

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 Chicot County Training School

other names/site number Morris Booker Memorial College, Site #CH0167

2. Location

street & number Southwest corner of Hazel and North School Street

not for publication

city or town Dermott

vicinity

state Arkansas code AR county Chicot code 017 zip code 71638

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.)

Cathie Matthews
Signature of certifying official/Title

3/11/04
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): _____

Signature of the Keeper

Date of Action

Chicot County Training School
Name of Property

Chicot 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
1	objects
2	Total

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

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

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION/School

Current Functions
(Enter categories from instructions)

EDUCATION/School

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19TH AND EARLY 20TH CENTURY
AMERICAN MOVEMENTS/Craftsman

Materials
(Enter categories from instructions)

foundation CONCRETE
walls BRICK

roof ASPHALT
other _____

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

(Mark "X" in one or more boxes for the criteria qualifying the property

(National Register listing.)

[X] 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)

EDUCATION

ETHNIC HERITAGE/Black

Period of Significance

1929-1954

Significant Dates

1929

Significant Person (Complete if Criterion B is marked)

Cultural Affiliation (Complete if Criterion D is marked)

Architect/Builder

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:

[X] State Historic Preservation Office

[] Other State Agency

[] Federal Agency

[] Local Government

[] University

[X] Other

Name of repository:

Morris-Booker Memorial College Board

Chicot County Training School
Name of Property

Chicot County, Arkansas
County and State

10. Geographical Data

Acreage of Property Less than one.

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>15</u>	<u>644988</u>	<u>3711562</u>	3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing

2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>	<u> </u>	<u> </u>
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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 Ralph S. Wilcox, National Register & Survey Coordinator
organization Arkansas Historic Preservation Program date December 17, 2003
street & number 1500 Tower Building, 323 Center Street telephone (501) 324-9787
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 Morris Booker Memorial College Board, c/o Barbara Webb
street & number 112 Wolfe Project Road telephone
city or town McGehee state AR zip code 71654

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.

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SUMMARY

The Chicot County Training School is located at the southwest corner of Hazel and North School Street on the north side of Dermott. It sits at the northeast corner of the Morris-Booker Memorial College campus. The one-story brick building rests on a continuous cast-concrete foundation, and the gable roof is covered in diamond-shaped composition shingles. Banks of windows are located around the building, and provide light to the classrooms inside. The building was built in 1929 with assistance from the Rosenwald Fund. A communal water fountain, located just to the west of the building at the south end, also contributes to the nomination.

ELABORATION

The Chicot County Training School is an "H"-shaped building at the southwest corner of Hazel and North School Street in Dermott, Chicot County, Arkansas. It was built in 1929 with assistance from the Rosenwald Fund, and is located at the northeast corner of the Morris-Booker Memorial College campus. The building is one story tall and rests on a continuous cast-concrete foundation. The roof on the building is covered in diamond-shaped composition shingles, and has gables that run parallel to the crossbar and legs of the "H" shape. Large banks of windows, which are typical for schools of the period, are located around the building, and provide light to the building's classrooms.

In addition to the school building, the nomination includes a concrete communal water fountain. The water fountain is located just to the west of the building at the south end.

Front/East Elevation

The front elevation is oriented around the central main entrance to the building. The recessed entrance is comprised of a set of double doors. A projecting porch with front facing gable roof covers the entrance. The central section of the building, which flanks the entrance, has a bank of five metal-framed, two-over-two windows on each side of the entrance. At each end of the central section is a single smaller double-hung window. Above each bank of windows that flank the entrance is a shed-roofed dormer with three wood-framed, six-paned windows.

The two end sections of the building, which have front-facing gables, each have a centered bank of six metal-framed, two-over-two windows. In addition, a rectangular louvered attic vent is present in each of the gable peaks.

Side/South Elevation

The south elevation of the building has a central entrance with a set of double doors. The doors are wood with panels on the bottom half and nine panes of glass on the top half. A fourteen-paned transom window is present above the doors. Again, like the north entrance, a projecting porch with front-facing gable roof covers the entrance. To the right of the entrance are two groups of two metal-framed, two-over-two windows, while to the left of the entrance is a band of five metal-framed, two-over-two windows.

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In addition, a rectangular louvered attic vent is located in the gable end of the building's central section's gable roof.

To the left of the façade on the original portion of the building, is a small addition constructed on the west side of the building. The south side of the addition has no fenestration.

