

United States Department of the Interior
National Park Service

Hot Spring Co. - Malvern
Malvern Rosenwald School
836 Acme St.
NR 9/28/05

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 Malvern Rosenwald School
other names/site number Malvern Colored School, Tuggle Elementary School, Site #HS0156

2. Location

street & number 836 Acme Street not for publication
city or town Malvern vicinity
state Arkansas code AR county Hot Spring code 059 zip code 72104

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.)

Catherine Matthews 7/28/05
Signature of certifying official/Title 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 _____

Malvern Rosenwald School
Name of Property

Hot Spring 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		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)

SOCIAL/civic

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19TH AND EARLY 20TH CENTURY AMERICAN
MOVEMENTS/Craftsman
MODERN MOVEMENT/other

Materials
(Enter categories from instructions)

foundation BRICK, 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 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)

EDUCATION

ETHNIC HERITAGE/Black

Period of Significance

1929-1955

Significant Dates

1929-1955

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:

- State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local Government
- University
- Other

Name of repository:

Malvern Rosenwald School
Name of Property

Hot Spring County, Arkansas
County and State

10. Geographical Data

Acreage of Property _____

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>15</u>	<u>516411</u>	<u>3802162</u>	3	_____	_____	_____
	Zone	Easting	Northing		Zone	Easting	Northing
2	_____	_____	_____	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 Ralph S. Wilcox, National Register & Survey Coordinator
organization Arkansas Historic Preservation Program date February 23, 2005
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 City of Malvern
street & number 305 Locust Street telephone _____
city or town Malvern state AR zip code 72104

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 Malvern Rosenwald School is a T-shaped building located at the southwest end of Acme Street on the west side of Malvern. The one-story brick building rests on a continuous cast-concrete and brick foundation, and the gable roof is covered in asphalt shingles. Banks of windows, some of which are covered over with synthetic siding, are located around the building, and provide light to the classrooms inside. The building was built in 1929 with assistance from the Rosenwald Fund.

ELABORATION

The Malvern Rosenwald School is located in the community of Malvern, the county seat of Hot Spring County, which is approximately fifty miles southwest of Little Rock. The one-story, brick structure was built in 1929 and originally contained eight classrooms. Two later additions, one in the 1940s and a second in the 1950s or 1960s, increased the number of classrooms. The building is located at the southwest end of Acme Street on the west side of Malvern.

The school sits on a continuous cast-concrete and brick foundation. The walls are red brick and the roof, which is gabled on the original building and first addition and flat on the second addition, is covered in asphalt shingles. Two brick chimneys pierce the roof near the southwest corner of the original building, while four, small, gable-roofed dormers with louvered faces pierce the roof's front elevation and provide ventilation to the attic space. Most of the large original windows remain, although most of the windows on the original building have been covered with synthetic siding. A small porch in the center of the original building's east façade shelters the building's main entrance while other entrances are located on the building's remaining façades.

Front/East Elevation

The front façade of the original building is oriented around the central entrance. The front-facing gable of the entrance is currently supported by three wood columns. (The fourth column was removed to accommodate a wheelchair ramp.) In addition, a newer front porch extension, which is lower in height than the original porch, projects out from the original entrance. On either side of the main entrance, under the porch roof, is a small window that is currently covered with synthetic siding.

To the right of the central entrance, the original building is fenestrated by a large window opening, followed by a small window opening, followed by another large window opening. All of the windows are covered with synthetic siding. To the left of the central entrance, the original building is fenestrated with two large window openings, with the right one and part of the left one covered with synthetic siding. Above each of the large windows on the front façade of the original building is a gable-fronted attic vent with louvered front.

The front façade of the building's c.1945 addition has a recessed entrance on the right hand side that has two wood doors with nine panes of glass in the top half and a six-paned transom window above. A flat-roofed

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canopy supported by four posts projects out from the entrance. To the left of the entrance are two groups of three metal-framed, twelve-paned windows.

To the left of the c.1945 addition is the building's flat-roofed c.1955 addition. The east elevation of the addition is fenestrated by two groups of three metal-framed, twelve-paned windows followed by a single metal-framed, ten-paned window followed by two more groups of three metal-framed, twelve-paned windows. All windowsills on the east façade are concrete.

Side/South Elevation

The south façade of the c.1955 addition has a recessed central entrance into the building, and the façade to the left of the entrance projects forward from the façade's main plane. There is no fenestration on the addition's south façade.

The c.1945 addition's south façade gable peak has a centrally-placed, square, louvered attic vent. The overhanging eaves of the gable are supported by one centrally-located knee brace on each roof plane.

The south side of the building's rear auditorium wing is fenestrated on the right side by three metal-framed, twelve-paned windows. To the left of the windows is another large window opening, although it is covered with synthetic siding. At the west end of the façade is a single metal-framed, nine-paned window. As on the east façade, all windowsills are concrete.

Rear/West Elevation

The rear elevation of the c.1955 addition, like the front façade, beginning at the right hand side, is fenestrated by two groups of three metal-framed, twelve-paned windows followed by a single metal-framed, ten-paned window followed by two more groups of three metal-framed, twelve-paned windows. At the far left side of the 1955 addition is a recessed entrance, and a covered walkway proceeds out from the entrance.

