

United States Department of the Interior  
National Park Service

563015

# 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.



### 1. Name of Property

Historic name: Garland Elementary School

Other names/site number: Site #PU10462

Name of related multiple property listing:

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

### 2. Location

Street & number: 3615 W. 25th Street

City or town: Little Rock State: AR County: Pulaski

Not For Publication:  Vicinity:

### 3. State/Federal Agency Certification

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

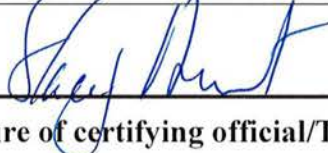
I hereby certify that this X nomination \_\_\_ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

Applicable National Register Criteria:

X A \_\_\_ B \_\_\_ C \_\_\_ D

|                                                                                     |                |
|-------------------------------------------------------------------------------------|----------------|
|  | <u>7-13-18</u> |
| <b>Signature of certifying official/Title:</b>                                      | <b>Date</b>    |
| <u>Arkansas Historic Preservation Program</u>                                       |                |
| <b>State or Federal agency/bureau or Tribal Government</b>                          |                |

|                                                                                         |                                                            |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------|
| In my opinion, the property ___ meets ___ does not meet the National Register criteria. |                                                            |
| <b>Signature of commenting official:</b>                                                | <b>Date</b>                                                |
| _____                                                                                   |                                                            |
| <b>Title :</b>                                                                          | <b>State or Federal agency/bureau or Tribal Government</b> |

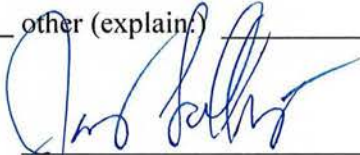
Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

**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) \_\_\_\_\_



Signature of the Keeper

10-16-2018

Date of Action

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

**Category of Property**

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

**Number of Resources within Property**

(Do not include previously listed resources in the count)

| Contributing      | Noncontributing   |            |
|-------------------|-------------------|------------|
| <u>1</u>          | <u>          </u> | buildings  |
| <u>          </u> | <u>          </u> | sites      |
| <u>          </u> | <u>          </u> | structures |
| <u>          </u> | <u>          </u> | objects    |
| <u>1</u>          | <u>          </u> | Total      |

Number of contributing resources previously listed in the National Register           

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION/ school

**Current Functions**

(Enter categories from instructions.)

WORK IN PROGRESS

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY REVIVALS

Classical Revival \_\_\_\_\_

Collegiate Gothic \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: Concrete, brick, \_\_\_\_\_

### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

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### Summary Paragraph

Garland Elementary School, located at 3615 W. 25th Street, was constructed in 1924, with additions constructed in 1938 and the 1950s. The two-story brick building occupies a large lot in a residential area southwest of downtown Little Rock. It housed a school for the Little Rock School District until 2001. The school retains many original features, such as Classical ornament on the exterior and interior features such as corridor and classroom layout and millwork, and is highly legible as a school; therefore, it retains its integrity.

The period of significance for Garland Elementary School spans from 1924, the year it opened as a school for white students, to 1973, when the school was fully integrated.

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

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## Narrative Description

### Setting:

Garland Elementary is located in a primarily-residential neighborhood southwest of downtown Little Rock. Single-family residential buildings dominate the surrounding neighborhood.

### Site:

Garland Elementary School occupies a 2.9-acre lot. The primary elevation faces north toward W 24th St. Paved parking lots line the front (north) and west elevations, extending to the northwest corner of the lot. An open field occupies the northeast corner of the lot. A paved play area is located to the east of the building. A chain-link fence and concrete retaining walls line the perimeter of the property.

### Structure:

The building is of load bearing brick masonry construction with a concrete structural and foundation system.

### Exterior:

The 1924 section of the building is a square-shaped, two-story brick structure with Collegiate Gothic ornament. Common bond red brick forms exterior walls of the building. Stone forms masonry ornament at the parapet, window sills, above now-obscured original entrances, and at the tops of brick piers that divide structural bays. Basketweave brick is located at the parapet and soldier courses span the tops of the window openings. There is no decorative brickwork or masonry on the 1938 or 1954 additions. The 1938 cafeteria flanks off the southeast corner of the original building, while the 1954 classroom additions occupy the northeast and northwest corners.

The original primary entrances on the north elevation are obscured by the 1954 classroom additions. The original entrances are protruding masonry structures with basketweave pattern brick and masonry ornament. A soldier course archway led to paired, multi-light doors with multi-light transoms and sidelights. The 1924 doors are no longer extant, but the original masonry entry system and arches remain, partially obscured by the 1954 classroom additions. These archways are visible on the interior of the building.

A combination of paired and single metal slab doors, some with single-light transoms, enter into the south stair hall, the cafeteria at the southwest and northeast corners, the 1954 additions at either end of the corridors, and at the east stair tower. These may be original to the 1954 addition and renovation.

1950s aluminum-frame windows fill all openings on both the additions and the 1924 building. These aluminum-frame windows have translucent, fiberglass panels in the upper  $\frac{3}{4}$  while the bottom  $\frac{1}{4}$  of the window is a single, awning-type sash. On the interior of the translucent panels, an aluminum faux muntin grid simulates divided lights. This faux muntin grid is not visible from

Garland Elementary School

Name of Property

Pulaski, Arkansas

County and State

the exterior. Originally, the 1924 building had multi-light, hung wood windows, which were replaced in the 1950s when the classroom addition was made. In historic plans, 1924 windows are a combination of 4-over-4 and 6-over-6 hung wood windows and 15-light windows with 6-light hopper sashes

#### Interior:

A double-loaded corridor organizes the interior on both floors, lined by classrooms, offices, and utilitarian spaces. Finishes in the 1924 corridors include plaster walls, carpeted floors, and dropped acoustical ceilings. Wood chair rails, door frames, and baseboards remain throughout the corridors. The historic, 1924 corridor is H-shaped with two corridors running north-south, connecting the front and rear entrances, flanking the auditorium. Another section of corridor runs east-west, abutting the north side of the original auditorium (now offices). Shorter corridors at the south ends of the two north-south corridors led to separate girls' and boys' entrances on the east and west elevations respectively. When the school was added onto and remodeled in the 1950s, two short corridors were added at the north end of the building, connecting to the four new classrooms. An auditorium was originally centered within the 1924 building, with a balcony at the second floor. In the 1950s renovation, an intermediate floor was added with offices and classrooms partitioned within the auditorium. Walls are a combination of CMU and stud.

Finishes in the 1924 classrooms include wood transoms above doors, plaster walls and ceilings, carpet or VCT floors, millwork around chalkboards and baseboards. Few, if any, 1924 slate boards remain, but many chalkboards, likely from the 1950s remain within either 1924 wood frames or in 1950s metal frames. Built-in cabinets from the 1950s renovation are present under the windows in most classrooms. Finishes in the 1954 classrooms include painted CMU walls, carpeted floors, and dropped grid ceilings.

The cafeteria addition at the southeast corner of the 1924 building was added in 1938. It consists of a large, open cafeteria with a kitchen attached to the west side. Four stairs provide vertical circulation within Garland Elementary School. The two open central stairs are original to the 1924 building with curved plaster ceilings and skylights. Two additional fire-rated stairs were added in the 1950s. The 1950s stair towers were added to the south end of the east elevation and the west end of the rear (south) elevation.

#### Alterations:

The original portion of Garland Elementary School was completed in 1924. The cafeteria addition was added in 1938. Two classrooms and stairs were added in 1954 within the period of significance for the building. The entire interior was renovated in the 1950s, though finishes remain from 1924 in the original building alongside later, 1950s finishes. Some finishes were altered post-1950s, including stud walls, faux wood paneling, and dropped grid ceilings.

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

## 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.)

- 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

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

**Areas of Significance**

(Enter categories from instructions.)

EDUCATION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1924-1973

\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1924, 1938, 1954, 1973

\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

Sanders, Theodore M., architect

Ginocchio, Frank, architect

Wanger, Harry, architect (1950s)

**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)



Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

Garland Elementary School is significant at the local level under Criterion A for Education. Purpose-built by the Little Rock School District in 1924 to replace the smaller, wood-frame building formerly occupying the site, the building served as a school until 2001, after which it was used for administrative purposes for the Little Rock School District. As a neighborhood elementary school (for whites), the building reflects the social and demographic change of the surrounding neighborhood. The school was constructed in 1924 to replace the previous facility that burned. The previous school was in poor condition, resulting in repeated pleas from patrons to the school district to replace the building.

The continued use of the school over time resulted in several additions, each of which reflect architectural trends in educational buildings as a result of changing theories. The original 1924 building contains Classical elements, used widely in schools at the time to translate the importance of education. The four classroom additions abutting the primary elevation are International style in their design, reflecting the utilitarian approach to school design in the 1950s. The simple additions, with key defining characteristics such as wide bands of windows and inexpensive material, are a stark contrast to the collegiate, Classical design of the original building.

The Little Rock School District sold the building in 2017 and it will be rehabilitated for continued use as a school by 2018.

The period of significance for Garland Elementary School spans from 1924, the year it opened, to 1967, in accordance with National Register guidelines.

