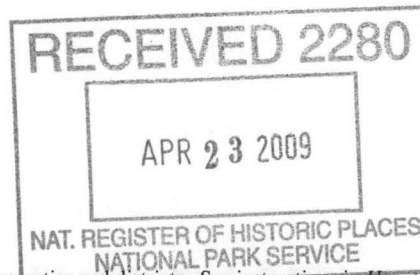


United States Department of the Interior
National Park Service

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 *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Lee, Robert E., School

other names/site number Willie L. Hinton Neighborhood Resource Center/ Site # PU8452

2. Location

street & number 3805 West 12th Street

☐ not for publication

city or town Little Rock

☐ vicinity

state Arkansas code AR county Pulaski code 119 zip code 72202

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this ☒ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set for in 36 CFR Part 60. In my opinion, the property ☒ meets ☐ does not meet the National Register criteria. I recommend that this property be considered significant ☐ nationally ☐ statewide ☒ locally. (See continuation sheet for additional comments.)

Carrie Mathews
Signature of certifying official/Title

3/20/09
Date

Arkansas Historic Preservation Program

State or Federal agency and bureau

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

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

☒ entered in the National Register.
☐ See continuation sheet

☐ determined eligible for the
National Register.
☐ See continuation sheet

☐ determined not eligible for the
National Register.

☐ removed from the National
Register.

☐ other, (explain:)

for
Signature of the Keeper

Date of Action

Edson H. Beall 6-2-09

Lee, Robert E., School
Name of Property

Pulaski County, Arkansas
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

- ☐ private
☒ public-local
☐ public-State
☐ public-Federal

Category of Property
(Check only one box)

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

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

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1	0	Total

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

N/A

**Number of Contributing resources previously listed
in the National Register**

N/A

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION/School

Current Functions
(Enter categories from instructions)

GOVERNMENT/government office
SOCIAL/Civic

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVAL/Collegiate Gothic

Materials
(Enter categories from instructions)

foundation CONCRETE

walls BRICK
STONE/Limestone
roof ASPHALT
other

Narrative Description
(Describe the historic and current condition of the property on one or more continuation sheets.)

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Summary

The Robert E. Lee School was built in 1906 in the W. B. Worthen Addition of Little Rock. The all-white, elementary school was built to meet the needs of a rapidly growing industrial and lower middle class in southwest Little Rock. The original building was designed by the Little Rock firm of Gibb & Sanders, Architects. To meet growing demand in this part of the city and to address the changing needs of the community and educational practice in general, two additions were made after 1906—a 1910 Theodore Sanders addition, and a 1930 Thomas Harding, Jr. addition.¹

The school served the needs of the community until 1971 when the school district closed the school. For a time they used the facility as the Institutional Resource Center providing training for the district's teachers. Between 1995 and 1999 the city spent two million dollars renovating the school for use as a community center, business incubator, and social service center. Renamed the Willie L. Hinton Neighborhood Resource Center in 2005, the former school now serves as the anchor for the community organization and redevelopment programs along Little Rock's West 12th Street.

Elaboration

Robert E. Lee School was constructed in Block 2 of W. B. Worthen's Addition to the city of Little Rock. When it was completed, the school was at the city limit on the Twelfth Street Pike. Rapid development was taking place in this largely wooded portion of the city. Though the neighborhood at the turn-of-the-century was mixed race, Robert E. Lee was built as a white school.² Two blocks from Highland Park at the end of the streetcar line, this area of Little Rock offered inexpensive lots to industrial and middle-class citizens of the city.

Though it has some architectural elements that are in keeping with a particular style of architecture the Robert E. Lee School is not highly decorated. Robert E. Lee School represents a transitional period in Little Rock school design between the Romanesque designs of the nineteenth century and the Classically influenced designs of the twentieth century. In many ways it is, in form and decoration, in keeping with a long tradition of Little Rock Schools. The City High School of 1885 featured a mansard roof, pedimented cornice, hooded windows, decorative trim in the centered gable, and a belt course of limestone in a two story brick structure, but was of no particular style of architecture.

¹ F. Hampton Roy, *Charles L. Thompson and Associates: Arkansas Architects, 1885-1938*, ed. by Ralph J. Megna (Little Rock, AR: August House, 1982), 118.

² A significantly more modest African-American school, the Stephens School, was located between 17th and 18th streets on Maple Street. Sanborn Map Company, *Insurance Maps of Little Rock, Arkansas Including Argenta and Pulaski Heights, 1913*, Vol. 1, [map], Scale: 1/2"=50', (New York: Sanborn Map Company, 1913), 56.

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Fort Steele School, arguably the finest of the nineteenth century schools, featured a mansard roof with metal roof cresting, two massive towers, gabled dormers, belt courses, and decorative chimney tops. The school was a beautiful combination of Renaissance and Medieval Classical styles but was not ornate or necessarily elegant. Through the end of the nineteenth century and into the early years of the twentieth the Little Rock School district proceeded with an aggressive construction program. Though they were often built in brick and of architectural styles common in the period, they were inexpensive and utilitarian buildings for a school district with few resources.

The Robert E. Lee School sits on a hill above West 12th street to the north, South Oak Street to the east, South Pine Street to the west, and West 13th Street to the south. It faces West 12th Street though it has secondary entrances on the east, west, and south elevations. The original building was designed with simplified Tudor Revival influences. The 1910, addition by Theodore Sanders replicated the earlier work to an exacting detail. Thomas Harding, Jr.'s 1930 gymnasium and auditorium addition used an understated Art Deco decoration.

The lead architect for the original building is unknown. However it was designed by the Little Rock firm of Gibb & Sanders, Architects.³ Many of the features seen in the Robert E. Lee School, like the limestone arch at the entry and the use of hooded windows to accentuate the secondary entrances, can be seen in other Gibb & Sanders works of the period. The form of the building is very similar to Pine Bluff's First Ward School designed by Frank W. Gibb in 1898.⁴ There Gibb accentuated the main entry by the use of a three story tower. The entryway was recessed and one passed through a limestone arch to enter a central hall. Gibb used multiple windows under common sills to light the interior as would be later seen in both Robert E. Lee and Rightsell Schools (PU1857) in Little Rock. In fact, Little Rock High School (East Side High School, NR listed 7/25/1977) designed by Frank W. Gibb, and built 1904, is a similar building in scale and form as that of the Robert E. Lee School. Little Rock High has the same front entry form and proportion, limestone belt courses, parapet cap stones, and secondary elevation organization. It differs in that it has a third story and is more Colonial Revival in decoration.

The use of drip mold, or label mold, above the windows on the original Robert E. Lee structure, and on Sander's 1910 addition, call to mind the Gothic Revival or Collegiate Gothic style of architecture. So too the gabled, centered parapet above the ogee entry arch. However, the paired windows, three-part windows, flat lintels, sills, limestone belt course and segmental arches are more in keeping with a Classical form of architecture; particularly the Adam or Georgian styles. Quoins accentuating the corners along the parapet above the cornice, and in-fact the parapet itself, are also in keeping with a Classical form of architecture.

³ Little Rock School Board, *Board Meeting Minutes, Book D*, June 30, 1906, 286.

