Medford Mail Tribune*, December 15, 1930.
- "Great Program For Schools is Close. Two Buildings Erected as Population Increase requires New Facilities," *Medford Mail Tribune*, January 7, 1931, 10.
- "Construction of Washington School Starts", *Medford Mail Tribune*, March 18, 1931, 6.

Washington Elementary School
Name of Property

Jackson Co., OR
County and State

Bibliography Continued

- "School Open House To Precede Razing," *Medford Daily News*, May 28, 1931, 1.
- "Old Schoolhouse Making Way For New Courthouse," *Medford Mail Tribune*, June 9, 1931, 8.
- "Old Washington School Bell Is Given New Role," *Medford Mail Tribune*, September 2, 1931, 10.
- "School Children Join Ranks Here in Big Play Fete," *Medford Mail Tribune*, November 5, 1931, 6.
- "Many Gather At School For Tree Planting Service," *Medford Mail Tribune*, February 2, 12, 1932, 9.
- "New School Readied For Students", *Medford Mail Tribune*, September 18, 1949, 1.
- "Reserve Classroom In Use; Attendance Up", *Medford Mail Tribune*, September 20, 1949, 1.

Personal or Written Communications

Anonymous, Elder Neighbor of Washington Elementary School. Written communication to Diana Marmon, City of Medford Landmarks and Historic Preservation Commission. Winter, 2012.

Frazier, Joe. Principal, Washington Elementary. Personal communication to Kathy Helmer, Medford City Planner. Fall, 2011.

Truwe, Ben. Medford Historian. Personal communication to Kathy Helmer, Medford City Planner. April 25, 2012.

Websites

Ben Truwe. "My Southern Oregon History Pages." <http://id.mind.net/~truwe/tina/s.o.history.html>

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67 has been requested)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

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

Name of repository: _____

Historic Resources Survey Number (if assigned): N/A

Washington Elementary School
Name of Property

Jackson Co., OR
County and State

10. Geographical Data

Acreage of Property 4.11
(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>10</u> Zone	<u>509619</u> Easting	<u>4684969</u> Northing	3	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing
2	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing	4	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing

Verbal Boundary Description (Describe the boundaries of the property.)

The nominated area includes the entirety of Assessor's Tax Lot 15000 located in the Southwest 1/4 of the Southeast 1/4 of Section 25 Township 37 South, Range 2 West, Willamette Meridian. .

Boundary Justification (Explain why the boundaries were selected.)

The nominated area includes the entirety of Washington Elementary School historically associated with the growth and development of the educational system in Medford between the building's construction in 1931 and the last historic addition in 1949.

11. Form Prepared By

name/title Kathy Helmer, Planner, City of Medford; Cathy de Wolfe, Chair, Medford Landmarks and Historic Preservation Commission; and Diana Marmon, Commissioner, Landmarks and Historic Preservation Commission

organization City of Medford Planning Department date February 23, 2012

street & number 200 South Ivy Street telephone

city or town Medford state OR zip code 97501

e-mail kathy.helmer@cityofmedford.org

Additional Documentation

Submit the following items with the completed form:

- **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. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Washington Elementary School

Name of Property

Jackson Co., OR

County and State

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Washington Elementary School

City or Vicinity: Medford

County: Jackson County

State: Oregon

Photographers: Cathy de Wolfe and Diana Marmon, Nomination preparers, and Gene Abell.

Date Photographed: Overview exterior photographs taken in August 2011, details of decorative panels photographed August 2012. Photo 5 of 19 was taken in 2012. Interior photographs taken in April 2012.

Description of Photograph(s) and number:

- Photo 1 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0001)
Exterior View: East façade, abutting South Peach Street. Looking west.
- Photo 2 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0002)
Exterior View: Middle section of east façade, showing bell and school name.
Looking west.
- Photo 3 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0003)
Exterior view: Detail view of northerly entrance on east façade. Looking west.
- Photo 4 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0004)
Exterior view: North façade, with Media Center on the right at rear of façade.
Looking southwest.
- Photo 5 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0005)
Exterior view: Southeast corner of school, showing south façade and east façade to the right. Looking northwest.
- Photo 6 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0006)
Exterior view: View of west façade from a distance. Looking southeast.
- Photo 7 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0007)
Exterior view: Closer view of middle section of west façade, showing exposed walls of building with cafeteria façade and courtyard. Looking east.
- Photo 8 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0008)
East façade, decorative panel on east façade, over southern entrance. Looking west.
- Photo 9 of 19: (OR_JacksonCounty_WashingtonElementarySchool_0009)
Exterior view: East façade, second decorative panel on east façade, over south entrance. Looking west.

Washington Elementary School

Name of Property

Jackson Co., OR

County and State

Photos Continued

- Photo 10 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0010)
Exterior view: East façade, oak leaf boss near southern end of façade. Looking west.
- Photo 11 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0011)
Exterior view: First decorative panel over east-facing gym entrance off southern elevation. Looking west.
- Photo 12 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0012)
Exterior view: Second decorative panel over east-facing gym entrance off southern elevation. Looking west.
- Photo 13 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0013)
Interior view: First floor, original built-in display cabinets and porcelain drinking fountains at northeast end of first floor main corridor. Looking east.
- Photo 14 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0014)
Interior view: First floor, original pull-out book shelf in classroom book case and original doors with pivot mechanism covering wardrobe area in classroom. Looking west.
- Photo 15 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0015)
Interior view: Original fir floor, porcelain drinking fountains, doors and woodwork on first floor. Looking south.
- Photo 16 of 19: (OR_JacksonCounty_WashingtonElementrySchool_00016)
Interior view: First floor, auditorium/gym showing stage area. Looking west.
- Photo 17 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0017)
Interior view: First floor, staircase to second floor with original curved oak railing, newel post and handrails. Looking west.
- Photo 18 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0018)
Interior view: Second floor hallway, looking from 1949 marmoleum-covered corridor to original wood floor. Looking east.
- Photo 19 of 19: (OR_JacksonCounty_WashingtonElementrySchool_0019)
Interior view: Second floor, northeast corner of corridor. Looking northeast.