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

#### History of the Building

Prior to the construction of the subject building, the site housed a smaller, wood-frame school, called the Joyner School, that was constructed in 1879 on the private property of W.J. Joyner, the president of the School Board of School District No. 17 (Pulaski County). At the time of its construction, the area was outside the city limits of Little Rock. The wood-frame school, which saw several additions over time, was destroyed by fire in 1923. The subject Garland Elementary School was completed in the winter of 1924, with classes commencing inside the building that February. The building received a cafeteria addition in 1938, and classroom and stair tower additions in the 1950s. The auditorium was subdivided sometime in the 1950s. The interior also underwent a remodeling campaign in the 1970s. The building continued to function as a school into the 21st century, closing in 2001.

#### The Growth of Little Rock in the 20th Century

As is the case with countless cities throughout the United States, the railroad created monumental change in Little Rock in the late 19th-century. The railroad increased industry and brought new residents to the city, creating a building boom that resulted in more than sixty

Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

additions being platted by 1900 (most of which were to the west and south of downtown).<sup>1</sup> The nearly 40,000 residents at the turn of the century enjoyed modern city improvements such as streetcars, water and sewer systems, electricity, telephones, and paved streets.<sup>2</sup>

The streetcar system enabled Little Rock to expand, primarily to the west and south, encouraging residential development in points further afield from the capital. By the end of the 19th century, streetcars were carrying passengers as far south as 25th Street and as far west as Valentine Street, accessing the neighborhood surrounding Garland Elementary School. Prior to the arrival of the streetcar, the area contained open land and industrial sites, placed in close proximity to an arm of the railroad that passed through south of today's Asher Avenue. Organizers of the streetcar system owned a large amount of land west of downtown Little Rock, hence the streetcar route selection. Landowners began subdividing that land into building lots which were offered for sale by the "West End Land and Improvement Company."<sup>3</sup> The formerly undeveloped land surrounding the Joyner School (later Garland Elementary School) became the R.C. Butler's Addition, Wayman's Addition, and Gallagher's Addition by 1913.<sup>4</sup> Pulaski Heights, an early 20th century streetcar suburb, was annexed in 1916, continuing Little Rock's trend of growing westward and southward by annexing adjacent land, pushing city limit boundaries further from the central core.

In the 1920s, downtown Little Rock saw the arrival of high-rise commercial buildings thanks to new technologies in building construction. Though the Great Depression ended the construction of these tall office buildings, the programs of the New Deal created the Museum of Fine Art, the Little Rock Zoo, and Robinson Auditorium. By the late 1930s, residential development had spread further west and south, creating neighborhoods four miles away from downtown. By this time, present-day Asher Avenue had become an automobile thoroughfare leading tourists to points southwest of Little Rock, such as Hot Springs. Asher Avenue was dotted with tourist camps, filling stations, auto repair shops, and other auto-related businesses. Neighborhoods north of Asher were also densely developed by the 1930s.

The 1960s and 1970s saw further expansion to the west, along with a migration of white residents out of the central area of Little Rock, resulting in areas formerly predominantly occupied by whites (such as the neighborhood surrounding Garland Elementary, a school built for whites) to see changing demographics and become primarily African American. This demographic shift, coupled with the integration crisis of 1957, altered the city's core, along with the Little Rock School District.

### History of the Little Rock School District

The first public school in Little Rock opened in August of 1853 with 52 students. The one-room school building was located at 7th and Scott streets, and was governed by the City Council of

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<sup>1</sup> F. Hampton Roy, Sr. and Charles Witsell, Jr., *How We Lived: Little Rock as an American City* (Little Rock, AR: August House, Inc., 1984), 103.

<sup>2</sup> *Ibid.*

<sup>3</sup> *Ibid.*

<sup>4</sup> Sanborn Fire Insurance Maps, City of Little Rock, 1913.

Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

Little Rock.<sup>5</sup> Operation of the school system ceased during the Civil War. In February of 1869, the Arkansas General Assembly granted the right for cities to organize school districts, and the citizens of Little Rock voted to establish a district and elect a Board of Directors. The first Little Rock School District School Board met later in February of 1869 and elected Frederick Kramer as its first president and N.P. Gates as the first Superintendent.<sup>6</sup>

By 1874 there were five schools (Sherman, Peabody, Union, First Ward, and Capitol Hill) employing 23 teachers. A high school and the Marshall Avenue primary school opened the following year. By 1890 the School District had eight schools in operation: Scott Street (white, high school, grammar, primary); Peabody (white, grammar, primary); Fort Steele (white, grammar, primary); Sherman (white, grammar, primary); Forest Grove (white, primary); Union (black, high school, grammar, primary); Arsenal (black, grammar, primary); and Capitol Hill (black, primary).<sup>7</sup> Four more schools would open by the turn of the century. By 1915, Garland Elementary School was annexed by the district due to Little Rock's city boundary expansion. At that time, the enrollment in the district was 9,327. The twentieth century saw tremendous growth in the school district, necessitating the construction of sixteen new schools by 1941, under the tenure of Superintendent R.C. Hall. Hall played a large role in the Progressive-Era reforms in the school district, such as mandating compulsory attendance and adding agricultural and vocational training to the curriculum. By 1944, the district's student population reached 15,000.

The school district gained national attention in 1957 over the issue of integration. The Little Rock Board of Education decided to integrate its school after the Brown v. Board of Education ruling in 1954. Integration of Little Rock Central High School was met with public hostility and government interference when Governor Orval Faubus sent the National Guard to prevent nine black students from entering the school. President Eisenhower intervened by sending troops from the U.S. Army's 101st Airborne Division to escort the students into the school. The following year, Governor Faubus signed a bill into law allowing him to close all four of Little Rock's public high schools to prevent further integration. School remained closed for the duration of the 1958-59 school year, forcing students to enroll in high schools in nearby districts, attend private schools, or live with friends and family in different cities. High school reopened in the fall of 1959 under a new School Board and new desegregation plan in which attendance zone lines were redrawn, then in 1964 the district instituted a "freedom of choice" plan, allowing students in all grades to attend the school of their choice if space was available. These arrangements did not produce satisfactory high school desegregation, resulting in years of various initiatives for complete high school desegregation which were all disapproved by the Federal court. Finally, a three-year plan was accepted and enacted, resulting in full high school integration by 1973.<sup>8</sup>

The integration of elementary schools proved to be challenging for the district as well. A ruling in 1972 required the district to pair and group all elementary schools in order to eliminate the dual system of racially identifiable schools. The federal court found that the existing neighborhood arrangement for the primary grades to be unconstitutional because it did not

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<sup>5</sup> "LRSD History," <http://www.lrsd.org/?q=content/lrsd-history>

<sup>6</sup> *Ibid.*

<sup>7</sup> *Ibid.*

<sup>8</sup> "School Desegregation in Little Rock, Arkansas." U.S. Commission on Civil Rights, June 1977, page 6.

Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

achieve adequate racial balance. The school board was then directed to create a plan whereby each of the seventeen racially imbalanced elementary school to be brought within ten percent of the overall racial composition of the district's elementary school population and use busing if necessary.<sup>9</sup> This plan was determined to be inadequate. The 1973 Accord was accepted by the board of education in the Little Rock School District, resulting in complete integration in all grades in Little Rock schools.<sup>10</sup> This was achieved by the closure of two white elementary schools, the reorganization of district boundaries, and busing. The result was equal enrollment of white and African-American students (average 52% African American and 49% white) at elementary schools.<sup>11</sup>

Today, the Little Rock School District operates thirty elementary schools, seven middle schools, five high schools, an early childhood center, a career-technical center, an accelerated learning center, and two alternative learning centers. The district contains over 3,500 employees and over 25,000 students.<sup>12</sup>

#### History of Garland Elementary School

Garland Elementary School stands on the site of the Joyner School, which was constructed in 1879 by W.J. Joyner on his own private land. At the time, the land was outside the city limits of Little Rock and the school functioned as part of Pulaski County District 17. The school was officially annexed by the district in 1909 and its name changed to Garland, after Augustus H. Garland, a prominent Arkansas politician who served as Governor, U.S. Senator, and U.S. Attorney General.

The original school building was a small, wood-frame structure. Additions to the building were added over time to accommodate the increasing number of residents in the surrounding neighborhood. By 1912, the school enrolled 450 students in eleven rooms, some of which were free-standing cabins on the site.<sup>13</sup> Curriculum included reading and language, writing, arithmetic, geography, music, and physical training. An active school improvement association provided dining room equipment, library books, playground equipment, and a piano for music class.

In late 1910s and 1920, the school patrons began to hold meetings to garner support for an improved or new building and to implore the school district to address their concerns. The school was overcrowded, leaky, unsanitary, and did not provide sufficient light for students let alone enough space for the community events that also took place inside the building.<sup>14</sup> The meetings took place regularly over the course of at least six months, and, despite repeated invitations, the school board did not attend. Local news outlets began to report in-depth on the meetings and thrust Garland Elementary School into the spotlight starting in June of 1920. A front-page article in the *Little Rock Daily News* stated that Superintendent R.C. Hall and the Little Rock School

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<sup>9</sup> *Ibid.*

<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid.*

<sup>12</sup> *Ibid.*

<sup>13</sup> W.J. Joyner, "History of Garland Elementary School Given by Its Founder In 1879," *Arkansas Democrat*, Sunday, February 18, 1923, page 23.

<sup>14</sup> Meeting announcement, *Arkansas Democrat*, Tuesday, June 1920, page 5.

Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

Board were “severely censured” at a meeting by the patrons of Garland Elementary School. The “mass meeting” on campus was held for the purpose of appointing a committee to call upon the school board to construct a new “up-to-date” school in place of the “ramshackled building” used as their current facility. Those present at the meeting took the opportunity to “freely criticize” the superintendent and the board. At the time, Superintendent Hall had most recently overseen the construction of the state’s first junior high school, West Side (1918), and was in the process of constructing a second junior high, Pulaski Heights (1921). Speakers at the meeting expressed concern that “Superintendent Hall’s hobby was junior high school and that he was building junior high schools at the expense of the needs of other schools.” Hall and the board were also accused of ignoring multiple requests to attend meetings discussing the desire for a new facility.<sup>15</sup> The article went on to describe the unsatisfactory conditions of the school:

“It is said that 350 to 400 pupils attended the school last term and were taught in the seven-room building, which is unsanitary, unventilated and overcrowded. Many new homes have been built in that district but the school management has done nothing to take care of the increase in the number of pupils. It was also charged that the principal’s office is a six by six room without a window and that the rest room is a six by eight room concealed under a staircase.”

In addition to recounting the events of the meeting, the author of the article posited his/her own opinions of the school district, saying “It has been open talk for a long time that the school system of Little Rock has been falling into disrepute [...] Many patrons of the schools have withdrawn their children from the public schools and placed them in private institutions.”<sup>16</sup>

The *Little Rock Daily News* brought further attention to Garland Elementary School through a scathing editorial after their initial article covering the mass meeting. The editorial, which used Garland Elementary School as the prime example of what was wrong with the School Board at the time, referred to the school as a “miserable shack to which [patron’s] children are forced to go to school” and criticized the board and superintendent for not attending the meetings held to discuss the school.<sup>17</sup> In addition to repeating the crowded conditions of the school found in the previous article, the editorial spared no details in describing the unsanitary conditions of the school: “The sanitary arrangement of the school would disgrace an African mission. The toilet is a la country style, located down on the bluff, 200 yards from the building, and is unsanitary and unhealthful.”<sup>18</sup> The article went on to state that the patrons of Garland Elementary School are tax-paying citizens and are therefore “entitled to as much as are any other children in Little Rock [...] and it is right and proper that they have one in keeping with the other school buildings of the city.”<sup>19</sup> Indeed, at the time, Garland was the only white elementary school that was not housed in a modern brick building, with Pulaski Heights in the process of being constructed.

<sup>15</sup> “Four Hundred Children in a Seven Room School House,” *Little Rock Daily News*, Wednesday, June 16, 1920, page 1.

<sup>16</sup> *Ibid.*

<sup>17</sup> “Don’t Need any School,” *Little Rock Daily News*, Thursday, June 17, 1920, page 4.

<sup>18</sup> *Ibid.*

<sup>19</sup> *Ibid.*

Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

Finally, perhaps in response to the widely publicized criticism, the school board agreed to visit Garland Elementary School and hear the demands of the patrons in person. Several members comprised a committee to address the concerns and walked through the building on June 29. However, rather than agreeing to construct a new school, the committee decided to “have the leaks in the roof repaired, more windows cut in one of the rooms, a more sanitary toilet constructed, and to dig a ditch across the grounds so as to prevent water from running toward the building when it rains.”<sup>20</sup> The board felt that the construction would not be financially feasible for at least six months, due to the “condition of the money market which precluded them from selling any bonds.”<sup>21</sup> At the time, another elementary school, Forest Park, was also in poor condition and in need of a new facility. The district was in the process of constructing a new elementary school and Junior High and could not come up with additional funds.

The *Little Rock Daily News* published another editorial in response to the school board’s visit to Garland Elementary School, which featured even harsher criticism than before, saying, “It is absurd that children must attend school in Little Rock in unsanitary places while we provide better stalls for horses and cows and better kennels for dogs.”<sup>22</sup> Further, while the construction of the junior high was important, the article stated, “it is not more important than providing for the children in the outskirts of the city, who never even get as far as junior high school.” At the time, the neighborhood surrounding Garland Elementary School was on the edge of the city, with the city limits being just three blocks to the south. Since the streetcar’s arrival in the area, what was formerly open land had quickly developed into a modest, working-class neighborhood. Most residents had jobs such as carpenters, factory workers, machinists, mechanics and laborers and lived in small, one-story bungalows on small lots.<sup>23</sup>

The school continued to house students at full capacity while the school district spent what money it could spare on the junior highs and high schools. However, the school district proposed a voluntary six mill school tax which would help alleviate some of its burden, adding over \$120,000 to the district’s funds.<sup>24</sup>

Once again, the *Little Rock Daily News* voiced criticism of the stalled delivery on a new building for Garland Elementary School in the Spring of 1921, saying, “We have gone on here year after year, improving the high school, building junior high schools, and spending practically all the school money on these institutions that are of necessity of the well-to-do, and leaving the grade schools, where the poor children of the community are educated, unsanitary and dilapidated.”<sup>25</sup> As a short-term fix, the school board agreed to construct a one-room building at Garland Elementary School to house overflow. Other one-room buildings were erected at several schools throughout the district.

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<sup>20</sup> “School Board Finally Visit Garland Elementary School,” *Little Rock Daily News*, Tuesday, June 29, 1920, page 8.

<sup>21</sup> *Ibid.*

<sup>22</sup> “School Board at Garland,” *Little Rock Daily News*, Wednesday, June 30, 1920, page 4.

<sup>23</sup> U.S. Census, 1920, accessed at ancestry.com

<sup>24</sup> “Voluntary School Tax is a Success,” *Daily Arkansas Gazette*, Wednesday, August 24, 1921, page 1.

<sup>25</sup> “Employing Relatives,” *Little Rock Daily News*, Friday, May 20, 1921, page 4.

Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

Garland Elementary School caught fire on a Sunday night in February of 1923 and burned to the ground. The cause of the fire was not known, yet the fire drew the attention of citizens from across the city who came to watch the blaze.<sup>26</sup> With no facility to house the students, the school district improvised by repurposing a commissary building at the Niemeyer Lumber Company, less than a half mile away from the destroyed school building. Wooden partitions subdivided the large warehouse into seven classrooms. Other schools in the district helped provide books by donating used copies from their libraries. Two weeks after the fire, the *Arkansas Democrat* published a lengthy history of the school in its Sunday edition as a memorial to the burned building. The commissary was used as the school for the remainder of the 1923 school year.<sup>27</sup> At the time, the school district was facing a large deficit, so there were no formal announcements regarding the reconstruction of a new school for Garland students. Simultaneously, the school district was seeing dramatic enrollment increases, further complicating its financial problems. Some classrooms contained over forty students. Garland was one of three schools requiring reconstruction in 1923. U.M. Rose and Forest Park were also destroyed by fire or storm during that year.

With no new school building to attend by the beginning of the 1923-1924 term, over 500 Garland students were housed in a nearby church while the new building was being constructed. The new Garland Elementary school was completed in early 1924, with classes commencing that February in the new building. The school was touted as “one of the most modern schools in the city.”<sup>28</sup> The completed school contained fourteen classrooms, a teacher’s room, a principal’s room, and an auditorium. A cafeteria was added in 1938.

The construction of Garland Elementary School was the starting point of a years-long building campaign under the helm of Superintendent R.C. Hall, who, prior to the construction of Garland, had paid attention exclusively to constructing high schools and junior highs. The only modern white elementary schools constructed prior to Garland under his helm (1909-1941) were Woodruff (1911) and Forest Park (1913). After the completion of Garland Elementary School in 1924, four more white elementary schools were built in the 1920s, making it a prolific decade for the construction of schools for young children in Little Rock.

#### Garland Elementary in the mid-twentieth century

Integration efforts began in the school district in the late 1950s and were slow to spread to elementary schools in Little Rock, which would not be fully integrated until 1973. Starting in the 1950s, white residents had begun to move to suburbs in the western part of the city, leaving downtown and central Little Rock (including the neighborhood surroundings Garland), increasingly occupied by working-class African Americans. The exodus of whites to western suburbs resulted in a racially divided city.

Population continued to grow within the district, and Garland Elementary was faced again with the problem of overcrowding. Rather than tearing down the school and rebuilding a larger

<sup>26</sup> “Garland Elementary School is Destroyed by Fire,” *Daily Arkansas Gazette*, Monday, February 5, 1923, page 1.

<sup>27</sup> “Garland is Housed in New Quarters,” *Daily Arkansas Gazette*, Sunday, February 18, 1923, page 32.

<sup>28</sup> Jane Cole, “Kaleidoscopic Review of \$5,000,000 Building Plant.” Butler Center for Arkansas Studies Vertical Files.

Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

facility, as it did with Stephens Elementary (1950) or Carver Elementary (1949) the Little Rock School District added four classrooms. The increasing movement of Little Rock's white population toward the western suburbs resulted in the construction of white schools in the western portions of the city. Rather than building new white schools in the city's core, the school district invested construction funds in schools like Franklin Elementary (1949) and Jefferson Elementary (1950) in the western part of the city.