Rear/West Elevation

The north end of the west elevation consists of the end of one of the legs of the "H." It contains a band of five metal-framed, two-over-two windows. Above the band of windows, in the gable peak, is a rectangular louvered attic vent. Proceeding south along the façade, where the leg and crossbar of the "H" intersect, is a projection on the façade that contains a boarded-up windows on the left and the rear entrance to the building on the right. A large, gable-fronted, covered porch, which is not original to the building, projects out from this part of the façade.

The crossbar of the "H" comprises the center portion of the rear façade. To the left side of the portion of the façade is a band of five metal-framed, two-over-two windows followed by a pair of metal-framed, two-over-two windows and then a band of three metal-framed, two-over-two windows. At the extreme right end of this portion of the façade is a single boarded-up window.

The right portion of the rear façade is comprised of the other leg of the "H," and is the west side of the auditorium wing of the building. The original portion of the building has a single boarded-up window on each end of the façade. Additionally, a rectangular louvered attic vent is present in the gable end. The west façade of the small addition, like the west façade of the auditorium, has a single boarded-up window on each end.

Side/North Elevation

The north elevation is devoid of fenestration, but does have a central entrance with a set of double solid-metal doors. Like the main entrance on the front of the building, a projecting porch with front facing gable roof covers the entrance. In addition, a rectangular louvered attic vent is located in the gable end of the building's central section's gable roof.

The north elevation of the original auditorium wing is also devoid of fenestration. However, the north side of the small addition on the auditorium has a central boarded-up door with a boarded-up window to the left.

Integrity

The Chicot County Training School has reasonably good integrity. The major change to the exterior of the building since it was constructed is the replacement of the windows with windows that do not match the original size. However, it is still possible to see the size of the original windows. Even though the windows

Chicot County Training School

Name of Property

Chicot County, Arkansas

County and State

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have been replaced, it is still easy to recognize the building as a school. Although there have been a couple of small additions to the building, they are on the rear of the building, and are very minor in size when compared to the original building. The fact that the Chicot County Training School has always been in the small town of Dermott, and remains so today, also allows the setting around the school to reflect its period of significance.

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SUMMARY

The Chicot County Training School is being nominated to the National Register of Historic Places with **local significance** under **Criterion A** for its association with education in Dermott and Chicot County. Additionally, it is significant as a part of Julius Rosenwald's legacy as the foremost benefactor to Negro education in the South, and as the only surviving Rosenwald School in Chicot County.

ELABORATION

Contrary to common belief, the education of many southern black Americans took place on southern plantations while many were slaves. Some masters allowed a few of their slaves to become skilled workers or artisans by permitting them to be apprentices or employees of craftsmen outside the plantation. In fact, it was quite profitable for the plantation to have a number of skilled slaves in order to avoid having to hire expensive mechanics, craftsmen, machinists, seamstresses, etc. Education was also taking place among the children, often without the master's knowledge. Many of the children of the masters thought it quite amusing to play "school" and teach the slave children how to read and do math. To the children it was a game, but in actuality it was part of the beginning of the black education movement in the South after the Emancipation Proclamation in 1863. In fact, many slaves were able to use their talents and skills to gain their manumission, or to do enough work outside the plantation to buy their way out of slavery.

After the Emancipation Proclamation and the flight of the blacks to northern cities, many religious organizations and education-oriented groups realized the need for education among the black refugees. Plantation life had left many blacks unable to cope with life in the city or with finding jobs. Benevolent societies sprang up in cities such as Boston, Chicago, New York, Cincinnati, and Philadelphia in 1862-1863. Together with church organizations, they provided food, clothing, religious leaders, money, and teachers for the newcomers. Church organizations were the leaders in the freedman's school system in its beginning stages. At the forefront of the religious groups was the American Missionary Association, organized in 1849 to operate Christian missions and educational institutions at home and abroad. Other religious groups included The Baptist Church, North (or Home Mission Society), the Freedman's Aid Society, and the General Conference of the Methodist Episcopal Church; a great deal of the money and supplies these groups provided were dispensed through the Union Army. In March 1862, the New England Freedman's Society, along with General Edward L. Pierce and numerous other educators, initiated the Port Royal Experiment. The Experiment involved developing the economy, directing blacks to economic independence, and organizing schools.