⁴ Building demolished 1948. Unknown photocopy. Frank Wooster Gibbs, architect file. On file at the Arkansas Historic Preservation Program.

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North Elevation/Front

The front or north façade of the building is set off of West 12th Street. To access the front entry one must ascend three sets of stairs giving the building a feeling of scale and grandeur in addition to any applied or designed architectural decoration. Sitting on a brushed concrete foundation, the front of the building is composed of three bays. These bays reflect the organization of the interior spaces with classrooms set off a central hall.

Being symmetrical, the east and west bays of the frontispiece are identical. Each is fenestrated with five windows on both the first and second floors. The windows, all double-hung, are single, three-part, and single in order from east to west. The single windows are eight-over-eight and the three-part is one ten-over-ten flanked by two four-over-four windows. First floor windows have a terra cotta label mold and the second floor windows are topped by limestone lintels that form a high belt course across the façade.

The central bay of the façade is the primary entry for the school. The recessed front doors are accessed by climbing a short flight of stairs echoing the tribune stair of Roman architecture. The stair passes through a limestone, ogee arch. This arch is supported by massive columns topped with impost blocks. This entrance is at once both Gothic and Romanesque. Showing a degree of order and balance common to Gothic Revival and with impost blocks carved with bold leaf motif, the entry arch is also indicative of a much older Norman order. The recessed doorway and arch present an imposing and fortress like entrance, while the decorative impost blocks, with a bold leaf carving, give a sense of lightness and elegance.

The entry portico is topped with a gable parapet and concrete capstone. A columnar effect is carried by alternating header and stretcher brick of slightly different color up each side of the entry to a brick entablature under the gable. In the interior recess at the top of the entry arch is narrow width tongue-and-groove wood siding. The second floor bay rises, set back from, and secondary to the entry. This second floor wall is fenestrated by a centrally located pair of six-over-six double hung windows.

The frontispiece is topped by an entablature that begins immediately above the limestone belt course and consists of a projecting header and soldier course, then a common pattern brick fascia, and on top a limestone cornice in ogee design. Above the cornice rises the parapet which is topped with a concrete capstone. At each corner of the parapet are limestone quoins. In the center of the façade at top is a date stone that reads, 1906.

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West Elevation/Side

This elevation faces South Pine Street and is adjacent to a parking lot and at least one historic photograph suggests that this side always had that vehicular association. There are secondary and tertiary entrance on this elevation; one is in the 1906 school, the other is in the 1931 addition. Neither entrance on this elevation has a stairway; both are accessed at ground level accentuating their secondary entrance status.

The west elevation consists of eight bays. These sections are defined by vertical delineations or interruptions of the horizontal surface. The 1906 and 1910 portions of the school building sit on a reinforced concrete foundation. The foundation rises approximately five feet above ground level and is fenestrated with casement windows though those have been boarded as a safety precaution. This foundation gives the school an appearance of being built on a solid foundation and is in many ways reminiscent of the common base, shaft, capital organization of commercial buildings during this period.

The northernmost bay of this elevation is the classroom bay at the front of the building. The bay is fenestrated by two symmetrically placed windows. These windows are eight-over-eight, double-hung windows. As on the north façade, the first floor windows are topped by terra cotta label mold and sit on shaped limestone sills. The windows of the second floor are topped by a flat lintel that is integrated into a limestone belt course that runs the width of the bay.

The second bay of the elevation is inset from the wall reflecting the interior organization of the building. At the end of the classroom section the fenestrations of this bay provide light to the interior hall of the school. This bay is fenestrated with one double-hung, six-over-six window on each floor. Unlike the bay to its north, this bay lacks the label mold and decorative sills of the northern bay and frontispiece. Being windows lighting spaces of lesser importance on the interior, it is no surprise that these lack decoration.

The prominent bay of the elevation is the secondary entrance in the third bay from the north. This entrance is accessed directly from the sidewalk; there are no stairs, denoting this as a secondary entrance. However, as an entrance to the building this bay accentuated by being brought out from the elevation. The first floor fenestrations are two single-light, paneled doors with sidelights. The doorway is topped with a five-light, rectangular transom. Iron mullions in the transom are flat, shaped in a stylized Gothic cross. The panel relief is sharp and square, a Gothic effect on an Adam style entrance; indicative of Gibb's informal training. The entrance is topped by a red and white canvas awning.

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Above the awning the second floor is fenestrated by a large three-part window. The middle window is a double-hung, eight-over-eight and the two side windows are double-hung, four-over-four. The window is inset in a blind arch with Tudor arch hood mold above. Again highlighting the eclecticism of the design the Gothic style arch, fashioned with a soldier course and header course, sits on limestone impost blocks but has Classical style tri-partite keystone to accentuate the element vertically. The elevation is topped with the same entablature as on the north façade of the building. Here too, the parapet features limestone quoins. However unlike the parapet above the other bays of the elevation this has an inset in the center of the bay. The inset is topped with a concrete acroteria. On the eastern elevation this same architectural feature is topped with a limestone arch. It is unknown if a similar feature on this elevation was lost.

The next bay to the south is another classroom bay and again that interior use is reflected on the exterior of the elevation. The bay is fenestrated by one single, one three-part, and one single window on both the first and second floors. These windows are eight-over-eight, double-hung for the single windows and ten-over-ten, double-hung and four-over-four, double-hung in the three-part.

In distinguishing this elevation as one of lesser importance, the first floor windows lack the terra cotta label mold and the second floor windows are topped with flat, limestone lintels but there is no belt course. As with all the windows on the original building the limestone sills are carved to direct water away from the window.

The entablature in this bay matches that of the rest of the building being a projecting header and soldier course, then a common pattern, brick fascia, and on top a limestone cornice in ogee design. As this was once the rear of the building it lacks the limestone quoins on the south corner of the parapet.

The next two bays of this elevation are those of the 1910 addition designed by Theodore Sanders. These two bays match, proportionally, the side bays of the original school. It is as if Sanders simply copied the original plans. The northern bay of this addition provides light to the central hall of the building. Reflecting that design, it is recessed and fenestrated with two double-hung, six-over-six windows on both the first and second floors. The bay has limestone sills matching those of the 1910 building and flat limestone lintels. The bay is topped with an entablature, cornice, and parapet that matches the original 1906 building.

The second bay of the 1910 Sanders addition matches the earlier 1906 building. The bay is fenestrated by one single, one three-part, and one single window on both the first and second floors. These windows are eight-over-eight, double-hung for the single windows and ten-over-ten, double-hung and four-over-four, double-hung in the three-part. In distinguishing this elevation as one of lesser importance, the first floor windows lack the terra cotta label mold and have no lintels.

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The second floor windows are topped with flat, limestone lintels but there is no belt course. The entablature in this bay matches that of the rest of the building being a projecting header and soldier course, then a common pattern, brick fascia, and on top a limestone cornice in ogee design. At each corner of the parapet are limestone quoins matching those on the 1906 building.

In 1930, the school district added a classroom and auditorium space to the school. This addition, designed by Thomas Harding, Jr. was a relatively inexpensive addition made during the Great Depression. It therefore has very little architectural detail though one may call it Art Deco. On the west side of the school the entry hall for the addition extends well beyond the width of the original building giving the overall mass a stronger, southern, cross axis. The north wall of this entry hall bay is not fenestrated and provides a smooth brick surface rising from its concrete foundation.

