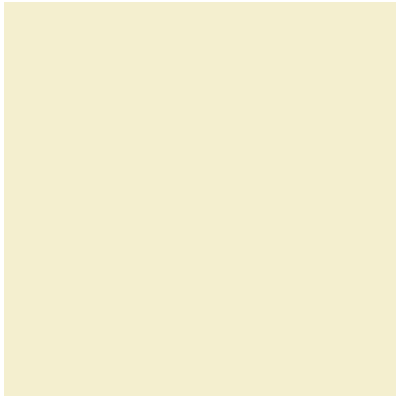


U.S. Department of the Interior, National Park Service
Little Rock, Arkansas

CENTRAL HIGH SCHOOL

CULTURAL LANDSCAPE REPORT



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Central High School

National Historic Site

Little Rock, Arkansas

Cultural Landscape Report

Prepared for:

Central High School National Historic Site
Little Rock, Arkansas

and

National Park Service
Midwest Regional Office
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Chapter One

Administrative Data

Introduction and Project Area

The Central High School Cultural Landscape Report (CLR) was prepared by John Milner Associates, Inc. (JMA), to support National Park Service (NPS) efforts to preserve the cultural landscape of the Little Rock Central High School National Historic Site (NHS) and its neighborhood setting, together called the “study area.” The study area is in Little Rock, Pulaski County, Arkansas, the capital city of the state and the county seat, and is embedded in a mixed residential and commercial urban area within one and one-half miles of the State Capitol complex in downtown Little Rock (*Figures 1-1 and 1-2*).

The boundaries of the NHS, as set out in its 1998 National Register nomination, enclose an area of approximately 24 acres and are, generally: Jones Street to the west, W. Sixteenth Street to the south, W. Daisy L. Gatson Bates Drive (known as W. Fourteenth Street until the name was changed in 2000; hereafter referred to as Daisy Bates) to the north, and S. Park Street to the east (*Figure 1-3*). Contained within the NHS boundaries is the Central High School property, approximately 21 acres of land owned by the Little Rock School District (LRSD) and comprising several city blocks from S. Park Street to Jones Street and between Daisy Bates and W. Sixteenth Street. This same 21 acres of land also comprises the Little Rock Central High School National Historic Landmark (NHL), designated in 1982 for the nationally-significant historical events associated with school desegregation that occurred there during the years 1957-1959 (*Figure 1-4*).¹

The NHS also includes the corner property located diagonally across from the school at W. Sixteenth and S. Park Street, which contains the Capel Building (formerly Ponder’s Drug Store), and all four corner properties at the intersection of Daisy Bates and S. Park Street. These properties contain the NHS Visitor Center, at around 1.3 acres, the Central High Commemorative Garden at about 0.5 acres, and the rehabilitated Magnolia Mobil service station, which will be used as an educational center, at 0.37 acres (see *Figure 1-4*). The legislative boundary for the NHS does *not* include the seven residential buildings facing the school along S. Park Street. The legislation also mandates that the NPS *cannot* affect the authority of the LRSD to administer Central High School or the authorities of the city of Little Rock in the neighborhood surrounding the school.

The documentation and design guidelines within this report concern the NHS as well as its broader neighborhood setting, which contextualizes the site and comprises its surrounding viewshed. This study area includes all properties from the edge of the NHS boundary and extending east to Dr. Martin Luther King, Jr. Drive, north to W. Eleventh Street, west to the tracks of the Union Pacific Railroad, and south to Wright Avenue (see *Figure 1-3*). These

¹ James Sheire, “Little Rock High School,” *National Register of Historic Places Inventory-Nomination Form* (Washington, DC: Department of the Interior, National Park Service, 1982).

boundaries were established as the larger setting for the major events related to the desegregation of Central High from 1957 to 1959 and include the route taken by Elizabeth Eckford from the W. Twelfth Street bus stop to Ponder's Drug Store, as well as the core of what remains of the neighborhood fabric of homes, streets, and commercial and industrial properties from that time period. This neighborhood setting comprises a portion of the larger Central High Neighborhood Historic District, designated in the National Register in 1996 for its local architectural significance (see *Figure 1-3* and refer to Chapter Two for more information). Also important to consider is the adjacency of the study area to the Dunbar School Neighborhood, a predominantly African American neighborhood directly to the east of Central High School, where many of the Little Rock Nine (the nine original students that integrated Central High School) lived (see *Figures 1-2 and 1-3*).

Goals of the Cultural Landscape Report

The goal of this project is to provide information to support the NPS in partnership with the LRSD, the City of Little Rock government (the City), and surrounding neighborhood property owners. The NPS intends to use the treatment recommendations and design guidelines as technical assistance to their partners to encourage preservation of the historic character of the project area and guide design of compatible new development in the immediate vicinity of and within viewsheds from the NHS. This product will help determine what effect(s) proposed developments might have on the visitor experience at the NHS.

This CLR is part of a broader planning process being conducted by the NPS and provides recommendations based on one of the central goals established by the General Management Plan (GMP) for the NHS produced in 2002, which states:

The integrity and ambience of Central High School's adjacent historic streetscape, and the surrounding national historic district neighborhood, is protected to the extent possible to preserve the historic scene in which the dramatic events of 1957-58 occurred. The Park Service, within the limits of the site's enabling legislation, continues to work with the school board and district to achieve this goal. Resource preservation reflects the historic context within which those events unfolded, providing an effective backdrop in scale for interpretation of this landmark battle in the struggle for civil rights.²

The CLR is also intended to supplement and augment other studies, including the Little Rock Central High School National Register Nomination (1982), the Central High School Neighborhood Historic District National Register Nomination (1996), the Special Resource Study of Little Rock Central High School (1998), Little Rock's Central High School Neighborhood District study (1999), the Conservation Assessment for Central High School

² *Little Rock Central High School National Historic Site Final General Management Plan and Environmental Impact Statement* (Washington, D.C.: U.S. Department of the Interior, National Park Service, 2002): 8. Note: the period of significance extends to 1959 to include the year in which Little Rock schools were closed and subsequently federally mandated to reopen.

(2001), the Cultural Landscapes Inventory (2003), and a Historic Resource Study completed in 2008 that is currently undergoing review.³

The structure of this CLR is as follows: Chapter One—Administrative Data—introduces the project, its goals, and stakeholders; provides a brief historical background; discusses the project scope and methodology; presents a summary of findings; and lists recommendations for further study. Chapter Two—Contributing Features—summarizes the physical site history of the study area and presents an analysis of its significance and integrity, particularly as it relates to the period of significance of the NHS, from 1957 to 1959. The description of features and components is organized as recommended in National Register Bulletin 18: *How to Evaluate and Nominate Designed Historic Landscapes*.⁴ Chapter Three—Design Guidelines—provides a framework for future planning and design related to both historic preservation and new development within the NHS and its neighborhood setting. It is based on the documentation and analysis developed in the earlier chapters and is guided by *The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes*.⁵ Graphic illustrations depicting the Design Guidelines are included in Appendix C.

Project Stakeholders

Three primary stakeholder groups have strong interests in the future of the study area: the National Park Service, which operates the NHS Visitor Center and also lists the Central High School National Register Historic District and monitors the National Historic Landmark; the Little Rock School District, which owns and operates Central High School; and the City of Little Rock, which designated the boundaries of the Central High School Neighborhood as a planning unit. Other stakeholders include students and faculty of the school, visitors to the

³ Sandra Taylor Smith, “Central High School Neighborhood Historic District,” *National Register of Historic Places Registration Form* (Little Rock, Arkansas: Arkansas Historic Preservation Program, 1996); *Special Resource Study of Little Rock Central High School* (Washington, D.C.: U.S. Department of the Interior, National Park Service, August 1998);

Sandra Taylor Smith and Anne Wagner Speed. *Little Rock’s Central High School Neighborhood Historic District* (Little Rock, Arkansas: Arkansas Historic Preservation Program, 1999);

John Milner Associates, Inc. *Conservation Assessment for Central High School* (Little Rock, Arkansas, 2001); *Little Rock Central High School National Historic Site Cultural Landscape Inventory*. Washington, D.C.: U.S. Department of the Interior, National Park Service, revised 2003;

Little Rock Central High School National Historic Site Cultural Landscape Inventory. Washington, D.C.: U.S. Department of the Interior, National Park Service, revised 2003;

“Historic Resource Study for Central High School.” N.p.: n.p., n.d. Draft of report provided by NPS staff, March 2008;

“Neighborhood Action Plans as of 12/22/05.” Map available from the Planning and Development Department, http://www.littlerock.org/Images/UserFiles/PDF/StatisticsReports/NEIGHBORHOOD_ACTION_PLANS.pdf (accessed 4 May 2008).

⁴ J. Timothy Keller and Genevieve P. Keller, *How to Evaluate and Nominate Designed Historic Landscapes* (National Register Bulletin #18, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1987).

⁵ Charles A. Birnbaum with Christine Capella Peters, *The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes* (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1996).

historic site, neighborhood residents, local churches, other schools and colleges, and local businesses, both large and small.

The National Park Service administers the site from its headquarters in the NHS Visitor Center at the intersection of Daisy Bates and S. Park Street. The mission of the NHS is to "preserve, protect, and interpret for the benefit, education, and inspiration of present and future generations, Central High School in Little Rock, Arkansas, and to interpret its role in the integration of public schools and the development of the Civil Rights movement in the United States."⁶ In 2005, the site drew 45,438 visitors.⁷ In 2007, 56,938 people visited the site; in September of that year, ceremonies associated with the 50th anniversary of the start of the desegregation crisis-related events drew an estimated 10,000 visitors, including the Little Rock Nine, former president Bill Clinton, and Senator Hillary Rodham Clinton.⁸

Central High School is, unlike other historic sites and landmarks, a functioning educational facility. It operates as a four-year public high school under the administration of the Office of the Superintendent, Little Rock School District. Student enrollment is approximately 2,400 with over 100 faculty.⁹ Today, the student body is 55 percent African American.¹⁰ It is the largest of the six high schools in the Little Rock School District and the only one located in the inner city. The student body represents the most affluent areas of the city, as well as a broad spectrum of middle- and low-income areas. It is a magnet school for International Studies and has been named by admissions officers of the nation's most selective colleges and universities as one of the 16 best high schools in preparing students for college. The Little Rock Central Tigers athletics programs have a long and esteemed history of winning state championships and holding many individual and team records. The school newspaper, *The Tiger*, is one of the oldest in the country. As reported by the Little Rock School District, Central High School consistently has more National Merit Scholarship semifinalists than any other school in the state (nineteen in 2006-07).¹¹

The NPS and the LRSD engage in a mutually supportive relationship; guided tours of the school are allowed for visitors, and students of Central High School visit the interpretive exhibits at the NHS Visitor Center to learn about the historic events their school represents. The NPS is also an active member of the neighborhood community, participating or sponsoring events such as the "National Night Out," "Unity in the Community," clean-up projects, and other similar activities.

⁶ National Park Service. "Management." Little Rock Central High School National Historic Site web page. <http://www.nps.gov/chsc/parkmgmt/index.htm> (accessed June 22, 2008).

⁷ National Park Service. "Park Statistics." Little Rock Central High School National Historic Site web page. <http://www.nps.gov/chsc/parkmgmt/statistics.htm> (accessed June 22, 2008).

⁸ Peter Whoriskey. "On 50th Anniversary, 'Little Rock Nine' Get a Hero's Welcome." *Washington Post*, Wednesday, September 26, 2007. <http://www.washingtonpost.com/wp-dyn/content/article/2007/09/25/AR2007092502147.html> (accessed January 4, 2008).

⁹ "Little Rock, Arkansas," CityData.com web site, <http://www.city-data.com/city/Little-Rock-Arkansas.html> (accessed October 1, 2007).

¹⁰ "Little Rock Central High School." Little Rock School District web site, <http://www.lrsd.org/display.cfm?id=132>, (accessed October 1, 2007).

¹¹ *Ibid.*

Project Background

In 1954 and 1955, the legal cases known as *Oliver L. Brown, et. al. v. Board of Education of Topeka, Kansas* reached the U.S. Supreme Court and resulted in historic decisions of national significance. The original decision held that racial segregation in public education was unconstitutional. In a re-hearing the next year, known as *Brown II*, the court declared that the pace of desegregation was to be determined by school authorities, but that it should begin “with all deliberate speed.” Some integration efforts did begin immediately, but defiance of the decision began to organize and grow. In March, 1956, one hundred Congressmen issued the “Southern Manifesto,” encouraging states to resist integration of schools. In Arkansas, the superintendent of Little Rock public schools, Virgil Blossom, strategized to incrementally integrate the city’s schools, beginning with Central High School in the fall of 1957.¹²

In some ways, it was surprising that Central High School would become the most infamous test case for how far the U.S. government would extend its reach to impose the Brown decision upon a state’s jurisdiction and the extent to which local powers would resist.¹³ The University of Arkansas had already integrated its medical school in 1947 and its law school in 1948. Several public school systems in Arkansas, including those in Charleston and Fayetteville, were integrated in 1954 and in Hoxie in 1956. Fayetteville High School graduated two African American students in 1956.¹⁴ Further, the Little Rock public school system had fewer African American students than other school districts that had already integrated, such as Wilmington, Louisville, Washington, Baltimore, or St. Louis. Little Rock also had fewer African American students than several of the Southern cities addressing desegregation at the same time in the fall of 1957, such as Nashville, Charlotte, Greensboro, and Winston-Salem. Presumably, white residents in these cities might have felt more threatened by integration than did residents in Little Rock.¹⁵

Demographic variables other than race may have played a role in the crisis. Along with many American cities, Little Rock experienced a population boom during World War II and a subsequent spike in births. The construction of an Air Force base in 1953 increased the population by 20 percent, to 100,000 residents by the mid-1950s, putting new pressures on the Little Rock School District’s facilities. Seventy percent of the city’s residents were white and lived in the central and western portions of the city and 30 percent of Little Rock was African American, living predominately in the east and southeast sections.¹⁶ Although Little Rock was among the first of the school districts within the former Confederacy to begin planning for compliance after the *Brown* decisions, the Little Rock School Board oversaw two relatively new, segregated schools: Hall High School, for white students, in the affluent Pulaski Heights neighborhood of then-west Little Rock, and Horace Mann High School, in the southeast area, for African American students.¹⁷ Central High School fell between these

¹² CLI, 20.

¹³ Ibid.

¹⁴ “Before Little Rock: Successful Arkansas School Integration,” University of Arkansas, Daily Headlines web page. <http://libinfo.uark.edu/11313.htm> (accessed June 22, 2008).

¹⁵ CLI, 20.

¹⁶ (DRAFT) *Historic Resource Study for Central High School*, 102-103.

¹⁷ *Special Resource Study of Little Rock Central High School*. (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1998): 7.

schools both geographically and socioeconomically; its students were generally from working class backgrounds. The fact that Hall High School, the wealthiest of the three schools, did not face desegregation at the same time set up a class conflict as well as a racial one.

Before Horace Mann High School opened, African American college preparatory students attended Dunbar High School and Junior College, located one mile east of Central High. The Dunbar neighborhood was framed by W. Ninth Street, a five block stretch between Broadway and Chester Streets, which was the center of African American economic, political, social, and cultural life in Little Rock. Dunbar opened two years after Central High School in 1929, and was the first African American school in Arkansas to receive accreditation. The neighborhood was also home to the Arkansas Baptist and Philander Smith colleges, both private, four-year, historically African American colleges founded in 1884 and 1877, respectively.

The Dunbar neighborhood development accommodated the dramatic increase in Little Rock's African American population following the Civil War and continued to grow, moving westward into what was known as the Centennial Addition, between W. Ninth and W. Nineteenth Streets. As development grew south of W. Nineteenth Street in the early 20th century, racial composition became more mixed. The character of the historically African American areas surrounding Dunbar changed dramatically in the 1950s, when up to fifty acres of housing was demolished by urban renewal projects authorized by Title I of the Housing Act of 1949. This put even more pressure on the neighborhood's resources. When the time came to challenge segregation at Central High School in September, 1957, six of the nine African American students who agreed to enroll were residents of the Dunbar neighborhood.¹⁸

During the spring and summer of 1957, groups such as the Capital Citizen's Council and the Mother's League of Central High, segregationist activists, had been aggressively promoting public opposition to the planned integration of Central High School. The Capital Citizen's Council drew most of its support from working-class districts.¹⁹ The intensive propaganda campaigns of these groups included writing letters to Governor Faubus, warning him of the potential for violence and disruption of school board meetings. In August, Faubus hosted Governor Griffin of Georgia, a white supremacist and outspoken proponent of resistance to federally mandated integration, overnight in the executive mansion. Due to such developments, integration of Central High School became highly politicized and contentious even before it was attempted.

Ultimately, Governor Faubus ordered units of the Arkansas National Guard to prevent desegregation at Central High School and dispatched them, along with state police units, to the school on Monday, September 2, 1957. The events that followed, briefly described here, have been extensively documented and described in contemporaneous news articles, extensive academic research, popular journalism that has revisited the story at its 40th and

¹⁸ Cheryl Nichols, "*Historically Black Properties in Little Rock's Dunbar School Neighborhood*," Published by the Arkansas Historic Preservation Program (No Date), p. 3-7.

¹⁹ *Special Resource Study of Little Rock Central High School*, 9.

50th anniversaries, and also in memoirs such as *Warriors Don't Cry*, by Melba Pattillo Beals (one of the Little Rock Nine) and *The Long Shadow of Little Rock*, by Daisy L. Gatson Bates.

On September 4, 1957, nine African American students attempted to enter Central High School, but were turned away by the Arkansas National Guard.²⁰ This event was heavily photo-documented and numerous photographs feature Elizabeth Eckford as she approached the school that day and was turned away, as she walked the two blocks from W. Fourteenth to W. Sixteenth Street, surrounded by media and an angry crowd, and as she sat at the bus stop across from Ponder's Drug Store before she boarded the bus for home.

The nine students did not attempt to return to school until September 23, 1957. They were allowed to enter the school, but were removed from the school at lunchtime that day because of threats to their safety. The students were rushed to the lower level of the school, where they were loaded into police cars that had entered the lower-level garage, and were driven through the school grounds and taken home.

The next day, President Eisenhower issued Executive Order 10730, which federalized the Arkansas National Guard and sent units of the U.S. Army's 101st Airborne Division to Little Rock to ensure the nine students' safety. On September 25, 1957, the 101st Airborne escorted the students into the school. To protect the students and keep public order, federal troops remained in Little Rock until November 27, housed in an encampment on the playing fields behind Central High School. The National Guard remained in place throughout the remainder of the school year.

The following school year, 1958-1959, Governor Faubus used a newly passed state law and closed Little Rock's four public high schools to prevent further desegregation. He scheduled a public vote for two weeks later and Little Rock's citizens voted nearly 3-1 to keep the schools closed, rather than fully integrate all the schools in the district. In June, 1959 federal courts declared the state's school closing unconstitutional and the schools reopened in the fall of 1959 and thereafter followed a course of desegregation.²¹

The events at Central High School came to symbolize the end of racially segregated education in the United States. It was the first important test for the Supreme Court's *Brown I and II* decisions. The desegregation of Central High School also raised significant legal questions about state sovereignty versus federal authority, appropriate use of military forces domestically, and the limits of presidential power.

This test of the court's decisions also became a "media event" that captured national and even international attention, and served as a catalyst for the emerging Civil Rights Movement. During the height of the crisis in the fall of 1957, the media were present in large numbers outside the school. The photographs and stories they shared with their audiences across the country helped to bring about President Eisenhower's decision to send in Federal troops to restore order. Some of the photographs, such as those of Elizabeth Eckford and the

²⁰ The Little Rock Nine were: Ernest Green (b. 1941), Elizabeth Eckford (b. 1941), Jefferson Thomas (b. 1942), Terrence Roberts (b. 1941), Carlotta Walls (b. 1942), Minnijean Brown (b. 1941), Gloria Ray (b. 1942), Thelma Mothershed (b. 1940), and Melba Pattillo (b. 1941).

²¹ *Special Resource Study of Little Rock Central High School*, 7-17.

September 23 attack on African American journalist Alex Wilson by a group of white men outside the school, shocked audiences with the violence and hatred on display.²² The extensive media coverage and photo-documentation of the crisis are also a part of why it is seared so indelibly in public memory.