In 1863 the Freedman's Inquiry Commission suggested the creation of a government agency to deal specifically with the care of the freedmen. In 1865 Congress passed an act creating the Bureau of Refugees, Freedmen, and Abandoned Lands, otherwise known as the Freedmen's Bureau. The Bureau was useful because it committed the United States to the task of caring for the freedmen, and because it made that care a part of the official structure by which the South was being controlled. Even though the Freedmen's Bureau

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was able to remedy many of the flaws of the relief programs for the freedmen, it was the strongly motivated individuals of the religious groups and benevolent organizations that were mainly responsible for the education of the blacks. These individuals were for the most part devout Christians and well-trained teachers from New England.

One of the zealous individuals that became one of the most significant figures in southern black education was Julius Rosenwald. Rosenwald was quite successful as a businessman, but his philanthropic work has always overshadowed his financial success. He entered the clothing business in New York in 1878. In 1895 he invested \$35,000 in the stock of Sears, Roebuck, and Company, and in less than thirty years it grew into \$150,000,000. He became president of the mail-order firm in 1910 and then chairman in 1925. During the years Rosenwald was most active as a philanthropist, Sears and Roebuck expanded into the retail chain-store business, and he was actually absent from the company from 1916 to 1919. As early as 1910, Rosenwald as a trustee of Tuskegee Institute in Alabama and made gifts on behalf of the rural school movement to the institute, primarily through close contact with Booker T. Washington. His funds made possible the erection of sixteen YMCA buildings and one YMCA building for blacks. This stimulated gifts from others for similar projects in many cities in both the North and South, including the financial support for a large black housing project in Chicago. Rosenwald was active in a number of Jewish organizations and granted substantial financial support to the National Urban League. Also, he was appointed a member of the Council on National Defense and served as chairman of its committee on supplies.

In 1917 Rosenwald established the Julius Rosenwald Fund. This fund was destined to attract more money to the benefit of black education than any other philanthropic undertaking to this date. The fund's broad purpose was for the betterment of mankind irrespective of race, but it was aimed more specifically at creating more equitable opportunities for black Americans. Unlike many charity organizations, the Rosenwald Fund was to only help a school if the community, blacks and whites alike, had raised some of the money themselves; however, the black community usually provided the labor. Rosenwald and the directors of his trust first directed their attention toward building rural schools, later toward high schools and colleges, and finally toward the providing of grants and fellowships to enable outstanding blacks and whites to advance their careers. Not only did the Rosenwald Fund help to build rural schools, it was also responsible for a number of buildings and libraries on college campuses. The directors of the trust were also involved to a certain extent in the direction of the curriculum at all levels of education. Their emphasis was on the educational needs of country children. They maintained that some vocational skills were necessary, as were the ability to do some math, to read and write clearly, to have some understanding of biological processes and ming, and to understand the fundamentals of sanitation and health.

State records indicate that when the fund ceased activity in 1948, it had aided in the building of 389 school buildings (schools, shops, and teachers' homes) in 45 counties in Arkansas. The total amount contributed by the fund was \$1,952,441. The state or counties owned and maintained all of the schools, and the land was

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usually donated by a white landowner. In Arkansas, R. C. Childress of Little Rock was the Rosenwald Building Agent. Childress was the first degree graduate of Philander Smith College and was the second black person to work for the state Education Department. He dedicated his life to education and, consequently, the University of Arkansas at Pine Bluff named Childress Hall for him, and the high schools in Wynne and Nashville were named for him.

The association of the Rosenwald Fund with the Chicot County Training School began in the 1921-1922 budget year with the construction of a four-room school building. The building was built using Samuel L. Smith's Floor Plan No. 400 for a "Four Teacher Community School." Furthermore, based on an April 1924 photograph of the building, it was stained with a nut-brown color stain with trim painted cream or white per Smith's recommendations. That building, which no longer exists, cost \$4,700 to build, with \$3,500 of the cost coming from public funds and the remaining \$1,200 coming from the Rosenwald Fund. It was one of five four-room schools built during that budget year.

The present Chicot County Training School building was built in 1929. A total of \$32,150 was allocated to Arkansas for the 1928-1929 budget year, which allowed the completion of 29 schools, three teachers' homes, seven vocational shops, and three school additions comprising five classrooms. Of the 29 schools completed during that period, the Chicot County Training School was the only seven-room school built.

The cost to construct the Chicot County Training School was \$22,400, and it was one of the most expensive schools constructed during the 1928-1929 budget cycle. Of the \$22,400 cost of construction, \$1,000 came from black contributions, \$19,550 came from public funding, and the Rosenwald Fund gave a grant of \$1,850.