Unlike the original building and the 1910 addition, the concrete foundation is not carried above the ground level. The basement is fenestrated with one casement window in the inside corner of the bay. Interestingly, the architectural detail of the concrete foundation on the original building is carried across the north face of the entry hall by the placement of a rusticated, limestone belt course. This belt course is carried around the western elevation of the addition echoing the high concrete foundation of the original building.

The first western-facing bay of the 1930 addition, the northernmost bay, is the west entry to the auditorium and classroom space. This entry echoes the form of the front entryway by projecting a portico to recess the entry. The portico is brick with a plain, square inset detail above the door. The double doors are eight light, with a ten-light transom above. Though it has a large mass and projects from the original building the simplicity of the entrance makes it less noticeable than the secondary western entrance; becoming a tertiary entrance. The portico is topped with a concrete capstone. Above the portico is a large, triple-hung window providing light for an interior stair. This window is a fifteen-over-fifteen-over-fifteen window. The cornice of the original building and 1910 addition is echoed in the new addition by the placement of a rusticated, limestone belt course above one course of soldier brick. The plain, brick pediment rises, slightly set back, above this belt course and is topped with a concrete capstone.

To the south is the second bay of the 1930 addition. This bay is fenestrated with a ribbon of windows set into the elevation. Here too the interior use is reflected in the exterior of the building. The first floor of the auditorium had twelve to fourteen foot ceilings and the simple stage was located on the western end of the addition. Above the auditorium were classroom spaces. On the exterior of the elevation we see that the auditorium space is fenestrated with six-over-six, double-hung windows and the classroom spaces on the second floor are fenestrated with larger, six-over-six, double-hung windows.

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In the northern corner of the bay is the chimney from the boiler. The rusticated, limestone belt course extends across this elevation as a pseudo cornice. The plain, brick pediment rises, slightly set back, above this belt course and is topped with a concrete capstone. In the southwest corner of the elevation is a notch that drops approximately twenty feet down the elevation. In the base of this notch, at the middle of the second story is a limestone corbel installed upside down; it is an odd and unnecessary applied architectural decoration.

South Elevation/Rear

The rear of the building is the 1930 Harding addition. This elevation was intended to be the primary entrance for the auditorium. Two sets of double doors provided direct access to the first floor auditorium. Two prominent stairways lead from West 13th Street through the properties retaining wall and up to the southern entrance. Providing a direct connection with the residential community and facing what was the Highland Park streetcar line on 13th Street.

The elevation is common bond brick with fenestrations for the basement to the left and right of the stairs. These once had casement windows but are now boarded and filled. Above the basement level is the rusticated, limestone belt course denoting the basement and first floor delineation. A completely symmetrical elevation, the windows of the auditorium on the first floor, and the windows of the classrooms on the second floor are the same size.

On the first floor, moving left to right, the elevation is fenestrated with one three-part window, each window a double-hung, six-over-six. True to the form of Thompson and his associates the southern entrances are double door with transom and filled sidelights. The doors are double-glazed, panel doors. The transoms above the doors are fifteen light. The sidelights are double-hung, six-over-six. To the east, or right of the doors, is another three-part window, each window a double-hung, six-over-six. On the second floor are four three-part windows. Each part is a double-hung, six-over six window.

Above the windows on the second floor is the pseudo-cornice application of the rusticated, limestone belt course above one course of soldier brick. The smooth parapet rises, uninterrupted, to a concrete capstone.

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East Elevation/Side

In many ways a mirror image of the west elevation, there are a few differences that are of note. The eastern end of the 1930 addition does not reflect the delineation of spaces as does the western elevation. With classroom space above and auditorium seating below the elevation is fenestrated on both floors with windows of equal size and organization. These are six-over-six, double-hung windows set in a ribbon of five windows.

Above the east elevation entrance there is a limestone arch that tops the parapet at the center of the bay. This arch is not present on the western elevation. It could be that detail on the western elevation was lost or that the architect determined to distinguish this entrance from that of the west elevation. The east elevation of the building faces South Oak Street. When built, the majority of development in the neighborhood was taking place in the Worthen additions to the east. It is possible that even though this was a secondary entrance the architect designed a more elaborate entry in understanding that many of the students and parents who used the building would be coming from the east.

The remaining fenestrations, proportions, and architectural detail on this east elevation mirror that of the west elevation exactly.

Interior

The interior of the school needs little discussion with the exception of noting that the form and organization of classroom space was essentially a Classical organization. Borrowing an organization, but not decoration, from preceding British Classical architectural styles, the overall organization echoes that of Neoclassicism. The primary north-south axis is crossed by a secondary axis in the way of a hall from the east and west entries. This transept forms an understated apse where one might find a rotunda in true classical buildings.

The long central hall runs the length of the building with large classroom spaces to the east and west. This axis terminates in the 1930 addition on the south end. On both the first and second floors high ceilings and wide halls give the interior a vast, spacious feel. There is little to no architectural detail in the interior reflecting the requirements of function over form.

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Integrity

With the exception of the 1910 and 1930 additions, little modifications were made to the school as the community around the school developed. The Robert E. Lee School remained an integral part of this community and the center of small a commercial district that was constructed in the late 1920s and early 1930s. However by the late 1960s white enrollment was dropping, the African-American population in the neighborhood was increasing, and a long simmering argument over integration of schools in the city placed the school in jeopardy. Coincidentally, after a 1971 federal district court ruling ordered the Little Rock School District to develop and implement a formal integration plan the school closed.

Beginning in 1971 the school district used the building as their Institutional Resource Center providing training for the district's teachers. The result was that little money was dedicated to the upkeep of the building. In approximately 1995 the Institutional Resource Center was moved to Ish Elementary and Robert E. Lee sat empty for a number of years. In 1995, the City of Little Rock, along with the Little Rock School District, began a program of restoration and renovation of the school. The two million dollar project took four years to complete. All the work done on the building was completed to the specifications of the Secretary of the Interior with the idea that this might one day be on the National Register of Historic Places.

There were numerous repair and replacement projects completed as part of the renovation. A new roof with new downspout and gutter system was installed. A complex drainage system was built to help remove water from the foundation—long a problem with the school. New energy efficient air handling, cooling, and heating systems were installed and new windows were installed. These new windows are modern insulated glass windows installed into the same openings with the same mullion and glazing patterns of the original windows.

With the exception of the installation of a reception desk in the central hall there were few alterations made to the interior spaces. Ceiling height was maintained throughout the school and the majority of classroom spaces were maintained but were modified for office use.

The building's exterior remains unchanged, particularly the frontispiece on West 12th Street. This entry still has the feel of a grand space and though 12th Street has been widened and modernized through the years the monumentality of the building remains. The school building still has a presence and feeling of grandeur not seen in other properties along West 12th Street.

Lee, Robert E., School
Name of Property

Pulaski County, 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.)

Property is:

☐ **A** owned by a religious institution or used for religious purposes.

☐ **B** removed from its original location.

☐ **C** birthplace or grave of a historical figure of outstanding importance.

☐ **D** a cemetery.

☐ **E** a reconstructed building, object, or structure.