The people of Arkansas, Little Rock, and the Central High neighborhood have struggled with the negative public image associated with these events since they occurred. Efforts to commemorate the struggles of the Little Rock Nine have also become opportunities for dialogue and reconciliation. Central High School was added to the National Register of Historic Places in 1977 as the symbol of the end of racially segregated public schools in America. The nomination's significance statement noted that the crisis "demonstrated the futility of directly defying federal court orders." Central High School was designated a National Historic Landmark in 1982.

In 1997, events associated with the 40th anniversary of the crisis renewed interest in the site and its significance. These events inspired a racially diverse group of individuals to come together and found the non-profit group, Central High Museum, Inc. (CHMI) in 1995. This group purchased the Magnolia Mobil service station across from the school, at which reporters used pay phones to call in their stories during the crisis, with the intention of eventually turning management over to the National Park Service or a similar entity to operate.²³ The CHMI restored the exterior of the station to its 1957 appearance, renovated the interior, and constructed a small addition for a visitor center and exhibition space that opened its doors on September 20, 1997. In 1996 the Central High School Neighborhood Historic District was also listed on the National Register of Historic Places.

In 1998, President William Jefferson Clinton signed legislation establishing the school and the Magnolia Mobil Service Station as a National Historic Site to "preserve, protect, and interpret for the benefit, education, and inspiration of present and future generations...its role in the integration of public schools and the development of the Civil Rights movement in the United States."²⁴ Today, Central High is the only operating high school in the nation to receive such designation.²⁵

In 2001, CHMI commissioned a design for, constructed, and dedicated a commemorative garden, "The Spirit of Central High," on the northwest corner of Daisy Bates and S. Park Street. The focal point of the garden, which also features nine symbolic maple trees and nine benches (representing the Little Rock Nine), is a sculpture of two arches faced with photomontages, designed by Michael R. Warrick and Aaron P. Hussey, called "Transcendence."²⁶

²² Will Counts, *A Life is More Than a Moment: The Desegregation of Little Rock's Central High* (Bloomington, IN: Indiana University Press, 2007):77.

²³ Johanna Miller Lewis, "Build a Museum and They Will Come: The Creation of the Central High Museum and Visitor Center," *The Public Historian*, Vol. 22, No. 4. (Autumn 2000), 31.

²⁴ "S2332: An Act To Establish Little Rock High School National Historic Site," <http://clinton2.nara.gov/WH/New/html/s2332enr.html> (accessed 6 July 2009).

²⁵ "Central High History," <http://www.nps.gov/chsc/historyculture/school-history.htm> (accessed May 2, 2008).

²⁶ Judy Byrd Brittenum, "Cultural Landscape Inventory 2006 Addendum, Little Rock Central High School National Historic Site" (n.p.: n.p., 2006).

In 2003, the NPS acquired the properties containing the Commemorative Garden and the newly restored Magnolia Mobil service station, as well as the lot on the northeast corner of the Park and Daisy Bates intersection for the NHS Visitor Center. In preparation for the acquisition the NPS had produced a General Management Plan (GMP) in 2002 to provide guidance for site managers of the NHS for the subsequent ten to fifteen years. The plan's objectives were to provide for public use, manage the site's resources, provide preservation assistance to the school, tell the story of the events of 1957-1959, and develop public education programs. The plan called for the construction of the NHS Visitor Center on the northeast corner of Daisy Bates and S. Park Street, and the use of the Magnolia Mobil service station for additional classroom space.

The GMP also makes recommendations for additional plans and studies, including a cultural landscape report and a historic structure report to provide guidance and support for treatment of cultural resources; a historic resource study to provide a historical overview and to identify and evaluate cultural resources within the historic context; a site administrative history; reports and plans related to assessing, building and storing the museum collections; a site-specific transportation plan; and a long-range interpretive plan.²⁷

In its call for the completion of a CLR for the NHS, the GMP stated that “the site is part of and depends on a much larger cultural setting and historic district. This larger cultural landscape is important for understanding the park's story.”²⁸ A cultural landscape inventory (CLI) for the NHS had already been conducted by the NPS in 1999 and was then revised in 2003. The CLI provided baseline documentation and an inventory of cultural landscape resources. It was amended in 2006 with additional information describing more recent changes to the NHS landscape, including the restoration of the reflecting pool.

The NHS Visitor Center, sited across from the school and Mobil service station on the northeast corner of the intersection of Daisy Bates and S. Park Street, was dedicated in September 2007, in conjunction with the 50th anniversary of the beginning of the Central High School integration crisis. All of the Little Rock Nine were in attendance.

In 2007, John Milner Associates, Inc. of Charlottesville, Virginia was hired to write the CLR for the NHS. The Historic Resource Study (HRS) is also currently being produced by a separate entity.

Project Scope

The scope of work for this CLR, as identified by the NPS at the initiation of the project, includes the following elements

- collect and review secondary historical data to document the site's physical history and evolution over time and conduct limited directed research at local repositories;

²⁷ *Little Rock Central High School National Historic Site Final General Management Plan and Environmental Impact Statement*, 23.

²⁸ *Ibid.*, 7.

- document existing landscape features, including land use, buildings and structures, spatial organization, views and vistas, circulation, vegetation, constructed water features, and small-scale features;
- analyze and evaluate changes that have occurred within the study area from the period of significance;
- provide treatment recommendations and design guidelines to assist the NPS in making decisions regarding future management of the site; and
- provide a framework to support the NPS in interactions with representatives of the City of Little Rock and private property owners to help encourage preservation of the general character of the NHS and its neighborhood setting.

Project Methodology

The methodology used for this CLR has been based on a multidisciplinary approach that combines historic research with field investigation, leading to a comparison of existing conditions with those present during the period of significance. When there was little information available concerning the particular landscape characteristics of the period of significance, informed evaluations were developed regarding the probable physical character or use of the area during that time. Such evaluations were made using both extant visual clues and professional understanding of design, construction, and land use practices believed to have been represented during the period of significance.

Project Meetings

In November 2007, CLR project team members met at the NHS Visitor's Center for an initial project meeting and site visit. Meeting attendees included:

- National Park Service—Michael Madell, Laura Miller, Marla McEnaney
- Bahr Vermeer Haecker—Dan Worth
- John Milner Associates, Inc.—Laura Knott, Jenny Mikulski, Sarah Traum

NPS staff briefed the CLR team on the history and background of the NHS, clarified ownership and jurisdictional issues, and discussed current planning issues affecting the immediate neighborhood surrounding the site. Staff emphasized the importance of understanding and protecting the historic character of the neighborhood setting of the NHS, in particular viewsheds into and out of the site. The scope of work was discussed and the project schedule clarified.

In October 2008 CLR project team members returned to the NHS and met with NPS employees to discuss the final phase of the project, and for a Stakeholders meeting and a Public Open House. Meeting attendees included:

- National Park Service—Laura Miller, Marla McEnaney
- Bahr Vermeer Haecker—Dan Worth

- John Milner Associates, Inc.—Laura Knott, Jenny Mikulski

At this meeting NPS staff advised the CLR team that they would prefer the treatment recommendations to present a range of options rather than prescriptive criteria and to avoid using regulatory language. NHS staff mentioned that they are currently planning new wayside interpretive exhibits.

Stakeholder meeting attendees the following day included the above personnel as well as Nancy Rousseau, the principal of Central High School; Steven St. John, Little Rock School District Maintenance and Operations; and Tony Bozynski, Director, City of Little Rock Planning and Development. Issues discussed at this meeting included the school's needs for expanded facilities and parking and concerns about leaking around the parapets of the school building.

Neighborhood residents attended an Open House in the evening and were apprised of the CLR work and assured that treatment recommendations would be intended to guide and assist homeowners but would not be regulated or mandated.

In June 2009, the CLR project team participated in two meetings: the first was held with NPS staff at the NHS to discuss review comments and other issues related to the final report and the upcoming public presentation. Meeting attendees included:

- National Park Service—Laura Miller, Marla McEnaney
- Bahr Vermeer Haecker—Dan Worth
- John Milner Associates, Inc.—Laura Knott

The group discussed expanding the period of significance as stated in the CLR from 1957-58 to 1957-1959 to include the year the school was closed, as it is interpreted at the NHS. It was also agreed that JMA would include the design guidelines in an appendix form so it could stand as a separate document to provide technical assistance to neighborhood stakeholders.

That evening, a public presentation of the design guidelines was made to Central High School Neighborhood, Inc., the local neighborhood association. Some discussion followed and comments considered for revisions to the report.

Historic Research Methodology

Documentary research was based on the extensive existing documentation for the Central High School National Historic Site, including the GMP, CLI, Special Resource Study, Long Range Interpretive Plan, and draft HRS as well as the National Register nominations for both the school and neighborhood. Limited, directed research was conducted in the National Historic Site offices, at the Archives and Special Collections of the University of Arkansas at Little Rock (for historic photographs), and the Arkansas History Commission (for historic maps). The JMA team also contacted the Arkansas Historic Preservation Program, the Little Rock School District, the City of Little Rock Historic Preservation Commission, and the Department of Public Works for additional information.

Base Mapping Methodology

The base map was created in AutoCAD by combining information from a number of sources, including an aerial photograph obtained from the City of Little Rock Public Works Department (2005), AutoCAD drawings prepared by AJC Architects for the NHS Visitor Center (2006), AutoCAD drawings prepared by Crafton Tull and Associates, Inc. (2007), and building footprints digitized from Sanborn maps (1897, 1913 and 1939-1950). The draft prepared from the aerial photograph was used to document conditions in the field and subsequently revised with the addition of data from other drawings as they were gathered.

Existing Conditions Methodology

Initial fieldwork to document existing conditions within the study area was conducted October 10-12, 2007, by Laura Knott, Jenny Mikulski, and Sarah Traum. Information was gathered on-site through photography and field revisions to the base survey drawing.

Documentation of existing conditions was subsequently prepared through clarifications of the base map obtained from design documents for both the high school and the NHS Visitor Center, aerial photography, United States Geological Service (USGS) quad mapping, review of photographs taken in the field, and examination of NPS planning documents to provide a cross-referenced narrative, graphic, and photographic depiction of landscape features associated with the property. An introductory section describing the regional environmental context and setting was developed for the narrative, followed by detailed narrative and graphic documentation of the property in accordance with the guidelines provided in National Register Bulletin 18: *How to Evaluate and Nominate Designed Historic Landscapes* and *The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes*.²⁹ Based on the guidance offered in the bulletin, documentation of existing landscape features was organized into a series of landscape characteristics as follows:

- Land Use
- Buildings and Structures
- Spatial Organization
- Views and Vistas
- Circulation
- Vegetation
- Small-scale Features

Photographs of representative landscape features were included in Chapter Two. These were referenced in the text, and their photographic station points indicated on base maps included within the chapter.

²⁹ Keller, 1997 and Birnbaum, 1996.

Comparative Analysis of Historic and Existing Conditions

To better understand the relationship between the existing cultural landscape and the character of area during the 1957-1959 period of significance, the project team compared historic and contemporary maps and photographs. The three primary goals of the comparative analysis were to

- understand which features survive from the period of significance;
- establish the basis for an integrity assessment; and
- provide an understanding of the similarities and differences between historic and existing conditions that would contribute to the development of a well-grounded treatment plan for the cultural landscape.

The comparative analysis of historic and existing landscape conditions identified contributing, non-contributing, and missing features. Contributing features are those surviving from the period of significance, non-contributing features are those that originated after the period of significance, and missing features are those that are known or thought to have existed on the site during previous periods but that are no longer evident except possibly in the archeological record. If the date of the feature is not known, it is listed as “undetermined.”

Integrity Assessment

Historic properties either retain integrity (that is, convey their significance) or they do not. Within the concept of integrity, the National Register recognizes seven aspects or qualities that, in various combinations, define integrity. To retain historic integrity a property will always possess several, and usually most, of the following seven aspects: location, design, setting, materials, workmanship, feeling, and association. In Chapter Two, this report summarizes the site’s overall integrity and then assesses integrity in accordance with these aspects, a methodology described in National Register Bulletin 15: *How to Apply the National Register Criteria for Evaluation*.³⁰

Treatment Approach and Design Guidelines Methodology

Management issues, the findings of the historic and existing conditions documentation, and the analysis of historic and existing conditions served as the basis and framework for developing the CLR treatment approach and the design guidelines. The treatment approach was developed based on guidance offered by *The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes*, as well as other relevant NPS guides and management policies associated with specific project recommendations. Design guidelines based on this treatment approach were developed using selected recommendations determined to be feasible projects leading to preservation-related actions. These recommendations were illustrated for better understanding.

³⁰ National Park Service. *National Register Bulletin 18: How to Evaluate and Nominate Designed Historic Landscapes* (Washington, D.C.: U.S. Dept. of the Interior, 1987), 44. Also available online <http://www.nps.gov/history/nr/publications/bulletins/pdfs/nrb15.pdf> (accessed 3 March 2009).

Summary of Findings

Based on the comparative analysis and evaluation of the study area, it was determined that the property possesses integrity for the period of significance, from 1957 to 1959, as described in the National Historic Landmark nomination of 1982. However, its integrity has been diminished since 1982 by the loss of some buildings and outbuildings, original street patterns, vegetation, and the establishment of parking lots for the high school and the NHS Visitor Center. The surviving features, including S. Park Street, Daisy Bates, W. Sixteenth Street, and Jones Street, the Central High School building, the Magnolia Mobil service station, the seven residences along S. Park Street across from the school, the Capel Building, the railroad tracks, and most of the residential buildings and structures that existed during the period of significance in the immediate neighborhood, support the property's integrity of location and some integrity of association, feeling, and setting. The surviving buildings and structures, although many have been altered, also possess integrity of design, workmanship, and materials. The loss of other features, such as key residential and commercial buildings and structures present during the period of significance, one residential street, and small-scale features such as street sign bollards and the W. Sixteenth Street bus stop, threatens the site's integrity of design and materials.

Based on the significance and integrity of the study area, NPS goals and objectives for the area, and the fact that historic landscapes are rarely static environments, the CLR recommends *rehabilitation* as the overarching treatment approach to management of the site and setting. *Rehabilitation* will protect the resource by advocating stabilization and preservation of contributing resources, while also allowing for new uses such as expanded visitor access and interpretation based on the Secretary of the Interior's definition of rehabilitation as "the process of returning a property to a state of utility, through repair or alteration, which makes possible an efficient contemporary use while preserving those portions and features of the property which are significant to its historic, architectural, and cultural values."³¹ Specific design guidelines for the study area that also illustrate the rehabilitation concept are presented in Chapter Three and Appendix C.

Recommendations for Further Study

Recommendations for further study regarding the Central High School study area include

- completion of a Historic Structure Report for Central High School to provide guidance as Little Rock School District considers opportunities for expansion and development;
- collaboration with City of Little Rock planning staff, the Little Rock School District, and neighborhood residents, regarding establishment of a local historic preservation district that would provide a zoning overlay for special protection;
- support of the completion of Historic Structure Reports for the seven residential buildings that face Central High School on the east side of S. Park Street, to better

³¹ National Park Service, "Technical Preservation Series: The Secretary of the Interior's Standards for Rehabilitation," <http://www.nps.gov/hps/tps/tax/rhb/stand.htm> (accessed 20 February 2008).

advise those private property owners who wish to restore or rehabilitate their properties to the period of significance associated with the NHS; and

- continuation of an active search for the original 1922 planting plan for Central High School.

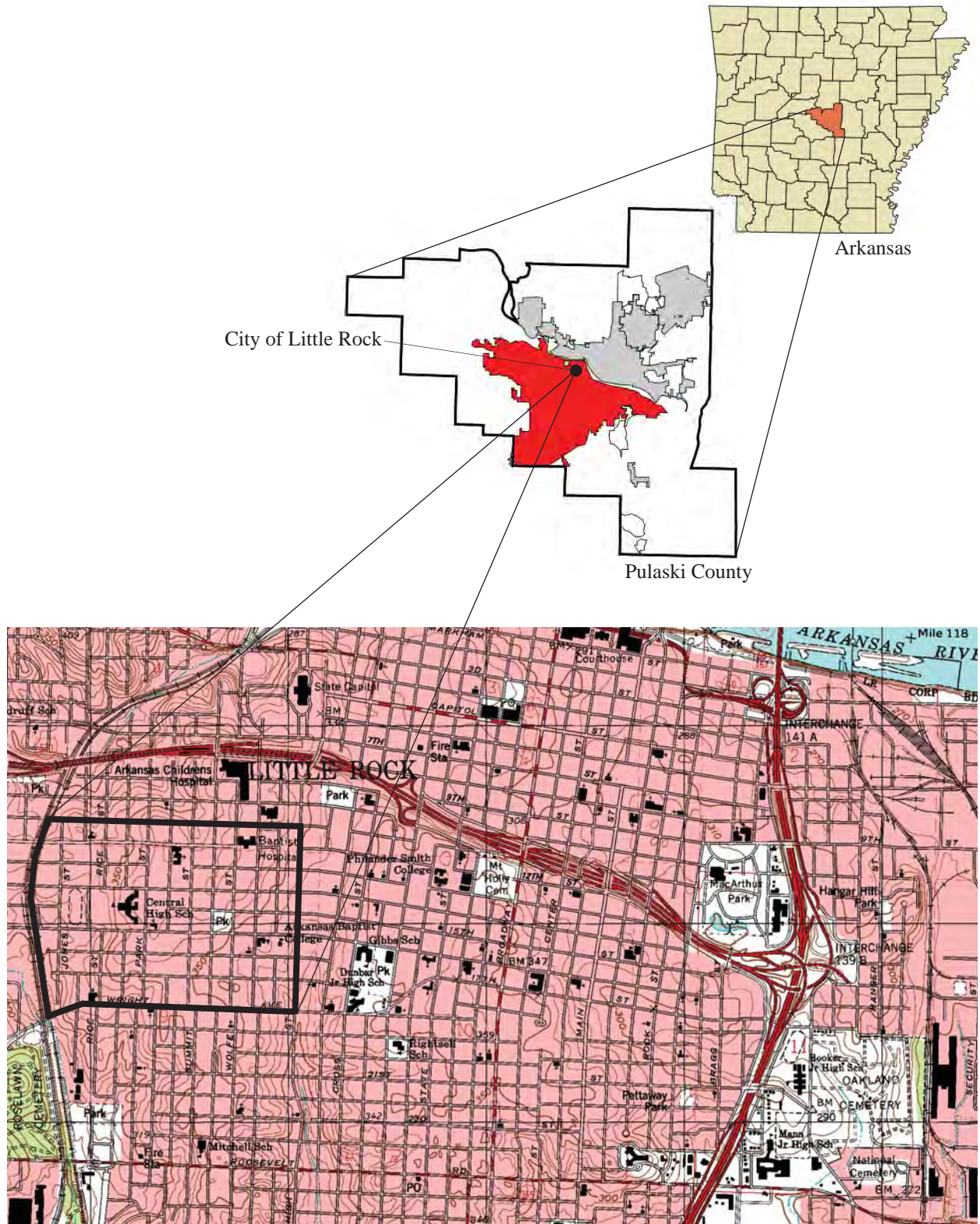


Figure 1-1. Location Map with project study area outlined in black. *Source: USGS Little Rock Quadrangle, Arkansas, 1994, <http://www.topozone.com> (accessed 8 January 2008).*