The Chicot County Training School did not use a standard Rosenwald plan, but was heavily based on Floor Plan No. 60 for a "Six Teacher Community School" from Samuel Smith's *Community School Plans*. Smith was the General Field Agent for the Rosenwald Fund, and he developed a series of floorplans and specifications for a variety of schools that used the most up-to-date innovations in school design. The detailed blueprints and specifications could be obtained from the Rosenwald Fund through the state's education office. Smith felt that having a stock set of blueprints and specifications would allow any community to build a quality school without having to hire an architect, and the school plans turned out to be one of his greatest legacies.

Smith was very concerned with having the maximum amount of natural light get into the classrooms, especially since the rural areas where many of the buildings were built often did not have electricity. The Chicot County Training School, as specified in the plans, faces east in order to allow east-west sunlight into the rooms. East-west sunlight allowed a more comfortable light (as opposed to an all-day exposure to

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southern sunlight), and also allowed for better ventilation since shades would not be needed to cover the windows all day long.

The interior specifications for the buildings that Smith designed also helped to maximize the use of sunlight. Specifications required tan shades on the interior, instead of the more traditional green, and preferred that two shades be installed per window, in order to allow more regulation of light. The schools were also designed so that seating arrangements placed the windows on the children's left sides so that their writing arms, at least for right-handed students, would not cast shadows on their papers. Floor Plan No. 60, which was the basis for the Chicot County Training School, reflects all of Smith's innovations.

The design chosen as the basis for the Chicot County Training School, like the other school designs that Smith did for the Rosenwald Fund, also incorporates an industrial room. The inclusion of an industrial room reflected part of Booker T. Washington's Progressive-era educational philosophy. It allowed girls to be taught sewing and cooking, and boys to be taught farming and working with tools.

Smith also recognized that school buildings often served as community centers, and he incorporated that ideal into his designs. He once wrote that, "the best modern school is one which is designed to serve the entire community for twelve months in the year...whenever possible a good auditorium, large enough to seat the entire community, should be erected in connection with every community school. If there are not sufficient funds for an auditorium, two adjoining classrooms with movable partitions may be made to serve this purpose." As a result, all of Smith's school designs had movable partitions or an auditorium, as at the Chicot County Training School.

The siting of the building was also considered to be very important, and Smith provided recommendations on that regard. It was recommended that buildings be built on at least a two-acre site, and be located near a corner of the site. This allowed enough space for the school, two privies, a teacher's home, playgrounds for the students, a space for agricultural demonstrations, and proper landscaping. Presently, the Morris-Booker Memorial College campus occupies two blocks towards the northern end of Dermott. In keeping with Smith's recommendations, the Chicot County Training School building is located at the extreme northeastern corner of the campus.

During the time that the building was used as the Chicot County Training School, and as part of the city's elementary and high school campus, some small additions were made to the building, including a covered porch on the west side and a small addition to the auditorium, also on the west side. Although it is not known for sure when the small addition on the west side of the auditorium was constructed, it is known, based upon Sanborn maps for Dermott, that it was built after February 1943. It is also unknown at what point the covered porch was built or the windows were replaced.

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The building was last used as a public school in 1975, when the campus was the city's elementary and high school. After the building was no longer used as a public school, it was acquired by the Morris-Booker Memorial College Board. Morris-Booker Memorial College was established in 1934 through an act of the Arkansas Baptist State Convention, replacing its predecessor, the Southeast District Baptist Academy, which had been established in 1899. The College was named after Dr. E. C. Morris, past president of the Baptist Convention, and Dr. J. A. Booker, past president of the Arkansas Baptist College, and has a purpose of providing educational opportunities to underprivileged students of Southeast Arkansas. Morris-Booker Memorial College provides a two-year high school program for 11th and 12th grades, meant for students who are having problems discovering themselves, and also offers a two-year liberal arts program with a curriculum that leads to an Associate of Arts degree. Currently, the building is still owned by the Morris-Booker Memorial College Board and has returned to educational use as a Head Start facility.

Schools, especially Rosenwald Schools, along with churches were often the centerpieces of a community, and it was no exception in Dermott. The Chicot County Training School was the center of life in this part of Dermott not only while it was a school, but for several years after. Even today, it serves as the location for a Head Start program in the area, and as the only surviving Rosenwald school in Chicot County, the Chicot County Training School is a rare and tangible reminder of the philanthropic legacy of Julius Rosenwald.