☐ **F** a commemorative property

☐ **G** less than 50 years of age or achieved significance within the past 50 years.

Levels of Significance (local, state, national)

LOCAL

Areas of Significance (Enter categories from instructions)

ARCHITECTURE

EDUCATION

Period of Significance

1906-1959

Significant Dates

1906-1959

Significant Person (Complete if Criterion B is marked)

N/A

Cultural Affiliation (Complete if Criterion D is marked)

N/A

Architect/Builder

ARCHITECTS: GIBB & SANDERS, ARCHITECTS;
SANDERS, THEODORE; HARDING, THOMAS, JR.
BUILDER: POWER, PATRICK

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

☐ preliminary determination of individual listing (36 CFR 67) has been requested

☐ previously listed in the National Register

☐ Previously determined eligible by the National Register

☐ designated a National Historic Landmark

☐ recorded by Historic American Buildings Survey # _____

☐ recorded by Historic American Engineering Record # _____

Primary location of additional data:

☒ State Historic Preservation Office

☐ Other State Agency

☐ Federal Agency

☒ Local Government

☐ University

☐ Other

Name of repository:

Little Rock School District Archives

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Summary

The Robert E. Lee School is being nominated to the National Register of Historic Places with **local significance** under **Criterion A** and **Criterion C** for its role in the history of education in Little Rock and as a good example of the Collegiate Gothic form of architecture in southwest Little Rock. At the turn of the twentieth century Little Rock was rapidly growing city. The school district opened eight new schools between 1879 and 1895. As the city expanded to the southwest the school district continued to build new schools to meet the new need.

Built in 1906-1907, the Robert E. Lee School was constructed on the Twelfth Street Pike—at that time no more than a trail in places—to address the education needs for the residents of over twenty new additions in the area. The original building was designed by Gibb & Sanders, Architects. Additions were made to the building in 1910 and 1930. The 1910 addition was made by Theodore Sanders and the 1930 addition by Thomas Harding, Jr.

The school served the community until 1971, when it was closed. For the next twenty years the school served as the school district's Institutional Resource Center. It was restored in 1999 for use as a community resource center providing centralized access to social assistance programs, small business assistance programs, educational opportunities, and other city programs. In 2005, it was renamed the Willie L. Hinton Neighborhood Resource Center in honor of long time city director Willie L. Hinton.

Elaboration

The *Arkansas Gazette* reported on October 3, 1907, that work on macadamizing West 12th Street was proceeding faster than expected. Grading between Battery and Booker streets was complete and macadam was down between Battery and the Rock Island railroad tracks. It would be some time though before the job was complete as considerable blasting work was necessary on heavy rocks between Johnson and Brown streets.⁵ The work on expanding what had been little more than a trail, called the Twelfth Street Pike west of Battery, was necessary to reach the rapidly growing additions on the southwest side of Little Rock.

⁵ *Arkansas Gazette* (Little Rock), October 3, 1907.

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The population growth of the city of Little Rock at the turn of the century was simply astounding. Between 1880 and 1890 the population of the city doubled to 25,874. By 1900, that number had grown another 12,433 and by 1910, reached 45,941.⁶ The availability of property in Little Rock's original city and antebellum additions meant that the physical growth of the city had been marginal prior to 1880. Between 1874 and 1880, only one addition was made to the city of Little Rock. This addition was Centennial Addition added in 1877, on the west side of town. However, bolstered by new found prosperity in a country fully recovered from the depression in 1873, over twenty additions were recorded on the southwest and west sides of the city between 1883 and 1893.⁷

Like Charlotte, NC; Atlanta, GA; or Birmingham, AL, Little Rock underwent a rapid industrialization in the years after the Civil War. Charlotte's manufacturing utilized the regional cotton crops, Birmingham's capitalized on local coal reserves and Little Rock's depended on the state's agriculture and the growing timber industry. At least five cotton gins and oil mills were operating in the city by 1889. These mills had over a million dollars in yearly revenue and employed several hundred workers. One factory, the Atlas Engine Works made boilers and steam engines. Another, the Watertown Steam Engine Company, employed 75 to 100 men in the wholesale and warehousing of steam engines, iron work, and machinery repair. There were two furniture factories, one cotton press factory, cooperage and stave mills, lumber mills, manufacturers of railroad equipment, and even a wholesale candy factory.⁸ This resource driven industrialization dramatically changed Little Rock and the cities of the New South. By 1900, the town could boast of a number of civic improvements found in any proper city: street railways, paved streets, gas, water and sewer systems, electricity, and telephones.⁹

As factories, gins, oil mills, and lumber mills were built in the city, a flood of workers arrived seeking steady wages. The old model of close contact between businessman and worker based on the centuries old, craft system broke. Increasingly the businessman and the worker split into their own social classes and neighborhoods. Thus a new organization of Southern cities began.¹⁰

⁶ F. Hampton Roy, Sr. and Charles Whitsell, Jr., *How We Lived: Little Rock as an American City* (Little Rock, AR: August House, Inc., 1984), 126. United States Department of Commerce, Bureau of the Census, *Thirteenth Census of the United States Taken in the Year 1910*, Volume II, Population 1910 (Washington: GPO, 1913), 105.

⁷ Wilson S. Dornblaser, "How Little Rock Grew" *Arkansas Gazette* (Little Rock), November 7, 1931.

⁸ Goodspeed Publishing Company, *The Goodspeed Biographical and Historical Memoirs of Central Arkansas* (Chicago: Goodspeed Publishing Company, 1889; Reprint Easley, SC: Southern Historical Press, 1978), 393-9.

⁹ Roy, 103, 127.

¹⁰ Thomas W. Hanchett, *Sorting out the New South City: Race, Class, and Urban Development in Charlotte 1875-1975* (Chapel Hill: University of North Carolina Press, 1998), 53-70.

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Rather than live together in mixed neighborhoods the businessman and the growing white-collar work force moved to their own neighborhoods. Little Rock's Lincoln Avenue, Scott Street, Louisiana Street, or Quapaw Quarter neighborhoods would be good examples.¹¹ The wealthy chose to live in town toward the center and southern edge of the original city. It was not until the late 1880s that the wealthy businessmen of the city chose to locate farther from the city's center. The city improvement that had perhaps the greatest effect on city growth and population migration was the streetcar.

It is no coincidence that the development of the western and southwestern parts of the city went hand-in-hand with the construction and operation of the city's street railways. A streetcar system of any type allowed for faster travel between one's home and work freeing the businessman or the worker from living within walking distance. The first street railways in Little Rock were mule drawn cars of the Capital City Street Railway Company that began service in the Spring of 1877. The City Electric Street Railway Company was organized in 1887 to operate an electric streetcar system. Until 1891, these two companies competed with one another. The City Electric Railway Company's Dummy Line, as it was nicknamed, used a small steam engine, a dummy, to pull cars along the railroad's route. Construction of the company's first railway lines was complete in July 1888 and by the next year there were twelve to thirteen miles in operation.¹² These railways connected the manufacturing centers of town with the newly developing residential areas on the west and southwest. These connections allowed the growing middle class and the industrial worker to live farther from his work and make the suburb a reality.¹³ The *Arkansas Democrat* went so far as to say, "[The streetcar] has given health, fresh air, room to breathe, life to the invalid, joy to the children. It permits the poor toiler as well as people of means to live where they are not 'cabined, cribbed, confined' in congested sections."¹⁴

¹¹ Roy, 103-20.