Integration efforts continued through the 1960s, while, simultaneously, Little Rock's white population continued to move farther west, changing the demographic makeup of the neighborhood surrounding Garland Elementary. By the late 1960s, the neighborhood was predominantly African American, and the school, still exclusively for whites, could no longer serve its neighborhood. A 1971 integration plan mandated by the U.S. Supreme Court's *Swann v. Charlotte-Mecklenburg Board of Education* decision (permitting busing) and the 8th Circuit Court of Appeals decision in *Clark v. Board of Education*, elementary school children could attend the neighborhood schools of their choice.<sup>29</sup> This plan essentially maintained the status quo, even though the neighborhood surrounding Garland Elementary was predominantly African American. African-American students in this neighborhood attended Stephens Elementary, located half a mile north of Garland at this time. The 1971 elementary integration plan was determined to be inadequate. The 1973 Accord was accepted by the board of education in the Little Rock School District, resulting in complete integration in all grades in Little Rock schools.<sup>30</sup> This was achieved by the closure of two white elementary schools, the reorganization of district boundaries, and busing. The result was equal enrollment of white and African-American students (average 52% African American and 49% white) at elementary schools.<sup>31</sup>

#### Garland Elementary and the Progressive Era

Garland Elementary school's initial growth and subsequent expansion is illustrative of the nationwide educational system changes that occurred during, and after, the Progressive Era period. The Progressive Era was a period of social activism and political reform across the United States, from the 1890s to the 1930s. In education, the Era resulted in modernization of schools, the establishment of physical education, health education, and other skill-based courses (such as home economics), and an overall dramatic increase in the number of schools and students receiving high school diplomas. Public interest in the quality of school facilities was heightened, and greater interest was given to how a school's design could create an improved learning environment for students. The Progressive Era was a reaction against the politics and economics of the previous thirty years and sought to reform the body politic in the public interest. Exterior ornament often took cues from the classical, Gothic, and Elizabethan styles. On the interior, schools were designed with efficient floor plans, reflecting a higher volume of students and an expanded curriculum; large classrooms, some of which dedicated to specific purposes (such as laboratories or home economics), expansive windows, and spacious corridors.

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<sup>29</sup> Ben F. Johnson, III, "After 1957: Resisting Integration in Little Rock," *Arkansas Historical Quarterly* Vol. LXVI, No.2 (Summer 2007), 280

<sup>30</sup> "School Desegregation in Little Rock, Arkansas," U.S. Commission on Civil Rights, June 1977, page 6.

<sup>31</sup> *Ibid.*



Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

As the legislature enacted statewide education reforms, the Little Rock Public Schools began Progressive reforms starting in 1906, including medical inspections in schools, a school for disabled students, and the formation of summer and junior high schools.<sup>32</sup> It should be noted that these changes and reforms were meant for white schools, and did not benefit the segregated black schools. Rather, the Progressive Era reforms in black education were limited to an expansion of curriculum that focused on manual training courses, rather than academics.

The original 1924 structure is in the Classical Revival style - which was a favored school style in the 1920s - and has many Progressive-Era elements. Its large windows, wide hallways, and ease of access to outdoor spaces are all staples of a Progressive-Era elementary school. The school is the work of significant Little Rock architects Sanders & Ginocchio. Theodore M. Sanders and Frank Ginocchio established their partnership in 1920 and continued until 1927. As partners, Sanders and Ginocchio established a strong reputation and used a variety of revival styles popular in the early 20th century. Some of their notable works in Little Rock include: the Hall Building at Capitol Avenue and Louisiana Street, built in 1924 in the Sullivanesque Style (NRHP 2012); the Exchange Bank Building, constructed in 1921 (NRHP 1988); the Democrat Printing & Lithograph Company Building, constructed in 1924 (NRHP 1998); Forest Park School, constructed in 1923 in the Collegiate Gothic style; Camp Ouachita Girl Scout Camp, built in 1928 in Perryville, AR (NRHP 1992); and the M.M. Cohn Building, 1940 (NRHP 1988). In 1927, Sanders & Ginocchio dissolved and the partners joined Charles Thompson to form the firm of Thompson, Sanders, and Ginocchio, Architects.<sup>33</sup> Though the early years were lean during the Great Depression, this practice would go on to become one of the largest in Arkansas.

Other schools in the district built during this era embody many of the same characteristics, demonstrating Little Rock School District's implementation of Progressive Era ideals in education. Forest Park Elementary (also designed by Sanders & Ginocchio and constructed in 1924) contains Collegiate Gothic ornament similar to Garland Elementary, including a slightly crenelated parapet, wide bands of windows, and arched openings above entrances.

Garland Elementary School was again able to reflect the changing architectural styles in history when the school expanded due to increased attendance; four-classroom additions were added, and the auditorium was subdivided for additional classrooms. The school's 1950s additions represented the popular Modern Movement trends, such as the use of utilitarian, inexpensive materials, and a linear form on the exterior characterized by long bands of large windows.

#### Conclusion:

Garland Elementary School is in its original location, which was also the site for the elementary school preceding it, which, at the time of construction, was the second school built to serve Little Rock area students. The school is a reminder of the place and role of the community school in Little Rock's neighborhoods and is a valuable component of the built environment reflecting the

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<sup>32</sup> *Ibid.*

<sup>33</sup> Charles Witsell, Gordon Wittenberg, and Marylyn Jackson Parins, *Architects of Little Rock, 1833-1950* (Fayetteville: University of Arkansas Press, 2014), 86.

Garland Elementary School

Pulaski, Arkansas

Name of Property

County and State

city's growth. As a neighborhood school, the building also reflects the demographic and social change of the surrounding neighborhood. The school retains a high degree of integrity. The surrounding setting containing sidewalks, large expanses of lawn, playgrounds, and mature trees further characterizes the site as a place of education. The design of the school reflects two dominant trends in educational architecture: Progressive Era design and the Modern Movement (classroom additions). The essential features of the design of the building, such as construction materials and masonry are all present, as well as original double-loaded corridors and historic millwork on the interior. Garland Elementary retains the majority of the original materials, including architectural ornament. While the building has seen multiple changes over time, many of which during its period of significance, it is clearly legible as a place of education. Its changes over time speak to the school's significance in the neighborhood, and the school district's commitment to keep the school fully functioning for its patrons.

Garland Elementary is significant at the local level under Criterion A for Education, as a purpose-built school for the growing elementary school population of Little Rock. The school has seen some alterations over time due to its continued use over decades of changing demands within the school district, but it retains integrity through its location, setting, design, materials, workmanship, feeling, and association, and functioned as a school until 2001. Therefore, the school retains integrity and is eligible for listing on the National Register of Historic Places.

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## 9. Major Bibliographical References

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

Cole, Jane. "Kaleidoscopic Review of \$5,000,000 Building Plant." Butler Center for Arkansas Studies Vertical Files.

Johnson, Ben F. "After 1957: Resisting Integration in Little Rock," *Arkansas Historical Quarterly* Vol. LXVI, No.2 (Summer 2007).

"LRSD History" Little Rock School District, last modified July 6, 2012.  
<http://www.lrsd.org/?q=content/lrsd-history>

Roy, Hampton F. Sr., Charles Witsell, Jr., and Cheryl Griffith Nichols, *How We Lived: Little Rock as an American City*. Little Rock: August House, 1984.

Sanborn Fire Insurance Maps, City of Little Rock, 1913.

"School Desegregation in Little Rock, Arkansas," U.S. Commission on Civil Rights, June 1977.

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

Various Articles, *Arkansas Democrat*, 1922-1924.

Various Articles, *Daily Arkansas Gazette*, 1922-1924.

Various Articles, *Little Rock Daily News*, 1920-1923.

Witsell, Charles, Gordon Wittenberg, and Marylyn Jackson Parins. *Architects of Little Rock: 1833-1950*. Fayetteville: University of Arkansas Press, 2014.

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**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):** PU10462 \_\_\_\_\_

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**10. Geographical Data**

**Acreeage of Property** 2.0 \_\_\_\_\_

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

- |                        |                       |
|------------------------|-----------------------|
| 1. Latitude: 34.728931 | Longitude: -92.314466 |
| 2. Latitude:           | Longitude:            |
| 3. Latitude:           | Longitude:            |
| 4. Latitude:           | Longitude:            |

**Or**

**UTM References**

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

- |          |           |           |
|----------|-----------|-----------|
| 1. Zone: | Easting:  | Northing: |
| 2. Zone: | Easting:  | Northing: |
| 3. Zone: | Easting:  | Northing: |
| 4. Zone: | Easting : | Northing: |

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

2 AC IN NW COR SW SE 8 1N 12W E X E M P TA/C 30210

Beginning at the southeast corner of W. 24<sup>th</sup> Street and S. Maple Streets, continue east 301 feet to turn right, heading south 269 feet to W. 25<sup>th</sup> Street; from whence head west 292 feet to the southeast corner of S. Maple and W. 25<sup>th</sup> Street; from whence head north 275 feet to the starting point.

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary encloses the school building, ground, and parking lots, minus the city-owned sidewalks.