Washington Elementary School
Name of Property

Jackson Co., OR
County and State

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

name Medford School District 549C, Superintendent Dr. Phil Long
street & number 815 South Oakdale Avenue telephone (541) 842-3636
city or town Medford state OR zip code 97501

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. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School

Name of Property

Jackson Co., OR

County and State

N/A

Name of multiple listing (if applicable)

Section number Additional Documentation Page 27

Additional Documentation

- Figure 1: General Location Map
- Figure 2: Jackson County Tax Assessor Map
- Figure 3: Site Map
- Figure 4: Aerial photograph of site
- Figure 5: Floor plans, two pages
- Figure 6: 1927 Sanborn Fire Insurance Map
- Figure 7: 1927 Sanborn Fire Insurance Map, detail
- Figure 8: Historic Photo, original Washington School, 1920
- Figure 9: Historic Photograph, Third Graders in their classroom, Washington Elementary School, 1967, located in school display case
- Figure 10: Newspaper Clipping, "Students Cleaning Up Historic Bell," *Medford Mail Tribune*, 24 September 1974, B1, two pages.
- Figure 11: Historic Photo, "Worlds Largest Kindergarten Kazoo Band," Washington School, 1976

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School
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Jackson Co., OR
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Section number Additional Documentation Page 28

Figure 1: General Location Map, subject property marked with arrow.



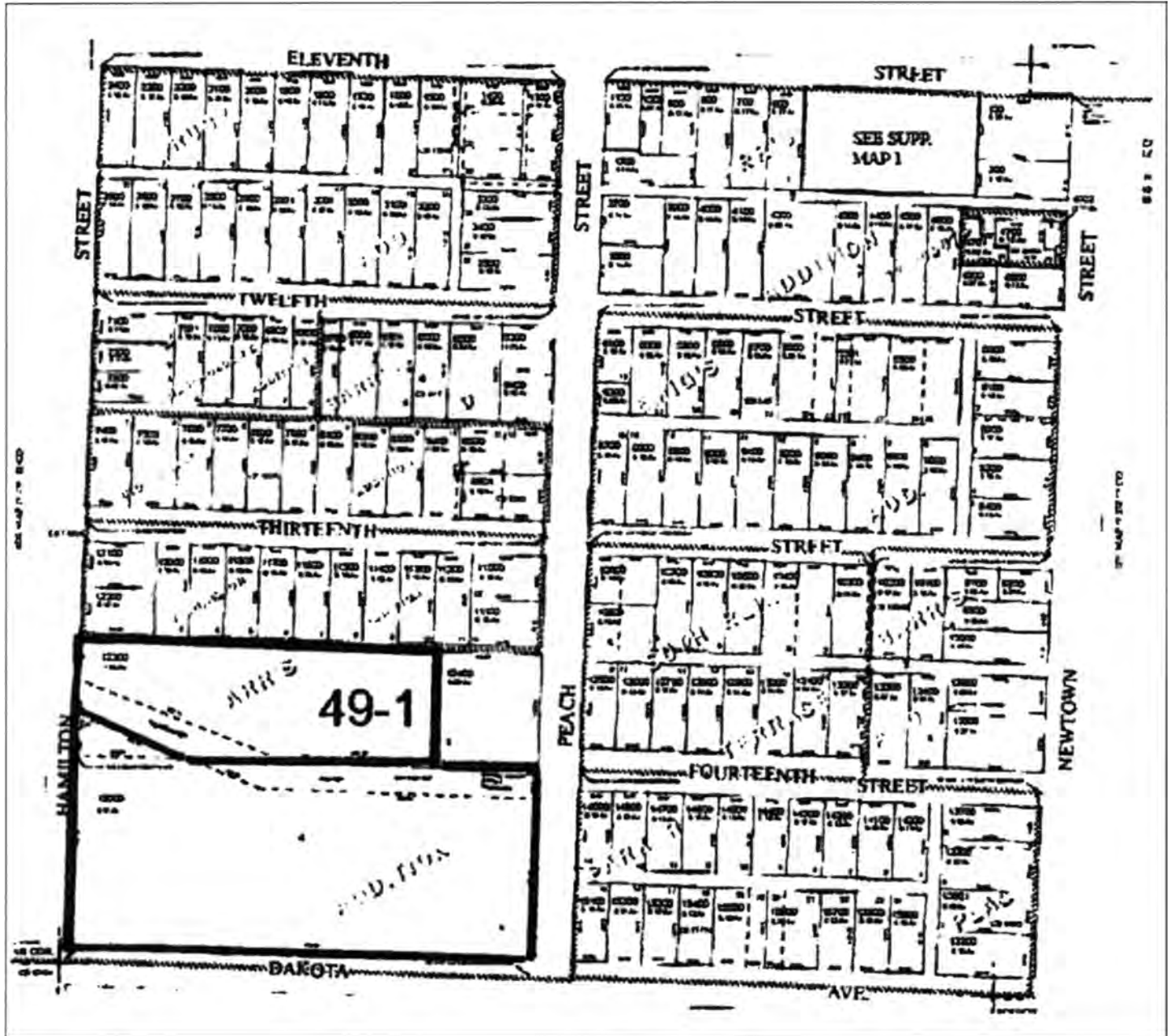
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School
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Jackson Co., OR
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N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 29

Figure 2: Jackson County Tax Assessor Map, subject property and adjoining tax lot marked with black line.