¹² Goodpseed, 387. Roy, n. 179.

¹³ For a discussion on streetcars and their role in opening the suburbs, with emphasis on Little Rock see Cheryl Griffith Nichols, "Pulaski Heights: Early Suburban Development in Little Rock, Arkansas" (M.A. Thesis, Washington University, 1981), 50-1. Between 1891 and 1893, both the Capital City Street Railway Company and the City Electric Street Railway Company went into receivership. The successor was the Little Rock Railway & Electric Company. See Little Rock, *Digest of the City of Little Rock, Ordinances and Resolutions*, (1914), 1914-21. There is little agreement among resources on the history of streetcars in Little Rock, particularly regarding the names of the railway companies. See also, Mrs. Dan W. Colton, "Streetcars and Society" *Pulaski County Historical Review* XXVIII, No. 1 (Spring 1981): 1-9; and C. Fred Williams, PhD, *Historic Little Rock: An Illustrated History* (San Antonio, TX: Historical Publishing Network, 2008).

¹⁴ *Arkansas Democrat*, November 6, 1921, quoted in Nichols, 50. Inherent in this discussion is the American, Jeffersonian ideal of living in the country with one's own plot of land to farm; a topic too lengthy to discuss here. Among others see, John Brinkerhoff Jackson, *Discovering the Vernacular Landscape* (New Haven: Yale University Press, 1984).

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With the streetcar line in operation the importance of the horse and buggy for transportation was diminished and additions to the city developed ahead of road construction. The City Electric Street Car Company's Highland Park Line ran from High Street (now Martin Luther King, Jr. Drive) zig-zagging its way for several blocks to Thirteenth Street at Barton. The railroad then ran approximately sixteen blocks west on Thirteenth to the end of the line at Pine Street; two blocks past Highland Park.¹⁵

Between 1890 and 1900, there were nine additions to the city of Little Rock established near or at the end of this line. Inexpensive lots and inexpensive transportation made these residential developments attractive to a much wider population.¹⁶

To be certain, the additions were not streetcar suburbs in the model of northern or northeastern suburbs. Rather they were extensions of the current urban environment. The additions to Little Rock made during the late nineteenth and, with exceptions, early twentieth centuries were not as rigorously planned as say, Atlanta's Inman Park neighborhood of 1887 for example. More properly they were more closely related to Charlotte's Dilworth neighborhood of 1891. Dilworth was developed by Edward Dilworth Latta and his company the Charlotte Consolidated Construction Company. The neighborhood was a mix of old urban tradition and new planning ideas taken from the new northern suburbs. The neighborhood was laid out in a grid based on the old city's existing grid. Though it did include an expansive park, it also had lots set aside for industrial growth and manufacturing something not seen, in fact forbidden, in new northern suburbs and later southern suburbs.¹⁷

In many ways the turn-of-the-century growth of Little Rock mirrored that of other New South cities. The W. B. Worthen Addition, in which the Robert E. Lee School is located, was very similar to Dilworth in that it was set apart from the city and served by the trolley line. However, it lacked park space or the naturalistic layout of blocks, lots, and streets. That type of suburb was seen instead in Little Rock's Pulaski Heights.

The plat for the W. B. Worthen Addition was registered by the Philadelphia Land Company of Little Rock on May 22, 1906. It comprised the ten acres of the Northeast ¼ of the Northwest ¼ of Section 8, Township 1 North, Range 12 West. The blocks consisted of twelve lots, each forty-six feet by one hundred and thirty feet with a sixteen foot alley in the middle; the exception being block 2 which had no alley. The street railway is shown extending through the addition on 13th Street.¹⁸

¹⁵ James A. Martin, *Official Map of Little Rock, Arkansas*, [map], Scale: 1"=1200', (Little Rock: Arkansas Democrat Company, 1893).

¹⁶ Roy, 127. Dornblaser.

¹⁷ Hanchett, 53-65.

¹⁸ Pulaski County, Assessor's Office, Plat Book 1, 21. W. B. Worthen was the President of the Philadelphia Land Company of Little Rock. John Jones was Secretary.

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Worthen's Addition was one of the last to be platted in the area. Jensen's Addition, Forest Hills Addition, T. B. Martin's Addition, Jones & Worthen Addition were all platted in the vicinity prior to 1900. Settlement prior to 1906 was largely mixed race and predominately African American west of Valentine Street. Two blocks east of the school between West 13th and West 14th Streets and Valmar and Maple Streets, on the east and west, was Highland Park. The small two block park was owned by the streetcar company and served as an African American park.¹⁹ The neighborhood that grew up around this park, a park once referred to as nothing more than a pine grove, was decidedly working class.

The homes of blacksmiths, porters, clerks, butchers, and janitors surrounded Highland Park at the end of the streetcar line. This working class settlement pattern continued into the twentieth century, aggravated by increasing separation of working classes. The growth of southwest Little Rock as a particularly working class neighborhood increased at the turn-of-the-century with the construction of the Arkansas Brick and Manufacturing Company, the Clark & Gray Manufacturing Company stave mill, the A. J. Neimeyer Lumber Company mill, and the Little Rock, Maumelle, and Western Railroads all near the 19th Street Pike. By 1910, this part of the city of Little Rock, the city's Fourth Ward, had a population of 4,919.²⁰

As the neighborhood grew so did the need for city services. Schools, city water, gas, electricity, sidewalks, and paved roads were added as the population and tax base grew. The predominance of Colonial Revival, Queen Anne, and Plain-Traditional style homes in the neighborhood north of West 12th Street in the vicinity reveal an area settled at the end of the nineteenth and very early twentieth centuries. However, south of 12th Street and west of Valentine Street the homes are primarily Craftsman influence with interspersed Colonial Revival style homes suggesting a slower growth. Nevertheless, the growth of the West End was sufficient that by 1906 the city was considering a new school in the area.

Not surprisingly, the Little Rock School district didn't have schools to serve these new populations. From its beginning in 1869 the Little Rock School District struggled to have enough classroom space to meet demand. School construction and location prior to 1900 was largely focused in the areas of settlement to the south and east of the city. Under Superintendent J. R. Rightsell the school system and board undertook a building construction and modernization campaign that by 1897 resulted in the construction of six schools with fifty-two new classrooms.

¹⁹ James Bell's history of Little Rock parks notes that this was an African American park established before 1890. Originally named Fulton Park, it closed in 1910. The Art Publishing Company noted in 1890 that the City Electric Street Car Company maintained a pine grove two miles west of the city limits at the end of their dummy line. See James W. Bell, "Early Parks of Little Rock, Part II" *Pulaski County Historical Review*, XXX, No. 2 (Summer 1982): 45, and Art Publishing Company, *Little Rock Picturesque and Descriptive* (Neenah, WI: Art Publishing Company, 1890), not paginated.

²⁰ Bureau of the Census, 105. The Fourth Ward was bounded by High Street on the east, the city limit on the west, 7th Street on the north, and Wright Avenue (the city limit) on the south.

