

United States Department of the Interior
National Park Service

RECEIVED

JUN 5 1987

National Register of Historic Places
Registration Form

NATIONAL
REGISTER

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

1. Name of Property

historic name Wollochet/Point Fosdick School
other names/site number _____

2. Location

street & number 3409 East Bay Drive N.W. not for publication
city, town Gig Harbor vicinity
state Washington code 053 county Pierce code 053 zip code 98335

3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	Contributing	Noncontributing
<input type="checkbox"/> public-local	<input type="checkbox"/> district	<u>2</u>	_____ buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	_____	_____ sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	_____	_____ structures
	<input type="checkbox"/> object	<u>2</u>	_____ objects
			<u>0</u> Total

Name of related multiple property listing:
Rural Public School Buildings in
Washington State

Number of contributing resources previously listed in the National Register 0

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.

[Signature] OSUPO 5-20-87
Signature of certifying official Date
State Office of Archaeology and Historic Preservation
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

5. National Park Service Certification

I, hereby, certify that this property is:

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

[Signature] Entered in the National Register 7-15-87

[Signature] Signature of the Keeper Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)

Education: School

Current Functions (enter categories from instructions)

Domestic: single dwelling

7. Description

Architectural Classification
(enter categories from instructions)school: other: side gable vernacularshelter: other: Rustic style

Materials (enter categories from instructions)

foundation school: concrete/shelter: concrete
walls school: weatherboard/shelter: stone

roof school: asbestos shingle/shelter: woodother shingle

Describe present and historic physical appearance.

The Wollochet/Point Fosdick School is a two room wood frame schoolhouse located near the southern end of the Gig Harbor peninsula in Pierce County, Washington. Constructed in 1928, the unaltered school is located in an original rural setting, surrounded by forests, small working farms, and some new buildings. The log and stone play shelter located to the rear of the school building was constructed in the 1930s as a Work Progress Administration project. The school and shelter retain good integrity of form, scale, materials, and fabric, and reflect the historical character of public schools constructed in the era before consolidation.

The single story, wood frame building is rectangular in plan and is sided with tongue and groove siding with corner boards. The structure has a gable roof covered with composition shingles and a small front slope chimney. The basement and foundation are concrete. Both gable ends have true arch wooden louvered vents. The front (west) windows are arranged in groups of three six-over-six double-hung sash. The same arrangement is repeated on the rear (east) of the building. In both instances, the window groups flank a central entry. The basement windows are six light fixed sash. The north and south side walls have no windows, although a wooden paneled door leads to the basement on the north side. The glazed panel of the door has been covered with plywood.

Thirteen concrete steps lead to the projecting central entry portico. The enclosed portico has a gable roof with returned eaves, true arched opening and a true arch wooden louvered vent in the gable end. Pipe railings line the steps. The wooden paneled double doors are flanked by three pane fixed sidelights and a half round transom with radiating mullions. The rear entry has a shed roof with wood post supports and a panelled door. The interior of the school consists of one large room which can be divided into two rooms (with a central hall) through the use of original wood folding doors. A small kitchen is located in the northeast corner.

On the southeast corner of the property is an open sided play shelter. The shelter is rectangular in shape and is built of log construction and stone retaining walls with a wood shingled gable roof. The corner supports are stepped and built of stone. The remaining supports are log on stone piers. Adjacent to this building to the north is a playground which is now overgrown. Other informal landscape features include fir and laurel trees. The original wood flag pole is in the front yard.

The only noticeable exterior alteration to the building or play shelter is the plywood which covers four of the rear windows and the north end door to the basement of the schoolhouse. The school building is in fair condition with the most notable deterioration at the front entry. The present owner has begun rehabilitation and intends to retain as many of the original features as possible.

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)
Education

Period of Significance
c. 1928 - 1936

Significant Dates
n/a

Cultural Affiliation
n/a

Significant Person
n/a

Architect/Builder
Works Progress Administration (shelter)

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

The Wollochet/Point Fosdick School is significantly associated with the history of public education in rural Pierce County and illustrates both the last phase of rural school expansion before consolidation and the pivotal role of small schools in rural community life. Constructed in 1928, with a play shelter built a few years later and financed by the WPA, the school is the only remaining school building in the area and the only extant building associated with the early settlement of the Wollochet/Point Fosdick communities.

Historical Background: Like other counties in the Puget Sound region, Pierce County was settled in the mid and late 19th century by Americans from more eastern states and by European immigrants attracted by the area's vast forests, rich mineral deposits, fertile farmland, and saltwater harbors. Given these physical features, it is not surprising that the economy was dominated by extractive industries--principally logging but also mining, fishing, and farming. Even in the 1930s, when other industries (notably manufacturing) had developed in urban areas, the county's rural economy was fueled by the products of its forests, fields, and the Sound.

This economic base led to the creation of widely scattered rural communities (usually unincorporated) close to natural resources but often inaccessible to urban areas except by difficult water or overland transportation. While Tacoma had a diversified economy based on heavy industry, trade, and transportation, the sparsely settled rural areas were independent and isolated communities characterized by a single economic mainstay.

Without exception, each of these small rural communities established a school district shortly after the first settlers arrived. As elsewhere in the state, the creation of a district and the construction of school buildings signalled the formation of a community and reflected a belief in both the importance of universal education and the permanence of the community itself. The school buildings were often the first and sometimes the only public structures in the area, and thus served as social and cultural centers as well as centers of education. The typical schoolhouse served all school age children in the area and often doubled as a meeting place for their parents. Between 1853, when Washington became a territory, and the 1940s, when rural school consolidation resulted in the construction of larger schools serving several communities, the small community schoolhouses were the primary public structures on the Pierce County rural landscape and today they often are the only surviving evidence of the once thriving rural communities that dotted the county.