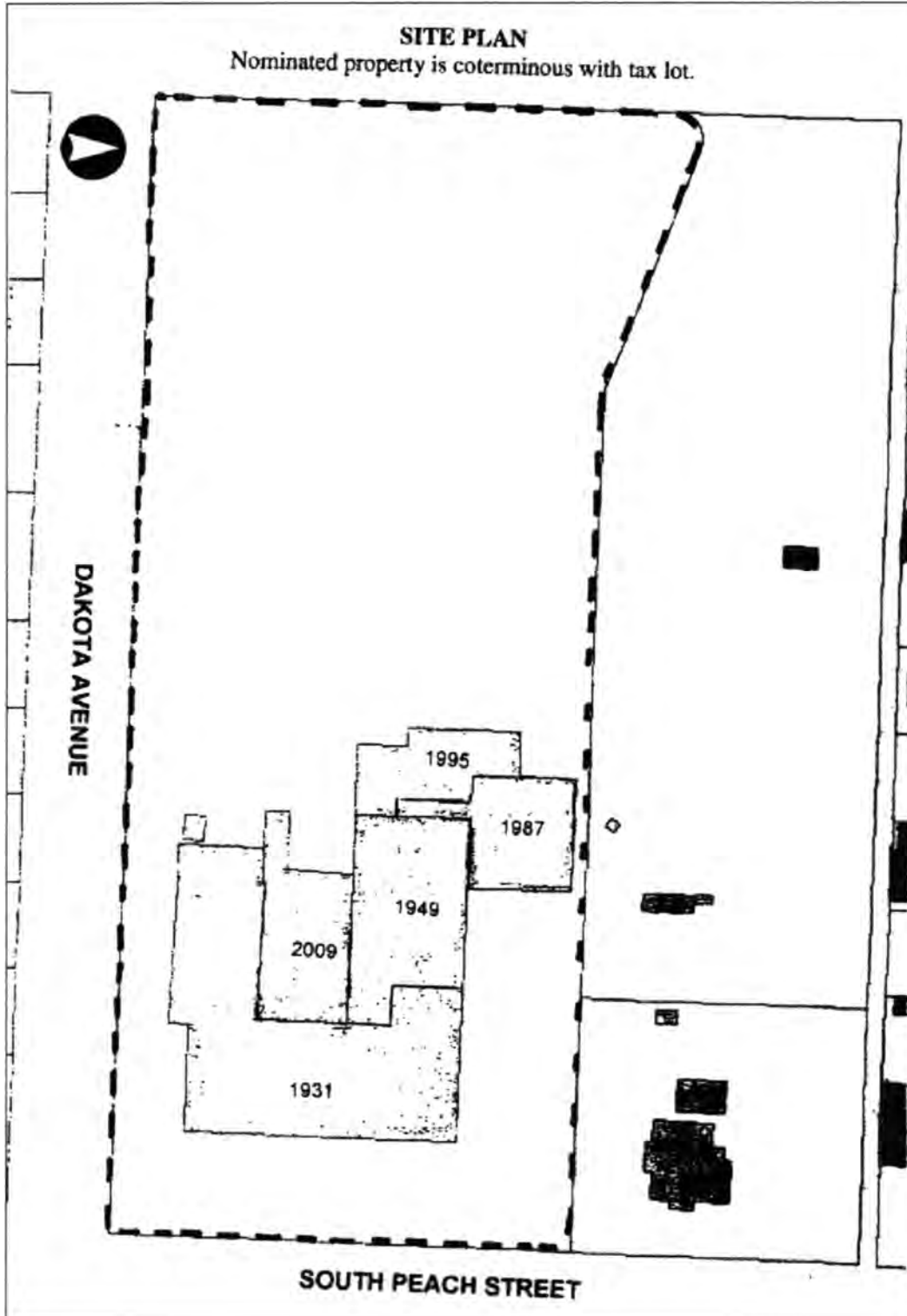
United States Department of the Interior
National Park Service

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Washington Elementary School
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N/A
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Section number Additional Documentation Page 30

Figure 3: Site Map, Nominated area and adjacent parcels and streets shown. Years of additions noted.



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School
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N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 31

Figure 4: Aerial photograph of site.