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This construction campaign continued into the early 1900s to meet the needs of the city's ever expanding population. In 1890, 4,085 students attended the city's eight schools.²¹ Superintendent Rightsell's 1907 report noted 5,633 students in nine schools; including 296 in Robert E. Lee School.²²

Robert E. Lee was the second school built on what was then called the West End. The Centennial School, built 1894, near the streetcar line to West End Park was the first. When built, Robert E. Lee School was located very near the city limits. The original building was designed by Gibb & Sanders, Architects but it is unknown who was the lead architect, be that Frank Gibb or Theodore Sanders. The Little Rock School District Board stated on June 30, 1906, "We further have directed the architects to prepare plans for an eight room building at Highland Park on West End, four of the rooms furnished at present."²³

To address the needs in that portion of the city the school board purchased a two room building and rented a second for the students of the school. City directories note a Highland Park School at the corner of 12th and Valmar Streets by 1906. In 1907, in addition to the Highland Park School there is a West End School with a building at 12th and Martin Streets—three blocks east of Robert E. Lee—where the Fourth Grade met. Second and Third grades met at 3111 West 12th Street, listed as the home of Dedric M. Ross.²⁴ It is not until 1908 that Robert E. Lee School appears in the city directories.

In the August meeting of the Little Rock School Board, Director Kavanaugh of the Committee on New Buildings reported that they had received five bids for the construction of the West End School. Patrick Powers, most often referred to as Pat, was awarded the contract with his bid of \$19,965 with the instruction that the school be completed December 25, 1906.²⁵ By this time enrollment in the West End School—meeting in temporary buildings—had risen from 134 students in the first week to 180 students. In only three months the school population increased approximately thirty-four percent.

²¹ There were 2,508 white students and 1,577 African American students in five white schools and three African American schools.

²² The nine schools listed by Rightsell included: High School, Peabody, Centennial, Rightsell, Fort Steele, Kramer, Scott Street, Pulaski Heights, and Robert E. Lee with an attendance of 4,147 white students. African American schools were Ringo Street-High School, Ringo Street-Grade School, Twenty-first Street, and Capital Hill with an attendance of 1,486. *Arkansas Gazette* (Little Rock), December 1, 1907, 6.

²³ Little Rock School Board, *Board Meeting Minutes, Book D*, June 30, 1906, 286.

²⁴ Arkansas Democrat Company, *Arkansas Democrat Company's Little Rock City Directory* (Little Rock: Arkansas Democrat Company, 1906) and Democrat Company, 1907. The Little Rock School District notes that Highland Park was an African-American School owned by School District 27 prior to 1909. After 1909, the school was rebuilt at 17th and Pine and renamed Stephen's Elementary. See Little Rock, School District, "Stephens Elementary," *Little Rock School District*. Available online at <http://www.lrsd.org/display.cfm?id=166>. Accessed 5 February 2009. See also Little Rock School District, *Board Minutes, Book E*, October 31, 1910, 75.

²⁵ Little Rock School Board, *Book D*, August 25, 1906, 304-5.

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By January, the concern was so great that it was noted, "Director Kavanaugh as chairman of the Committee on New Buildings reported that owing to the fact that the West End School district is becoming so densely populated and that the present building now in course of construction by this board is only large enough to accommodate those now in attendance in the two rooms owned by the school district and at the two rooms rented they deemed it advisable to let contract for the completion of the building and let the contract to Mr. Pat Powers for the sum of \$3,650. On motion the action of the committee was approved."²⁶

The school was not completed in December of 1906 as ordered. Plumbing of the structure wasn't completed until June of 1907. What this plumbing was is unknown as an outhouse—a frame structure with brick foundation, connected to the city sewer—was built at the school in September 1907.²⁷ It was also in September 1907 that the name was officially changed: "the school heretofore known as Highland Park and more recently as West End School we decided to name Robert E. Lee School."²⁸

The Robert E. Lee School sits on a hill above West 12th Street to the north, South Oak Street to the east, South Pine Street to the west, and West 13th Street to the south. It faces West 12th Street though it has secondary entrances on the east, west, and south elevations. The original eight-room building was designed in a simplified Gothic Revival style. The Little Rock firm of Gibb & Sanders, Architects designed the eight-room school. The 1910 addition by Theodore Sanders replicated the earlier work to an exacting detail. Thomas Harding, Jr.'s 1930 gymnasium and auditorium addition used an understated Art Deco decoration.²⁹

In many ways, the original Robert E. Lee School reflected an earlier period of school architecture in Little Rock. Yet, it stands apart as it included architectural details that hinted at how future Little Rock schools might be designed. The design of the original building was very similar to Little Rock schools of the 1890s. Built in the middle of the block, the school was a series of classrooms connected by a central hall. A Gothic Revival entry arch, gave the building a feeling of strength and solidity.

²⁶ Ibid., January 2, 1907, 332.

²⁷ Ibid., June 29, 1907, 386; and September 19, 1907, 407. Clifton Lane was the carpenter for the outhouse building.

²⁸ Ibid., September 19, 1907, 403.

²⁹ Theodore Sanders was an accomplished, classically trained architect having studied at the prestigious Ecole des Beaux Arts in Paris after graduating from the University of Illinois, Urbana, in 1902. Sanders was a partner of Frank Gibbs from 1906 until 1910 when he started his own firm. Thomas Harding, Jr. worked closely with Charles Thompson for many years. He was a partner in the firm under the name Thompson and Harding until 1927 when he decided to open his own practice. See Roy, *Charles Thompson and Associates*, and Frank Wooster Gibb, Theodore M. Sanders, and Thomas Harding, Jr., Architect Files, Arkansas Historic Preservation Program.

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But the architect distinguished this building from that of the earlier generation by applying Gothic Revival architectural elements and Colonial Revival elements and in doing so, moved away from the Romanesque Revival style so common to Little Rock schools of the late nineteenth century. The paired windows, three-part windows, flat lintels, limestone window sills, limestone belt course and segmental arches are more in keeping with a Classical form of architecture; particularly the Adam or Georgian styles. Quoins accentuating the corners along the parapet above the cornice, and in-fact the parapet itself, are also in keeping with a Classical form of architecture.

By alluding to the Classical period, the architect is attempting to establish a monumental quality for the building. When seen from West 12th Street, the Romanesque entryway with its strength and solidity anchor the soaring frontispiece and the glazed label mold and bright limestone architectural details give the building an impressive, if slightly understated, feel. All of these features combine in an effort to link the works of the school district to those of Colonial America or even the Romans or Greeks. Hopefully too it imparts to the students a sense that what they undertake daily in their classrooms is important in maintaining a long, if mythical, American tradition. Though the effort at Classicism falls short on this building, it echoes that seen on the Colonial Revival, Little Rock High School (1904) and establishes a foundation for more fully developed concepts seen on the James Mitchell School in 1909.