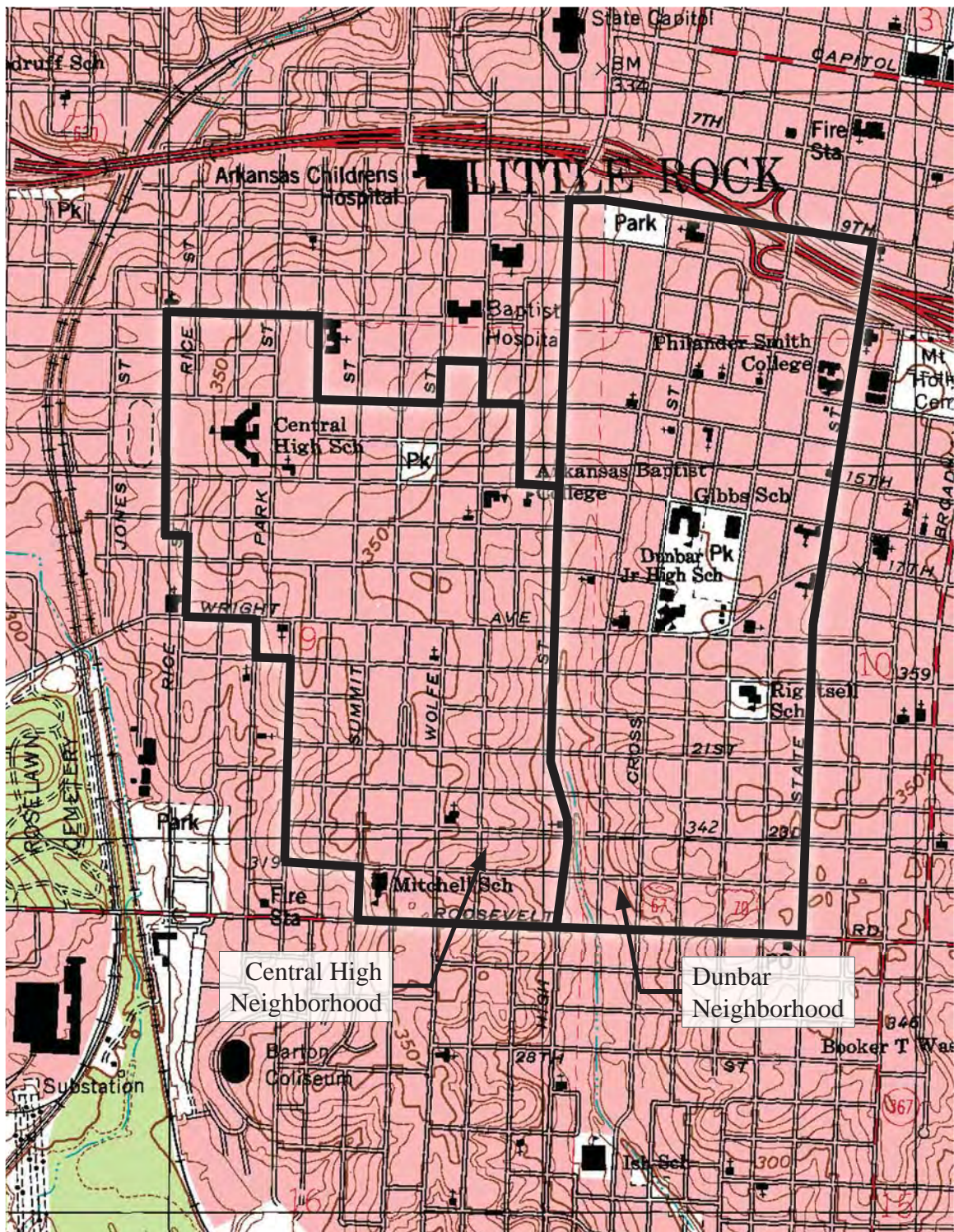


Figure 1-2. Closer view of USGS quad showing Central High School and also Paul Lawrence Dunbar High School (today known as the Dunbar Magnet Middle School). *Source: USGS Little Rock Quadrangle, Arkansas, 1994, <http://www.topozone.com> (accessed 8 January 2008), adapted by JMA.*

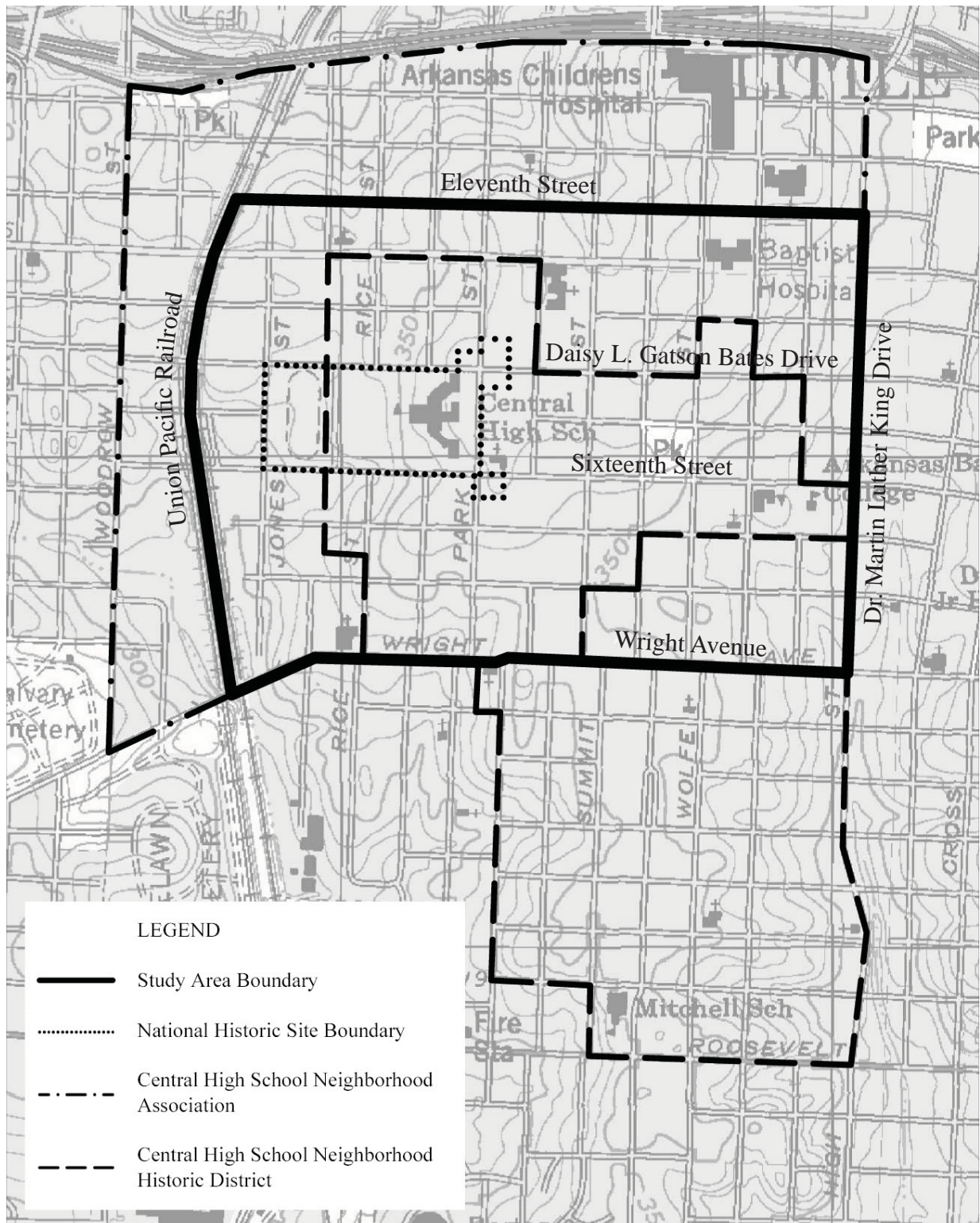


Figure 1-3. Boundaries of the project Study Area, the Central High School National Historic Site, the Central High School Neighborhood Historic District, and the Central High School Neighborhood Association, Inc. *Source: USGS Little Rock Quadrangle, Arkansas, 1994, <http://www.topozone.com> (accessed 8 January 2008), adapted by JMA.*

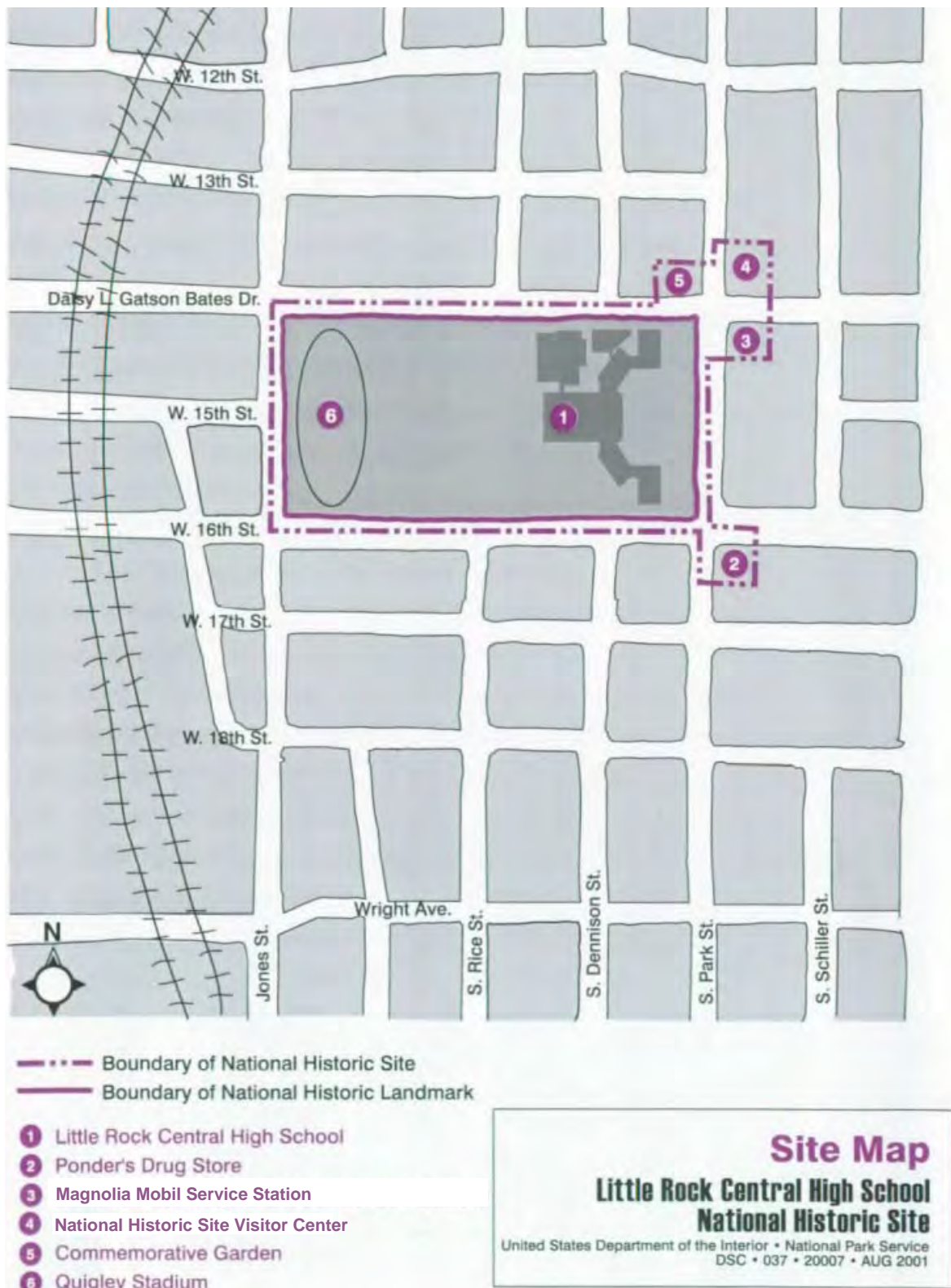


Figure 1-4. Map of the Central High School National Historic Site showing the locations of its major components. *Source: U.S. Department of the Interior, National Park Service. Little Rock Central High School National Historic Site Final General Management Plan and Environmental Impact Statement, 2002, 19 (Updated).*

Chapter Two

Contributing Features

Introduction

This chapter begins with a description of the environmental and cultural contexts of the study area, followed by a summary of its physical history from 1867 to 1957. A detailed description of the area during the period of significance, from 1957 to 1959, is presented next. An extensive section follows describing the existing character of the site, organized into four character areas. The final section presents an analysis of changes that have occurred within the study area from 1959 to the present and their impact on the historic character of the site.

Environmental Context

Little Rock developed on the south bank of the Arkansas River at the geographical transition between the Mississippi Alluvial Plain, the Arkansas River Valley, and the foothills of the Ouachita Mountains. Most of the city, including the study area, lies within the Mississippi Alluvial Plain. Here the soil is composed of deep layers of sediment deposited during the past two million years by the activities of the Mississippi and Arkansas Rivers, hence the prevalence of farming in this area.¹ However, the composition of soils underlying the Central High School site is described as “Urban Land,” a classification used for areas that have been heavily developed and likely augmented over time by material imported from surrounding areas.²

Over time, water cut through the sedimentary soils of the Little Rock area, creating a rolling landscape of hills and streambeds. The neighborhood around Central High School developed along a low ridge between two tributaries of Fourche Creek, several miles to the south of the study area. Located on the western edge of this ridge, the school occupies one of the highest points in the neighborhood and sits almost at the same elevation as the Arkansas State Capitol building. With the exception of its western edge, the topography of the study area is relatively flat.

From east to west, the high school site falls approximately sixty feet in elevation, draining towards the western tributary of Fourche Creek. There are no known intermittent or perennial streams flowing from the site and no known springs, although one report mentions the possible existence of a perched water table underneath the high school building.³ This has not

¹ *Little Rock Central High School National Historic Site Cultural Landscape Inventory* (Washington, D.C.: U.S. Department of the Interior, National Park Service, revised 2003), 11-12. (*Cultural Landscape Inventory*)

² Soil Survey of Pulaski County, 1975. Referenced in the NPS Central High Visitors Center Comprehensive Site Assessment Report, Terracon Consultants, Inc., 2004, 12-17.

³ *Cultural Landscape Inventory*, 3.

been substantiated by any other information and the facilities staff of the Little Rock School District have not witnessed any evidence of its existence.⁴

Native vegetation of the Little Rock area includes a mixture of pines and hardwoods, but within the developed part of the city and indeed at the Central High School site, the native palette has been augmented by non-native species that thrive in urban soils. It is likely that most of the vegetation on site today was planted or seeded after the turn of the 20th century when it was developed as West End Park and after Central High School was constructed.

Cultural Context

Little Rock, located close to the approximate geographical center of the state, is the capital of Arkansas and its largest city, as well as the seat of Pulaski County. In 2006, the City of Little Rock was estimated to have a population of 184,422. Together with North Little Rock, a separate municipality located across the river from Little Rock, and the immediate region surrounding them, the metropolitan area has a population of 652,834. Little Rock has shown little growth in population within the city limits since 2000, when it was estimated at 183,133. In 2000, the racial makeup of the city was 55.1 percent Caucasian and 40.4 percent African American, with the balance composed of other races.⁵ The population of the study area in 2003 was estimated at around 5,000, with around half making an income between \$0-14,000 and 92 percent being African American.⁶

The economy of Little Rock is based on a mix of public and private, and commercial and industrial companies and institutions. Major private employers include Arkansas Blue Cross and Blue Shield, Entergy, Raytheon, The Sharper Image, Siemens, and Timex. One of the largest public employers is the University of Arkansas for Medical Sciences and its associates, the Arkansas Children's Hospital, located at the northeast corner of the study area, and the Central Arkansas Veterans Healthcare System. Large private employers with headquarters in Little Rock include Alltel, Dillard's, Windstream Communications, Acxiom, Metropolitan National Bank, Rose Law Firm, Nuvel Financial Services, Central Flying Service, and Stephens, Inc.⁷ While employment patterns of the study area are not known, it is relatively close to the State Capitol complex and the Arkansas Children's Hospital, which are large local employers.

The entire study area is located within a Historically Underutilized Business (HUB) Zone as defined by the Small Business Administration. This program encourages economic development and employment growth by providing access to Federal contracting opportunities in the form of required percentages of HUB-qualified small businesses in many federal contracts.⁸

⁴ Steven St. John, Little Rock School District, telephone conversation with Laura Knott, 15 April 2008.

⁵ "Little Rock (city), Arkansas," U.S. Census Bureau web site, <http://quickfacts.census.gov/qfd/states/05/0541000.html> (accessed 6 May 2008).

⁶ *Cultural Landscape Inventory*, 11.

⁷ *Ibid.*

⁸ "HUBZone Program," United States Small Business Administration web site, <https://eweb1.sba.gov/hubzone/internet/index.cfm> (accessed 6 May 2008).

The study area is also located within the Pulaski Empowerment Zone, an area of 17.2 square miles in downtown Little Rock and North Little Rock designated by the U.S. Department of Housing and Urban Development for economic development through federal tax incentives.⁹

Historic Designation

Little Rock Central High School was added to the National Register of Historic Places on August 19, 1977 and designated a National Historic Landmark on May 20, 1982. The Little Rock Central High School National Historic Site was established as a unit of the National Park Service on November 6, 1998. These designations recognize the nationally significant role represented by the school in the desegregation of public schools in the United States.

The school is located within the Central High Neighborhood Historic District, which was listed on the National Register on August 16, 1996.¹⁰ This designation recognizes the local architectural significance of the residential buildings in the neighborhood, most of which were constructed between the 1890s and the 1940s. Because the period of significance ends in 1947, this designation does not address the national significance of the role of the school and its neighborhood setting in desegregation.

There is no locally designated historic district identified in this area by the City of Little Rock, so no special local zoning regulations apply to development in the neighborhood. However, plans are currently underway to create a local historic district around the Central High School site.¹¹ This may include a special zoning ordinance that will affect development and permit review in the area.

Land Use and Zoning

Because the study area is located entirely within the city limits of Little Rock, it is subject to all city development controls and zoning ordinances, with the exception of properties owned by the National Park Service. Zoning within the study area generally reflects land uses and is mostly residential with some commercial and light industrial uses (*Figure 2-1*). The Central High School property and a few of the residential lots within the area are zoned R-4, Two Family District, which permits duplexes. Other residential lots are zoned R-3, Single Family District, which allows development on small lots, and R-5, Urban Residence District, which permits apartments.

A small number of lots located along S. Park Street to the east of the school, a large lot to the west at Jones and W. Fifteenth Streets, and two other lots further to the east are zoned POD, Planned Office District, for office development as the intended principal use, but allowing for commercial and residential use with special permits. The residential lots to the east of the school were zoned POD in January 2006 in order to allow the owner to use the houses as a bed and breakfast and gallery space.

Only a few lots in the study area are zoned for offices. Two lots towards the northeast of the area are zoned O-2, Office and Institutional District, which allows large tract office and

⁹ Pulaski Empowerment Zone web site, <http://www.empowerpulaski.com/index.htm> (accessed 6 May 2008).

¹⁰ *Cultural Landscape Inventory*, 12.

¹¹ Brian Minyard, City of Little Rock, telephone conversation with Laura Knott, January 5, 2008.

institutional development and provides for high-rise office development. The lot occupied by Bullock Temple on S. Park Street, as well as a number of other lots to the north and east concentrated at the intersection of Dr. Martin Luther King, Jr. Drive and W. Eleventh Street, are zoned O-3, General Office District, which allows for the development of freestanding offices serving a wide range of public needs.

Commercial zoning in the area is concentrated primarily along W. Twelfth Street, Dr. Martin Luther King, Jr. Drive, and Wright Avenue. Two lots and west of the study area are zoned PCD, Planned Commercial, which is used for commercial mixed use development. One lot is zoned C-4, Open Display Commercial District, which allows for development of a range of uses requiring open display of merchandise such as automobiles, mobile homes, and building materials. A small number of lots in the study area are zoned C-3, General Commercial District, for general sales and service uses. One of these lots is 1600 S. Park Street; it is not known if this is a mapping error or if plans have been made in the past to open a business on that lot.

Centennial Park, located between W. Fifteenth and W. Sixteenth Streets is zoned PR, Park and Recreation District, which indicates parks that are included in the adopted City Master Plan.

Transportation

The study area is accessible from Interstate 30, which runs from north to south about two miles east of the site, and Interstate 630, located approximately one-half mile north of the site. Dr. Martin Luther King, Jr. Drive is a major artery that leads south from the State Capitol complex to the eastern end of the neighborhood and beyond. It intersects with Wright Avenue, which forms the southern boundary of the study area. The western boundary is formed by the tracks of the Union Pacific railroad. Smaller local and collector streets form a grid within these boundaries. The northern boundary, W. Eleventh Street, is one of these local streets.

Some of the streets in the neighborhood area have names with historic associations related to the Civil Rights Era, including Dr. Martin Luther King, Jr. Drive, Daisy Bates, and Charles Bussey Avenue, named after the first African American mayor of Little Rock. These names reflect a local consciousness of the history of the area.

Two planning documents that may affect future management of the site are the Master Street Plan and the Bicycle Plan.¹² The Master Street Plan organizes and provides design standards for all streets within the city limits. According to this plan, Wright Avenue, which forms the southern boundary of the study area, is a minor arterial. Minor arterials provide connections to and through urban areas, have a 90 foot right-of-way, four lanes, and carry a high volume of traffic. This stretch of Wright Avenue is zoned for both commercial and high-rise apartment use.