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

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**11. Form Prepared By**

name/title: Haley Wilcox, Partner  
organization: Ogee LLC  
street & number: 2506 Little John Lane  
city or town: Austin state: TX zip code: 78704  
e-mail haley@ogeepreservatio.com  
telephone: 469-751-7424  
date: April 5, 2018

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Garland Elementary School  
Name of Property

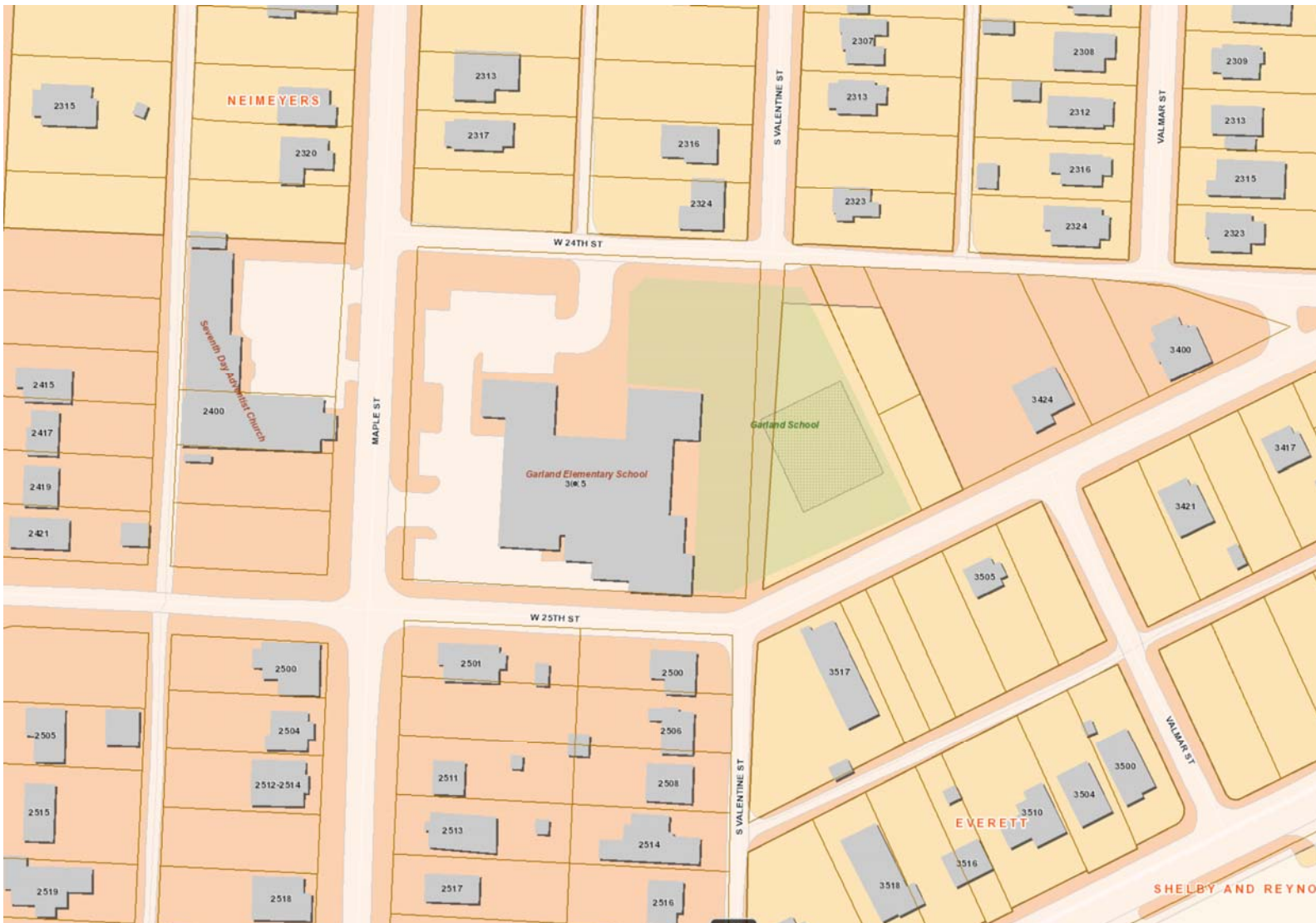
Pulaski, Arkansas  
County and State

### Additional Documentation

Submit the following items with the completed form:

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

Figure 1: USGS Map

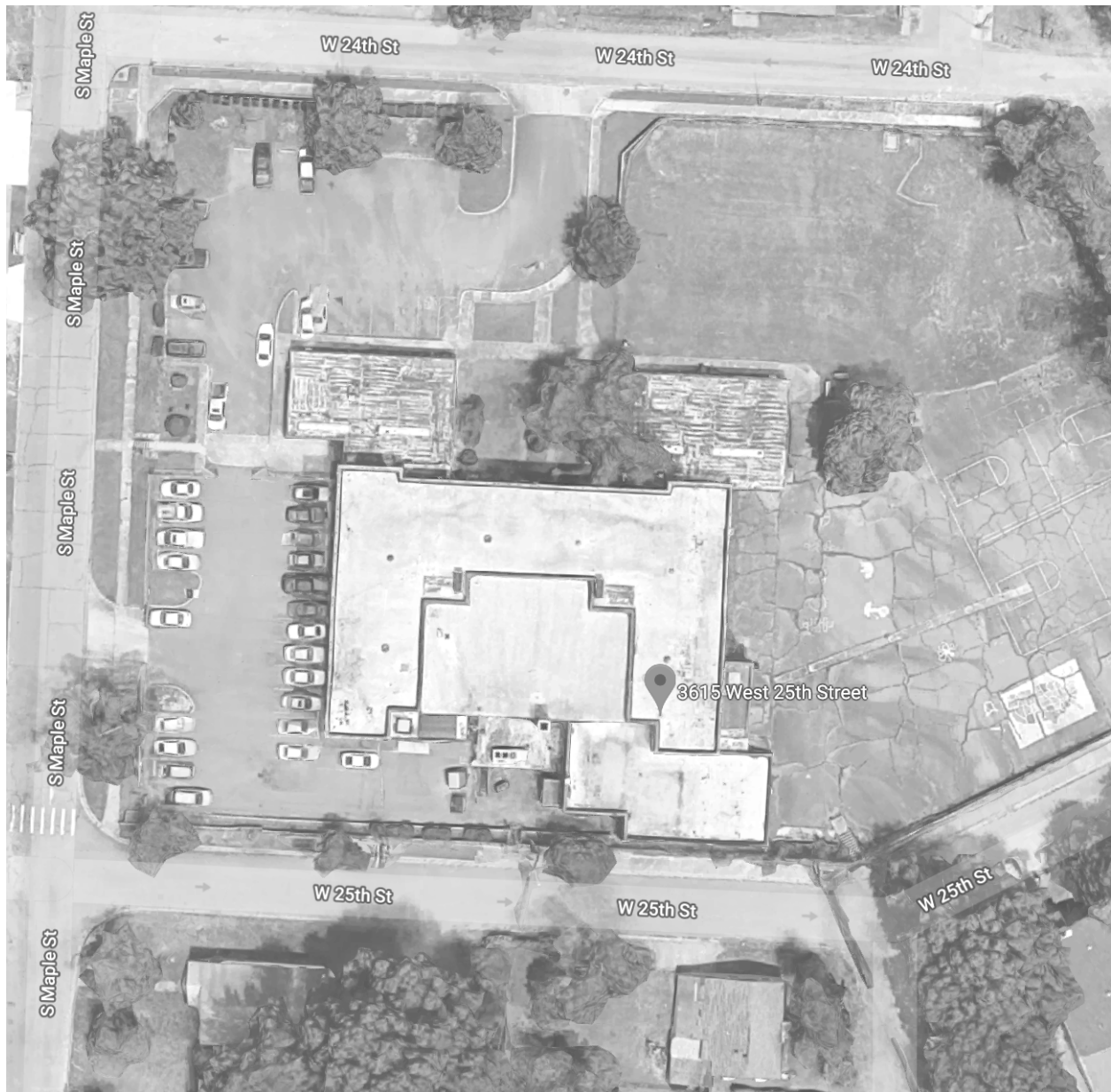


Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

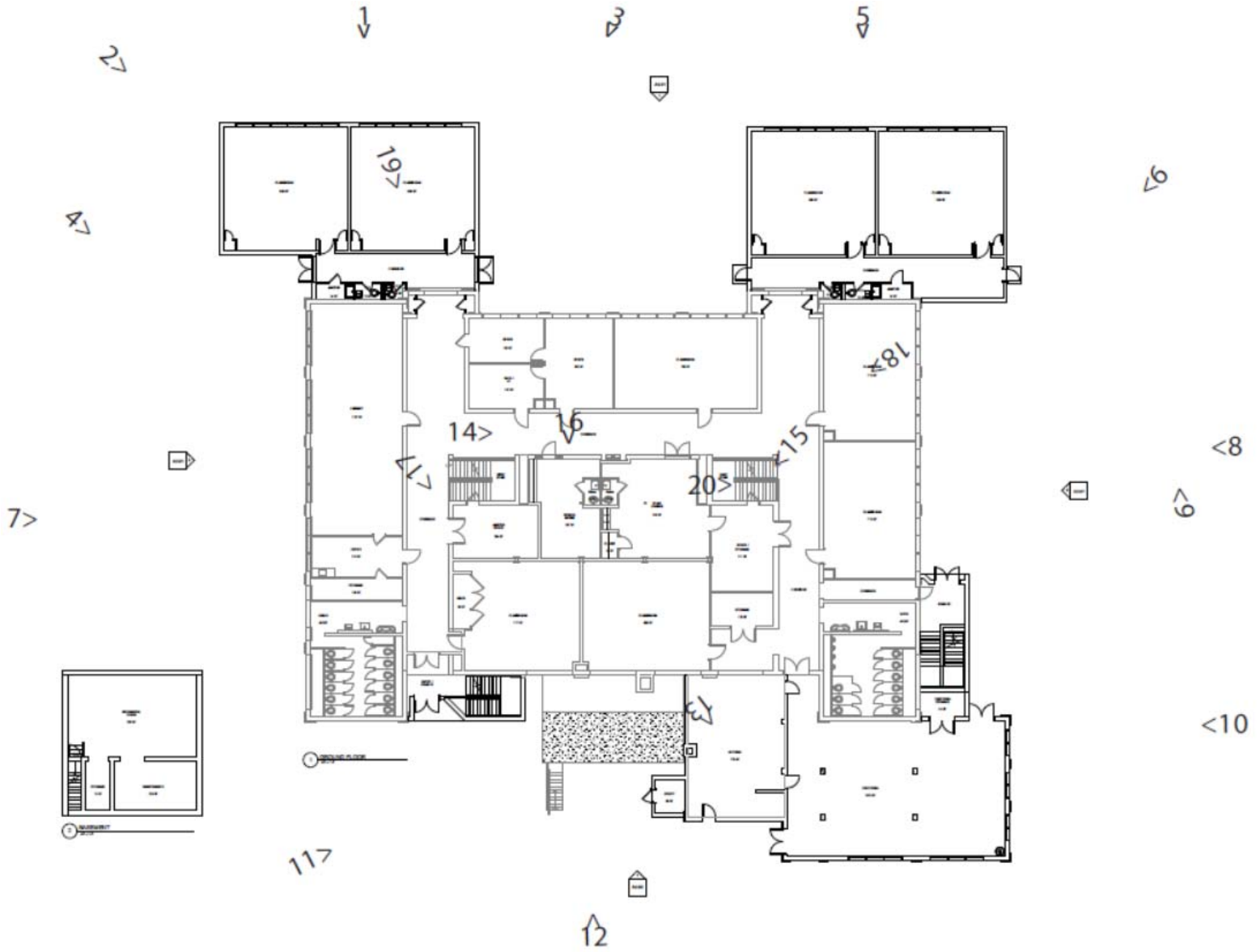
Figure 2: Site



Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

Figure 3: First Floor

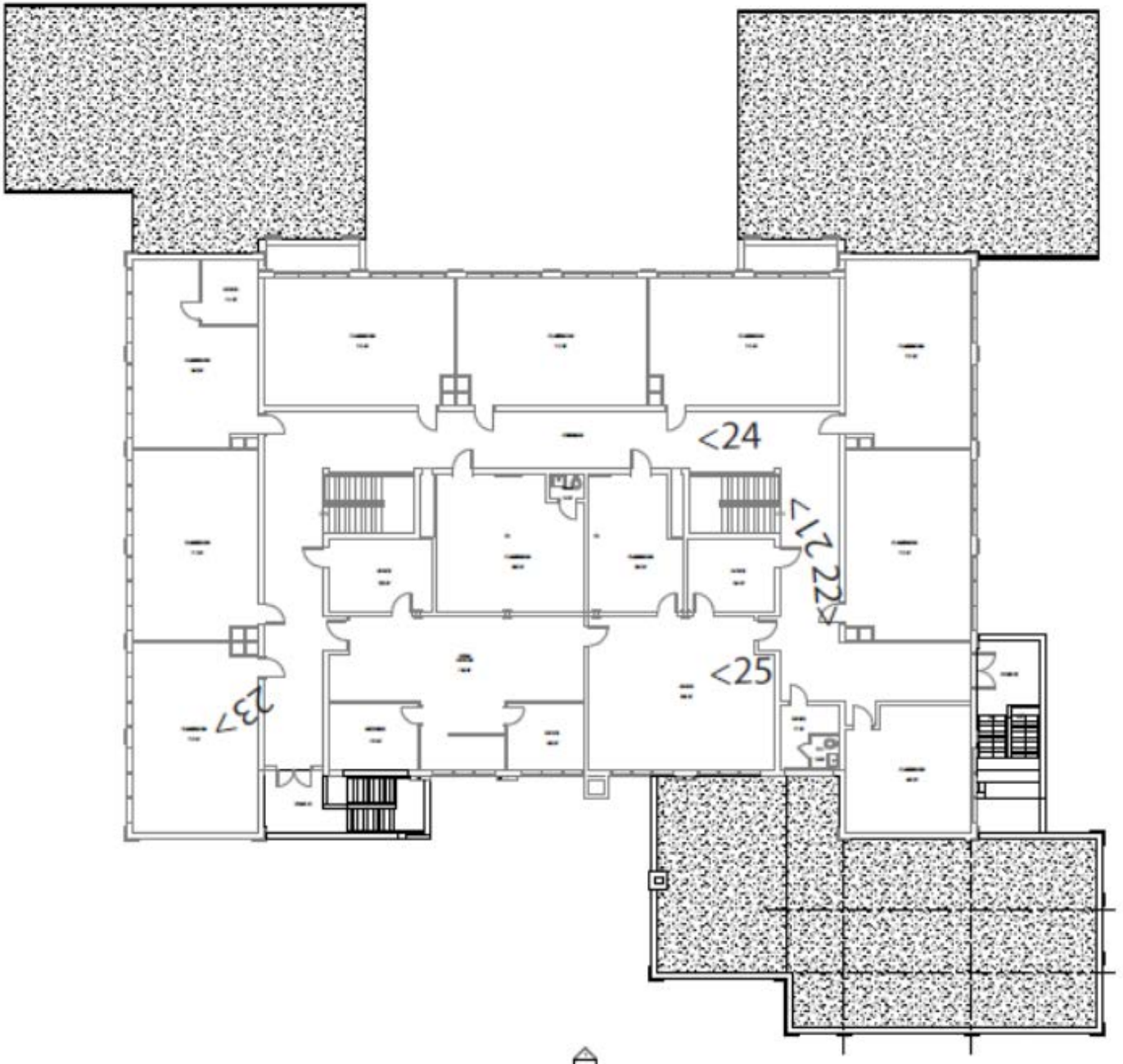




Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

Figure 4: Second Floor



Garland Elementary School  
Name of Property

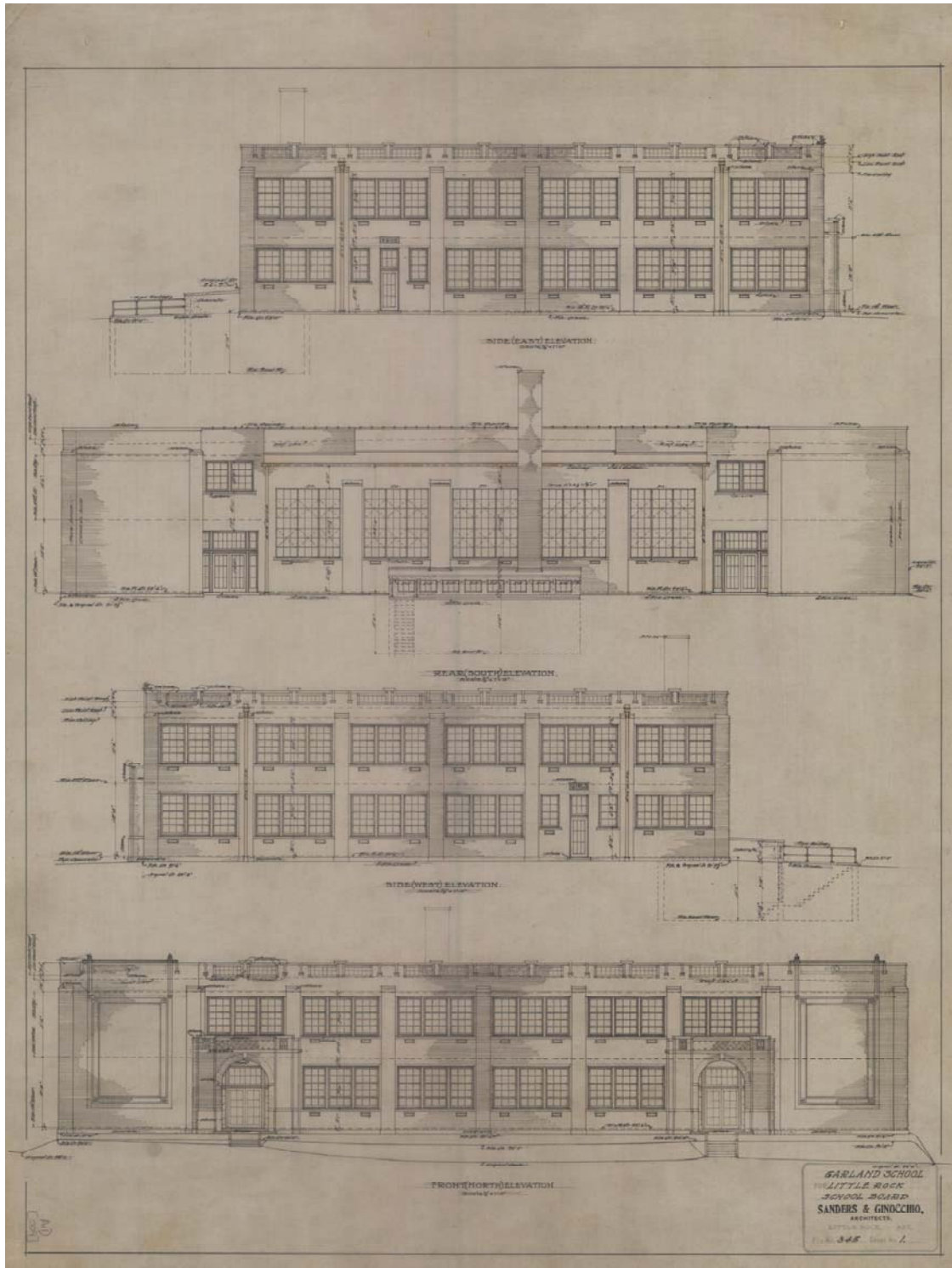
Pulaski, Arkansas  
County and State

- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Garland Elementary School  
Name of Property