Both the Little Rock High School (East Side High School, NR listed 7/25/1977) and the James Mitchell School (NR listed 8/16/1996) are extant and as such serve as good examples of Classical forms of architecture applied to schools in Little Rock. The Kramer School (NR listed 7/25/1977) still serves as a pure example of a Romanesque Revival school in Little Rock, even after the loss of its tower. However, Centennial School was demolished in 1971. Alone on the southwest side of Little Rock, the Robert E. Lee School stands as a good example of Romanesque Revival style of architecture in a neighborhood of Craftsman and Colonial Revival homes. Of the few commercial buildings extant in the neighborhood from the early twentieth century none are of the Romanesque Revival or Gothic Revival styles and none match the grandeur of the Robert E. Lee School. The school is the best example in the city of Little Rock of a transitional architecture between the Romanesque forms of the late nineteenth century and the Classical forms of the twentieth century.

A small commercial district of vernacular frame and twentieth century standard commercial buildings grew up along 13th Street south and west of the Robert E. Lee School after 1913. The school served as the anchor for this commercial growth and for this community. However as the century progressed many of the stores closed and the commercial buildings were lost. Through the 1950s and 1960s the neighborhood changed significantly.

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After World War II, Little Rock became an increasingly segregated city.³⁰ White flight to the new suburbs on the western parts of town changed the racial make up of the older sections of town. Robert E. Lee was soon a white school in a largely African-American part of town.

Robert E. Lee was allowed to languish because of declining student numbers and the construction of new, white elementary schools in the western part of the city like Jefferson Elementary—opened in 1950. After the Federal Court's decision in *Clark v. Board of Education* in May of 1970, the Little Rock School district developed a desegregation plan for its school system.³¹ Ultimately, this plan was found to be deficient after the U. S. Supreme Court's *Swann v. Charlotte-Mecklenburg Board of Education* decision in April 1971 and the 8th Circuit Court of Appeals decision in *Clark v. Board of Education* in September 1971.³² As part of the desegregation plan, or in an attempt to circumvent the law, Robert E. Lee was closed in 1971.

After being closed, the school district used the school as its Institutional Resource Center providing additional and in-service training for the district's teachers. The building was abandoned after the Institutional Resource Center moved to the former Ish Elementary. In 1997, the building was sold to the city of Little Rock. Robert E. Lee School reopened in 1999, after a two million dollar renovation. Newly named the Little Rock Neighborhood Resource Center, it was designed as community center, business incubator, and social service center. It was renamed the Willie L. Hinton Neighborhood Resource Center in 2005 in honor of city director Willie L. Hinton and his efforts toward establishing the center. The former school now serves as the anchor for the community organization, planning, and redevelopment programs along Little Rock's West 12th Street.

³⁰ Hanchett, Table 8, 262.

³¹ *Clark v. Board of Education*, 426 F.2d 1035 (8th Circ. 1970).

³² Ben F. Johnson, III, "After 1957: Resisting Integration in Little Rock," *Arkansas Historical Quarterly* Vol. LXVI, No.2 (Summer 2007), 280. *Clark v. Board of Education*, 449 F.2d 493 (8th Circ. 1971) and *Clark v. Board of Education*, 465 f.2d 1044 (8th Circ. 1972).

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Statement of Significance

The Robert E. Lee School is the only remaining Little Rock school that exemplifies a period of transition between the Romanesque architectural styles of the nineteenth century and the Classical designs of the twentieth. Its location on West 12th Street reveals settlement patterns of the city of Little Rock long lost to white flight and urban renewal. Its proximity to Stephens Elementary is indicative of a long tradition of racism in southern education and the tumultuous struggle for integration. The new role of the school as a neighborhood resource center places the school back in the heart of the community and again in its role of providing service to the community.

For those reasons the Robert E. Lee School is being nominated to the National Register of Historic Places with **local significance** under **Criterion A** and **Criterion C** for its role in the history of education in Little Rock and as a good example of the Gothic Revival, or Collegiate Gothic, form of architecture in southwest Little Rock.

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Lee, Robert E., School
Name of Property

Pulaski County, Arkansas
County and State

10. Geographical Data

Acreage of Property 1.5 acres

UTM References

(Place additional UTM references on a continuation sheet.)

1 15 562599 3844447
Zone Easting Northing
2

3
Zone Easting Northing
4

☐ See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Van Zbinden, National Register Historian
organization Arkansas Historic Preservation Program date 6 February 2009
street & number 323 Center Street, Tower Building 1600 telephone (501) 324-9880
city or town Little Rock state AR zip code 72201

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

Representative black and white photographs of the property.

Additional items

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

Property Owner

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

name Mark Stodola, Mayor, City of Little Rock
street & number 500 West Markham, Room 203 telephone
city or town Little Rock state Arkansas zip code 72201

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 listing. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P. O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20303.

Lee, Robert E., School
Name of Property

Pulaski County, Arkansas
County and State

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Verbal Boundary Description

Block 2 of the W. B. Worthen Addition to the city of Little Rock.

Boundary Justification

This boundary encompasses all the land historically associated with the Robert E. Lee School.

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Lee, Robert E., School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: ARKANSAS, Pulaski

DATE RECEIVED: 4/23/09 DATE OF PENDING LIST: 5/11/09
DATE OF 16TH DAY: 5/26/09 DATE OF 45TH DAY: 6/06/09
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 09000370

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 6-2-09 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.



1. Lee, ROBERT E., School
2. Little Rock, Pulaski County, ARKANSAS
3. VAN ZBINDER
4. MARCH 2009
5. Arkansas Historic Preservation Program
6. North facade looking Southeast
7. #1



1. Lee, Robert G., School
2. Little Rock, Pulaski County, AR
3. BEAU PUMPHREY
4. Arkansas Historic Preservation Program
5. June 2008
6. North facade detail of cornice and Date block
7. #2



1. Lee, Robert E., School
2. Little Rock, Polaski County, AR
3. Beau Pumphrey
4. June 2008
5. Arkansas Historic Preservation Program
6. North facade main entrance
7. #3



1. Lee, Robert E., School
2. Little Rock, Polaski County, AR
3. Beau Pomphrey
4. June 2008
5. Arkansas Historic Preservation Program
6. MAIN ENTRANCE Transom detail
7. # 4



1. Lee, Robert E., School
2. Little Rock, Pulaski County, AR
3. Beau Pumphrey
4. June 2008
5. Arkansas Historic Preservation Program
6. Detail, Impost Block, Main Entrance North facade looking Southeast
7. #5



1. Lee, Robert E. Schwal
2. Little Rock, Pulaski County, AR
3. Beau Pumphrey
4. June 2008
5. Arkansas Historic Preservation Program
6. East Elevation looking south west
7. #6



1. Lee, Robert E. School
2. Little Rock, Pulaski County, AR
3. Beau Humphrey
4. June 2008
5. Arkansas Historic Preservation Program
6. West Elevation looking Southeast
7. # 7