STATEMENT OF SIGNIFICANCE

The Chicot County Training School is being nominated to the National Register of Historic Places with **local significance** under **Criterion A** for its association with education in Dermott and Chicot County. Additionally, it is significant as a part of Julius Rosenwald's legacy as the foremost benefactor to Negro education in the South, and as the only surviving Rosenwald School in Chicot County.

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BIBLIOGRAPHY

Albright, Angela K. "Rosenwald School, Delight, Pike County, Arkansas." National Register of Historic Places Registration Form. From the files of the Arkansas Historic Preservation Program, 1990.

Arnold, Margaret. "Morris Booker: Puzzle Pieces of Money, People, Programs Are Falling Into Place." *Arkansas Gazette*. 10 September 1980. B1-B2.

Hoffschwelle, Mary. Address. National Trust for Historic Preservation National Conference. Cleveland, OH, October 9, 2002.

Information on Morris-Booker Memorial College in the Tom W. Dillard Black Arkansiana Materials at The Butler Center for Arkansas Studies, Little Rock, Arkansas. Manuscript Collection #MSS 00-10, Series IV, box 4, File 24.

Mansell, Jeff, and Trina Brinkley. "The Rosenwald School Building Fund and Associated Buildings (1913-1937)." National Register of Historic Places Multiple Property Documentation Form. From the files of the Alabama Historical Commission, 1997.

Porter, David. W. "A Brief History of the Julius Rosenwald Fund Building Program with Special Reference to Arkansas." Unpublished Master's thesis, Fisk University, Nashville, TN, 1951.

Sanborn Fire Insurance maps for Dermott, Arkansas: July 1924, October 1932, and February 1943, in the files of the Arkansas History Commission, Little Rock, Arkansas.

Chicot County Training School

Name of Property

Chicot County, Arkansas

County and State

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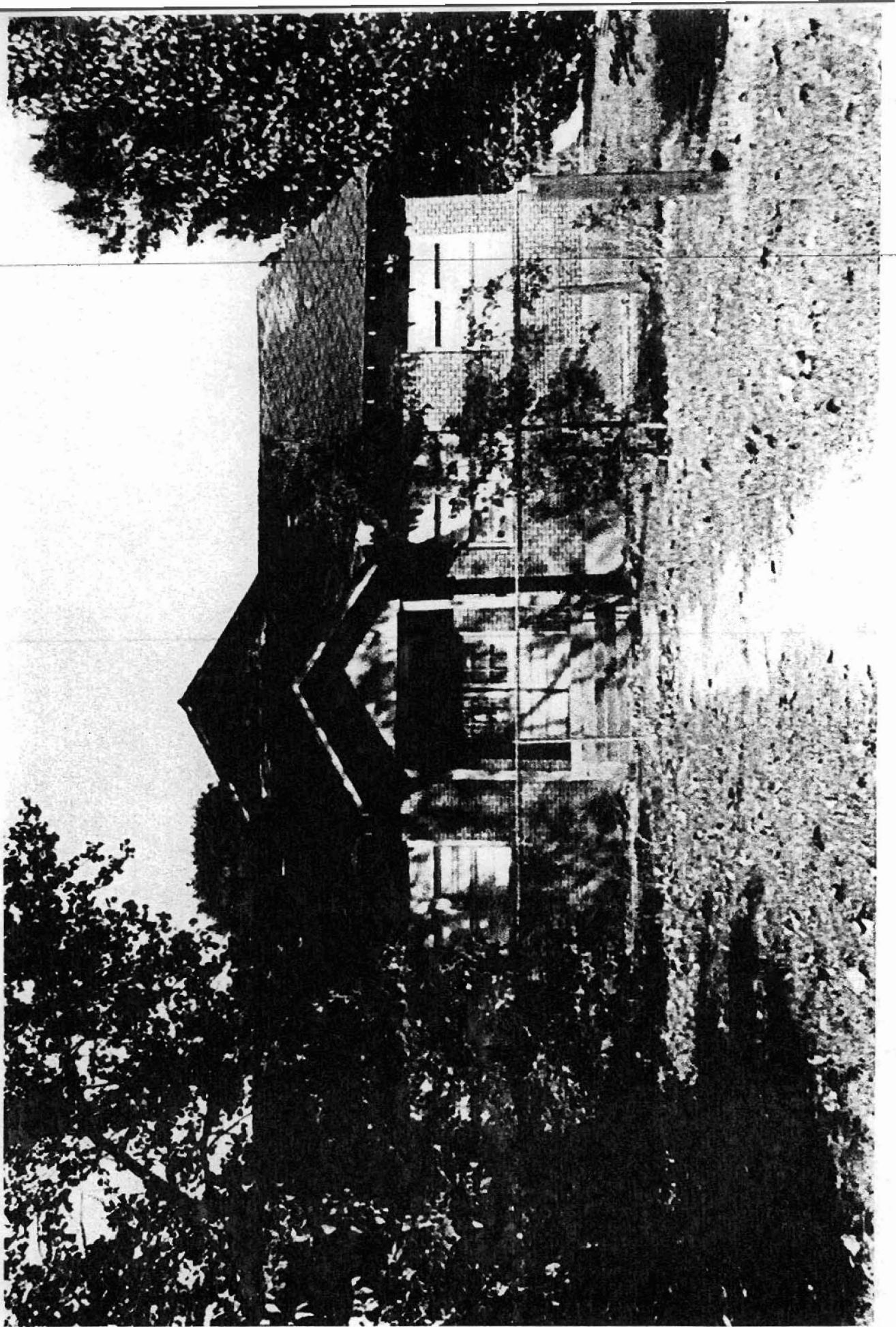
VERBAL BOUNDARY DESCRIPTION