The rear façade of the c.1945 addition is fenestrated on the right side by two groups of three metal-framed, twelve-paned windows. A single six-paned, metal-framed window is located at the left edge of the addition.

The rear façade of the original building, to the right of the auditorium wing, beginning on the right side, is fenestrated by a single metal-framed, nine-paned window, followed by a group of four metal-framed, twelve-paned windows. To the left of the group of windows is another large window opening, although it is covered with synthetic siding.

The west façade of the auditorium has an entrance with a wood door located on the right had side. The entrance is accessed by concrete steps and a cast-concrete slab porch on four piers. A shed-roofed awning

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provides shelter over the entrance. A rectangular, louvered attic vent is located in the gable peak, but there is no other fenestration on the auditorium's west façade.

The rear façade of the original building, to the left of the auditorium wing, beginning on the right side, is fenestrated by a large window opening partially covered with synthetic siding. To the left of the window is a small shed-roofed, synthetically-sided addition with a wood door on the west side. The small addition also has a metal pipe chimney. To the left of the addition is another large window opening that has been boarded up and partially converted into a doorway. Finally, at the northern end of the façade is a small window opening covered with synthetic siding. Also, at the left side of the addition is a new shed-roofed porch addition supported by concrete block piers.

As with the other façades of the building, all of the window sills on the rear façade and on the auditorium wing are concrete.

Side/North Elevation

The north façade of the school is oriented around a recessed central entrance approached by a set of concrete steps and sheltered by a shed-roofed awning. To the left of the entrance is a single window opening covered with synthetic siding. To the right of the entrance is a shed-roofed projection that has a doorway on the east side, a doorway flanked by a small window on each side on the north façade, and no fenestration on the west side. Sanborn maps of Malvern indicate that at least part of this projection is original to the building.

In addition, the gable peak has a centrally-placed, rectangular, louvered attic vent.

Interior

Although some of the interior finishes in the building have been modified over the years, the basic plan of the building has remained intact. The main entrance leads into an entryway with the auditorium space straight ahead. The auditorium space has had the ceiling lowered but the stage area remains at the west end. Central hallways run to the north and south of the auditorium and entryway spaces to the original classrooms and restrooms.

In the c.1945 and c.1955 additions, there are also central hallways that separate the classroom spaces.

Integrity

The Malvern Rosenwald School retains good integrity. The 1929 building retains its original form and floor plan. Although the windows in many cases on the original building have been covered with synthetic siding, it is believed that the windows remain under the siding. Although the building has had two additions, they are each smaller than the original structure. In addition, based upon the Sanborn maps for Malvern, it is

Malvern Rosenwald School

Name of Property

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known that one was in place by 1947, and the other was likely built in the 1950s. As a result, they can both be considered as contributing to the building's significance with respect to meeting the growing needs of African-American students in Malvern and Hot Spring County.

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SUMMARY

The Malvern Rosenwald School is being nominated to the National Register of Historic Places with **local significance** under **Criterion A** for its association with education in Malvern and Hot Spring 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 Hot Spring 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 was 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 farming, 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 Malvern Rosenwald 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 Malvern Rosenwald School was one of two eight-room schools built. (The other eight-room school, Scipio Jones High School in North Little Rock, has since been demolished.)

The cost to construct the Malvern Rosenwald School was \$18,450, and it was one of the most expensive schools constructed during the 1928-1929 budget cycle. Of the \$18,450 cost of construction, \$200 came from black contributions, \$16,150 came from public funding, and the Rosenwald Fund gave a grant of \$2,100.

The plan of the Malvern Rosenwald School did not use a standard plan offered by the Rosenwald Fund. However, buildings constructed using Rosenwald funds were not required to use the standard plans, as long as the plan used was approved by the fund. Still, the school did employ characteristics, notably an auditorium space, found in the school plans developed by Samuel Smith, who was the General Field Agent for the Rosenwald Fund. Smith 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." The Malvern Rosenwald School was large enough for a separate auditorium, rather than using adjacent classrooms with a movable partition.

Smith was also 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 Malvern Rosenwald School faces almost due 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 southern sunlight), and also allowed for better ventilation since shades would not be needed to cover the windows all day long.

When the Malvern Rosenwald School initially opened in 1929, the building housed classes for first through ninth grades. However, by the 1939 fall semester, a group of Malvern's black citizens had protested about

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the conditions that existed at the school, such as the teachers' qualifications, the curriculum, and the lack of an opportunity for students to get a high school education in Malvern.

The Hot Spring County School Board took the protests of the citizens seriously, and instituted several changes to address their concerns. In 1942, tenth grade was added to the building with eleventh grade added the following year. By 1945 the school produced its first seven high school graduates.

In order to handle and meet the needs of the additional students, the school board also hired a new principal, Emma Peyton of Little Rock, and a new teacher, Hiram L. Tanner. As the new principal, Peyton's first move was to reorganize and reactivate the PTA. To instill pride in the school and its programs, Peyton's slogan was "It's not my school, it's not your school, it's our school so let us make it the best school." Peyton also established a hot lunch program, and the PTA led the way to get the dishes and cooking utensils necessary for the program. PTA volunteers cooked and served meals to an average of 250 students each day.