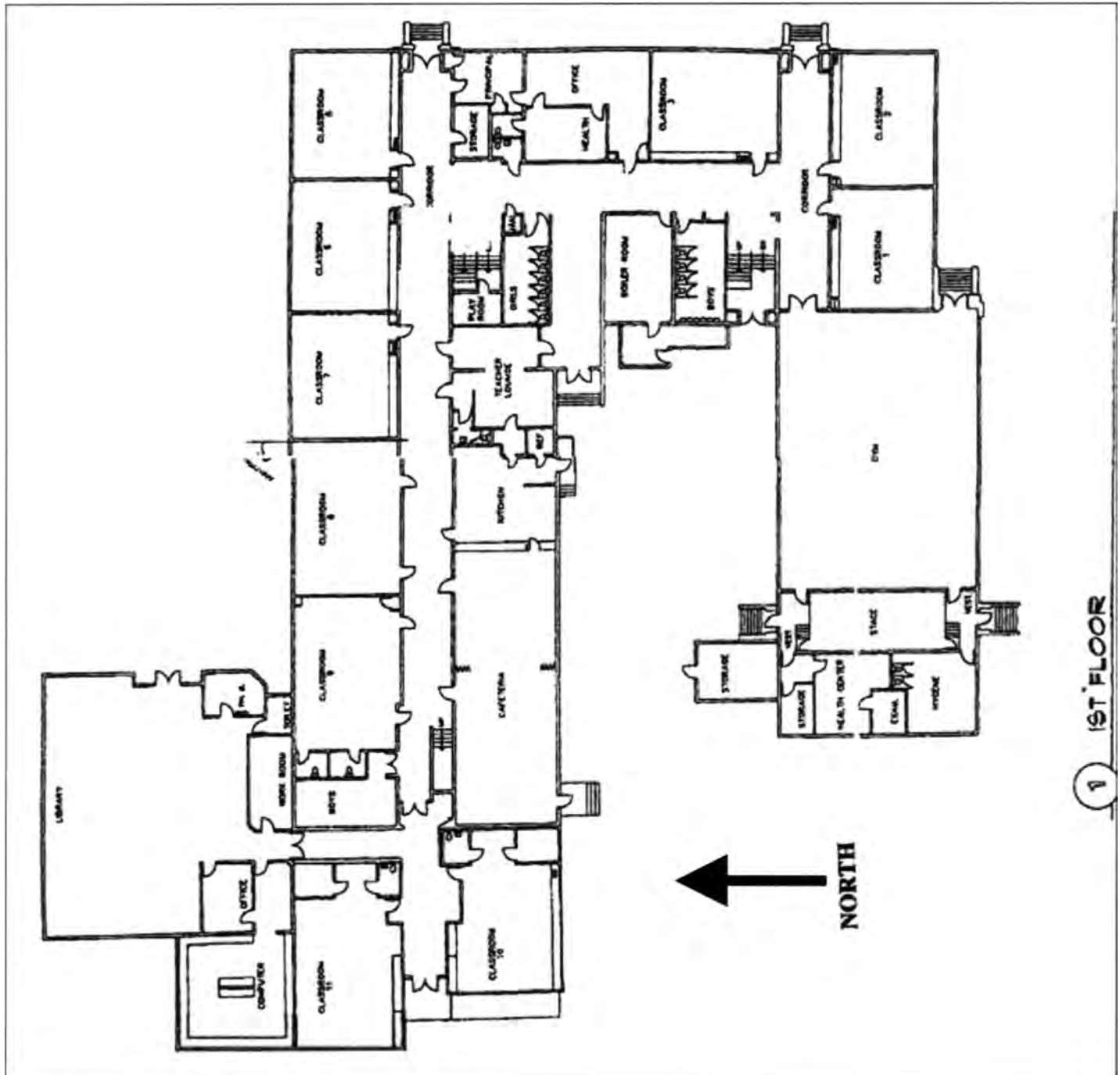
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School
Name of Property
Jackson Co., OR
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 32

Figure 5: Floor Plans, two pages.



1 1ST FLOOR

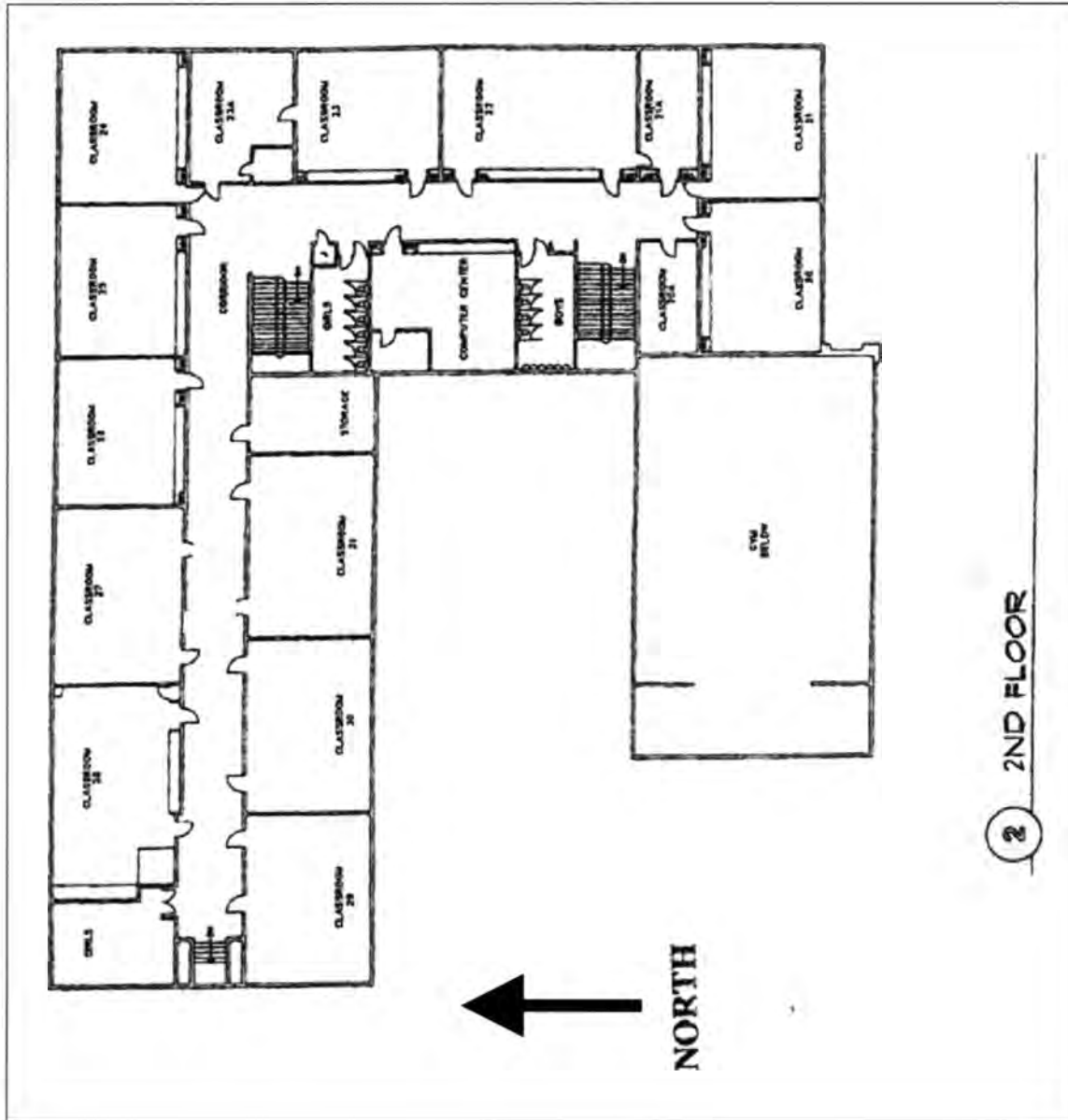
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School
Name of Property
Jackson Co., OR
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 33

Figure 5: Floor Plans, two pages.