¹² “Little Rock Master Street Plan, City of Little Rock web site, <http://www.littlerock.org/CityDepartments/PlanningandDevelopment/subsection.aspx?PageID=74> (accessed 1 December 2007).

Dr. Martin Luther King, Jr. Drive and Daisy Bates are both considered collector streets, which connect traffic from local streets to arterials or to activity centers, with the secondary function of providing access to adjoining property. The other streets within the study area are considered local, which function primarily to provide access to adjacent property.

The Bicycle Plan classifies Dr. Martin Luther King, Jr. Drive, Daisy Bates, and Jones Street from W. Thirteenth to Daisy Bates as “Class II”, indicating that the existing street surface is to be used for a bicycle route, but that striping to create lanes on both sides of the street are to be added for safety at a minimum of six feet from the curb.

Neighborhood Planning

Currently, the Central High School area does not have a Neighborhood Action Plan. Disagreements between neighborhood residents and the City Planning Department caused an in-progress plan to be put on hold in December 2005. In January 2006, a document was developed by neighborhood residents called “The Central High School and Capitol Hill Neighborhoods Design Overlay District.”¹³ The document, which has not been adopted by the City of Little Rock, was developed as one of the many initiatives introduced by the joint efforts of the Central High and Capitol Hill Neighborhoods to counteract a trend of continuing degradation of the community with a plan to redevelop the physical environment and attract more people to live and work in the area. The boundaries of the suggested overlay are proposed as Daisy Bates to the north, Woodrow Street to the west, W. Seventeenth Street to the south, and Dr. Martin Luther King, Jr. Drive to the east.

The Design Overlay District document outlines several design principles, including the preservation of a mix of building types, scales, and spacing; a diversity of house types to accommodate different kinds of groups; increased density and introduction of more civic amenities in commercial areas; consolidated parking accessed from alleys; inclusion of planting as part of neighborhood and commercial area design; and maintenance of existing front porches and sidewalks. Many of these principles contributed to the management and design guidelines in Chapter Three and Appendix C of this report.

Site History

Overview of Neighborhood Development, 1867 to 1957

The first permanent settlement in Little Rock occurred around 1820, when the Arkansas Territorial government chose the site to be the capital. In 1835, Little Rock was incorporated as a city and remained the capital when the State of Arkansas was created in June 1836.¹⁴

The city grew slowly, developing into the state’s commercial center through its port on the Arkansas River. By the 1860s, the city’s population topped 5,000 residents.¹⁵ Demographic changes after the Civil War and during reconstruction, as well as the arrival of the first

¹³ Central High Neighborhood, Inc. and Capitol Hill Neighborhood Association with William Asti, “The Central High School and Capitol Hill Neighborhoods Design Overlay District,” 2006 (Blanche McKee research materials, Little Rock Central High School NHS Archives, Little Rock, AR).

¹⁴ Guide Publishing Company, *The City of Little Rock. Guide to the “City of Roses” for Visitor and Citizen* (Little Rock, AR: Guide Publishing Co., 1890), 9.

¹⁵ *Ibid.*, 11.

railroad in 1871 increased the city's population to 25,000 by 1887. With this increased population, the city began to expand beyond its original boundaries to newly platted additions west, south, and east of the city. Streetcars, first used in the city in 1877, helped fuel the development of these new suburban areas.¹⁶

The study area includes two of these mid-19th century additions: the 1867 Centennial Addition and the 1873 Park Addition. These additions were developed incrementally as individual subdivisions were platted within them at different times.¹⁷ A central feature of the Park Addition was West End Park, now the site of Central High School. This park was privately developed in 1885 by the Little Rock Traction and Electric Company, one of the city's streetcar operators, and was located at the end of the Ninth Streetcar line.¹⁸ The park, as was typical in the late 19th century, was developed as an amenity to draw prospective buyers to the area.

West End Park, then the largest park in the city, was described in 1890 by a visitor's guide as

...well shaded and beautifully rolling. It is also commodious, covering about six blocks. A good well supplies abundant water. There are refreshment stands, a large covered dancing pavilion, a small artificial lake for boating, and a track for bicycle races with an amphitheater for viewing the same.¹⁹

Although the surrounding land was subdivided in the 1860s and 1870s, only a few individual houses had been built by that time. Large-scale residential development of the area did not occur until the 1890s, after the park was established.²⁰

While the 1888 Higgins *Map of the City of Little Rock, Arkansas* does not show individual dwellings, it does indicate that the Centennial and Park Additions were being developed (*Figure 2-2*). This map shows West End Park and identifies several commercial, light industrial, religious, and institutional buildings within the study area. These include a sash and door blind manufacturing facility at the northwest corner of Spring and Thirteenth Streets, a Methodist Episcopal Church on Marshall Street north of Thirteenth, and a brick yard on Battery Street south of Thirteenth. Streetcar lines are shown running along W. Fourteenth Street (now Daisy Bates), High Street (now Dr. Martin Luther King, Jr. Drive), and Thirteenth Streets. The street and block pattern shown on this map is largely the same as exists today, except that this map indicates that Fifteenth Street once extended west to S. Park Street, whereas today it ends at Schiller Street. In addition, this map does not show West Sherman, now called S. Schiller Street, which extends through W. Twelfth Street to W. Sixteenth Street.

¹⁶ Ibid., 11-12.

¹⁷ Subdivisions within the Study area and Centennial Addition include Allis and Dickinson's, Aikens, Parish's, Barton and Edgerton's, and Fulk's Subdivisions (Sandra Taylor Smith and Anne Wagner Speed, *Little Rock's Central High School Neighborhood Historic District* (Little Rock: Arkansas Historic Preservation Program, 1999), 3-6).

¹⁸ Guide Publishing Company, 17-18.

¹⁹ Ibid. 49-50.

²⁰ Sandra Taylor Smith and Anne Wagner Speed, *Little Rock's Central High School Neighborhood Historic District* (Little Rock: Arkansas Historic Preservation Program, 1999), 18.

Sanborn Map Company's fire insurance map coverage of the study area during the 19th century is limited. It was not until 1897 that portions of the West End were even depicted by the company (*Figure 2-3*). Most of the houses are described in the map as one-story, frame dwellings with front porches and a fairly uniform setback. Light industrial enterprises shown on these maps include the Tipton and Hurst Greenhouses (at W. Fourteenth Street—now Daisy Bates—and S. Park Street, now the site of the NHS Visitor Center), the J. H. Pritchard Lumber Company, and the L. H. Whitcomb Planing Mill on the south side of Twelfth Street between Schiller and Spring Streets.²¹ Stores were distributed throughout the neighborhood, including on S. Park Street at W. Fourteenth Street and at Sixteenth Street. Several of these stores were built on the street right-of-way, with no setback. Institutions shown on the Sanborn maps include the Centennial School (1864, now demolished) at Fifteenth and Wolfe Streets, and the Ebenezer M. E. Church on Marshall Street south of W. Twelfth Street. This map also shows Fifteenth Street extending to S. Park Street, whereas today it ends at Schiller Street. At least some public utilities were available to residents of the study area by this time, because fire hydrants are shown at most intersections.²²

By the time the Sanborn Map Company surveyed the neighborhood in 1913, most of the properties had been developed, although there were still empty lots, particularly between W. Sixteenth Street and Wright Avenue at the southern edge of the study area (*Figure 2-4*).²³ A comparison of Sanborn maps shows that the period between 1899 and 1914 marked a major growth period for the neighborhood. Thirty-eight percent of the buildings surveyed in 1996 for the Central High School Neighborhood Historic District nomination were noted as being constructed during this period.²⁴

The majority of houses shown on the 1913 Sanborn map were one-story to two-story wood-frame houses with front porches. Two-story houses were concentrated along the west side of Schiller Avenue south of W. Fourteenth Street (now Daisy Bates), and along Battery Street. The National Register nomination for the neighborhood reports that 40 percent of the houses were built in the Craftsman style, typically including low-pitched and gabled or hipped roofs, deep eaves, decorative eave brackets, asymmetrical elevations, front porches located under the main roof—usually supported by tapered, square columns, double-hung windows, and, often, hand-crafted stone or wood work. About 27 percent of the homes in this area were of the Colonial Revival style, usually two-story with symmetrical elevations, gabled roofs with ridges running parallel to the street, accented doorways (usually with columned porches) and evenly spaced windows. Other architectural styles represented within this historic district

²¹ Tipton and Hurst advertised themselves as “Rose City Green Houses,” with a specialty of finer roses, as well as general greenhouse and bedding plants (Guide Publishing Company, *The City of Little Rock. Guide to the “City of Roses” for Visitor and Citizen* (Little Rock, AR: Guide Publishing Co., 1890), 40). Another greenhouse within the Study area specializing in growing roses was the Edward Coleman greenhouses at W. Fourteenth and Wolfe Streets. These are not shown on the 1897 Sanborn maps. Coleman’s operation grew from two small green houses in 1897 to eight greenhouses in 1890 (Guide Publishing Company, *The City of Little Rock. Guide to the “City of Roses” for Visitor and Citizen* (Little Rock, AR: Guide Publishing Co., 1890), 87-89).

²² “Little Rock, Arkansas – 1897,” Fire insurance map, Sanborn Map Company.

²³ “Little Rock, Arkansas – 1913,” Fire insurance map, Sanborn Map Company.

²⁴ Smith and Speed, 18.

include Queen Anne, American Foursquare, Plain Traditional, English Revival, Spanish Revival, and Minimal Traditional.²⁵

Original prices for these houses varied widely; modest, one-story houses sold for \$2,000 or less, while on more affluent streets, such as Summit, Marshall, Wolfe, and Battery, larger, two-story houses sold for \$5,000 to \$7,000.²⁶ The range of prices reflected the local mixture of economic classes. By the early 20th century the area had been settled by both working- and middle-class families. Doctors, lawyers, teachers, businessmen, cooks, clergymen, chauffeurs, maids, and barbers all lived in the area. Furthermore, the presence of the railroad in the area drew railroad company employees to the West End. Incomes allowed a measure of comfort and most of these residents were homeowners.²⁷

The study area attracted a mixture of white and African American families. Families of both races resided on Jones and Dennison Streets, and S. Park Street (labeled as Park Avenue on the Sanborn map).²⁸ However, the majority of African Americans in the area lived in the Dunbar neighborhood.²⁹ Development in the Dunbar neighborhood accommodated the dramatic increase in Little Rock's African American population following the Civil War and continued to grow in the early 20th century, gradually moving into what was known as the Centennial Addition, between Ninth and Nineteenth streets. Racial composition was more mixed south of Nineteenth Street.

The Paul Laurence Dunbar High School was constructed in 1929 at the center of the Dunbar neighborhood (*Figure 2-6* and see *Figure 1-2*). It was funded in part by Julius Rosenwald, president of Sears, Roebuck and Company, as part of a nationwide program to improve public education for African Americans in the early 1900s. Dunbar was one of 338 Rosenwald schools built in Arkansas.

Retail developments within the study area as indicated on the 1913 Sanborn map were located primarily on corner lots and were typically one story tall. Many were situated along Wright Avenue at the southern edge of the study area and there was a store at each corner of the intersection of W. Twelfth and Battery Streets. The Sanborn map also indicates that the larger industrial works shown in 1897 were no longer in operation, but light industrial uses, such as the Tipton and Hurst Greenhouse at the corner of W. Fourteenth Street and Park Avenue (now S. Park Street) and another greenhouse on the south side of W. Thirteenth Street east of the railroad, were still operating. Other light industrial properties included a blacksmith shop which occupied W. Twelfth Street west of Kramer, a carpenter shop on W.

²⁵ Sandra Taylor Smith, *National Register of Historic Places Nomination Form Central High School Neighborhood Historic District* (Little Rock: Arkansas Historic Preservation Program, 1996), 5-13; Central High School Neighborhood Historic District List of Contributing Structures (N.p.: n.p., n.d.) provided by NHS staff April 2008 (provided in Appendix A).

²⁶ Smith and Speed, 15.

²⁷ *Ibid.*, 16-17.

²⁸ *Ibid.*, 16.

²⁹ The Dunbar Neighborhood is currently being surveyed to become a National Register Historic District. The proposed district boundaries are: Dr. Martin Luther King, Jr. Drive to the west, Roosevelt Road to the south, Chester to 22nd to State to Charles Bussey to the alley between Gaines and State Street on the east, and IH 630 to Chester to Daisy Bates Drive to the north. This description came from the Request for Qualifications for a "Historic Preservation Consultant—Dunbar Survey," provided by the Little Rock Planning and Development Department, January 2008.

Fourteenth Street west of Summit, and a bottle works was at the rear of a property on Battery Street south of W. Seventeenth Street. Bakeries were located on Wright Avenue east of Wolfe and on W. Fourteenth Street east of Wolfe.

The number of churches in the study area increased between 1897 and 1913. New churches included the Jerusalem Baptist Church on Park Avenue (now S. Park Street) north of W. Twelfth Street, the Asbury M. E. Church at the intersection of Schiller Avenue and W. Twelfth Street, the First Church of God on Marshall Street north of W. Thirteenth Street, and St. Bartholomew's Catholic Church on Marshall Street north of W. Seventeenth Street.

The only public school indicated on the 1913 Sanborn map within the study area was the Centennial School, located on the block bounded by W. Fifteenth, Wolfe, W. Sixteenth, and Battery Streets. Arkansas Baptist College, a historically African American college, was founded in 1884, but did not appear on the Sanborn map until 1913. This college is shown south of W. Sixteenth Street and east of Marshall Street at the eastern edge of the study area and included a dormitory, a manual training building, and the college building. The Little Rock Sanitarium and Annex building were also within the study area, along Wolfe Street between W. Twelfth and W. Thirteenth Streets.

Only the western end of West End Park is shown on the 1913 Sanborn map. After 1907, the Little Rock Traction and Electric Company sold West End Park to the City of Little Rock for \$30,000 and it was renamed "Civitan Park."³⁰ By this time, the bicycle track that had been at the western end of the park was replaced with a baseball field. This field was known as Kavanaugh Field, although the 1913 Sanborn map shows it as Highland Baseball Park. Kavanaugh Field was home to the Little Rock Baseball Association in the early 20th century.³¹

John Nolen, a noted planner from Cambridge, Massachusetts, prepared a *Report on a Park System for Little Rock, Arkansas* in 1913 in which he recommended a full size baseball diamond for West End Park, complete with a grandstand, bleachers, tennis courts, and a field house. These active recreation spaces were to be in the western half of the park, while the eastern section of the park would remain open woodland with winding paths. It is not known if Nolen's suggestions for the park were ever implemented.³² Thirteen residences and four commercial structures are shown abutting the west side of this park in 1913, where Quigley Stadium would later be constructed, and east of Jones Street.

Another report indicates that many streets within the study area were still unpaved into the 1910s. By 1914, only portions of Summit, Schiller, W. Sixteenth, W. Seventeenth, W. Eighteenth, W. Nineteenth and W. Twentieth Streets were paved, as part of a Little Rock street improvement district.³³

The 1939-1950 Sanborn map of the area indicates that changes in neighborhood buildings and structures in the decades since 1913 had been incremental but steady (*Figure 2-5*).³⁴

³⁰ C. Allan Brown, "Report on the Historic Cultural, and/or Design Significance of the Landscape Setting of Central High School, Little Rock, Arkansas" (nd), 2.

³¹ Smith and Speed, 14.

³² Brown, 1-2.

³³ Smith and Speed, 12.

³⁴ "Little Rock, Arkansas – 1939-1950," Fire insurance map, Sanborn Map Company.

Larger lots were subdivided and formerly vacant lots developed. Within the study area, 47 percent of the houses and other buildings were constructed after 1913 and by 1950, few empty lots remained in the neighborhood.³⁵

Most houses indicated on the 1939-1950 Sanborn map were one-story to two-story, wood-frame houses with front porches. The taller houses were concentrated along the west side of Schiller Avenue, south of W. Fourteenth Street (now Daisy Bates) and along Battery Street. There were also a small number of houses indicated as having brick or stone veneers over their frame structures.

The 1939-1950 Sanborn map shows more duplexes than the 1913 Sanborn map. Some of these buildings were shown as single houses in 1913, but had been divided by 1950, a common occurrence in response to the economic hardships of the Great Depression. The map also shows new purpose-built apartment houses, like those the northeast corner of W. Fourteenth Street (now Daisy Bates) and Battery Street.

Stores within the study area still were located primarily on corner lots and were typically one story tall. There were rows of connected stores on W. Fourteenth Street (now Daisy Bates) west of Bishop Street and along High Street (now Dr. Martin Luther King, Jr. Drive) north of W. Sixteenth Street. Both sides of Battery Street between W. Eleventh and W. Twelfth Streets had large concentrations of commercial enterprises, including filling stations, an auto repair shop, a bake house, and a pressing room. Wright Street also remained a commercial corridor. The Tipton and Hurst Greenhouses that appeared on the 1897 and 1913 Sanborn maps were still depicted at the northeast corner of W. Fourteenth and S. Park Streets.

A concentration of light industries occupied the area between Jones Street and the railroad tracks. These included a planing mill, a woodworking shop, and a lumber yard, repair shops, and stock yards for the Arkansas Power and Light Company, a mattress factory, the Garrett Brothers Greenhouses, and the Robinson Lumber Company.³⁶

The number of churches in the study area increased between 1913 and 1950. Several new congregations appeared on the 1939-1950 Sanborn map, including the Second Baptist Church, Temple Missionary Baptist, the Church of Christ, and the Central Church of Christ. Some churches shown on the 1913 Sanborn map had expanded their buildings by 1950. The Asbury M.E. Church built an adjoining educational building in 1948. The former First Church of God had become a Seventh Day Adventist Church and had added a school and several classroom buildings. St. Bartholomew's Roman Catholic Church had built a new church, a meeting hall, two residences, and a high school constructed in 1948.³⁷

The Little Rock Senior High School (now Central High School) had been constructed in 1926-1927 (see details, below) and other schools were constructed or improved between 1913 and 1950. West Side Junior High School (between W. Thirteenth, Wolfe, W. Fourteenth, and Marshall Streets), had been built in 1922 and a cafeteria and auditorium added in 1936, replacing eight houses shown in the 1913 map. The Centennial School had

³⁵ Smith and Speed, 18.

³⁶ Ibid.

³⁷ Ibid.

received a two-story addition in 1934. The Arkansas Baptist College had added three additional classroom buildings and ten small residences along W. Seventeenth Street.³⁸

By 1950, the Baptist State Hospital had replaced the Little Rock Sanitarium along the block between W. Twelfth, Wolfe, W. Thirteenth, and Marshall Streets. The core of this brick six-story hospital building was constructed in 1924 and a boiler room was added in 1944.³⁹

Comparison of the Sanborn maps from 1897, 1913, and 1939-1950 suggests that while development within the study area for this report began slowly, major growth occurred after 1913 and the area was almost completely developed by 1950. An aerial photograph from 1957 confirms the dense urban neighborhood quality of the area surrounding the school at the time of the crisis of 1957-1959 (*Figure 2-7*).

The Physical History of Central High School, 1926 to 1957

After the City of Little Rock bought West End Park, it served as a baseball park until construction began in 1926 on the Little Rock Senior High School, now known as Central High School. The school was built to serve the needs of Little Rock's white high school students, a population that had outgrown the capacity of existing local white high schools.⁴⁰ The new school was built on the eastern end of the former West End Park and faced east, toward S. Park Street.

The Neo-Gothic Revival, buff-brick building was designed by Little Rock architects George R. Mann, Eugene John Stern, John Parks Almand, George H. Wittenberg, and Lawson L. Delony. Designed to accommodate 3,000 students, this 150,000 s.f., four-story building was devised as a generally Y-shaped plan divided into five distinct sections. The dominant central portion contained a 2,000-seat auditorium and extending from this portion were four classroom wings, two to each side, that wrapped around a central reflecting pool in the building's foreground (*Figure 2-8*).⁴¹ The school plan and elevation were organized symmetrically around a central axis that bisected the pool and central building. John Highberger of Memphis, the landscape architect for the project, designed his composition as a sunken plaza with the reflecting pool on this axis and contained within the Y-shaped plan of the building (see *Figure 2-8*).