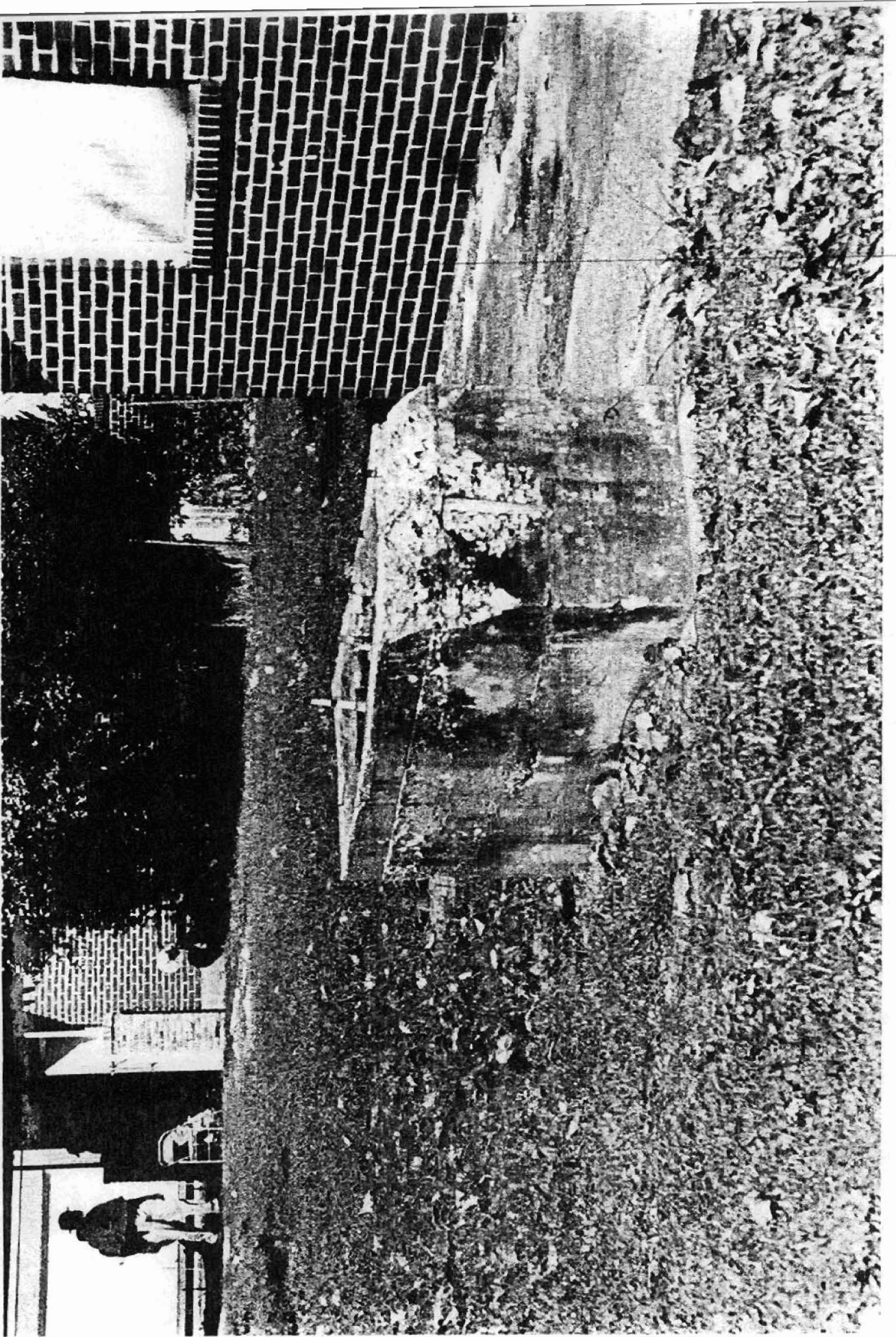
From the southwest corner of the Hazel and North School Street intersection, proceed westerly along the south side of Hazel 185 feet, then proceed southerly 225 feet, then proceed easterly 185 feet to the west side of North School Street, then proceed northerly along the west side of North School Street 225 feet to the point of beginning.