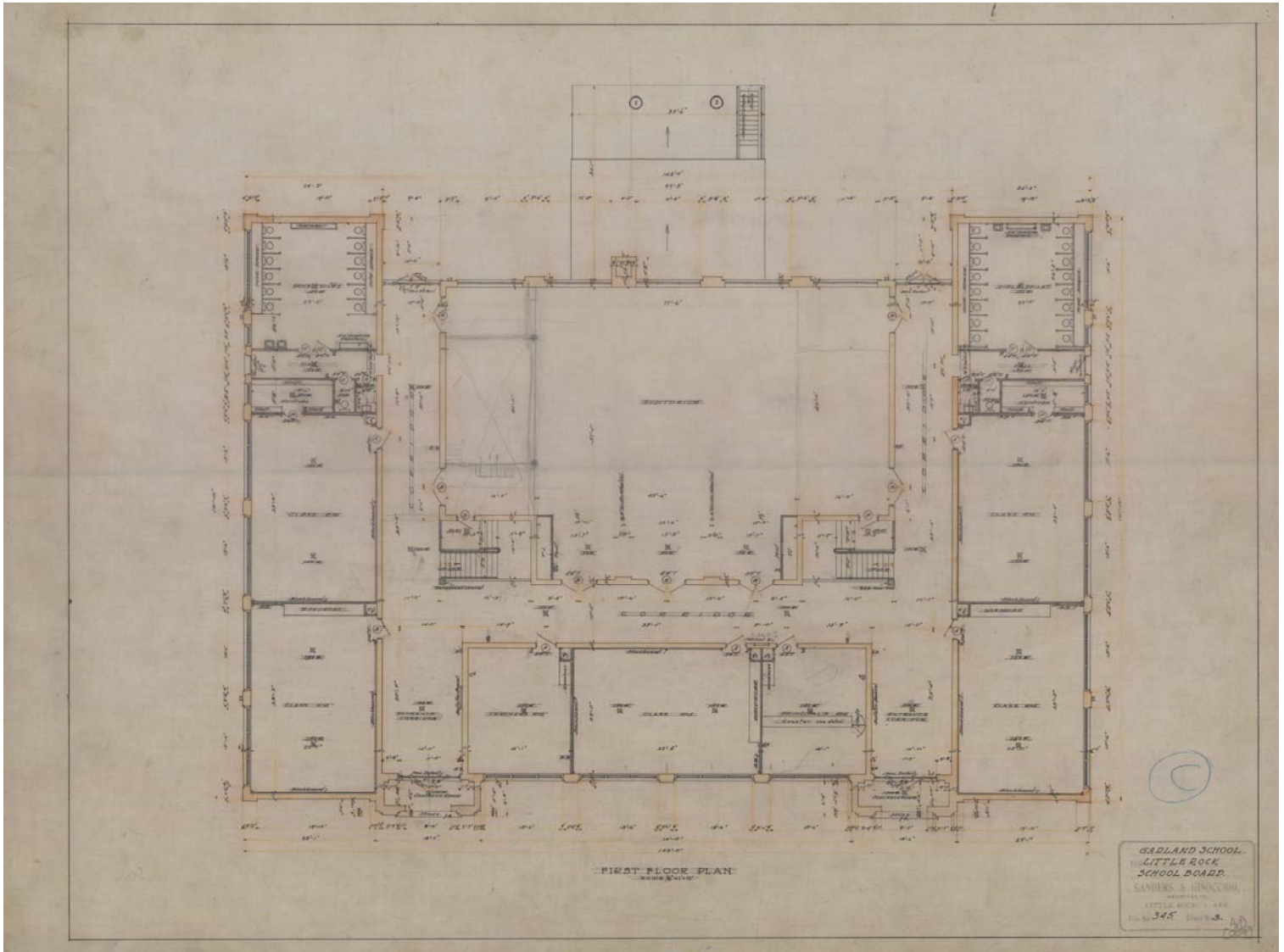
Pulaski, Arkansas  
County and State

Figures 5-7: Original Drawings, Sanders & Ginocchio,  
Architects



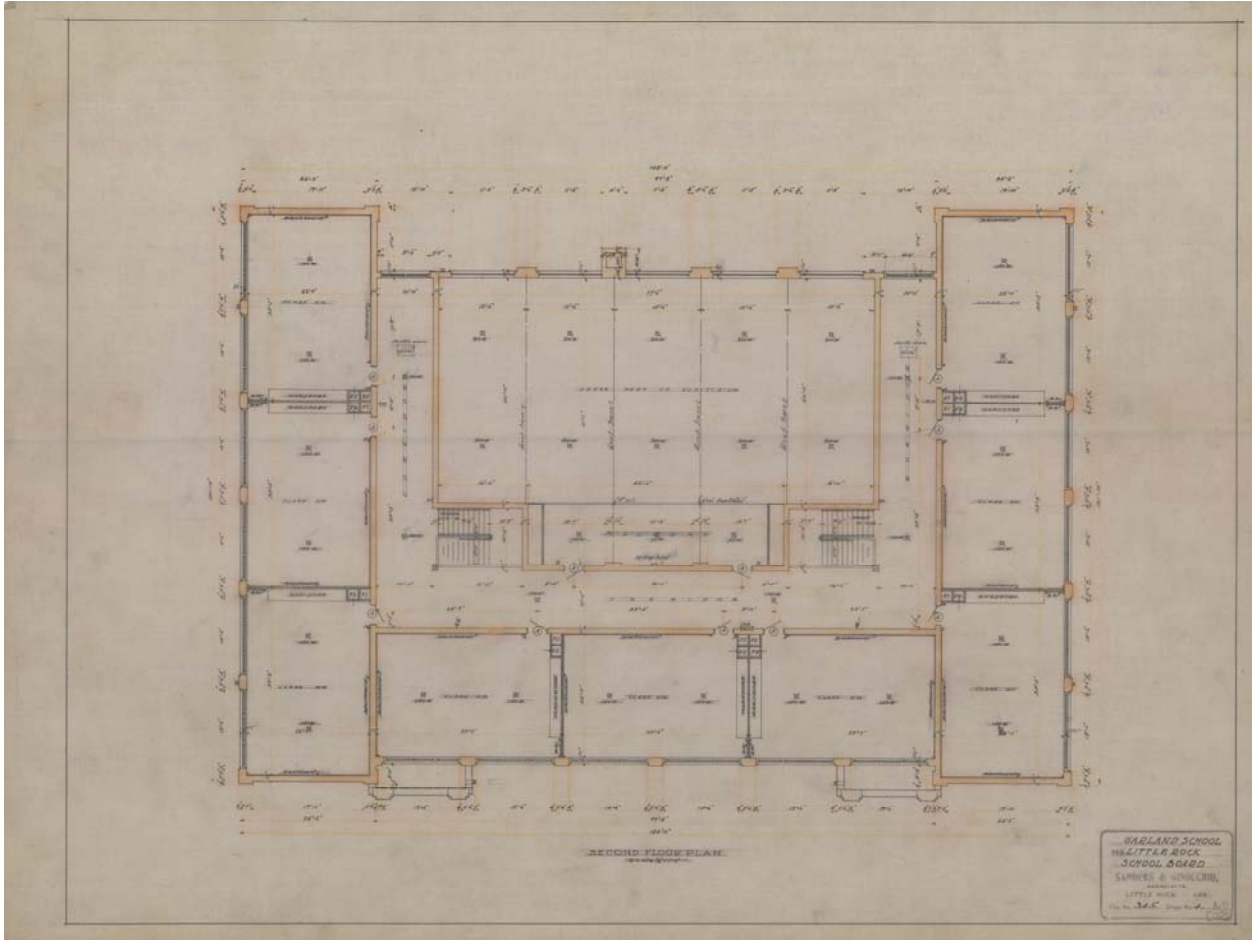
Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

### Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

### Photo Log

Name of Property: Garland Elementary School

City or Vicinity: Little Rock

County: Pulaski

State: Arkansas

Photographer: Ellis Mumford-Russell

Date Photographed: August 2017

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

- 1 of 25: North (Primary) Elevation, view south
- 2 of 25: North (Primary) and West Elevations, view southeast
- 3 of 25: North (Primary) Elevation, view southwest
- 4 of 25: West Elevation, view east
- 5 of 25: North (Primary) Elevation, view south
- 6 of 25: North (Primary) Elevation detail, view southwest
- 7 of 25: West Elevation, view east
- 8 of 25: East Elevation, view west
- 9 of 25: Site, view northwest
- 10 of 25: East elevation, view west
- 11 of 25: South (Rear) Elevation, view northeast
- 12 of 25: South (Rear) Elevation, view north
- 13 of 25: First floor interior, view southeast
- 14 of 25: First floor interior, view east
- 15 of 25: First floor interior, view south
- 16 of 25: First floor interior, view south
- 17 of 25: First floor interior, view southeast
- 18 of 25: First floor interior, view southwest
- 19 of 25: First floor interior, view south
- 20 of 25: First floor interior, view east
- 21 of 25: Second floor interior, view north
- 22 of 25: Second floor interior, view south

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State

- 23 of 25: Second floor interior, view west
- 24 of 25: Second floor interior, view west
- 25 of 25: Second floor interior, view west