9. Major Bibliographical References

Along the Waterfront: A History of the Gig Harbor and Key Peninsula Areas, Gig Harbor, 1974-75.
Auditor's Annual Exhibit, Pierce County, Bell Press, Tacoma, 1910.
Information provided by Gladys Para, Director, Peninsula Historical Society, P.O. Box 744, Gig Harbor, Washington.

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 # _____

See continuation sheet

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository:

Pierce County Dept. of Planning & Development, Tacoma, Washington

10. Geographical Data

Acreeage of property less than one

UTM References

A

1	0	5	3	1	5	4	0
---	---	---	---	---	---	---	---

5	2	3	4	9	0	0
---	---	---	---	---	---	---

Zone Easting Northing

C

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

B

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

Zone Easting Northing

D

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

Quadrangle name: Gig Harbor
Quadrangle scale: 1:24,000

See continuation sheet

Verbal Boundary Description

The Wollochet/Point Fosdick School is located in Section 32, Township 21 North, Range 2 East, on the east side of 34th Avenue N.W. at Wollochet and is legally described as Parcel No. 02-21-32-2-043.

See continuation sheet

Boundary Justification

The boundary includes the entire parcel that has historically been associated with the property.

See continuation sheet

11. Form Prepared By

name/title	Caroline Gallacci, Preservation Planner	(Edited by L. Garfield, OAHF)
organization	Pierce County Planning Division	date December 20, 1986
street & number	2401 S. 35th St.	telephone 206/591-7172
city or town	Tacoma	state WA zip code 98409

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number 8 Page 2

Pierce County's rural schoolhouse construction reflected three general periods of development. Shortly after initial settlement, a one-room log or frame schoolhouse was constructed on land usually donated by an early homesteader. As the community grew, two or four room frame schoolhouses were constructed, indicating increased community stability, the growth of the school age population, and the expansion of the school curriculum. Schools built between statehood (1889) and World War I often reflect this second period of growth and expansion. A third phase of growth is reflected in buildings constructed after World War I, when many frame buildings were replaced by larger brick structures and ancillary structures--including gymnasiums and play shelters--were constructed adjacent to the schoolhouse. This period, which lasted through the 1930s, included structures built by the federal Works Progress Administration during the Great Depression. This third period ended by 1940 when the last WPA projects were constructed and the move toward full-scale rural school consolidation was well underway.

Settlement on the western shore of the Gig Harbor peninsula began in the 1870s and ultimately seven communities were formed in the vicinity of floating or permanent docks. All seven had their own school district. Because the land was highly forested, logging was the main economic activity during the first years of settlement. This was gradually replaced by diversified farming, primarily fruit production. This rural atmosphere was maintained until the completion of the second Tacoma Narrows bridge in the 1950s when the area gradually changed into a suburban bedroom community for those working on the Pierce County mainland.

In the late 1880s, Point Fosdick and Wollochet Bay were part of a federal military reservation used by local Indian groups. Miles B. Hunt established his claim on Wollochet Bay in 1876. He started a mail delivery service and began to construct steamboats in order to facilitate the hauling of mail, freight, and passengers. As other settlers arrived in the area, diversified farms and logging became the primary economic activities. Point Fosdick was established by Charles L. Berg who, by 1893, had established a floating dock where steamers from the Mosquito Fleet would land to supply settlers. Later, Berg's Landing was developed into a permanent dock and until 1950 was one of the peninsula area's docks for the automobile ferry coming from the Pierce County mainland.

The present Wollochet School evolved out of a district originally formed in 1877 near the M.B. Hunt homestead. In the 1890s, the district was divided with Midway located to the east and Wollochet District No. 71 located to the south of the first Wollochet (Artondale) School. The latter school building was either destroyed or moved or converted into a private home (the evidence is contradictory). The altered home, which has a sign claiming to be the early Wollochet School, is located at the intersection of Stone Drive and Point Fosdick Drive N.W. All traces of this building ever having been a school have been destroyed through alteration.

The district was reorganized in 1928 and the present school was constructed shortly thereafter. This new construction roughly corresponds to the development of the automobile ferry dock at Point Fosdick. In 1940, the Wollochet district was consolidated (with Midway and Artondale) into the new Narrows district.

By 1928, the Wollochet District was closely associated with the Point Fosdick community as well. Little today remains of the community which once served as the major entrance to the Gig Harbor peninsula. The point has been altered to remove any indication

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number 8 Page 3

of the dock or adjacent commercial buildings and new houses have been constructed at the site. The only building besides the school which remains from the early Point Fosdick community is a small wood frame altered church. The school also is one of five which includes a WPA constructed element in Pierce County, built in anticipation of increased population expected to result from the completion of a bridge across the Tacoma Narrows which would connect the waterfront communities with the Pierce County mainland. However, the bridge, completed in 1940, collapsed shortly thereafter. Despite the creation of a consolidated district, the new Wollochet/Point Fosdick communities were not physically tied to the rest of the county until the 1950s.

Methodology: The project of surveying and documenting Pierce County's rural schools was conducted by James Widrig, architect of the Pierce County Landmarks Board, and Caroline Gallacci, Preservation Planner for Pierce County. The nominated schools were drawn from a list of 84 school buildings and associated sites included in the countywide historic sites survey. The project followed federal survey guidelines and the results are filed in the Washington State Inventory of Cultural Resources at the Office of Archaeology and Historic Preservation in Olympia. Each property was physically evaluated to determine its integrity. In addition, traditional research methods were used to place the building in its local historic context as well as to evaluate the property within the statewide context of rural public education.