When completed in 1927, Little Rock Senior High School was the second-largest building in the state, after the State Capitol, and the largest high school in the United States. It cost \$1.5 million to construct. Shortly after it was completed, the American Institute of Architects declared the building "America's Most Beautiful High School."⁴² In her 1927 dedication speech, the School Board President, Lillian McDermott, explained that the school would be a

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ These earlier high schools include: Sherman High School (1869, at Eighth and Sherman Streets); the Scott Street School (1885, at W. Fourteenth and Scott Streets); Peabody High School (named for philanthropist George Peabody, 1890, at Capitol and Gaines Streets); Little Rock High School (1905, W. Fourteenth and Cumberland Streets) (National Park Service, *Special Resource Study of Little Rock Central High School* (Washington, D.C.: National Park Service, August 1998), 3.

⁴¹ James Sheire, "Little Rock High School," *National Register of Historic Places Inventory—Nomination Form* (Washington, DC: Department of the Interior, National Park Service, 1982).

⁴² *Special Resource Study*, 5.

place where "ambition is fired, where personality is developed, where opportunity is presented and where preparation in the solution of life's problems is begun" (*Figure 2-9*).⁴³

Eight years after the school was completed, the Works Progress Administration (WPA) began construction on the 12,000-seat Quigley Stadium, located on the west end of the school property. The project was part of the larger WPA recreation projects program, which was responsible for the construction of thousands of auditoriums, stadiums, athletic fields, swimming pools, bathhouses, golf courses, playgrounds, and bandshells throughout the United States.⁴⁴ The WPA operated in Arkansas from 1935 to 1943, received over \$117 million in federal funds, and also constructed a 25,000-seat football stadium at the University of Arkansas. Such structures are now monuments to President Roosevelt's ambitious federal relief initiatives, which helped to stimulate the economy after the Great Depression.⁴⁵

Quigley Stadium was completed in 1937 at a cost of \$10,000 and subsequently named for Earl Quigley who coached Little Rock High School's Tigers from 1916-1946.⁴⁶ As the state's largest stadium at the time, it hosted—in addition to high school teams—numerous college and university teams, including the University of Arkansas Razorbacks.

In the late 1940s, shortly after the close of World War II, the school district acquired two Army barracks and assembled them into one building on the school grounds, the original Campus Inn. The building was used as a snack bar to help accommodate overflow from the school cafeteria.⁴⁷ In 1951, just a few years after the construction of the Campus Inn, the Tiger Fieldhouse was added to the school to accommodate the basketball team. The building was connected to the northern wall of the central wing of the school and its buff brick veneer matched the high school building.⁴⁸

Central High School, Quigley Stadium, the Campus Inn, and the grounds of the high school and streetscape surrounding these two buildings, provided the setting for the events that occurred from 1957 to 1959. The front of the school, facing S. Park Street, was the stage in the summer of 1957 for early demonstrations by segregationists protesting Central High School's planned integration. It was here, and around the surrounding streetscape, that on September 4, 1957, nine African American students, known now as the "Little Rock Nine," attempted to enter Central High School but were turned away by the National Guard (*Figure 2-10*). It was in this setting that, after being stopped by soldiers at the corner of W. Fourteenth Street and S. Park Streets, Elizabeth Eckford continued south along S. Park Street to Ponder's Drug Store (*Figure 2-11*). It was from the bus stop across the street from

⁴³ "Little Rock Central High School," Little Rock Central School District web page, <http://www.lrsd.org/display.cfm?id=132> (accessed 8 January 2008).

⁴⁴ "Camp Ouachita Girl Scout Historic District, Lake Sylvia, Perry County." Arkansas Historic Preservation Program web site, http://www.arkansaspreservation.com/historic-properties/_search_nomination_popup.asp?id=300 (accessed 5 May 2008).

⁴⁵ "Works Progress Administration," Encyclopedia of Arkansas, <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=2284> (accessed 8 January 2008).

⁴⁶ *Cultural Landscape Inventory*, 34.

⁴⁷ *Ibid.*, 43.

⁴⁸ *Special Resource Study*, 5.

Ponder's Drug Store (Capel Building) and the high school that she made her escape from the angry crowd (*Figure 2-12*).

It was also within this setting that the nine students made a second attempt, on September 23, 1957, to enter the school, moving through the formal front garden and up to the terraced main entry, and just hours later leaving the school with police escort from the lower level garage area at the rear of the building (*Figure 2-13*). Many national and local news reporters documented events within the school setting that day, including newsman Alex Wilson, who was attacked by the crowd and seriously wounded across W. Sixteenth from and just east of Ponder's Drug Store (*Figures 2-14 and 2-15*).

On September 25, 1957, the U.S. Army's 101st Airborne escorted the students into the school, again passing through the local streetscape and formal front garden of the school (*Figures 2-16 and 2-17*). Those same troops remained in Little Rock until November 27, 1957, encamped on the playing fields behind Central High School adjacent to Quigley Stadium. Historic photographs document the 101st Airborne on and around the school campus as they continued to serve as escorts to the students through the fall of 1957 and the Arkansas National Guard as they patrolled the school property throughout the remainder of the school year to help maintain order (*Figure 2-18 through 2-28*). Historic photographs also document the historic setting when Governor Faubus closed Central High School in 1958, along with Little Rock's other three public high schools (*Figure 2-29*). It remained closed for the entire school year of 1958-59. Finally, it was within the neighborhood setting for these historic events, that the citizens of Little Rock continued to attempt to live their lives with as much normalcy as possible (*Figure 2-30*).

Contributing Features, 1957-1959

The period of significance for the study area is considered to be 1957-1959, which includes the 1957-1958 school year indicated in the 1982 nomination for the Little Rock Central High School National Landmark, as well as the subsequent year during which schools were closed and reopened and desegregation commenced.⁴⁹ These two years encompass the time in which the major events of the historic desegregation crisis took place, beginning on September 2, 1957, when Governor Faubus dispatched the Arkansas National Guard and state police to the school to prevent desegregation at Central High, the ongoing crisis a year later when Faubus ordered the closing of the four public high schools in Little Rock (see Chapter One), and the spring of 1959 when the school closings were declared unconstitutional and the fall of 1959 when they reopened.

The landmark nomination differs from the 1977 Little Rock Central High School National Register nomination in the period of significance. The 1977 nomination indicates two dates of significance: September, 1927, the completion date of the Central High School building and September 25, 1957, the date of official enrollment of the Little Rock Nine in Central High. While the construction date of the building is important, the specified date of enrollment downplays the importance of subsequent events, such as the continued occupation of the site through the year by the 101st Airborne and ongoing media coverage.

⁴⁹ Sheire, *National Register Nomination Form*.

In marked contrast to both of the nominations mentioned above, the Central High Neighborhood Historic District was nominated at a local level of significance for its architecture. Its period of significance is from 1890 to 1947, the era of the physical development of the neighborhood surrounding the school.⁵⁰ This period does not include the year of the desegregation crisis and therefore the district nomination serves as supportive information only.

Cultural landscape features present during the period of significance were determined from careful study and evaluation of the 1950 Sanborn maps, historic photographs from the period, and written documentation. These features have been organized according to characteristics adapted from the *Guidelines for the Treatment of Cultural Landscapes* as determined as those most applicable in defining and analyzing the character of the Central High School study area from 1957 to 1959.

Land Use

The immediate neighborhood around Central High School from 1957 to 1959 was composed of private residences, churches, schools, businesses, and light industry. The northeast corner of the study area contained the most non-residential lots. The Arkansas Baptist Hospital occupied an entire city block and the Seventh Day Adventist Church and School, the Central Church of Christ, and West Side Junior High were also in the northeast corner of the study area. Centennial Public School was located three blocks south of the hospital and Asbury Methodist Church three blocks to the west. A small number of stores were located along Twelfth Street and on Battery Street between Twelfth and Eleventh Streets. There were also several apartment buildings within the neighborhood, primarily on corner lots.

Across S. Park Street from the school were the Tipton and Hurst Greenhouses, located at the northeast corner of W. Fourteenth and S. Park Streets (where the NHS Visitor Center is located today; the Magnolia Mobil service station, on the southeast corner of W. Fourteenth Street and S. Park Streets; and Ponder's Drug Store, on the southeast corner of W. Sixteenth and S. Park Streets.⁵¹ A mix of residential and light industrial properties lined the west side of Jones Street, across from Quigley Stadium. Arkansas Power and Light buildings and a few residences lined Jones Street, facing east. Behind them and adjacent to the railroad tracks were Robinson Lumber, the Garrett Brothers Greenhouse, a planing mill, and the Cross and Rogers Lumber Yard.

Buildings and Structures

The buildings on the Central High School campus during this period were largely concentrated on its eastern end. These buildings include the high school, the Tiger Fieldhouse, and the Campus Inn. Quigley Stadium was located at the western end of the parcel and open playing fields lay between the school and the stadium.

The five-story tall Central High School was the focal point of the neighborhood during the 1957-1959 period, dominating the landscape along S. Park Street between W. Fourteenth and

⁵⁰ Sandra Taylor Smith, *National Register of Historic Places Nomination Form Central High School Neighborhood Historic District* (Little Rock: Arkansas Historic Preservation Program, 1996), 16.

⁵¹ Tipton and Hurst, Incorporated is still a plant nursery and floral business in Little Rock.

W. Sixteenth Streets (see *Figure 2-8*). It was constructed with a steel frame, load-bearing brick walls, and brick facing. The elevations were composed of systems of brick pilasters and spandrels of varying vertical scales, separated by horizontal bands of paired window openings. Pilasters capped with cut stone rose above the parapet level. Parapets in the main section were lined with medieval shields and crests of cut stone. Pointed Gothic arches of cut stone spanned the broad pilasters at the façade's pinnacle and round colonnades of cut stone decorated the lower level.

The main entrance into the school was designed as a terraced sequence leading from the ground level in front of the building, with paired, two-flight stairs on each side, and a terrace at the second floor where the main entry was centered. The main entry consisted of three pairs of doors set between four broad pilasters with tall round-arched glazed openings above. Each of the pilasters was decorated with statuary depicting educational themes. Large iron Gothic lanterns on the pilasters illuminated the entry.⁵² The entrance terrace was supported by a round, arched colonnade, with masonry arches springing from stone Corinthian columns.

The colonnade formed the background for the courtyard garden plaza at the front of the school (see *Figure 2-8*). Double steps led from this plaza to the main entry terrace. A retaining wall, around six feet tall in some locations, surrounded the plaza, and was lined on both sides by a mixed border of trees and shrubs. The center of the sunken garden was an oval reflecting pool flanked by two flagpoles, one on either side. The eastern retaining wall originally had a wall-mounted fountain, reputedly fed by a spring on the site. From the western edge of the sunken garden, steps led to the colonnade on the ground floor of the school that supported the entrance terrace, above.

Quigley Stadium consisted of two opposing grandstands made of concrete with buff brick veneer, a central playing field, a 10-foot tall poured concrete perimeter wall, and six sets of field lights (three sets on each side) mounted on 100-foot-tall steel lattice towers.⁵³ The stadium and its surrounding concrete wall dominated the neighborhood on the east end of the school property.

During the period of significance, Tiger Fieldhouse was a fairly new structure that was connected to the school and constructed with brick to match the school. Although not documented as an important setting for the historic events, it is almost as imposing as the high school building; its scale and location certainly contributed to the quality of the streetscape during the historic period.

The original Campus Inn was documented as part of the setting for events in 1957-1959, as films and photographs show police cars as they escorted the Little Rock Nine off the school grounds, passing the Campus Inn as they crossed W. Fourteenth Street and drove south on Dennison Street. It was a wood frame building assembled from two Army barracks and featured a screened-in front porch that faced W. Sixteenth Street. Decorative signs mounted on the ends of the porch featured the outline of a tiger's head and the lettering read "Pfeifer's LRHS Campus Inn." The Campus Inn was not as imposing a structure as the other buildings;

⁵² Sheire, *National Register Nomination Form*.

⁵³ *Special Resource Study*, 5.

with its small scale, front porch, and orientation towards the street, it appeared much like the residential buildings in the area.

Like the Campus Inn, most of the residences in the study area during this period were simple, one-story tall wood-frame buildings with horizontal wooden siding, although some houses had asbestos shingles or brick veneer exteriors (see *Figure 2-20*). Most of the houses were oriented with their gable end to the street, with front porches. Front lawns and similar setbacks were almost universal features of the houses in the study area. Many houses had detached one-car garages located at the rear of the house, accessed either from an alley through the block or from a drive extending from the street. The Sanborn map also shows other small structures such as storage sheds or backyard greenhouses.

Larger, two-story wood frame houses could also be found in the neighborhood, particularly along S. Park Street, Schiller Street, south of W. Fourteenth Street, and Battery Street. The one- and two-story homes along S. Park Street, opposite the high school, appeared in numerous photographs taken during 1957-1959 (see *Figures 2-11, 2-18, 2-19, 2-20, and 2-25*). While some of these were two-story, a few were also smaller, one-story bungalows.

Spatial Organization

Space within the study area during the 1957-1959 year was organized by a combination of street layouts, building walls, street trees, and utility features. The gridded quality of the street layout, dating to the late 19th century, organized the area primarily into linear spaces, a quality enhanced by the uniform setbacks of the one- and two-story houses, the rows of shade trees planted along the right-of way and in front lawns, low retaining walls, vertical utility poles, and horizontal utility lines (see *Figures 2-2 through 2-5, 2-11, and 2-17*). In section, these features formed a hierarchical street space, organized into public, semi-public, semi-private, and private spaces (*Figure 2-31*). The street surface, curbs, and public sidewalks formed the public space; the front yards, often defined by low retaining walls, formed the semi-public spaces because they were open to view; the front porches, present on almost every house, formed the semi-private spaces because they were often partially screened; and the interiors of the houses were the private spaces. With the exception of institutional buildings, such as Central High School, Centennial School, the Arkansas Baptist College, and larger industrial structures, the buildings within the study area were of a similar size and scale.⁵⁴ Only where small commercial buildings appeared—usually at street intersections—was the linear quality of the space interrupted.

Central High School with its tall façade, deep setback, and large lot was set apart as a focal point for the surrounding neighborhood. The front of the school, set in the “Y” configuration provided a stage-like setting for events during the historic period (*Figure 2-32* and see *Figure 2-7*). Highberger designed the central composition in the formal and symmetrical Renaissance Revival style. He designed the surrounding landscape in a Romantic, naturalistic layout, with curvilinear paths and planting beds interspersed with areas of open lawn. He retained existing trees in front of the school to provide shade and retain the park-like quality

⁵⁴ Centennial School was demolished in 1971, but the bell tower was reconstructed as a feature for Centennial Park, which was built on the school lands. Source: “Centennial Elementary,” Little Rock School District web site, <http://www.lrsd.org/display.cfm?id=265> (accessed 6 May 2008).

of the site.⁵⁵ The spatial character of the former park's topography was also retained in the treed slope behind the school that leads to the playing fields. This combination of formal and naturalistic layouts was commonly used by designers of the period from the late 19th century well into the 20th century. Formal and symmetrical terraces and plazas were often designed as outdoor rooms and reflected the layout of the building, while the naturalistic plantings provided Romantic backdrops for events within the landscape.

Because Quigley Stadium was surrounded by a ten-foot tall perimeter wall, the open space within was hardly perceptible from the street. The adjacent playing fields, bounded only by the school to the east and stadium wall to the west, were open to the street on both the north and south ends.

The Tiger Fieldhouse and the Campus Inn were built in the two open, triangular areas to the northwest and southwest of the school buildings that had been originally designed as open spaces. Both affected the quality of the streetscape, the fieldhouse dominating the streetscape of W. Fourteenth close to Dennison Street and the Campus Inn complementing the streetscape of W. Sixteenth on the opposite side.

Views and Vistas

During the period of significance, the linear spaces organized by the streets, walls, trees, and utilities within the study area offered long views of the streetscape in all directions. Views to the front of the high school were available from many locations along S. Park Street, as evident in the numerous photographs taken from the street by the media of various events during the year. Most of these photographs were taken from the Magnolia Mobil service station, Ponder's Drug Store, or along the east side of S. Park Street (see *Figures 2-10, 2-11, 2-14, 2-16, 2-17, and 2-26*). Views looking out from inside the school to the surrounding landscape in the front of the school were also significant (see *Figures 2-19 through 2-21, 2-25, and 2-28*). While other parts of the study area played roles in the crisis, it is the views to and from the school along S. Park Street that are the most well known because they were so intensively documented by photojournalists.

No ground-level photographs of the rest of the neighborhood are available from this time period, but it can be assumed that the linear views created by streetscape features were similar along most of the streets of the study area. Views were also likely framed, pinched, punctuated, or screened by the occasional appearance of small corner stores, vegetation, and small streetscape features, such as signage.

Circulation

With the exception of restrictions placed on movement by barricades and troop patrols in the fall of 1958, the circulation pattern for the period 1957-1959 followed the patterns established earlier in the 20th century. Street-side parking was available on most neighborhood streets, except the west side of S. Park Street. Some streets were paved in asphalt and some retained brick gutters, possibly suggesting an earlier street surface. Traffic was likely heavier along major streets, such as W. Twelfth Street and Wright Avenue. Truck

⁵⁵ Brown, 3.

traffic headed toward industrial sites along the railroad may have been a source of noise and conflict with residence and pedestrians.

Concrete sidewalks bordered most of the streets and were usually separated from the curb by a narrow planting strip; however, those around the perimeter of Central High School extended directly to the curb.

Most of the residences in the area had narrow driveways extending from the street to a parking area or garage behind the house. Narrow gravel alleys subdivided many of the larger blocks and provided vehicular access to the rear of properties.

At the high school, semi-circular driveways provided vehicular access to both the north and south wings of the main building. Three other driveways on the north and south sides of the block provided access to parking areas on the north, west, and south sides of the school. The 1957 aerial shows what were likely two large parking lots on the north side of the playing fields and a driveway on the northwest corner of the school block that served the stadium. This aerial also indicates the locations of sidewalks and footpaths throughout the school block and the oval track within Quigley Stadium.

Not visible in the photograph, but a presence in the neighborhood during 1957-1959, was the railroad track on the west side of the study area. The railroad was active during that period and the sounds of the train horns and the passing of loaded cars likely added to the soundscape.

Vegetation

Vegetation on the Central High School property during the period of significance included the front lawn with its array of large trees, the treed slope separating the school from the playing fields, the wide expanse of grass forming the playing fields, and evergreen plantings within the front courtyard. The landscaped plaza in front of Central High School remained largely unchanged since its construction in 1927, and photographs show a large number of evergreen shrubs around the foundation of the building and the retaining wall of the central plaza (see *Figure 2-30*). Species of trees and shrubs are difficult to determine from historic photographs, but a number of the trees shown in those photographs are extant today and include pine, red oak, pin oak, white oak, American elm, maple, Eastern red cedar, and American holly (see “Historic Scene,” below).

Much of the larger neighborhood setting surrounding the high school was shaded with deciduous trees, planted between the sidewalks and curb and within front and rear yards of residences. Other plant materials identified in historic photographs include vines, small ornamental trees, and shrubs (see *Figure 2-20*). Specific species and their arrangement are not known, but consulting a neighborhood of a similar vintage and scale in the southeast may be helpful. The Martin Luther King, Jr. Landmark District Residential Design Guidelines offer the following insight

The design of the landscape for the front and rear yard of a residence was different based on the utilization of the spaces. The front yard reflected the image of the home and the status of the owners. Plants and landscape elements defined the boundaries of the private yard from the public sidewalk and streets, while still providing a visual connection with neighbors and people passing by the house. While the design of the front yard concentrated on enhancing

the beauty of the home and reputation of its owners, the design of the backyard was primarily based on utilitarian needs and the landscape reflected the functional uses of the rear yard.

...Most of the houses in the neighborhood are built on foundation piers which raise the home above the ground. Because the homes were placed on piers, masses of shrubs and foundation plantings were often grown to soften and conceal the supports. Today there are plantings and shrubs which remain along the foundation, although many houses have enclosed the space between the piers.

Hedges and flowering shrubs and vines, which are still planted along the sides and front of homes in the district, define the boundaries of the yard. Grass was planted in the front yards of some residences and flowers were grown along the foundation, sidewalk, front yard fence, and in clay pots and wooden boxes placed along the porch.⁵⁶

Additional information about what may have been grown in the area during the period of significance may come from perusal of local nursery catalogs. In addition, because there were several greenhouses in the area, more information about plants they cultivated may give clues regarding common plants used in local yards.