Tanner, on the other hand, in addition to his teaching duties, was given the mission of organizing boys' and girls' basketball teams. By the end of the season, several games had been played both in Malvern and in other communities. All of the home games were played on an outside court in the school yard, and it was the first year that Malvern played in the annual Junior High School District Tournament at Arkansas State A & M College in Pine Bluff (now the University of Arkansas at Pine Bluff).

Because of the additional students at the school, it also became necessary to enlarge the building to accommodate them. A new addition with several classrooms was constructed on the south end of the building. With its brick construction, large windows, and gable roof, the addition mimicked the architecture of the original building. (However, it was soon necessary to add a second addition to the building. The second addition, built c.1955, also reflected the original building in its use of brick construction and large windows, but employed a flat roof, a feature popular in school design of the period.)

By the 1941-1942 school year, Tanner had become principal of the school, and he requested ten students from the National Youth Administration (NYA) to do some minor work around the school. Each of the students was paid ten dollars a month for the work that they did. One of the projects completed was the cement sidewalk that led to the street in front of the building. The sidewalk not only involved the work of the NYA, but also involved the cooperation of the mayor, who was also school board president, and the Works Progress Administration, Public Works Administration, and the PTA.

The Malvern Rosenwald School was also important to the area's black community during World War II. Tanner and Edward Bailey, principal of the Perla School, were put in charge of conducting the sugar ration program for all of the blacks in Hot Spring County, which they conducted from the Malvern School. Tanner and Bailey also enlisted three other teachers, a local businesswoman, and three students to help with the

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program. One of the students met people arriving at the school to receive their ration books. The students noted the names of the people along with the number of people in their immediate family. They were then given a number, and waited in the auditorium until their number was called. The system avoided having people wait in long lines, and allowed them to socialize instead.

By the early 1950s, it became apparent that a new high school was needed for Malvern's black population, and the new Wilson High School opened in 1952. On February 29, 1952, the school board assigned an insurance value to the new building of \$249,000, and the Malvern Rosenwald School was assigned a value of \$40,000. After Wilson High School opened, the name of the Rosenwald School was changed to Tuggle Elementary School in honor of Sophronia Tuggle, a long time educator in the Malvern area.

It is likely that Tuggle Elementary School remained in use until c.1970 when integration affected schooling in Malvern. Wilson High School was closed as a result of integration in 1970, and it is likely that Tuggle was closed at the same time. However, the Malvern Rosenwald School building has remained a part of Malvern's black community up to the present time.

Schools, especially Rosenwald Schools, along with churches were often the centerpieces of a community, and it was no exception in Malvern. The Malvern Rosenwald School was the center of life in this part of Malvern not only while it was a school, but for several years after. Even up until 2003, it served as the location for a Head Start program in the area, and today it houses programs of the Central Arkansas Development Council. As the only surviving Rosenwald School in Hot Spring County, the Malvern Rosenwald School is a rare and tangible reminder of the philanthropic legacy of Julius Rosenwald.

STATEMENT OF SIGNIFICANCE

The Malvern Rosenwald School is being nominated to the National Register of Historic Places with **local significance** under **Criterion A** for its association with education in Malvern and Hot Spring 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 Hot Spring County.