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



1 of 25: North (Primary) Elevation, view south



2 of 25: North (Primary) and West Elevations, view southeast



Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



3 of 25: North (Primary) Elevation, view southwest



4 of 25: West Elevation, view east

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



5 of 25: North (Primary) Elevation, view south

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



6 of 25: North (Primary) Elevation detail, view southwest

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



7 of 25: West Elevation, view east



8 of 25: East Elevation, view west

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



9 of 25: Site, view northwest



10 of 25: East elevation, view west

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



11 of 25: South (Rear) Elevation, view northeast



12 of 25: South (Rear) Elevation, view north

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



13 of 25: First floor interior, view southeast



14 of 25: First floor interior, view east

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



15 of 25: First floor interior, view south



Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



16 of 25: First floor interior, view south

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



17 of 25: First floor interior, view southeast



18 of 25: First floor interior, view southwest

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



19 of 25: First floor interior, view south

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



20 of 25: First floor interior, view east

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



21 of 25: Second floor interior, view north



22 of 25: Second floor interior, view south

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



23 of 25: Second floor interior, view west



24 of 25: Second floor interior, view west

Garland Elementary School  
Name of Property

Pulaski, Arkansas  
County and State



25 of 25: Second floor interior, view west

**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 100 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.



GARLAND

















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OFFICE  
SCHOOL BUS  
SAFE & SOUND

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EXIT

Keep It









UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 9/4/2018      Date of Pending List: 10/1/2018      Date of 16th Day: 10/16/2018      Date of 45th Day: 10/19/2018      Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

- |                                       |                                          |                                                        |
|---------------------------------------|------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Appeal       | <input checked="" type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue               |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape       | <input type="checkbox"/> Photo                         |
| <input type="checkbox"/> Waiver       | <input type="checkbox"/> National        | <input type="checkbox"/> Map/Boundary                  |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period                        |
| <input type="checkbox"/> Other        | <input type="checkbox"/> TCP             | <input checked="" type="checkbox"/> Less than 50 years |
|                                       | <input checked="" type="checkbox"/> CLG  |                                                        |

Accept       Return       Reject      10/16/2018 Date

Abstract/Summary Comments:

Recommendation/ Criteria:

Reviewer Jim Gabbert      Discipline Historian

Telephone (202)354-2275      Date \_\_\_\_\_

DOCUMENTATION:    see attached comments : No    see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

OMB Approved  
No. 1024-0009  
Form 10-188  
Rev. 2014



HISTORIC PRESERVATION CERTIFICATION APPLICATION  
PART 1 - EVALUATION OF SIGNIFICANCE

*COPY*

NPS Project Number 37258

**Instructions:** This page must bear the applicant's original signature and must be dated. The National Park Service certification decision is based on the descriptions in this application form. In the event of any discrepancy between the application form and other, supplementary material submitted with it (such as architectural plans, drawings and specifications), the application form takes precedence. A copy of this form will be provided to the Internal Revenue Service.

1. Property Name Garland Elementary School

Street 3615 W. 25th St

City Little Rock County Pulaski State AR Zip 72204-5531

Name of Historic District \_\_\_\_\_

- National Register district  certified state or local district  potential district

2. Nature of request (check only one box)

- certification that the building contributes to the significance of the above-named historic district or National Register property for rehabilitation purposes.  
 certification that the building contributes to the significance of the above-named historic district for a charitable contribution for conservation purposes.  
 certification that the building does not contribute to the significance of the above-named district.  
 preliminary determination for individual listing in the National Register.  
 preliminary determination that a building located within a potential historic district contributes to the significance of the district.  
 preliminary determination that a building outside the period or area of significance contributes to the significance of the district.

3. Project Contact (if different from applicant)

Name Haley Wilcox Company Ogee

Street 2506 Little John Ln City Austin State TX

Zip 78704-5619 Telephone 469-751-7424 Email Address haley@ogee preservation.com

4. Applicant

I hereby attest that the information I have provided is, to the best of my knowledge, correct. I further attest that [check one or both boxes, as applicable] (1)  I am the owner of the above-described property within the meaning of "owner" set forth in 36 CFR § 67.2 (2011), and/or (2)  if I am not the fee simple owner of the above-described property, the fee simple owner is aware of the action I am taking relative to this application and has no objection, as noted in a written statement from the owner, a copy of which (i) either is attached to this application form and incorporated herein, or has been previously submitted, and (ii) meets the requirements of 36 CFR § 67.3(a)(1) (2011). For purposes of this attestation, the singular shall include the plural wherever appropriate. I understand that knowing and willful falsification of factual representations in this application may subject me to fines and imprisonment under 18 U.S.C. § 1001, which, under certain circumstances, provides for imprisonment of up to 8 years.

Name Robert A. Smith Signature Robert A. Smith Date 9/17/17

Applicant Entity KLS Leasing, LLC SSN \_\_\_\_\_ or TIN 47-5070283

Street 110 NW 2nd Street Suite 200 City Bentonville State AR

Zip 72712 Telephone 479-464-1570 Email Address bsmith@wfforail.com

NPS Official Use Only

The National Park Service has reviewed the Historic Preservation Certification Application - Part 1 for the above-named property and has determined that the property:

- contributes to the significance of the above-named district or National Register property and is a "certified historic structure" for rehabilitation purposes.  
 contributes to the significance of the above-named district and is a "certified historic structure" for a charitable contribution for conservation purposes.  
 does not contribute to the significance of the above-named district.

Preliminary Determinations:

- appears to meet the National Register Criteria for Evaluation and will likely be listed in the National Register of Historic Places if nominated by the State Historic Preservation Officer according to the procedures set forth in 36 CFR Part 60.  
 does not appear to meet the National Register Criteria for Evaluation and will likely not be listed in the National Register.  
 appears to contribute to the significance of a potential historic district, which will likely be listed in the National Register of Historic Places if nominated by the State Historic Preservation Officer.  
 appears to contribute to the significance of a registered historic district if the period or area of significance as documented in the National Register nomination or district documentation on file with the NPS is expanded by the State Historic Preservation Officer.  
 does not appear to qualify as a certified historic structure.

Date 9/17/17

[Signature]  
National Park Service Authorized Signature

NPS comments attached

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

**COMMENTS SHEET**  
**Historic Preservation Certification Application**

Property name: Garland Elementary School

Project Number: 37258

Property address: 3615 W. 25<sup>th</sup> St., Little Rock, AR

These comments respond to the Historic Preservation Certification Application --

Part 1    Part 2    Request for Certification of Completed Work.

The Garland Elementary School is individually eligible under Criterion A. The resubmitted information provides sufficient context in which to understand the school's role in the educational context of Little Rock. One of four elementary schools constructed in the 1920s as a result of rapid population expansion, the school is also significant as a direct reflection of the city's demographic changes, where as a 'white only' school it was a virtual island in a neighborhood that was increasingly occupied by African Americans. The Period of Significance would be from 1924 to 1983, when the local school board finally integrated the school. Exceptional significance is not required.

The National Park Service has reviewed and approved the submitted application noted above. These comments must be addressed in future submissions related to this project.

12/7/17  
Date

  
National Park Service Signature

202-354-2236  
Telephone Number



DEPARTMENT OF PLANNING AND DEVELOPMENT

723 West Markham Street  
Little Rock, Arkansas 72201-1334  
Phone: (501) 371-4790 Fax: (501) 399-3435  
www.littlerock.gov

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**CERTIFIED LOCAL GOVERNMENT NATIONAL REGISTER NOMINATION REVIEW**

**Name and Address of property:**

Garland Elementary School, 3615 W 25th Street, Little Rock, AR 72204

**Name of Owner:**

KLS Leasing LLC

**Project Sponsor:**

Ralph Wilcox, Arkansas Historic Preservation Program

**CLG Name:**

City of Little Rock, Arkansas

**Date of Public Hearing by CLG:**

July 9, 2018

**Applicable Criteria:**

Criterion A (Historic Events)

Criterion B (Important Person)

Criterion C (Architecture)

Criterion D (Archaeological)

The Little Rock Historic District Commission hereby recommends the above stated property for nomination.

Attest:

Chair

Secretary/Staff

7-9-18

Date

7-9-2018

Date



THE DEPARTMENT OF ARKANSAS  
**HERITAGE**

Asa Hutchinson  
*Governor*

Stacy Hurst  
*Director*

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Arkansas Arts Council

Arkansas Natural  
Heritage Commission

Arkansas State Archives

Delta Cultural Center

Historic Arkansas Museum

Mosaic Templars  
Cultural Center

Old State House Museum

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ARKANSAS HISTORIC  
PRESERVATION PROGRAM



1100 North Street  
Little Rock, AR 72201

(501) 324-9880  
fax: (501) 324-9184  
tdd: 711

e-mail:

[info@arkansaspreservation.org](mailto:info@arkansaspreservation.org)

website:

[www.arkansaspreservation.com](http://www.arkansaspreservation.com)

An Equal Opportunity Employer

August 1, 2018

Joy Beasley, Keeper and Chief  
National Register and National Historic Landmark Programs  
National Register of Historic Places  
1849 C Street., NW  
Mail Stop 7228  
Washington D.C. 20240

RE: Garland Elementary School – Little Rock, Pulaski County,  
Arkansas

Dear Ms. Beasley:

We are enclosing for your review the above-referenced nomination. The enclosed disk contains the true and correct copy of the nomination for the Garland Elementary School to the National Register of Historic Places. The Arkansas Historic Preservation Program has complied with all applicable nominating procedures and notification requirements in the nomination process.

If you need further information, please call Ralph S. Wilcox of my staff at (501) 324-9787. Thank you for your cooperation in this matter.

Sincerely,

Stacy Hurst  
State Historic Preservation Officer

SH:rsw

Enclosure