BOUNDARY JUSTIFICATION

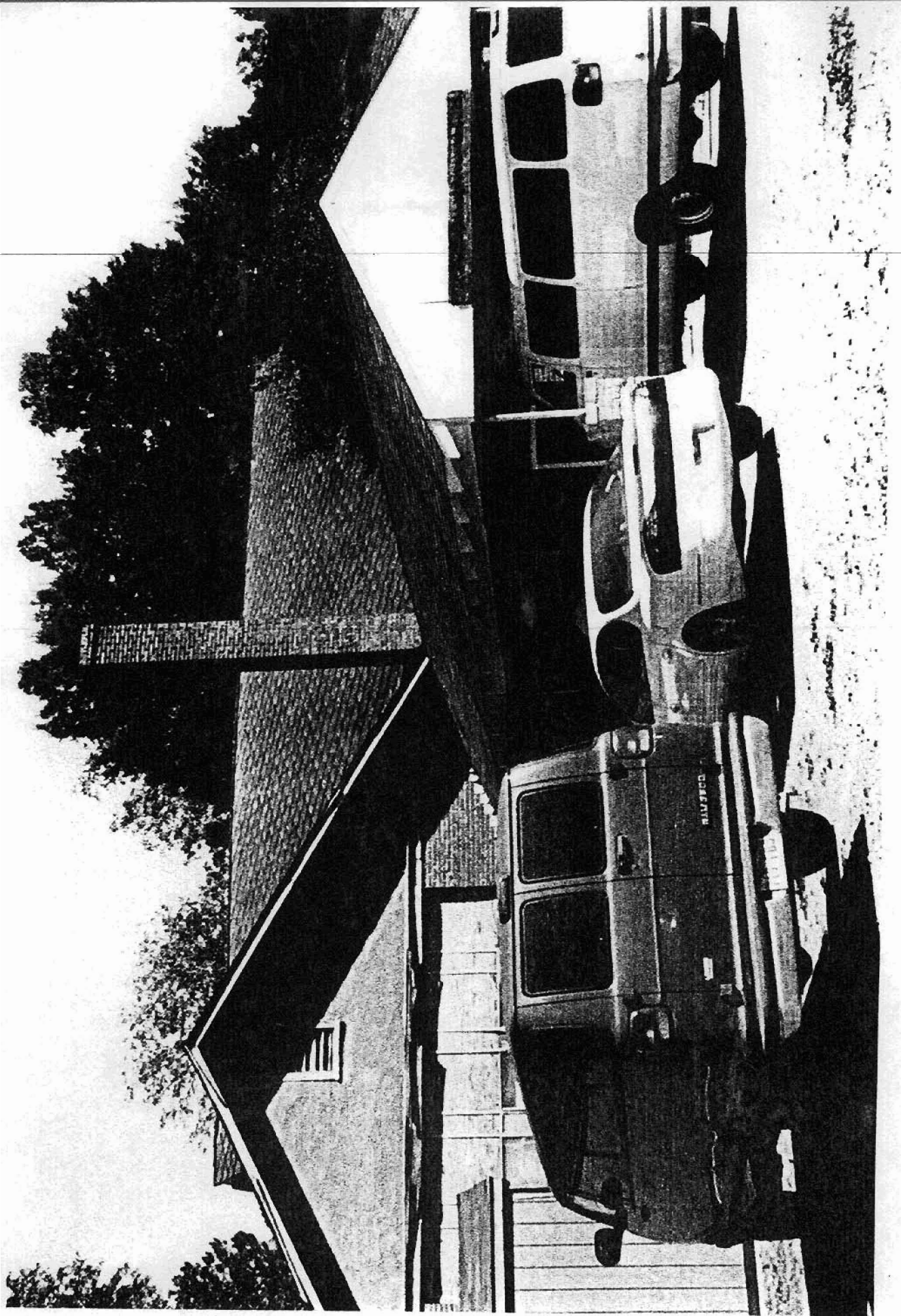
The boundary contains the land around the Chicot County Training School that retains integrity.