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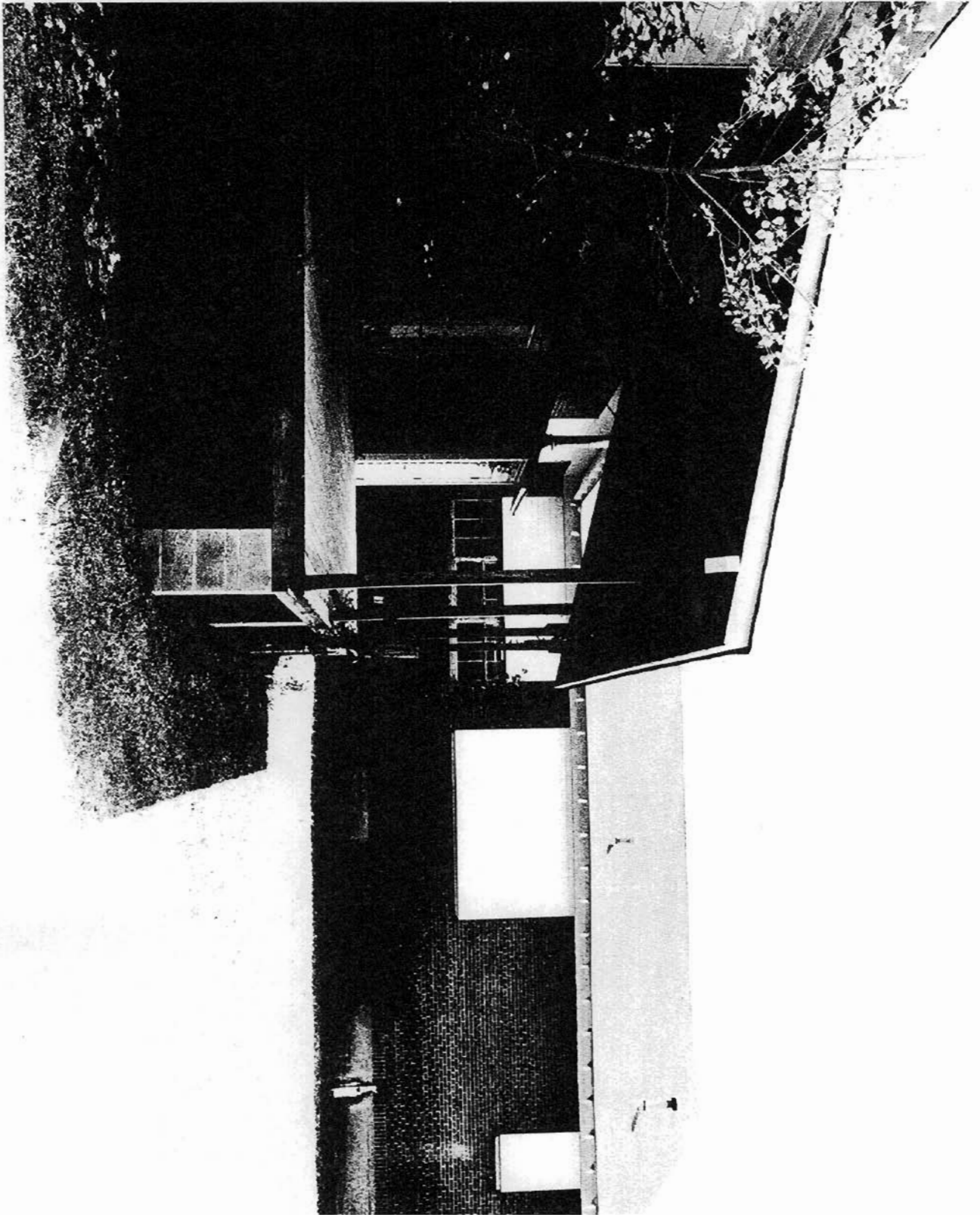
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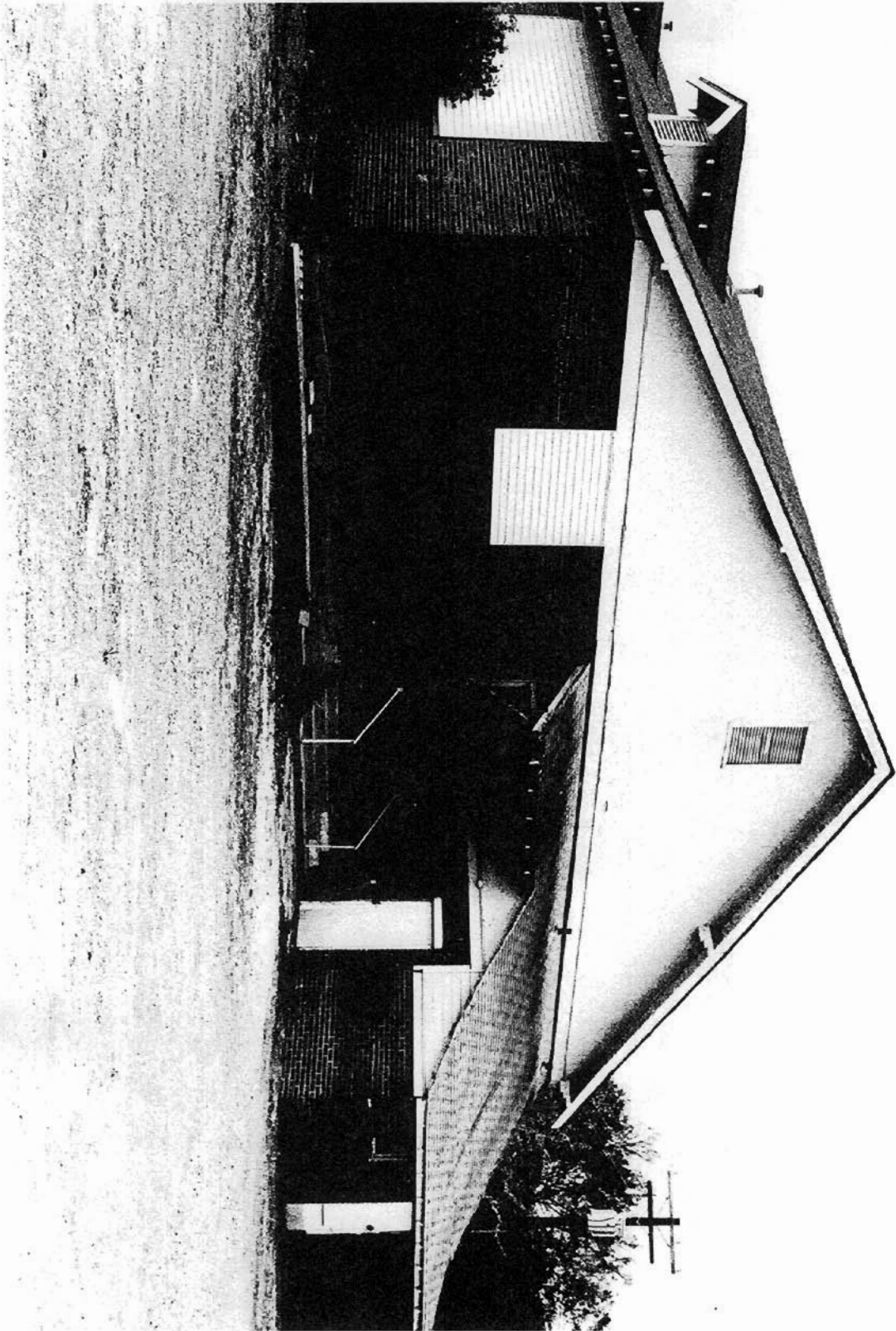
VERBAL BOUNDARY DESCRIPTION