Small-Scale Features

On the school campus, small-scale landscape features included several “no parking” signs along the school side of S. Park Street, the flagpoles from 1927, white-painted wooden bollards lining the semi-circular driveways at the side entrances of the school, benches in the plaza around the reflection pool, and the chain link fence that bounded the playing fields (see *Figures 2-8, 2-23, 2-27, and 2-30*). It is likely that other furnishings such as benches, picnic tables, trash containers, and lights also existed on the campus during the period of significance, but they have not been documented. The South Cafeteria Courtyard that today contains ten concrete picnic tables is believed to have been constructed in the late 1950s but it is not known if it existed in 1957-1959. The North Cafeteria Courtyard is thought to date to the 1930s, but this has not been verified, so it is not known if any furnishings there date to the historic period.

Within the public streetscape of the neighborhood setting of the high school, small-scale features likely included parking signs, above-ground utility lines and supporting wooden poles, street lights, bollard-style street markers, and bus stops benches and signs (see *Figures 2-10 and 2-12*). Parking signs similar to those along S. Park Street may have existed along other streets as well. Above-ground utility lines supported on wooden poles lined both sides of S. Park Street and likely were used in the same arrangement on adjacent streets within the neighborhood setting of the school. The utility poles also probably supported street lighting, as the one documented on S. Park Street, the “radial wave” type of incandescent lighting typically used from the 1940s into the 1960s (see *Figure 2-24*).⁵⁷

⁵⁶ Angela Mclean, *Martin Luther King, Jr. Landmark District Residential Design Guidelines* (Atlanta Urban Design Commission, 1993), 76.

⁵⁷ “Aluminum Head Radial Wave Incandescents.” Allen Jayne’s Historic Street Lighting Page, <http://members.aol.com/ajaynejr/stlight.htm> (accessed 6 May 2008).

Within residential properties small-scale features included retaining walls of concrete and stone on sloping sites (see *Figures 2-20 and 2-30*). Furnishings such as trellises were documented in some front and side yards (see *Figures 2-10 and 2-11*).

Existing Study Area Character

Introduction

This section describes, through narrative text, contemporary photographs, labeled base mapping, and analytical diagrams, the current conditions and extant landscape features associated with the Central High School National Historic Site (NHS) and the surrounding neighborhood context of the Central High School Neighborhood Historic District, that is, its “neighborhood setting.” Together, these comprise the study area for this CLR.

For the purpose of organizing the descriptions and inventory of features in this chapter, four “character areas” have been identified within the study area as having similar land uses and visual character within their conceptual boundaries (*See Map 2-1 Character Areas*). These will each be described and assessed, in the following order: the Historic Scene, the Public Services Area, the Central High School Area and the Neighborhood Setting.

In order to depict the current condition and extant landscape features and resources that together comprise the Central High School Historic Site and its neighborhood setting, these character areas are described in terms of their landscape characteristics as follows

- Land use
- Buildings and Structures
- Spatial Organization
- Views and Vistas
- Circulation
- Vegetation
- Constructed Water Features
- Small-scale Features

Cultural landscape feature names are shown in bold-face type when they first appear in the text. This indicates that they appear in *Appendix B: Resource Inventory Table*.

The Historic Scene

Introduction

The Historic Scene encompasses the façade of **Central High School**, its **front grounds**, the **S. Park** and **Daisy Bates** intersection, the recently renovated **Magnolia Mobil service station**, the **Capel Building** (Ponder's Drug Store), the **seven private residences** which face the school across S. Park Street, **1600 S. Park Street**, and the **S. Park Street streetscape**

contained and created by these structures and other landscape features (*Map 2-2 Historic Scene*). It is within this streetscape that most of the documented events of the integration of Central High School in 1957 occurred.⁵⁸

The *General Management Plan and Environmental Impact Statement* for the Little Rock Central High School National Historic Site, published in 2002, describes the relationship of the streetscape to the historic site

This historic streetscape is a small part of the larger, equally important cultural landscape that surrounds the national historic site. It is the location most recognizable as the backdrop of the events of 1957. Many of the historic photographs were taken along this block, which has remained largely architecturally intact and unaltered since 1957 (one home was damaged by fire several years ago). There is a need to preserve this setting in order to interpret the events of 1957. The current boundary of the national historic site is down the center of S. Park Street. The seven residences are part of the historic streetscape; although they are not within the boundary...the National Park Service has no authority concerning these homes.⁵⁹

The following sections describe in more detail the particular features that contribute to this cultural landscape.

Land Use

This area is associated with the following land uses: **civic** (education), **interpretation** (NPS), **transportation** (streets), single-family **residential** (homes), **religious** (church), and **commercial** (Ponder's Drug Store).

Buildings and Structures

The **Central High School** building and its front entrance plaza, both described in detail, above, are the most significant features of the Historic Scene (*Figures 2-33 and 2-34*).⁶⁰ The only apparent change that has occurred within the plaza since the period of significance was the restoration of the central reflecting pool in 2005 to its historic condition.

There is also no apparent change to the façade of Central High School since the period of significance except for ongoing maintenance and repair. The Central High School National Historic Site received two "Save America's Treasures" grants: one for \$500,000 in 2000 and the second for \$2 million in 2001. Some of these funds were used to address roof repairs and other renovations to the Central High School building. Due to the investment in repairs and renovations, the school building is in good condition with the exception of concerns about roof leaks that will be addressed in the upcoming Historic Structure Report.

Across S. Park Street from the high school are **seven residences** that were part of the streetscape during the period of significance (*Figures 2-35 through 2-37*). Four of these

⁵⁸ The Bullock Temple C.M.E Church on the corner of W. Sixteenth Street and South Park is also located within this character area, but was not built until after the period of significance.

⁵⁹ *Little Rock Central High School National Historic Site Final General Management Plan and Environmental Impact Statement*. Washington, D.C.: U.S. Department of the Interior, National Park Service, April 2002. (*General Management Plan*).

⁶⁰ *Cultural Landscape Inventory*, 42.

houses are one-story wood-frame structures, including two in the “Folk Victorian” style—a common house type found in the South—featuring an “L” floor plan, front and side-facing gables, and a front porch tucked in the corner of the “L”.⁶¹ Another of these houses was built as a Craftsman bungalow, with front-facing gables, a partial-width porch, and heavy squared masonry columns. The front of the other one-story house has been heavily remodeled, but may have originated as another “Folk Victorian”.

Three two-story wood-frame houses are located in the center third of the block. One was built in what appears to be the Neo-Classical style, with a side-gabled roof, full-width porch, and Doric columns. The other two have been heavily remodeled since their original construction but one of those may also have been constructed as a larger Craftsman-style bungalow. This house currently needs repairs due to a fire.

Two one-story wood-frame residences were located on the corner of S. Park Street and W. Sixteenth Street during the period of significance (see *Figure 2-20*). Both houses have since been demolished. The site of one of the houses, as well as the lot that was vacant during the historic period, are occupied today by the **Bullock Temple C.M.E. Church**, built in 1971 (*Figure 2-38*). The church may also own the site of the other house that was demolished. A small commemorative garden is located on that site (*Figure 2-39*).

The building that once housed Ponder’s Drug Store, the **Capel Building**, is located on the corner of S. Park and W. Sixteenth Streets. This is a brick structure with ceramic tile decoration and an ornamental mixture of soldier and sailor brick courses laid to create borders at the front corner. The building is currently vacant and in poor condition (*Figure 2-40*).

1600 S. Park Street, located across the street from the Capel Building, appears in historic photographs from the period of significance (*Figure 2-41* and see *Figure 2-30*). This house, which has the same footprint as the one documented in the 1939-1950 Sanborn map appears to have been remodeled in the 1950s with new exterior materials. It rests on a terrace supported by a stone retaining wall.

At the other end of S. Park Street within this character area is the **Magnolia Mobil service station** that served as one of the bases of operations for the media during the crisis. The station was built in the Spanish Colonial Revival style, a popular design for gas stations in the 1920s and 1930s (*Figure 2-42*). Magnolia Oil (later Mobil), a pioneer in regional architectural styles for gas stations, frequently made use of the Spanish Colonial Revival style.⁶² The station walls are masonry with a stucco exterior and the building has a red barrel-tile roof. The main body of the building is one story with a one story canopy supported by two large square columns and extending out over the service area. Three restored gas pumps are located on a raised base on either side of the columns. Most of the area around the building is paved in concrete. A small **office addition** on its southern side, also constructed in the Spanish Colonial Revival style, is used as administrative space by the National Park Service. The Magnolia Mobil service station and its addition were rehabilitated to their ca.

⁶¹ Virginia and Lee McAlester. *A Field Guide to American Houses* (New York: Alfred A. Knopf, 1984).

⁶² W. Dwayne Jones, “A Field Guide to Gas Stations in Texas.” Texas Department of Transportation web site, http://www.dot.state.tx.us/publications/environmental_affairs/fieldguide_gas_stations_.pdf. (accessed 14 January 2008).

1950s appearance in 1997.⁶³ Work will soon begin to convert this building to an education center, with no changes to the exterior appearance of the building.

Other structures located within the Historic Scene include a small number of low **stone retaining walls**, around two to three feet tall, used in front of residences along S. Park Street, W. Fourteenth, and W. Sixteenth Streets to create a transition from porch to street level (see *Figure 41*). These walls, built with what appears to be local native stone and remaining from the historic period, contribute greatly to the character of the Historic Scene.

Spatial Organization

The Historic Scene is spatially organized by the geometric grid of streets established in the late 19th century when that part of Little Rock was planned and developed (see *Figure 2-5*). Comparison of the 1897 and 1913 Sanborn maps indicates that W. Fifteenth Street once extended all the way to S. Park Street (but that the street was vacated and the two lots sold to private owners who constructed houses on those lots prior to 1913). This created an unusually long block, about one-eighth of a mile long, and oriented north to south (*Figure 2-43*). Central High School faces S. Park Street and the long block of residences, and is sited such that its front doors are aligned precisely with the middle of the block.

The **front grounds** of Central High School are organized symmetrically along a **central axis** leading from the front door: the two wings of the school, staircases, reflecting pool, sidewalks and open green spaces mirror each other along this axis and serve to frame the view of the front door of the school from the street (*Figure 2-44*). The front door is set back approximately 240 feet from the centerline of S. Park Street, and there is a mown lawn between the street and school approximately one-quarter of an acre in size. Smaller lawn areas are in front of the north and south wings of the school. The buildings on the opposite side of S. Park Street are set back approximately 20 feet from the road right-of-way and are sited close together, with only 10-20 feet between them. The expansiveness of the open, green spaces in front of the school contrasts with the density of the facing streetscape and surrounding neighborhood.

Views and Vistas

Views of the **façade of Central High School** dominate the streetscape within the Historic Scene character area; important views within the streetscape related to the events of the school crisis in 1957 usually include the high school in the background (*Figure 2-45* and see *Figures 2-16, 2-17, 2-22, 2-26, 2-27, 2-30*). These include what was likely Elizabeth Eckford's **sequence of views** of the streetscape towards the south, available as visitors follow the footsteps of her historic journey from the W. Twelfth Street bus stop to the front of the school (see *Figures 2-10 through 2-12*). This sequence also includes views towards Ponder's Drug Store and the setting for Eckford's wait on the bus. **Views from inside the school** to activities along S. Park Street and in the school yard are also significant (see *Figures 2-19, 2-20, 2-21, 2-21, and 2-28*). Sequential views the Little Rock Nine and their escorts may have experienced as they attempted to enter the front of Central High School for the first time on September 23, and were escorted instead to a side entrance, are also important to preserve.

⁶³ *Cultural Landscape Inventory*, 2.

Because little has changed in this area and because historic features have been restored, these views are still available to the visitor today. **Views from the school's entrance landing** are more accessible to the visiting public than views from the interior of the school and they also benefit from the strong integrity of the Historic Scene, including the reflecting pool, front lawn, and the residences on S. Park Street (*Figure 2-46* and see *Figure 2-25*).

Circulation

Circulation within the Historic Scene occurs via public streets, several curvilinear concrete paths within the front part of the school property, and the walkways and stairs associated with the entrance sequence at the central front entrance to the high school (*Figure 2-47*).

S. Park Street is the primary circulation feature of the Historic Scene and it is within its streetscape that many of the photodocumented events of the crisis occurred. It is within and along this street that the Little Rock Nine made their first attempt to enter the school, where crowds gathered to witness the integration of the school, where the National Guard paced and waited, and where the Little Rock Nine were transported and finally escorted into the school. The street appears to be much the same as it was during the historic period that is, approximately 35 feet wide, lined with concrete curbs, and paved in asphalt (*Figure 2-48*). Today, however, traffic is one-way, moving north to south. The west side of S. Park Street in the Historic Scene area serves as the drop-off and pick-up area for school buses. The most recent change within S. Park Street is the scored and tinted concrete paving pattern that was recently installed at the center of the intersection of S. Park and Daisy Bates (*Figure 2-49*).

The **concrete sidewalks** along S. Park Street on both sides are as they were during the period of significance (see *Figure 2-38, 2-41, and 2-43*). On the east side of S. Park Street, a narrow strip of grass lies between the back of curb and the sidewalk but the sidewalk extends all the way to the curb on the west side.

Most of the **curvilinear sidewalks** on the front grounds of Central High School date either to the historic period or follow approximately the same path as those existing during that time (*Figure 2-50*). The original walks were made of exposed aggregate and some were replaced with the same material in 2007.

The designed sequence of movement from the street to the front door can be experienced today almost exactly as it was originally planned. Two walkways lead from the sidewalk along S. Park Street and branch to provide access to either the sunken plaza or the main front door. The layout of the curving sidewalks is almost symmetrical. Two paths lead into the plaza, where the building appears even more imposing than from the street. While both paths originally included staircases down into the plaza, the southern staircase was removed and replaced with a universally accessible ramp when the reflecting pool was reconstructed in 2005.

From the plaza, a short flight of broad steps leads to the colonnade level. From there, a set of **paired stairways** up to meet ground level and then up another stairway to the entrance level. Paving within the plaza is concrete, the colonnade level is square terra-cotta tile, the steps are cast stone or concrete, and the floors of the landings within the composition are also paved in square terra-cotta tile.

Another circulation detail is the ornamental **ceramic tile landing** set within the exterior front entrance vestibule of the Capel Building, which Elizabeth Eckford would have walked upon when she attempted to enter Ponder's Drug Store (*Figure 2-51*).

Vegetation

Twenty-eight large trees dating to the period of significance exist within the Historic Scene. Species include pine (*Pinus* sp.), red oak (likely *Quercus falcata*), pin oak (*Quercus palustris*), white oak (likely *Quercus alba*), American elm (*Ulmus americana*), maple (*Acer* sp.), Eastern red cedar (*Juniperus virginiana*), American holly (*Ilex americana*). These trees were recognized by the Arkansas Famous and Historic Tree Program in 2007 to be old enough to have been present during the 1957-1959 period of significance. Nine of these have been identified and registered with the program as the “**Little Rock Nine Witness Trees.**” In 2008, labels were attached to these trees, identifying them as such (*Figure 2-52*).

These large trees provide shade on each end of the east side of the high school building, and, along with the **large shade trees on the west side of S. Park Street**, help define the space of the streetscape in which many important activities of the desegregation crisis occurred. The trees helped define the space of the street from the school yard and the private yards of the residences along S. Park Street (see *Figures 2-48 and 2-53*). Unfortunately, some of these trees have grown up into utility lines and subsequent pruning has negatively affected the appearance of their canopies (see *Figure 2-43*).

Other vegetation within the Historic Scene includes **small trees, shrubs, and groundcovers planted in the 1990s and 2007** (*Figure 2-53 and 2-54*). While many of the larger shade and evergreen trees were present during the period of significance on both sides of S. Park Street, most trees and shrubs were installed after this time. On the other hand, the lawn in front of the school and front lawns of the residences across S. Park Street existed during the historic period.

Shrubs and trees planted in the 1990s were added in anticipation of the 40th anniversary of the desegregation crisis.⁶⁴ Landscape plantings installed in 2007 were intended to enhance the school grounds in anticipation of the 50th anniversary of the desegregation crisis, this time by Frank R. Riggins of Crafton, Tull, and Associates, Inc., Little Rock (*Figure 2-55*).⁶⁵ It appears that the intention of this latest design was to restore the landscape as close as possible to the original.

The new design includes trees such as bald cypress, crape myrtle (*Lagerstroemia indica*), foster holly (*Ilex attenuata* “Fosteri”), southern magnolia (*Magnolia grandiflora*), and American arborvitae (*Thuja occidentalis*); shrubs including compact holly (*Ilex crenata* “Compacta”), glossy abelia (*Abelia grandifolia*), Heller Japanese holly (*Ilex crenata* “Helleri”), Southern Indian azalea (*Azalea indica*), Nelly Stevens holly (*Ilex cornuta* “Nellie R. Stevens”), Vanhoutte spirea (*Spirea x vanhouttei*); evergreen groundcovers such as Liriope (*Liriope muscari*); and Bermudagrass (*Cynodon dactylon* “TIF-419”).

⁶⁴ *Cultural Landscape Inventory*, 36.

⁶⁵ Frank R. Riggins, “Central High School Landscape,” Phases 1-2. Crafton, Tull, and Associates, Inc. (now Crafton, Tull, Sparks and Associates, Inc.), Little Rock, Arkansas, 2007 (AutoCAD drawing).

Most of these plants were used around the foundation of the school and on both sides of the retaining wall of the sunken plaza. A small number of plants still exist that may have been in place since 1957 or even before, including dogwoods on the south side of the plaza (three dogwoods had been growing on the north side, but were recently removed), liriopé outlining the arc of the pool, nandinas planted in a bed around each of the two flagpoles, and other evergreen shrubs within the plaza area (*Figure 2-56*). Many of these new plantings are bedded in a high-contrast redwood mulch (*Figure 2-57*).

Residential plantings along S. Park Street include lawns and a variety of large and small trees, both shade and flowering, and a variety of groundcovers and shrubs (see *Figures 2-35 and 2-36*). A **small commemorative garden** was planted in one of the lots on S. Park Street adjacent to Bullock Temple that was once occupied by a residence (see *Figure 2-39*).

Constructed Water Features

Two constructed water features exist within the Historic Scene Area: the **reflecting pool** that is the centerpiece for the sunken garden in front of the school and the **wall fountain** installed in the retaining wall to the east of the pool. The reflecting pool is elliptical, with a rounded concrete edge. It was part of the original construction of the central plaza, but had been filled and topped with concrete sometime after the period of significance. It was restored in 2005 and is in good condition today (see *Figures 2-30 and 2-34*). The wall fountain was not restored and is being used as a planter.

Small-scale Features

Small-scale features existing within the Historic Scene include site furnishings, signage, lighting, and utility-related features.

Most site furnishings within the Historic Scene are located on the Central High School property. These include **ten concrete benches** installed in 2006 in the front plaza and arranged around the restored reflecting pool (*Figure 2-58*). These benches are composed of simple horizontal slabs set on slab-like supports. Nine were inscribed on the front in sans-serif lettering with the names of the Little Rock Nine and the tenth represents all past, present, and future students of the school. All are set on the outside edge of the concrete sidewalk surrounding the pool.

Two **flagpoles** flank the reflecting pool and are extant from 1927. The poles are heavy metal with cast metal Neo-Classical bases ornamented with stylized acanthus leaves, set on large octagonal cast concrete pedestals (*Figure 2-59*).

Contemporary site furnishings include black or dark-brown painted **steel trash cans** located in the front plaza and at several school entrance doors (*Figure 2-60*); **concrete bollards** installed in 2007 at the east end entrance door (*Figure 2-61*); **metal landscape edging** installed around the foundation plantings in the front of the school; and **steel chain link fencing** sited around the HVAC equipment to the east of the front entrance (*Figure 2-62*).

A **ceramic tile mosaic** depicting a tiger ornaments the back wall of the nymphaeum adjacent to the reflecting pool (*Figure 2-63*). It was a gift from the graduating class of 1962 of Central High School. A variety of **commemorative plaques** throughout the front lawn demarcate gifts from other alumnus groups, such as specimen trees or a daffodil bed (*Figure 2-64*).

At the northeast corner of the school property is a low **monument sign** constructed of buff brick to match the school building and set with a cast stone or concrete sign engraved with “Little Rock Central High Tigers, Class of 1972” (*Figure 2-65*). The sign is oriented at a diagonal and faces the northeast corner of the site.