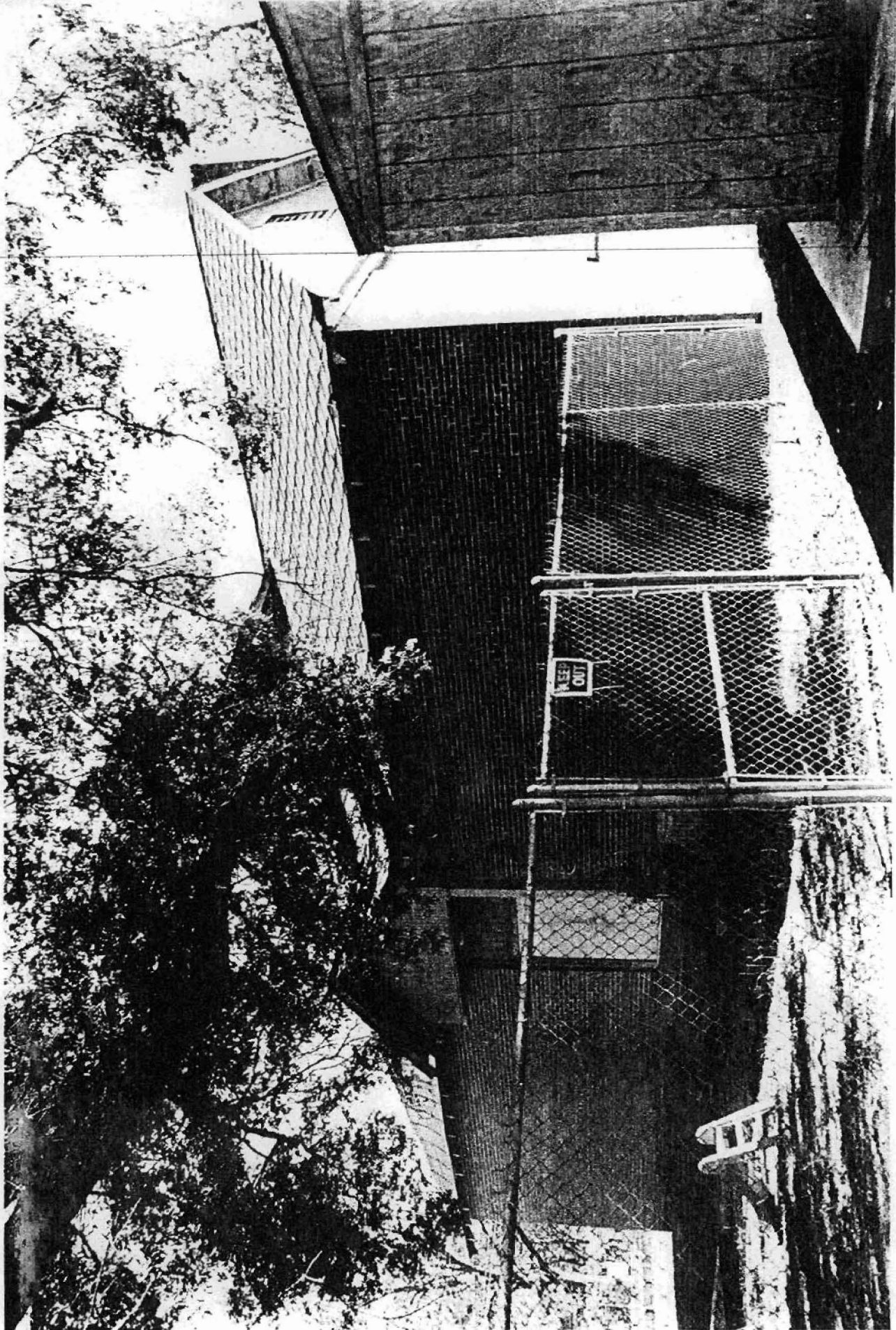












KEEP OUT