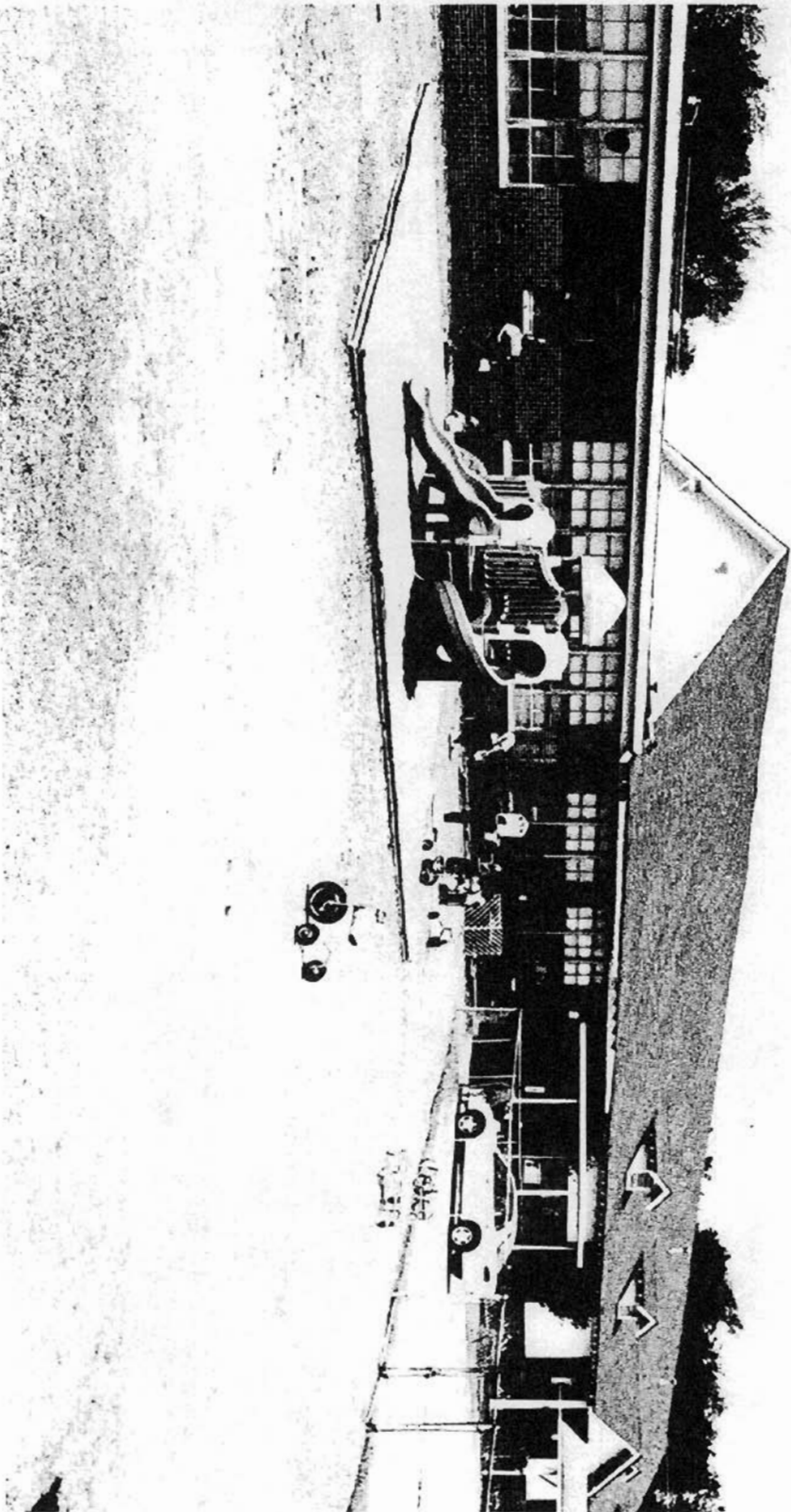
From the southwest corner of the Acme Street and Cabe Street intersection, proceed southwesterly for 390 feet along the northwest side of Acme Street to the point of beginning. From the point of beginning, proceed southwesterly for 475 feet along the north-northwest side of the former railroad spur, thence proceed northerly for 290 feet perpendicular to the former railroad spur to the southeast side of Burris Road, thence proceed northeasterly for 125 feet along the southeast side of Burris Road, thence proceed southeasterly for 370 feet perpendicular to Acme Street to the point of beginning.