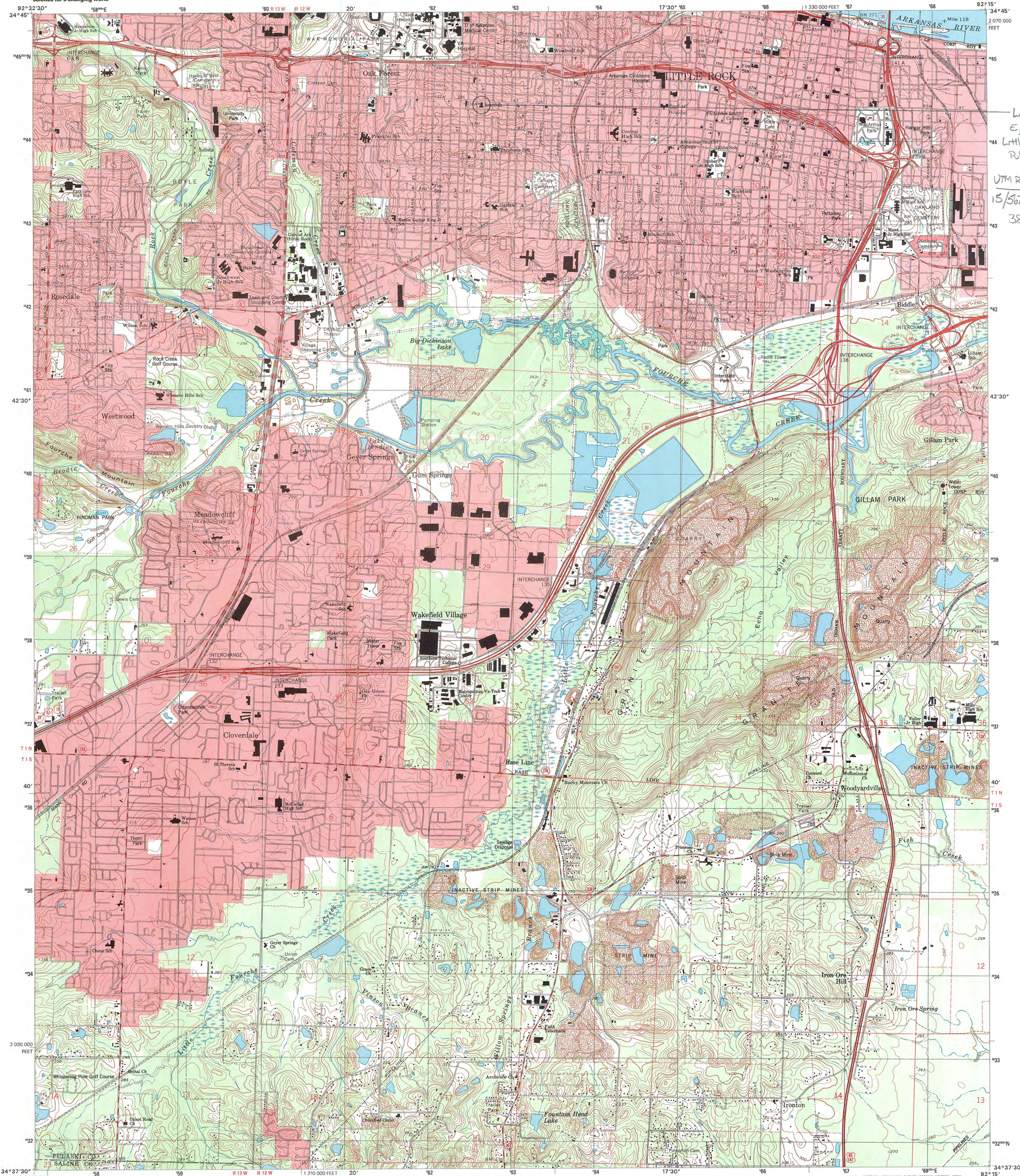


1. Lee, Robert E., School
2. Little Rock, Pulaski County, ~~AR~~
3. Beau Pumphrey
4. June 2008
5. Arkansas Historic Preservation Program
6. West elevation looking northeast
7. # 8



U.S. DEPARTMENT OF THE INTERIOR
U.S. GEOLOGICAL SURVEY

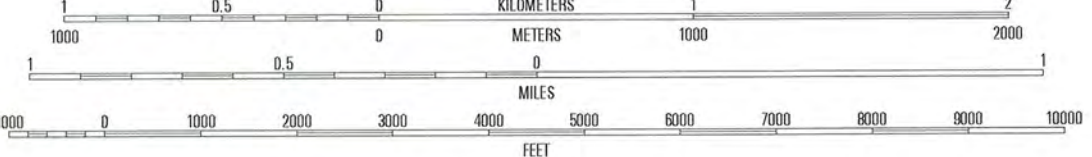
LITTLE ROCK QUADRANGLE
ARKANSAS
7.5-MINUTE SERIES (TOPOGRAPHIC)



Lee, Robert
E, School
Little Rock,
Pulaski County
AR
UTM REFERENCE
15/562599/
3844447

Produced by the United States Geological Survey
Topography compiled 1960. Planimetry derived from imagery
taken 1994 and other sources. Public Land Survey System and
survey control current as of 1985.
North American Datum of 1983 (NAD 83). Projection and
1 000-meter grid: Universal Transverse Mercator, zone 15
10 000-foot ticks: Arkansas Coordinate System of 1983 (south zone)
North American Datum of 1927 (NAD 27) is shown by dashed
corner ticks. The values of the shift between NAD 83 and
NAD 27 for 7.5-minute intersections are obtainable from
National Geodetic Survey NADCON software.
There may be private inholdings within the boundaries of the
National or State reservations shown on this map.
Landmark buildings verified 1985.

UTM GRID AND 2000 MAGNETIC NORTH
DECLINATION AT CENTER OF SHEET



CONTOUR INTERVAL 10 FEET
SUPPLEMENTARY CONTOUR INTERVAL 5 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929
TO CONVERT FROM FEET TO METERS, MULTIPLY BY 0.3048

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS
FOR SALE BY U.S. GEOLOGICAL SURVEY, P.O. BOX 25286, DENVER, COLORADO 80225
AND ARKANSAS GEOLOGICAL COMMISSION, LITTLE ROCK, ARKANSAS 72204
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST



QUADRANGLE LOCATION

ROAD CLASSIFICATION
Primary highway
hard surface
Secondary highway
hard surface
Interstate Route
U.S. Route
State Route
Light-duty road, hard or
improved surface
Unimproved road

1	2	3
4	5	6
7	8	9

1 Pinnacle Mountain
2 North Little Rock
3 Mc Almont
4 Alexander
5 Sweet Home
6 Bryant
7 Spring Lake
8 Woodson

LITTLE ROCK, AR
1994

NIMA 7553 III NE-SERIES V884





The Department of
**Arkansas
Heritage**

Mike Beebe
Governor

Cathie Matthews
Director

Arkansas Arts Council

Arkansas Natural Heritage
Commission

Delta Cultural Center

Historic Arkansas Museum

Mosaic Templars
Cultural Center

Old State House Museum



Arkansas Historic
Preservation Program

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info@arkansaspreservation.org

website:

www.arkansaspreservation.com

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April 1, 2009

Dr. Janet Matthews
Chief of Registration
United States Department of the Interior
National Register of Historic Places
National Park Service
8th Floor
1201 Eye Street, NW
Washington, D.C. 20005



RE: Robert E. Lee School, Little Rock, Pulaski Co.

Dear Dr. Matthews,

We are enclosing for your review the above-referenced nomination. 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 Van Zbinden of my staff at (501) 324-9789. Thank you for your cooperation in this matter.

Sincerely,

Cathie Matthews
State Historic Preservation Officer

CM:vz

Enclosure