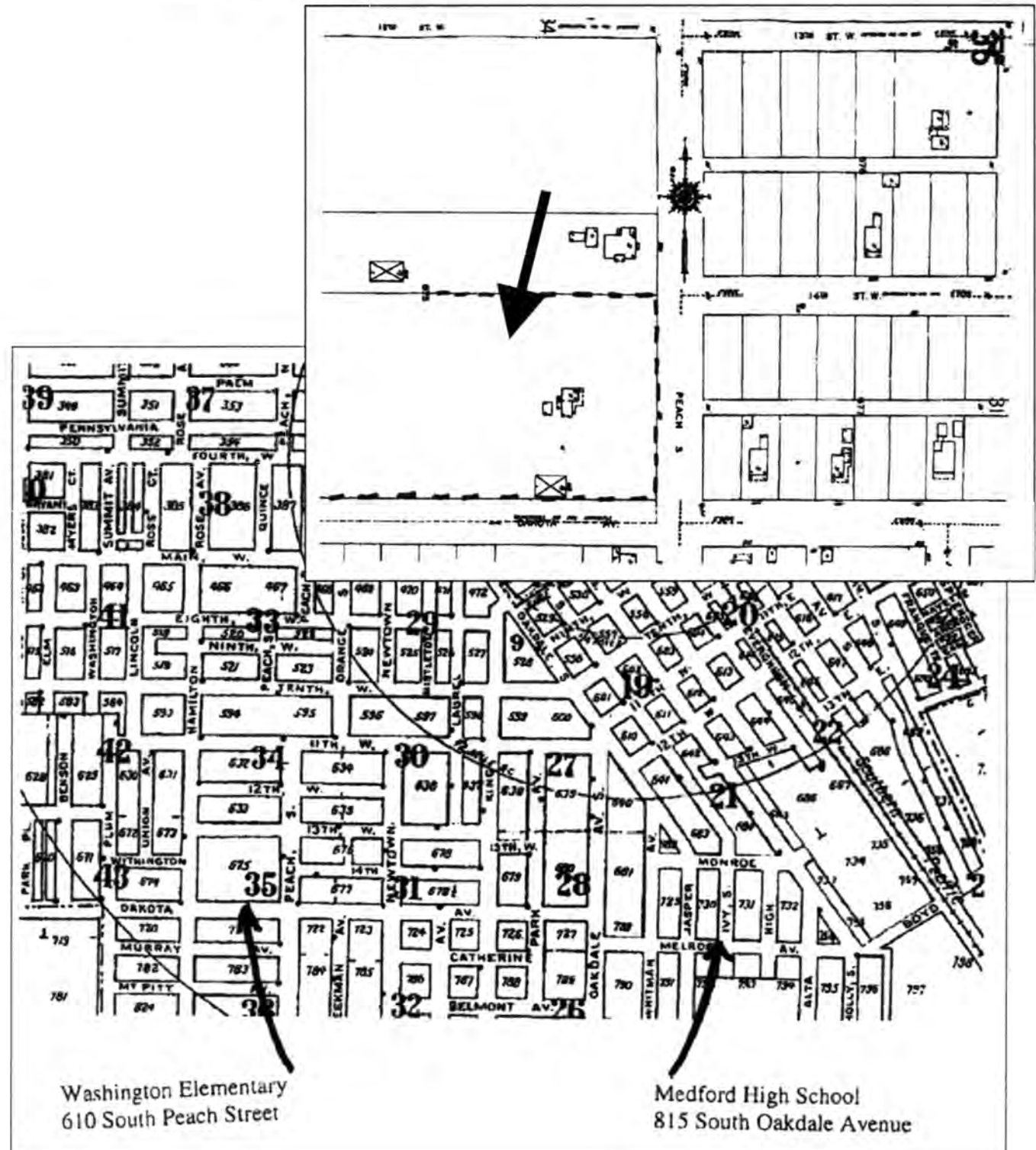
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School
Name of Property
Jackson Co., OR
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 35

Figure 7: 1927 Sanborn Fire Insurance Map detail, inset shows future location of Washington School, marked with arrow.