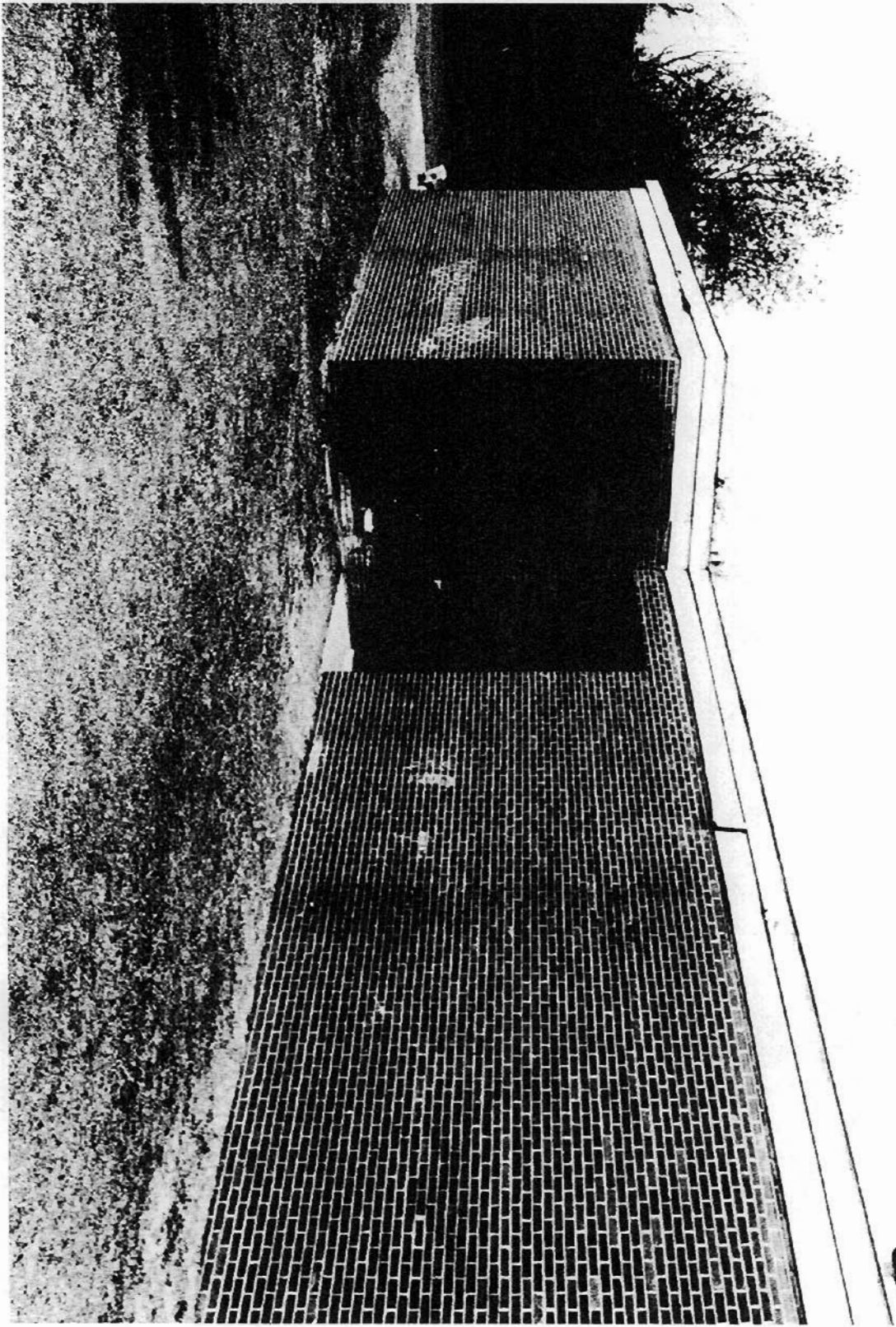
BOUNDARY JUSTIFICATION

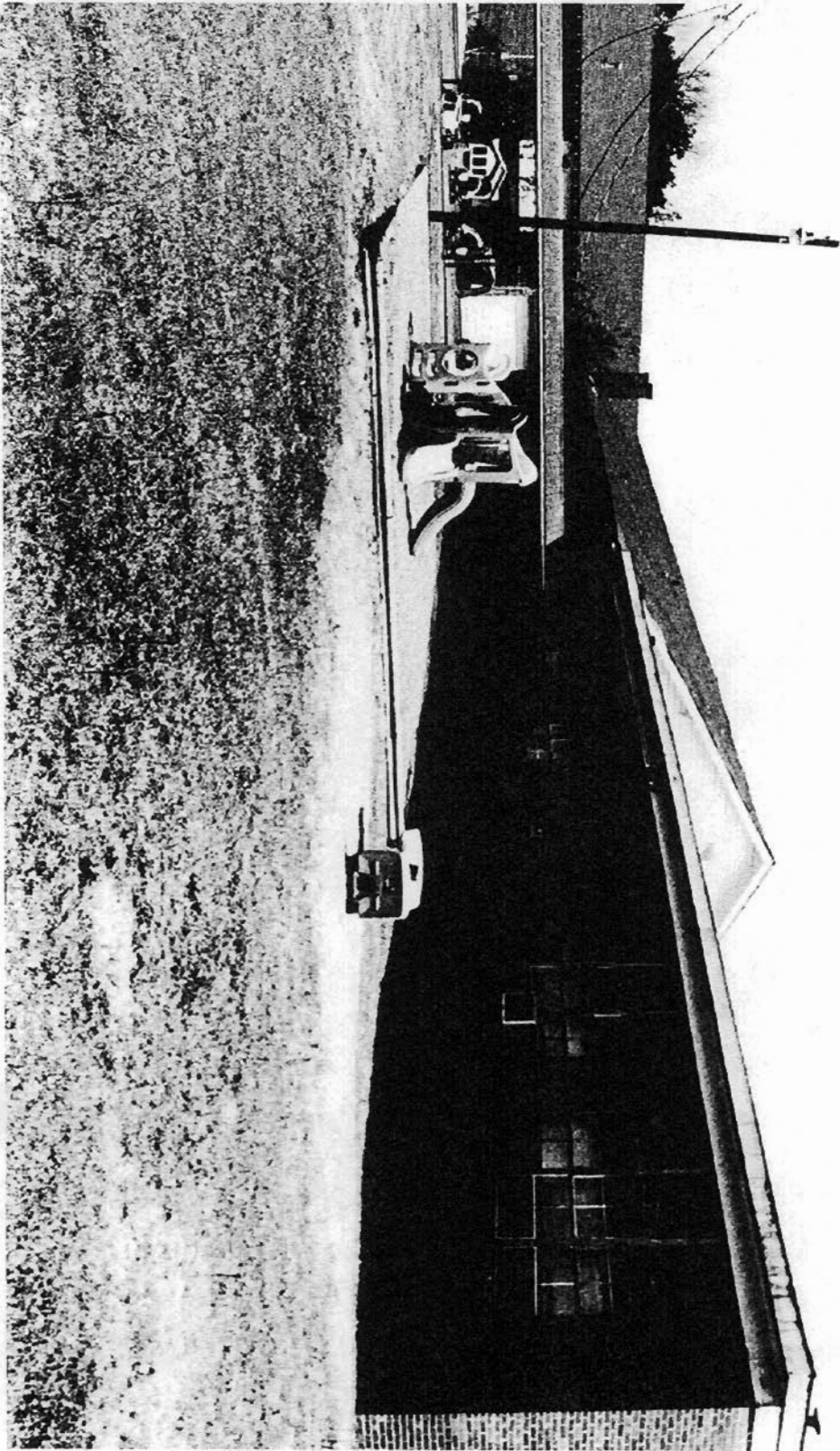
The boundary contains the land around the Malvern Rosenwald School that retains integrity.