Above-ground utilities located within the school property include **HVAC equipment** that is partly screened by the cheek wall of the front steps of the school and surrounded by chain link fence (see *Figure 2-62*). A **water spigot** is also located in the vicinity of the reflecting pool (*Figure 2-66*).

Signage within the streetscape of S. Park Street include **traffic control signs** and **street identifications signs** (*Figure 2-67*), the white-painted **Bullock Temple C.M.E. Church sign** that is mounted on a metal pole (see *Figure 2-38*), and the **Magnolia Mobil service station sign**.

Also located within this are **utility poles and lines** on the east side of S. Park Street, **fire hydrants** (see *Figure 2-38*), **storm drains** along the curb edge, and the **restored gas pumps** at the Magnolia Mobil service station. Mercury vapor **street lights** are mounted via steel attachments on each utility pole—there appear to be four to five per block (see *Figure 2-43*).

Features missing from the Historic Scene today, but existing during the period of significance include the **bollard-style street signs** at the corner of S. Park and W. Fourteenth Streets (now Daisy Bates) and at S. Park and W. Sixteenth Streets (see *Figure 2-10*), the **bus stop bench** and **stop sign** at the corner of S. Park and W. Sixteenth Streets that are featured in numerous photographs of Elizabeth Eckford on September 4, 1957 (see *Figure 2-12*), and the **utility poles** and **parking signs** that once lined the west side of S. Park Street (*Figure 2-68* and see *Figure 2-17*).

Management Issues

Today, the cultural landscape of the Historic Scene is under management by several entities. Although it is designated a National Historic Site, Little Rock Central High School and its grounds represent a fully functional, operating academic institution, owned and operated by the Little Rock School District. A General Management Plan completed in 2002 determined the preferred course of treatment for the NHS to be to "preserve and maintain" resources. The National Park Service holds cooperative agreements with both the City of Little Rock and the Little Rock School District concerning issues of preservation, interpretation, and maintenance. For example, site tours and interpretive programs are provided by the NPS, but management of the school property is the responsibility of LRSD. The NPS only serves in an advisory capacity when historic resources are impacted.

The National Park Service owns and manages the Magnolia Mobil service station, along with the NHS Visitor Center and Commemorative Garden; the Bullock Temple C.M.E. Church owns and manages the three lots on the northeastern corner of S. Park Street and Sixteenth Streets; and a number of private property owners own and manage the seven residences along S. Park Street. Utilities along the street are owned and maintained by three separate private companies: Entergy, AT&T, and Centerpoint. Because so many entities own and manage these properties and their features, cooperation between them is necessary when considering historic streetscape preservation.

The Public Services Area

Introduction

The Public Services Area encompasses the northeast and northwest corners of S. Park Street and Daisy Bates, where the NHS Visitor Center and Commemorative Garden are located (*Map 2-3 Public Services Area*). Administrative and operational functions are performed here and the site also has formal, designed interpretive and contemplative opportunities.

Land Use

The Public Services Area, as its name connotes, is in use today for programs which support and augment the visitor's experience of the historic site. The NHS Visitor Center and its plaza area are used for **interpretive, civic** (education), and **administrative** functions.

Commemoration, in the forms of strolling and contemplation, is a land use associated with the garden. **Parking** is also a land use associated with this area; lots for visitors are positioned behind (to the northeast) of the NHS Visitor Center and across the street, east of the Magnolia Mobil service station.

Buildings and Structures

The NHS Visitor Center was sited and designed to capture views of Central High School from its vantage point across the street. The interpretive exhibits inside the NHS Visitor Center are arranged in front of expansive, plate-glass windows that also look out onto the school (*Figures 2-69 and 2-70*).

The **NHS Visitor Center** opened in the fall of 2007, in time for the ceremonies associated with the 50th anniversary. This 10,078 square foot, single-story, International-style building occupies a large lot on the northeast corner of the intersection of S. Park Street and Daisy Bates.⁶⁶ The building design is composed of contiguous, rectangular volumes, is approximately 190 feet in length with an irregular width ranging from 50 to 67 feet. These volumes vary in height from fifteen to thirty feet, and in their setbacks from the street, which range from 55 to 74 feet from the center line of S. Park Street. The steel frame building is clad with a buff brick veneer and wall-to-wall storefront glass dominates the exterior walls of the north and south ends of the building. Steel sunshade elements, mounted on concrete frame structures, and an overlapping roof overhang create the entranceway on the NHS Visitor Center's west façade. A roof overhang shades and filters the sunlight over the predominately glass southern façade. In general, the rooflines are flat, except over the center volume where they are pitched, under which clerestory windows allow light to filter into the central lobby.

The **Commemorative Garden sculpture** is centered on the garden's winding path and is composed of two arched monuments facing each other within a circular brick plaza (*Figure 2-71*). This sculpture and the garden were completed in 2001. The design was commissioned by Central High Museum, Inc. and contains features that enhance contemplation of the

⁶⁶ This lot housed the Tipton and Hurst complex of greenhouses in 1957.

historic event. The artists Michael Warrick and Aaron P. Hussey designed the sculpture and its contextual landscape. Text is engraved in granite in the middle of the plaza and reads:

*The Spirit of Central High
This commemorative garden is to celebrate
The ability of people to overcome adversity
And to recognize and honor triumph of the
Collective good over the betterment of only a few.*

*The sculpture will give voice to the values of human
Equity over narrow favoritism, of social justice
Over oligarchy, of decency and civility over bigotry.*

*Through the years Central High School has been seared
By the heat of controversy, scarred by episodes of hatred
And strife yet in spite of those evils it has survived, indeed
Not just survived but succeeded beyond anyone's belief
Becoming once again Arkansas' premier high school.*

*It has achieved this not by returning to its
Old form, merely showing its pretty face,
But by modeling the diversity and pluralism
That caused the original storm of protest.*

The arches in the garden symbolize Central High School's past and its present through photo montages printed and adhered to the back of Lexan panels that face the inside of the circle. The outside of the arches are designed to reference the decorative stone work on the façade of the school and include replicas of the statuary at the school's entrance. The arches are approximately 15 feet tall, eight feet wide, and three feet thick and are faced with a buff-colored brick matching Central High School.

Buildings present during the 1957-1959 historic period that are missing today include the **greenhouses and other buildings** that formerly occupied the NHS Visitor Center site and **three residences** that formerly occupied the Commemorative Garden site: 1314, 1320, and 1322 S. Park Street.

Spatial Organization

The NHS Visitor Center occupies the 1.31 acre lot on the northeast corner of Daisy Bates and S. Park Street. Entrances are from both S. Park Street and Daisy Bates with parking lots sited to the north and east of the building. The **front seating plaza** associated with the NHS Visitor Center, with its benches, lights and interpretive displays, is on the southwest corner of the lot, from where it is possible to view Central High School as well as the garden across S. Park Street (*Figure 2-72*). The setback of the NHS Visitor Center is approximately 75 feet from the centerline of S. Park Street, more than 15 feet beyond the average setback of the residential buildings on the same side of the street, between Daisy Bates and W. Sixteenth Street. The expanse of open space between the building and the street contrasts with the more intimate spatial qualities of the neighborhood.

The Commemorative Garden is located on a 0.56 acre lot on the northwest corner, across from the NHS Visitor Center and at the same intersection. The **open knoll** in the southeast corner is kept in mown turf and the entire north half of this significant intersection is exposed to the sky in a manner uncharacteristic of the general neighborhood's streetscape (*Figure 2-73*). This knoll is framed by a stepped, brick retaining wall that rises from approximately six inches height at the garden's entrance 100 feet north of the intersection, to two and a half feet above grade at the intersection. The other side of the garden is more enclosed due to its statuary and vegetation.

Views and Vistas

Both the NHS Visitor Center and the Commemorative Garden sites command long views of the Historic Scene. The NHS Visitor Center is oriented so that **views of Central High School** are visible from inside the center, providing the backdrop for its interpretive exhibits.

There are also prominent **views of the Magnolia Mobil service station** from the Public Services Area. The service station is a valuable component of the Historic Scene. From the intersection there are also long **streetscape views down Daisy Bates and S. Park Street** (see *Figure 2-73*).

The **view of the school parking lot** from the Commemorative Garden detracts from the commemorative character of the garden and the interpretive purpose of the Visitor Center. The school's senior and faculty parking lot, across from Daisy Bates, is only partially screened with a fenceline and vegetation (*Figure 2-74*). The NHS Visitor Center, however, is well-sited for concealing its associated utilities and parking areas from the street.

Circulation

Pedestrian circulation in the Public Service Area is provided by **concrete sidewalks** along both sides of S. Park Street and Daisy Bates (*Figure 2-75*). The intersection of these streets features the brick and concrete circular composition centered on the middle of the intersection discussed in the previous section (see *Figure 2-73*). The **concrete paving in the front plaza** of the NHS Visitor Center reflects bright sunlight in contrast to the shade-dappled sidewalks in the rest of the neighborhood. The **brick-edged concrete sidewalk** in the Commemorative Garden is approximately eight feet wide (*Figure 2-76*). The bricks are buff-colored (matching those of Central High School). This walkway bisects the garden, with entrances and exits on both Daisy Bates and S. Park Street (*Figure 2-77*).

Vehicular circulation within the Public Service Area consists of S. Park Street and Daisy Bates, as well as the **NHS Visitor Center parking lot** and the **Magnolia Mobil service station parking lot**.

S. Park Street in this area is asphalt-paved, approximately 32 feet wide and unstriped. Street-side parking is prohibited within the Public Service Area, but permitted on both sides of the street as it transitions into the residential areas. South of Daisy Bates, S. Park Street is one-way headed south for the two blocks adjacent to the Central High School property but north of Daisy Bates is two-way. Daisy Bates is two-way, asphalt-paved, approximately 36 feet wide, and striped with a double yellow line (see *Figure 2-70*). Parking is not permitted street-side on this road in front of the Commemorative Garden.

Traffic through the NHS Visitor Center parking lot can enter or exit via either street. The lot accommodates 34 vehicles, including two handicap accessible spaces and space for bus and RV parking (*Figure 2-78*). The Magnolia Mobil service station parking lot on the south side of Daisy Bates has 14 spaces. Both of these lots are asphalt-paved and striped.

The **path through the Commemorative Garden** winds through the center of the garden and passes through the focal sculptural plaza. Commemorative benches and tree plantings are sited on both sides of it. Southeast of this path is open turf and the northwest side included mulched perennial beds and additional shrubs and trees, including those that form a buffer between the garden and the school parking area to the west and the residences to the north.

Vegetation

Vegetation in the Public Services Area consists of turf, ornamental perennials, shrubs, and young trees. **New perennials, shrubs, groundcovers, and trees** were installed as part of the renovations to both the NHS Visitor Center and Commemorative Garden. While not on the property, the canopies of **mature trees** edging the perimeter of the Commemorative Garden on its west and north sides provide an important visual buffer (see *Figure 2-77*).

The NHS Visitor Center's plantings were established in 2007. Shrubs around the parking area include Japanese Beautyberry (*Callicarpa japonica*). In the walkways between the NHS Visitor Center and the parking lot there are tree pits, protected with painted black metal grates, containing new, small-caliper street trees such as honey locust (*Gleditsia triacanthos*). In the front of the NHS Visitor Center, a 25-foot wide area between the building and sidewalk is mulched and planted with native, drought-resistant perennials, ornamental grasses and a single row of young small-caliper trees, including redbuds (*Cercis canadensis*) (*Figure 2-79*). The planting beds within the seating areas are mulched and contain drought-tolerant, native perennials such as blue fescue (*Festuca glauca*) and brown-eyed Susan (*Rudbeckia triloba*).

Across the street from the NHS Visitor Center there are more **mature groundcovers and shrubs** associated with the Magnolia Mobil service station parking lot along its perimeter (*Figure 2-80*).

A **mown turf** knoll covers the southeast expanse of the Commemorative Garden. **Nine commemorative maple trees** follow the path through the garden and memorialize the struggles of the Little Rock Nine. Ornamental shrubs, perennials and ornamental grasses are planted in mulch beds along the north and western edges of the garden (see *Figure 2-74*).

Small-Scale Features

The outdoor plaza of the NHS Visitor Center, outside its main entrance, contains many small-scale features including lights, benches, trash receptacles, and interpretive signs (see *Figure 2-79*). More than a dozen **bollard lights** are spread out throughout the plaza in random order, a pair of **black metal benches** faces the school, another pair faces the garden, and a single bench faces the entrance with its back to S. Park Street. The southwestern-most corner of the plaza features a central interpretive exhibit, set in an open space surfaced with large concrete pavers. A cylindrical tan concrete **trash receptacle** is located in the center of the seating area of the plaza.

In between the columns of the shade structure over the NHS Visitor Center entrance are three canted **fiberglass interpretive signs** mounted on rectangular concrete supports with steel post mounts (see *Figure 2-73*). The supports are finished in white and the signs exhibit photographic images and text. Their positioning under the shade structure aids in their visibility by reducing glare from the sun.

There is another, **central outdoor interpretive exhibit** in the center of the plaza in full sun, which utilizes two similar concrete supports and steel post mounts and matches the above exhibits. It originally featured an approximately two and half-foot square, level sign with a map of the Central High School property and perimeter streets, and two more, canted interpretive signs of text and photographs. In 2008 this exhibit was adapted to be more physically and visually accessible (*Figure 2-81*).

An **NPS identity sign** made of fiberglass and metal is located on the north side of Daisy Bates (see *Figure 2-78*). Another NPS identity sign is located on the south side of Daisy Bates, next to the Magnolia Mobil service station parking lot and is suspended from an arm extending from a post faced with buff-colored brick. It is mounted to a planter with buff-colored brick retaining walls (*Figure 2-82*).

A red sandstone **retaining wall** behind the NHS Visitor Center forms the rear boundary of the parking lot. Rising above this wall, a **slatted privacy fence** separates the parking lot from a private residence to the east. A three-sided **concrete bay** is set into the retaining wall and has a slatted wood gate partially concealing a dumpster. Other white painted concrete **retaining walls** frame an employee seating area at a service entrance on the north side of the building, which is reached by way of four poured concrete stairs. A painted black metal tubular **bike rack** is set in the concrete paved walkway along the rear of the building (*Figure 2-83*).

Furnishings in the Commemorative Garden include: path lights mounted within **brick bollards** that are approximately three feet high and two feet square (*Figure 2-84*); cylindrical cast concrete trash receptacles centered in the paths of both entrances to the garden; and **nine symbolic benches** along the garden path with curved, cast concrete seats mounted on three buff-colored brick footings (see *Figure 2-76*).

The south and east perimeter edges of the Commemorative Garden are framed with a **stepped, buff-colored brick retaining wall** ranging from six inches to three feet in height and approximately 16 inches wide. On the Daisy Bates side, two small **square brick columns** with inset embossed metal dedication plaques frame the entrance (*Figure 2-85 and see Figure 2-77*).

A **chain link perimeter fence** skirts the perimeter of the parking lot on the north side of Daisy Bates where it forms the western boundary of the Commemorative Garden. It is threaded with white plastic slats.

Utility and street light poles are set in the tree lawn on the east side of S. Park Street. **Stop signs, parking signs and fire hydrants** are also features of the streetscape in this area (see *Figure 2-73 and 2-80*).

The Central High School Area

Introduction

The Central High School Area includes all buildings and structures within its 21-acre property, its athletic fields and parking lots, as well as the perimeter streets around the high school (W. Sixteenth Street, Jones Street, and Daisy Bates) and the residential facades facing them, which are a component of the surrounding streetscape (*Map 2-4 Central High School Area*). The streetscape plays an important role in contributing to the historic setting of the school.

The Little Rock School District school board is responsible for maintaining the school and its grounds, while the National Park Service is responsible for interpreting its history. The school is not open to historic site visitors except during guided tours, although visitors may independently explore the front landscape of the campus.

Land Use

The land uses associated with this area are **education** (the school and its associated buildings), **recreation** (athletic fields), **residential** (the surrounding residences), **transportation** (perimeter streets and parking lots), and **interpretation** (although the Historic Scene is the most significant area, other areas in the school grounds are associated with historic events and the Central High School Area in general contributes to the context and setting). The **industrial** area west of the school has retained its historic character of open work yards, storage structures, and only one to two buildings with large footprints. Railroad tracks form the western boundary of the study area and the railroad is still in use.

Buildings and Structures

Central High School is the dominant structure on the east end of the high school site (see the description of its general features and front façade in the Historic Scene Buildings and Structure section, above). A notable feature of the rear of the building is its complicated façade and variety of use areas, including the two spiral fire escape slides enclosed in metal sheeting and attached at the back of the building (*Figure 2-86*). The building steps down the slope of the site from the east to the west; the lower level is accessible through a group of garage doors. This was an essential feature during the crisis of 1957-1959 because it was through these doors that the Little Rock Nine were transported away, via police cars, due to threats to their safety (*Figure 2-87*).

Quigley Stadium is the dominant structure on the west end of the high school site (*Figure 2-88*). It is bounded by a 10-foot high poured concrete wall, and includes two grandstands on either side of the broad playing field and six 100-foot-tall athletic field lights (*Figure 2-89*). The two grandstands seat 15-20,000 fans and are made of concrete faced with buff-colored brick. A **small stucco building** attached to the southern side of the west grandstand houses the Little Rock School District Child Nutrition Office. The east grandstand is larger than the west grandstand and has a central seating area and additional seating in two wings. The perimeter wall is free-standing, constructed of poured concrete, and is set with a plaque commemorating the WPA and its 1936 construction date mounted on the southwest corner (*Figure 2-90*). On the east side, a concrete retaining wall also frames the service drive

entering the stadium area. The east grandstand sits on a topographic rise, and the driveway retaining wall makes up for this change in elevation while the surrounding concrete wall remains consistent in height.

Quigley Stadium is lit by six 100-foot-tall sets of **athletic field lights** mounted on vertical steel trusses (*Figure 2-88*). They may date to the original construction of Quigley Stadium and can be considered historic because they appear in photographs from 1957 (see *Figures 2-22 and 2-23*).

The **Tiger Fieldhouse** is located northwest of the central volume of the main school building and is used for physical education classes and basketball team practice. It is also faced with buff-colored brick to match the school building (*Figure 2-91*). This modern, square single-story building with a flat roof and clerestory windows is connected to the main school building by means of a **black metal overhead structure** made of painted posts and a translucent plastic roofing material that also serves as a covered eating area (*Figure 2-92*). Its front entrance, on the Daisy Bates side, is accessed by means of an ADA ramp as well as stairs (*Figure 2-93*).

The **Jess W. Matthews Library and Media Center** was constructed and opened in 1969. The library is a single-story, windowless, flat-roofed building faced with buff brick. It is also physically connected to the main school building, by means of a **covered walkway** also faced with buff brick (*Figures 2-94 and 2-95*). Its front entrance faces Daisy Bates, and is six feet above road grade, while its rear entrance meets the school's first floor elevation, which is indicative of the knoll upon which Central High School was built. The difference in grade and the front entrance is accommodated through two flights of stairs.

An **overhead wood-frame structure** covers an outdoor eating area located to the west of the school (*Figure 2-96*).

The **Campus Inn** is a new two-story, brick building constructed on the site where the **original Campus Inn** was razed in 2000 (*Figure 2-97*).

Ten modular prefabricated buildings of varying sizes are located west of the main school building, on its southern side (*Figure 2-98*). These were originally installed for classroom space when classes needed to be relocated during recent renovations; however, they are still being utilized. They are generally arranged along an asphalt-paved service drive off of W. Sixteenth Street one block west of its intersection with S. Park Street. One smaller unit sits in the middle of the drive, blocking views of the rear of the school and of an outdoor seating area that dates to the historic period (*Figure 2-99*). Most of these buildings are sided with corrugated metal or wood, painted in various colors and have slightly pitched metal roofs (*Figure 2-100*). Units of wood stairs, landings and handrails are attached to their entrances (*Figure 2-101*).

A **baseball diamond and an associated dugout** were redeveloped on the south side of the middle third of the school property in 2003 (*Figure 2-102*).

The residential streetscape surrounding Central High School along W. Sixteenth Street and Daisy Bates is characterized generally by Craftsman Bungalow-style houses, featuring low-pitched gabled roofs with wide unenclosed eave overhangs and asymmetrical façades and

larger Folk Victorian-style buildings with steeper, pyramidal roofs (*Figures 2-103 through 2-110*). Both typically feature front porches.