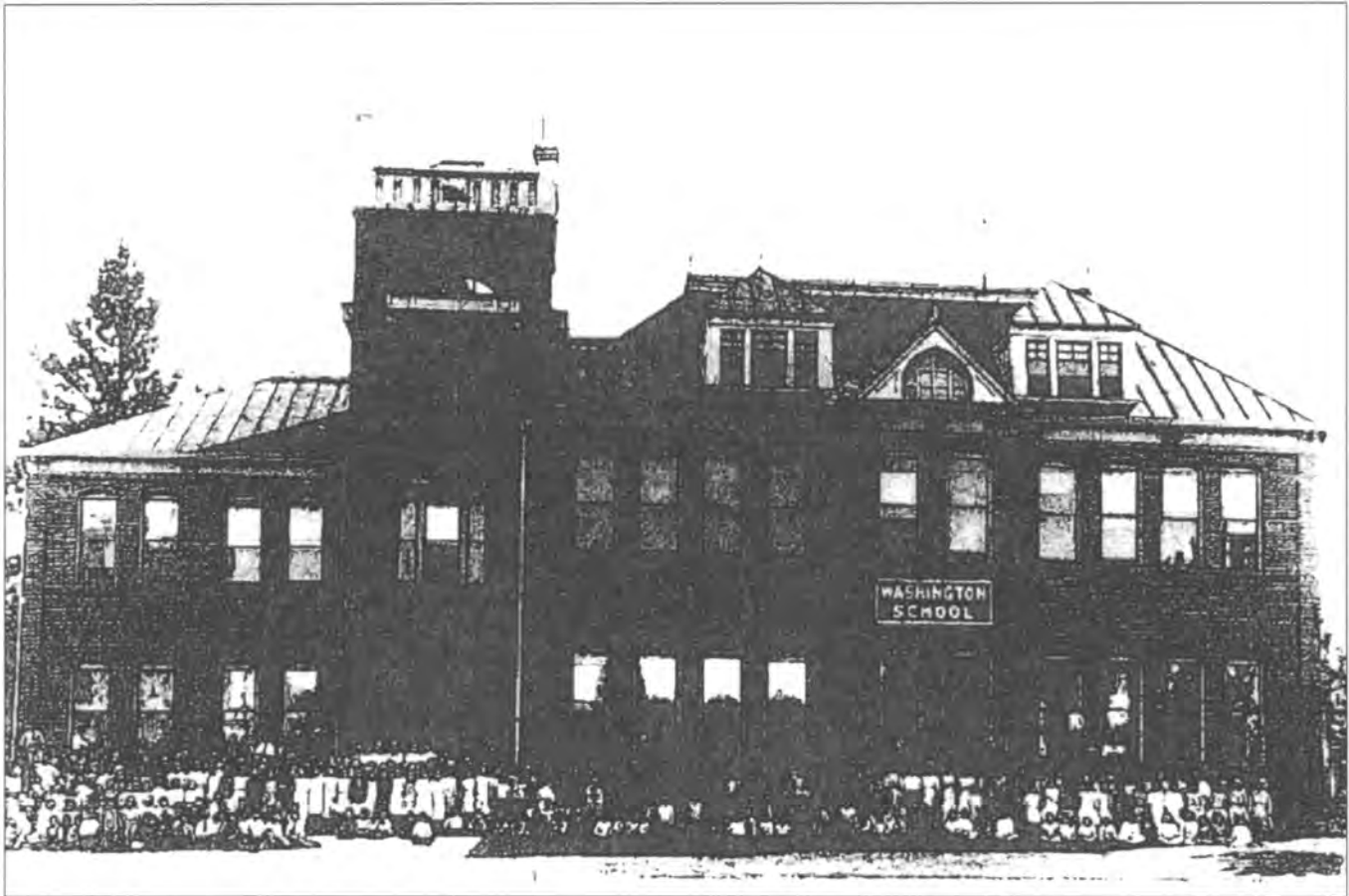
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School
Name of Property
Jackson Co., OR
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N/A
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Figure 8: Historic Photo, original Washington School, 1920. Courtesy of the Southern Oregon Historical Society (SOHS #8662).



United States Department of the Interior
National Park Service

Washington Elementary School

Name of Property

Jackson Co., OR

County and State

N/A

Name of multiple listing (if applicable)

National Register of Historic Places Continuation Sheet

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Figure 9: Historic Photograph, Third Graders in their classroom, Washington Elementary School, 1967, located in school display case.



United States Department of the Interior
National Park Service

Washington Elementary School

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Jackson Co., OR

County and State

N/A

Name of multiple listing (if applicable)

National Register of Historic Places Continuation Sheet

Section number Additional Documentation Page 38

Figure 10: Newspaper Clipping, "Students Cleaning Up Historic Bell," *Medford Mail Tribune*, 24 September 1974, B1, two pages.



WASHINGTON SCHOOL — Removing the literal grime of age from the original school bell used for Medford's first Washington School from 1896 to 1931, are members of the present Washington School's fourth grade. Students on the bell, starting from left, reaching to polish the bottom of the bell, are Laurie Gaultney, Pat Ralph, Billie Golich (at top) and Karen Bourdeaux. (MT photo by Larry Holman)

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School

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N/A

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Section number Additional Documentation Page 39

Figure 10: Newspaper Clipping, "Students Cleaning Up Historic Bell," *Medford Mail Tribune*, 24 September 1974, B1, two pages.

Students Cleaning Up Historic Bell

By MARY ANN CAMPBELL

Mail Tribune Staff Writer

The big bell that stands in front of Washington Elementary School as a memorial to the original Washington School in Medford got a big surprise last Friday.

For the first time in at least 52 years, the bell's original brass color was brought to the surface as members of the fourth grade and their teachers Ruth Gorely, Art Sidras and Gale Hofferl, went to work to begin cleaning the accumulated tarnish and stains of more than half a century.

The Medford school system began in 1883 with a one room wooden building on South Central Street, near the present Montgomery Ward's Store.

Between 1884 and 1891, a larger frame building called West School was used.

Then, after West School was moved to a new location, a new structure replaced it, until the present school burned in 1895.

A third school building replaced the burned structure.

This brick building, the original Washington School, on the corner of Main and Laurel Streets, was adorned with a huge shiny new brass bell to ring in each new school day.

The Washington School and bell served Medford from 1896 to 1931. The school was torn down and the land sold to Jackson County for a new court house.

What was to become of the now aging brass bell that was somewhat less shiny after 36 years of service?

School enrollment was light at that time and Medford schools were overflowing with pupils.

Supt. E. H. Hedrick, along with the school board, offered a bond proposal for construction of a new \$205,000 high school and a \$73,000 elementary school. The bond issue was passed and the two modern schools were completed in 1931.

The new elementary school

was named after Washington School and the faithful old bell was placed on a cement pedestal to commemorate the new school's namesake.

When the teachers and pupils started to work on the old bell, they discovered that layers of tarnish had accumulated and that scrubbing it off will be a lengthy job.