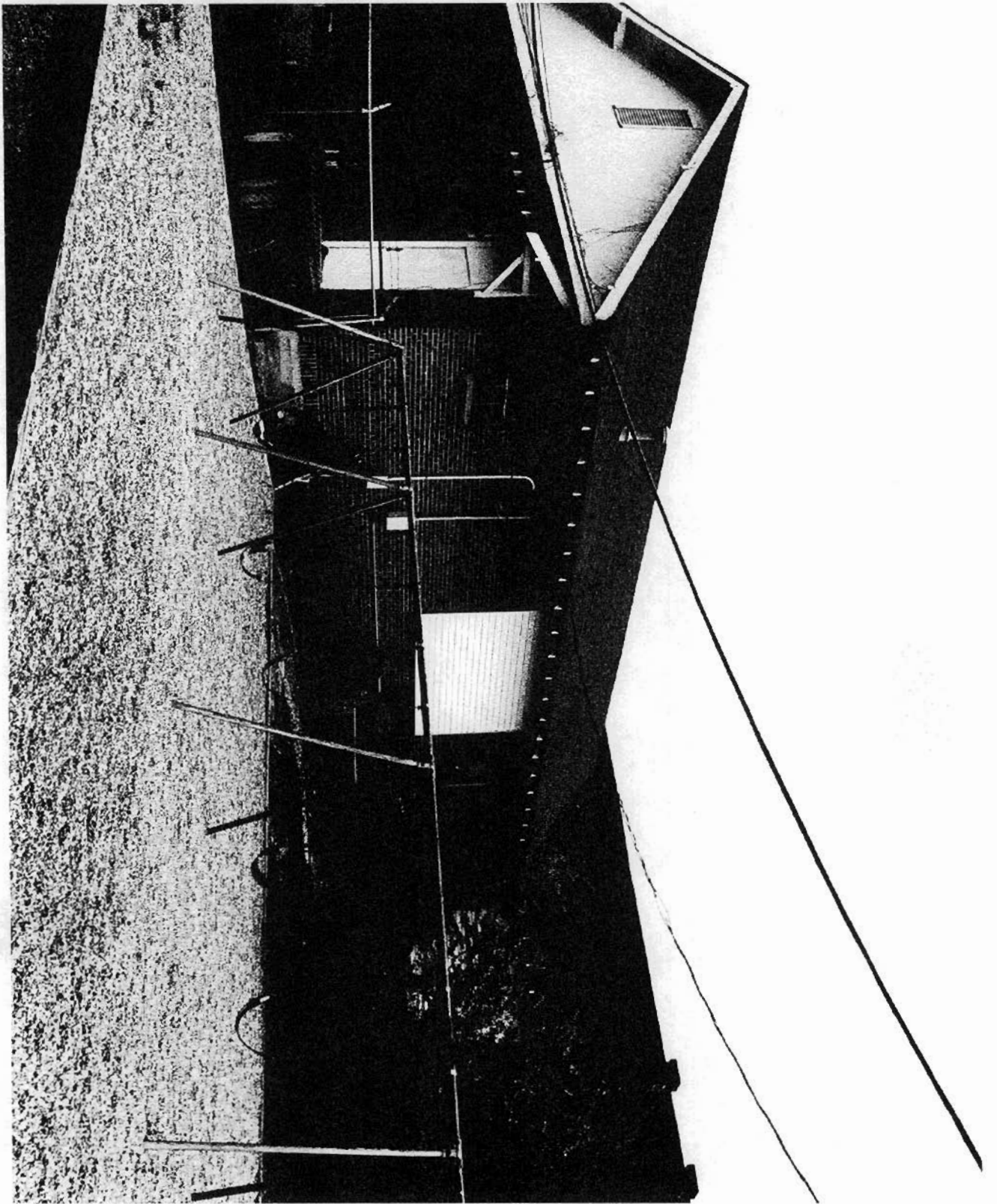


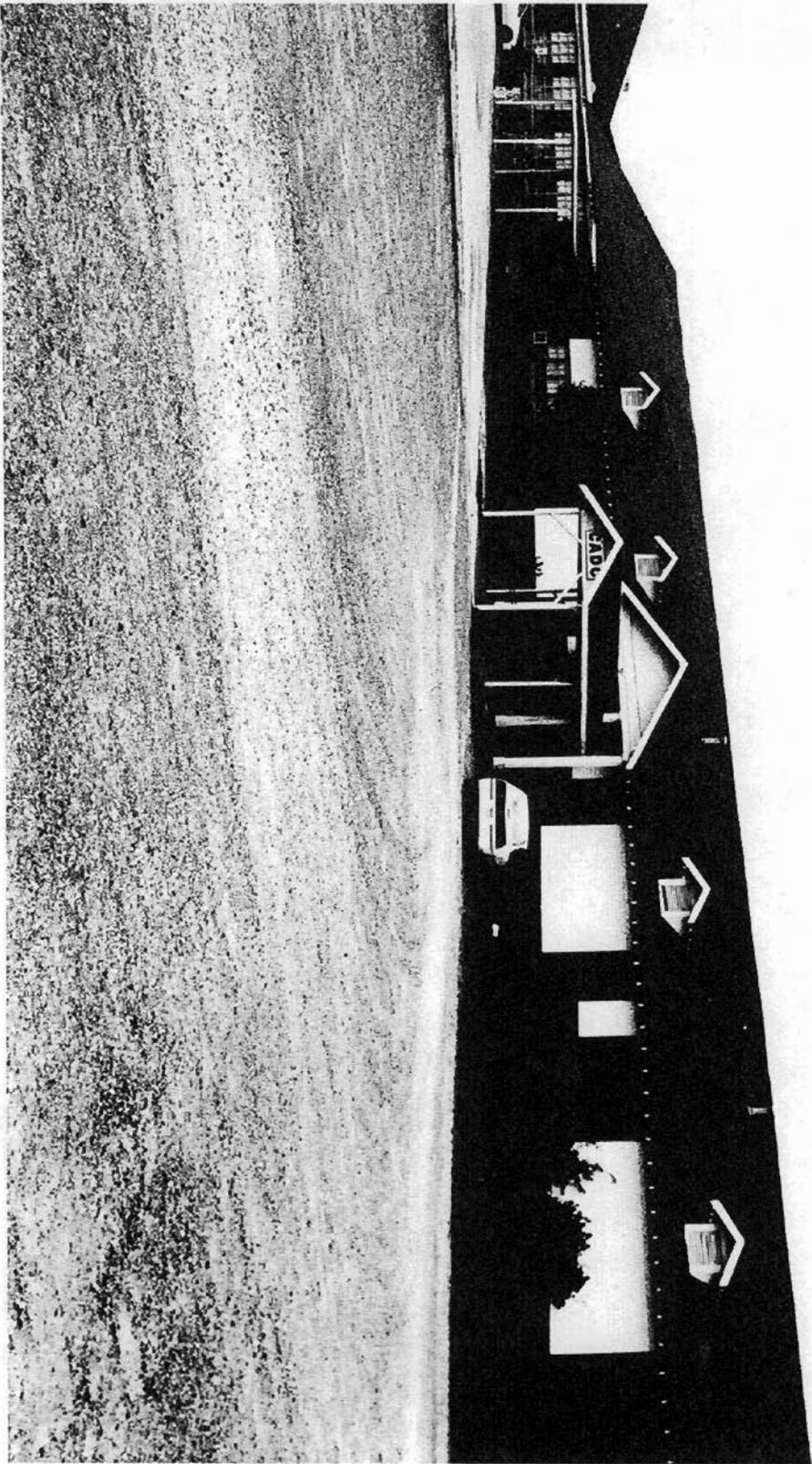














U.S. DEPARTMENT OF THE INTERIOR
U.S. GEOLOGICAL SURVEY



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