This may be the first time the bell has been cleaned since 1896. John Stille, school superintendent for 19 years, remembers his own grade school days back in 1922, when he went to classes by the sound of this bell, when it was still on top of the original Washington School. He says he cannot recall that the bell ever was polished.

Alice Webb, who has taught at Washington for the past 21 years, says the old chime has never been polished in that time, and Ron Weatherford, Washington prin-

icipal for 15 years, affirmed that it had not been cleaned in his time at the school.

Hofferl, who came to teach in Medford this fall after six years of teaching in Alaska, comments that his first reaction at the sight of Washington Elementary School concerned the lack of polish on the bell.

He figures that if each fourth grader scrubs the bell for about three minutes a day, the surface will be shiny, perhaps before the fall rains.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Washington Elementary School
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N/A
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Figure 11: Historic Photo, "Worlds Largest Kindergarten Kazoo Band," Washington School, 1776-1979," courtesy of the Southern Oregon Historical Society.



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Washington Elementary School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: OREGON, Jackson

DATE RECEIVED: 9/14/12 DATE OF PENDING LIST: 10/15/12
DATE OF 16TH DAY: 10/30/12 DATE OF 45TH DAY: 10/31/12
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 12000899

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 10.31.12 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in
The National Register
of
Historic Places

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



WASHINGTON SCHOOL

Washington Elementary School
Medford, Jackson Co., OR
Photo 1 of 19

<30> 08/03/12

0084247 0084247 01-030

WASHINGTON SCHOOL



Washington Elementary School
Medford, Jackson Co., OR
Photo 2 of 19

<12> 08/03/12

0084247 0084247 02_012



Washington Elementary School
Medford, Jackson Co., OR
Photo 3 of 19

0084247 0084247 03_013

<13> 08/03/12



Washington Elementary School
Medford, Jackson Co., OR
Photo 4 of 19

<14> 08/03/12

0084247 0084247 04_014



Washington Elementary School
Medford, Jackson Co., OR
Photo 5 of 19

<15> 08/03/12

0084247 0084247 05_015



Washington Elementary School
Medford, Jackson Co., OR
Photo 6 of 19

<16> 08/03/12

0084247 0084247 06-016



Washington Elementary School
Medford, Jackson Co., OR
Photo 7 of 19

<17> 08/03/12

0084247 0084247 07-017



Washington Elementary School
Medford, Jackson Co., OR

Photo 8 of 19



Washington Elementary School
Medford, Jackson Co., OR
Photo 9 of 19



Washington Elementary School
Medford, Jackson Co., OR

Photo 10 of 19

277 08:02/12

0084247 0084247 IMG_0058 near southern +



Washington Elementary School
Medford, Jackson Co., OR
Photo 11 of 19



Washington Elementary School
Medford, Jackson Co, OR

Photo 12 of 19



RECEPTION

PRINCIPAL AWARD

Washington Elementary School
Medford, Jackson Co., OR
Photo 13 of 19

(18) 08/03/12

0084247 0084247 08.018



Washington Elementary School
Medford, Jackson Co., OR
Photo 14 of 19

<19> 06/03/19

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Washington Elementary School
Medford, Jackson Co., OR
Photo 15 of 19

<20> 08/03/12

0084247 0084247 10-020



Washington Elementary School
Medford, Jackson Co., OR
Photo 16 of 19

<21> 08/03/12

0084247 0084247 11-021



Washington Elementary School
Medford, Jackson Co., OR
Photo 17 of 19



Washington Elementary School
Medford, Jackson Co., OR

Photo 18 of 19

<23> 08/03/12

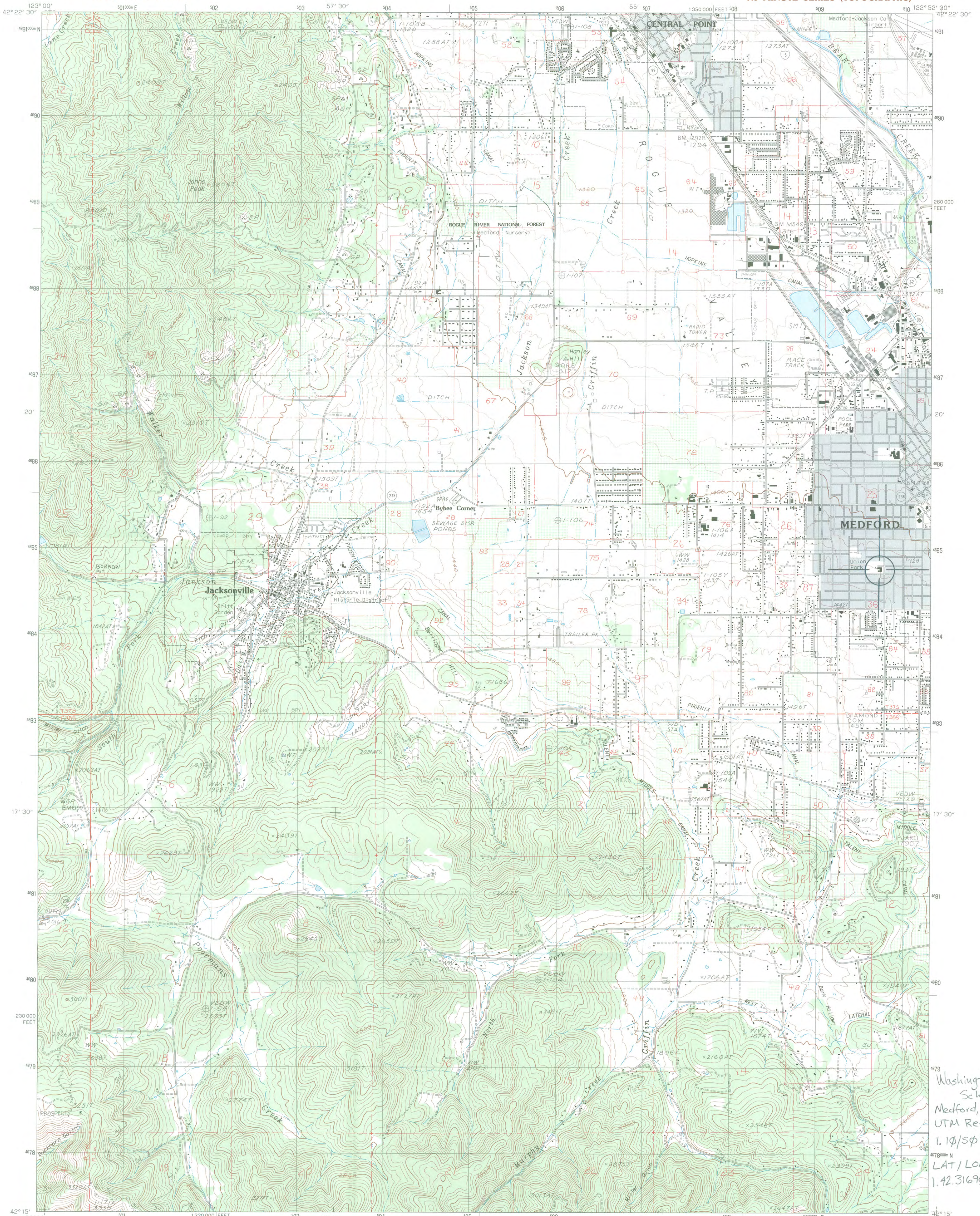
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Washington Elementary School
Medford, Jackson Co., OR
Photo 19 of 19

<24> 08/03/12

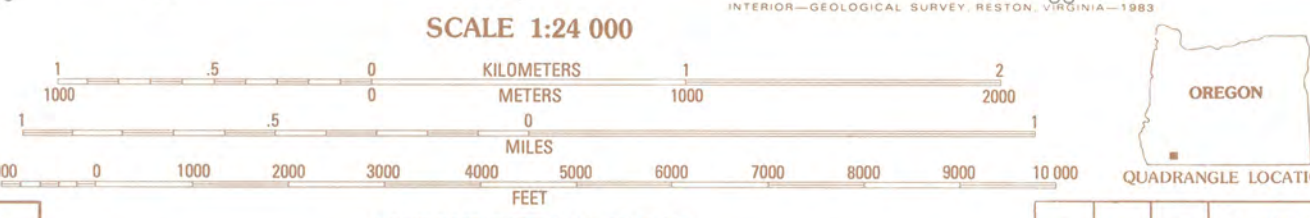
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Washington Elementary
School
Medford, Jackson Co, OR
UTM Reference
1. 10/5p9619/4684969
LAT / LONG Reference
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PRODUCED BY THE UNITED STATES GEOLOGICAL SURVEY
CONTROL BY U.S.G.S. NOS/NOAA
COMPILED FROM AERIAL PHOTOGRAPHS TAKEN 1976
FIELD CHECKED 1978 MAP EDITED 1983
PROJECTION LAMBERT CONFORMAL CONIC
GRID: 1000-METER UNIVERSAL TRANSVERSE MERCATOR, ZONE 10
10,000-FOOT STATE GRID TICS OREGON, SOUTH ZONE
UTM GRID DECLINATION 093° EAST
1980 MAGNETIC NORTH DECLINATION 18°30' EAST
VERTICAL DATUM: NATIONAL GEODETIC DATUM OF 1929
HORIZONTAL DATUM 1927 NORTH AMERICAN DATUM
To place on the predicted North American Datum of 1983,
move the projection lines as shown by dashed corner ticks
(20 meters north 95 meters east.)
There may be private inholdings within the boundaries of any
Federal and State Reservations shown on this map
Gray tint indicates area in which selected buildings are shown

PROVISIONAL MAP
Produced from original
manuscript drawings. Informa-
tion shown as of date of
field check.



SCALE 1:24 000
CONTOUR INTERVAL 40 FEET
SUPPLEMENTARY CONTOUR INTERVAL 10 FEET
To convert meters to feet multiply by 3.2808
To convert feet to meters multiply 0.3048

1	2	3
4	5	6
7	8	

ROAD LEGEND
Improved Road
Unimproved Road
Trail
Interstate Route U.S. Route State Route

MEDFORD WEST, OREG.
PROVISIONAL EDITION 1983



Oregon

John A. Kitzhaber, MD, Governor

Parks and Recreation Department

State Historic Preservation Office

725 Summer St NE, Ste C

Salem, OR 97301-1266

(503) 986-0671

Fax (503) 986-0793

www.oregonheritage.org



September 10, 2012

Ms. Carol Shull
National Register of Historic Places
USDOI National Park Service - Cultural Resources
1201 "Eye" Street NW, 8th Floor
Washington, D.C. 20005

Re: National Register Nominations

Dear Ms. Shull:

At the recommendation of the Oregon State Advisory Committee on Historic Preservation, I hereby nominate the following historic properties to the National Register of Historic Places.

WASHINGTON ELEMENTARY SCHOOL
610 S PEACH ST
MEDFORD, JACKSON COUNTY

ROSE CITY GOLF CLUBHOUSE
2200 NE 71ST AVE
PORTLAND, MULTNOMAH COUNTY

SENGSTAKE BUILDING
310 NW BROADWAY
PORTLAND, MULTNOMAH COUNTY

**SPOKANE, PORTLAND & SEATTLE RAILWAY STEAM LOCOMOTIVE
(AMENDMENT)**
1945 SE WATER STREET
PORTLAND, MULTNOMAH COUNTY

We appreciate your consideration of these nominations. If questions arise, please contact National Register and Survey Coordinators Ian Johnson at (503) 986-0678, or Diana Painter at (503) 986-0668.

Sincerely,

for Roger Roper
Deputy State Historic Preservation

Encl.