The houses are mostly one or one and half stories and are typically spaced very close together (15-20 feet apart) with setbacks approximately 20 feet from the public sidewalk. Many of the houses have off-street parking on narrow driveways between the structures. These houses usually have wood siding, or sometimes brick, or are a combination of a brick foundation and wood siding. They have gabled or hipped roofs, or a combination thereof, and often have dormers of various sizes and configurations. Where lot elevations rise above street level the difference in grade is often accommodated with **mortared stone or poured concrete retaining walls**, approximately three feet high. These walls appear to be made of a local native stone and are contributing feature that date to the historic period. Two of these walls in particular are depicted in historical documentation of the events of 1957-1959. A wall on the southwest corner of W. Sixteenth Street and S. Park Street can be seen in a striking photograph by Will Counts depicting onlookers observing the crowds; it still occupies the same corner although it was raised and re-mortared sometime during 2008 (*Figure 2-111* and see *Figure 2-30*). Another wall down the street, at 1600 Dennison, can be seen in archival film footage and also features onlookers sitting along the wall during the events. This wall is presently in good condition and appears much the same as it does in the footage (see *Figure 2-103*).

Despite the preservation of some residential buildings in this area, one of the major issues here still remains deferred maintenance and the demolition of small houses along the streetscape since the period of significance. The Sanborn map from 1950 indicate that there were a total of 52 residential properties surrounding Central High School on S. Park Street, W. Sixteenth Street, Jones Street, and what was then W. Fourteenth Street (Daisy Bates). Since that time, 17 (33 percent) of those buildings have been demolished. Of the 39 that remain, six (15 percent) of the original buildings are vacant and boarded up. Hence, it appears that almost half of the houses surrounding Central High School in 1950 are either gone or uninhabitable. Missing structures include **three residences on Daisy Bates and W. Thirteenth Street** that were demolished for the construction of the school parking lot on Daisy Bates and **five residences on W. Sixteenth and Jones Streets** that have been removed since the period of significance.

At the west end of the site, on the other side of Jones Street, several lots that are in commercial or industrial use face the school. Much of this space is taken up by open lots used to store vehicles and materials. However, between W. Sixteenth and W. Fifteenth Streets there are several **commercial or industrial one-story buildings** on the west side of Jones Street. Two are set back off the road and another faces Jones Street, opposite the stadium's west grandstand. It is made of buff brick and its windows are boarded up and painted blue (*Figure 2-112*). Two residential buildings facing Jones Street and another on the corner, facing Daisy Bates, are being used commercially.

Spatial Organization

The Central High School property has a variety of spatial qualities. The angled north and south wings of the high school and the fence along the top of the slope form **two triangular spaces** on the west side of the school, north and south of its central volume. On the north

side, this space is occupied by the Tiger Fieldhouse and the Matthews Library. The space on the southern side contains the ten modular classrooms and the Campus Inn. This area is chaotic and cluttered with small buildings and other structures with only narrow passageways between them (see *Figure 2-98*). Some parking is also accommodated in this area, adding to the visual clutter. Also on the west side of the school there are two outdoor eating areas, the **South Cafeteria Courtyard** and the **North Cafeteria Courtyard**. The North Cafeteria Courtyard was open during the period of significance but is now covered with an awning (*Figure 2-113*).

In contrast, the **athletic fields** dominating more than half of the western side of the school's property present wide expanses of open space. The playing fields just west of the school, including the baseball field, are open to the street on both sides. The fields inside Quigley Stadium are also expansive, but bounded by perimeter support and viewing structures (see *Figure 2-88*). The perimeter of the school property in other places is controlled and secured by means of chain link fencing (*Figure 2-114*).

The elevation drops about fifteen feet along one-third of the length of the school property, just west of the school buildings. The athletic fields and parking areas are located on the lower level; the descent is accommodated with stairs. This **slope between the school buildings and athletic fields** contains most of the trees within this character area. These provide a screen between the fields and the school buildings.

The residential streetscape that frames the school on its east (S. Park Street, described in the Historic Scene character area), south (W. Sixteenth Street), north (Daisy Bates) and, to a limited degree, west (Jones Street) sides is characterized by a consistent scale of building and relationship to the street. In general, most residences were constructed about 20 feet from the street right-of-way. Houses are similar in scale and sited with respect to each other and to the streets they face in a consistent manner.

Views and Vistas

Views of and from within Central High School are inhibited by perimeter walls and fencing as well as cluttered additions to the west side of the school (see *Figures 2-98 and 2-99*). **Views of the stadium wall** are imposing; the 10-foot high poured concrete walls surrounding the stadium, though historic, present a bare composition at the west end of the school site for surrounding neighbors (*Figure 2-115*). On the other hand, they create a sense of enclosure from within the stadium (*Figure 2-116*). Elsewhere on the school property, high, chain link fencing secures the school perimeter but also obscures views into and out of the schoolyard (*Figure 2-117*).

Views into the schoolyards behind the school are blocked by building additions and their connecting structures and the prefabricated modular buildings on the south side (*Figure 2-118*). All of the prefabricated units positioned behind the school are obtrusive, non-contributing features negatively impacting views into and out of that area. One in particular blocks views of the rear of the school and an outdoor seating area that dates to the period of significance. It also blocks views from the other direction; without it, views would be available from the picnic tables into the residential neighborhood, looking across W. Sixteenth Street and down Dennison Street (*Figure 2-119*).

Views of the streetscape are threatened by deferred maintenance and demolition of residences surrounding the high school. The gaps left by demolished homes also contribute to the uneven quality of the streetscape and a gradual loss of historic character (*Figure 2-120*).

Circulation

Vehicular circulation within the Central High School area occurs primarily along **W. Sixteenth Street, Jones Street, and Daisy Bates; alleyways** between major streets; several **service drives, loading docks, and parking lots** on the school property; and two large parking lots on the north side of the school, on either side of Daisy Bates.

W. Sixteenth Street is about 25 feet wide, paved with chip seal, unstriped, and curbed (*Figure 2-121*). An asphalt-paved, narrow alley between S. Park Street and Dennison Street can be accessed by vehicles (*Figure 2-122*). Both **Dennison Street and Rice Street** approach W. Sixteenth Street from neighborhoods to the south. Parking is allowed along most of the street, on both sides.

There is a **staff parking lot and loading area** on the south and west (rear) side of the school; this was a historical condition. This area is accessed off of W. Sixteenth Street, opposite Dennison Street. West of Quigley Stadium there is also a warehouse that takes deliveries, accessed from Jones Street (*Figure 2-123*).

Jones Street is 30 feet wide, asphalt-paved and unstriped. The eastern extension of W. Fifteenth Street ends at Jones Street. Parking does not appear to be prohibited on this street, but this end of the school site does not appear to support much activity.

Daisy Bates (formerly W. Fourteenth Street) is the widest of the perimeter streets around Central High School, at 36 feet (see a full description in the Public Service Area Circulation section, above). It has a double yellow stripe and six inch concrete curbing to either side. Rice Street continues to the north off of this street. Notably, Dennison Street north of Daisy Bates, another secondary road, was removed with the addition of the school's north parking lot. This lot can be accessed from W. Thirteenth Street only, although pedestrians can exit the lot on to Daisy Bates (*Figure 2-124*).

A **universally accessible drop-off area** is located just off Daisy Bates, on the north side of the school. As one of the original circular driveways, it is now concrete and allows only one-way traffic (*Figure 2-125*). School buses pick up and drop off at the front entrance of the school on S. Park Street (see the Historic Scene Circulation section, above).

Parking is allowed in designated areas on the south and west sides of the main school building but cars can also be found parked around dumpsters and in unassigned areas behind the school (*Figure 2-126*). Cars can also be seen parked behind the chain link security fencing on areas of mown turf at the school's south entrance (*Figure 2-127*).

The school's two main parking lots lie to the south and north of Daisy Bates. The older of the two, the parking lot north of the baseball field, is accessed via Daisy Bates. It is paved with poured-in-place, red-tinted concrete and was constructed originally as the school tennis courts prior to 1950. It is not striped, but can accommodate approximately 160 cars. Downslope from the school, the lot itself was constructed in two tiers; the drop-off between

the tiers and its easternmost side is mitigated by three-foot high concrete retaining walls (*Figure 2-128*).

The **parking lot north of Daisy Bates** is accessed via W. Thirteenth Street. The construction of this lot necessitated demolition of two residences and the closing of Dennison Street from Daisy Bates to W. Thirteenth Street. It is paved in asphalt, white striped, and accommodates more than 200 faculty and student vehicles. Both this and the north parking lots are fully enclosed by chain link perimeter fencing approximately eight feet high. The east side of this parking lot abuts the Commemorative Garden. The five foot drop in elevation from the garden to the parking lot is accommodated by a concrete retaining wall along the eastern side of the lot, topped by fencing visible from the garden side (see *Figure 2-74*).

Pedestrian circulation in the Central High School Area is limited to **sidewalks along the perimeter of the school** and **walkways between buildings** added west of the main school building. Some of these walkways are surfaced with the exposed aggregate concrete used elsewhere around the front of the school and discussed in the Historic Scene section. Other walkways are paved with chip seal asphalt and concrete, or a combination of these. In many places at the rear of the school, these surfaces are cracking, patched and in need of repaving (*Figure 2-129*). A **stairway leading to a rear entrance of the school** is concrete with metal hand rails; the cheek walls are cracked and showing wear (*Figure 2-130*).

Athletic field areas are accessed by asphalt and **concrete service drives and concrete stairs**. These are cracking and showing wear (*Figure 2-131*).

Vegetation

Roughly two thirds of this character area are utilized as athletic fields and are mostly **mown turf**. Older trees survive as foundation plantings around the rear of the school, and along a narrow strip of slope descending towards the athletic fields. The surrounding perimeter streetscape tree plantings are very sparse, although recently young trees have been added to the tree lawn. Some older trees grow in the front lawns of residences and some houses have dense remnant or more recently added ornamental shrubs and perennials, while other properties have simple mown turf lawns.

West of the north wing of the school, there are a number of mature trees in the lawn between the Matthews Library and the Tiger Fieldhouse (*Figure 2-132*). There is a pair of pines between the library and fieldhouse (*Figure 2-133*), and a large pine between these buildings and the school. In that courtyard area, there are also crape myrtles and privet.

A planter sheltered by one of the building canopies contains a struggling row of liriopie (*Figure 2-134*). There is also a pair of holly trees in an interstitial space behind the school (*Figure 2-135*). There are more crape myrtles and a few larger trees in the outdoor seating area behind the school (*Figure 2-136*).

A strip of land, about 75 feet wide, running the entire north-south width of the school property that separates the rear of the school from the baseball field, drops 14 feet in elevation. There are **extant mature canopy trees on the slope**, primarily willow oak (*Figure 2-137*).

There are no street trees within the streetscape on the north side of W. Sixteenth Street. On the south side, new plantings in the tree lawn consist of **small caliper street trees** spaced approximately 25 feet apart (*Figure 2-138*). **Residential landscape plantings** vary greatly in terms of their vegetative cover, from homes with elaborate foundation plantings, pruned hedges and mature canopy trees in their front, side and back yards (*Figure 2-139*), to relatively bare lots with mown lawns and paved parking pads (*Figure 2-140*). There is a row of **mature, large-caliper trees on the east side of the alley** headed south of W. Sixteenth Street between S. Park and Dennison Streets.

At the west end of W. Sixteenth Street the large bare concrete stadium wall emphasizes the lack of street trees on that side of the street. Jones Street also lacks vegetation. There are a few trees and shrubs dotted throughout the commercial lots to the west, some older trees in the backyards of the few residences in this section, and older shrubs around their foundations.

Daisy Bates is very similar to W. Sixteenth Street in that there are no street trees planted in the lawn between the school and the road. On the residential side, there are young, small-caliper trees planted in the tree lawn and the residential front lawns vary. Some lawns feature very large caliper trees as well as more mature foundation plantings and shrubs while other lots are quite bare.

Small-Scale Features

The small scale features in the Central High School Area are mostly located in groupings behind the school. These features include elements such as seating walls, picnic tables, trash receptacles, dumpsters, shade structures, bike racks, lights, utilities, and fencing.

The South Cafeteria Courtyard contains several **concrete and metal picnic tables**, a number of **benches**, and **seating walls** that may date to the late 1950s.⁶⁷ Some newer black-painted metal picnic tables are interspersed with these, as well as several brown-painted metal benches mounted in the concrete along the seating wall perimeter (*Figures 2-141 and 2-142*). The courtyard is bounded by an approximately two-foot-high concrete seating wall. There are bright yellow plastic **trash receptacles** throughout the courtyard. There is another outdoor covered eating area north of the courtyard. The picnic tables there are also black-painted metal and appear relatively new.

The North Cafeteria Courtyard has a **buff-colored brick retaining wall**. This courtyard has black-painted metal picnic tables in an uncovered area. Near the courtyard there are also **raised buff-colored brick planting beds**, currently planted with liriopie (see *Figure 2-134*).

Utility poles and lines are mounted and strung between the prefabricated modular buildings on the south side of the rear of the school (*Figure 2-143*). North of this area, there is a grouping of **generators** between the school and the baseball diamond that is enclosed by **chain link fencing**. The athletic fields west of these areas are also secured with chain link fencing (*Figure 2-144*). Historic photographs show that there was chain link fencing on the eastern edge of the baseball field during the period of significance, but there is no information regarding the presence of this fencing on other edges of the character area (see *Figure 2-23*).

⁶⁷ *Cultural Landscape Inventory*, 44.

The residential streetscape small-scale features include **fire hydrants, street signs, mailboxes, fencing and utility poles and lines** similar to those described in other character areas.

A **drainage canal** on the east side of Jones Street daylights at W. Sixteenth Street and extends southward halfway to W. Seventeenth Street. It is approximately four feet wide and three feet deep and has guard rails at either end. There is no barrier between the canal and the narrow Jones Street shoulder (*Figure 2-145*).

The Neighborhood Setting

Introduction

The Neighborhood Setting is significant as it represents the areas within which Central High School and the Historic Scene are located (*Map 2-5 Neighborhood Setting*). The Neighborhood Setting is bounded by W. Eleventh Street to the north (to include areas relative to the intersection of W. Twelfth Street and S. Park Street, where Elizabeth Eckford disembarked her bus), by the railroad tracks to the west of Jones Street, the commercial corridor of Wright Avenue to the south, and the present-day Dr. Martin Luther King, Jr. Drive to the east.

Land Use

During the period of significance, the area was primarily **residential** in character, but residential land use is diminishing around the edges of the area, particularly in the northeast corner around the Arkansas Children's Hospital complex. Here, what were historically residential lots are being re-zoned to accommodate other uses, such as offices and parking lots (*Figure 2-146*). Buildings within this complex are large and **institutional** in scale, its parking lots are vast and utilitarian, and its internal circulation is not open to through-traffic.

Despite these changes, land use within the Neighborhood Setting of Central High School is still primarily single-family residential. This area is also associated with the following land uses: **civic** (education and Centennial Park), **transportation** (streets), **religious** (churches), and **commercial** (retail, office and service establishments), and also **medical/institutional** (Arkansas Children's Hospital). As was the case during the historic period, the Wright Avenue corridor contains the highest number of commercial uses of the neighborhood.

Other than the high school grounds and the more recently established Commemorative Garden, the only open green space in the study area is Centennial Park, three blocks to the east of Central High School. During the period of significance, this block contained Centennial School. The school was demolished in 1971 and a park was developed in its place.

Buildings and Structures

Most of the buildings within the Neighborhood Setting of the NHS are one- and two-story wood frame historic **residential buildings**. Assuming the Neighborhood Setting possesses the same general characteristics of the larger Central High Neighborhood Historic District, more than 50 percent of the buildings in the area are contributing historic structures, 35 percent are non-contributing historic structures (altered beyond recognition or covered in

vinyl siding), and 14 percent are non-contributing buildings constructed since 1947. However, for the purposes of this report, any building constructed between 1947 and 1959 is considered as contributing to the historic character of this area.

The historic residential buildings recorded in the historic district nomination reflect local preferences in popular architectural trends between 1890 and 1946. This neighborhood has an eclectic mix of Queen Anne (ca 1900s), Colonial Revival (1890s to 1940s), American Foursquare (ca 1910s), Plain Traditional (1940 to 1990), Craftsman (1915-1925), English Revival (1890s to 1940, mostly 1920 to 1940), Spanish Revival (1920s), and Minimal Traditional (1930-1940, revival styles with minimal detailing) (*Figures 2-147 through 2-151*). Of all of these, about 40 percent of the residences in the Historic District were constructed as Craftsman Bungalows.⁶⁸

Front porches are a ubiquitous feature of residences in the neighborhood, extending across half or the entire façade of buildings. Porch columns are sometimes brick (*Figure 2-152*) or mortared stone, or a combination of wood columns on a brick base, but in many instances are ornamental metal (*Figure 2-153*).

In the northeast corner of the study area many residential buildings have been demolished and have been replaced with the large institutional **buildings associated with the Arkansas Children's Hospital**.

Commercial buildings in this character area are concentrated along the former streetcar-line roadway of W. Twelfth Street and also along Dr. Martin Luther King, Jr. Drive and Wright Avenue. The ca. 1916 Capel Building (Ponder's Drug Store), described in the Historic Scene Buildings and Structures section above, is typical of these commercial buildings, which are mostly one-story, constructed of brick, and placed up to the street right-of-way line (*Figure 2-154*).⁶⁹

A number of churches were integral to the early development of the neighborhood. **St. Bartholomew's Catholic Church** on Marshall and W. Sixteenth Street was built first in 1911 and replaced by the current structure in 1931 (*Figure 2-155*). The building is small in scale but has a two-story steeple tower entrance. It is considered contributing to the historic district.⁷⁰ Other churches within the neighborhood include Bullock Temple C.M.E. Church (1971) on S. Park Street (see Historic Scene), **Liberty Hill Baptist Church** at W. Twelfth and Schiller Streets, and **Pilgrim Valley Baptist Church** at Wolfe and W. Eighteenth Streets. Construction dates for churches other than the Bullock Temple are not known.

The **Arkansas Baptist College**, a historically African American college located within the neighborhood, has been in continuous operation since the late 19th century (*Figure 2-156*). The original Main Building of the college is still extant on campus and efforts are underway to preserve it (*Figure 2-157*).

In addition to buildings, structures within the neighborhood setting include small **garages, storerooms**, and other **small accessory structures**. These are usually located at the rear of residences (*Figure 2-158*).

⁶⁸ Smith, 18-28.

⁶⁹ Ibid, 28.

⁷⁰ Ibid., 28.

Frequently, residential yards also feature **low concrete, fieldstone, and brick retaining walls** that contain yards that are sited above street grade (see *Figure 2-156 and 2-157*). In these cases there are typically **concrete sidewalk, stairway and cheek wall configurations** for accessing the house from the street (*Figure 2-159*). Less frequently, **free-standing masonry walls** enclose front yards.

An unusual structure within the neighborhood which contributes to an understanding of its history is **remnant stone entrance to Centennial Elementary School**, an architectural element retained and preserved as a site feature of the present-day Centennial park (*Figure 2-160*).

Spatial Organization

The Neighborhood Setting for the NHS is organized by the **street grid**, and its spatial qualities are defined by these streets, the facades of residences and other buildings in the area, as well as by large, primarily deciduous street trees (*Figure 2-161*). In general, most residences were constructed with an approximately **uniform twenty-foot setback from the street right-of-way**. Houses are similar in scale and sited with respect to each other and to the streets they face in a consistent manner. Many residences sited above street grade feature low, mortared stone retaining walls at their property lines along the sidewalks frontage that range from a height of one to three feet (see *Figure 2-159*). A **street tree canopy** intermittently encloses the streetscape from above.

Residential lots on most streets within this character area are narrow, deep, and flat with driveways placed alongside houses. Houses were constructed closely together so that the building facades enclose the street. Accessory buildings, such as garages, were sited to the rear of lots. Despite the wide variety of architectural styles and mixture of one- and two-story buildings, there is a general uniformity in the overall scale, setback, and spacing of the houses in this area. Zoning laws today require deeper setbacks than were typical in the historic streetscape, so buildings constructed after these laws were forced to disrupt the more pedestrian-oriented spaces of the historic streetscape.

The uniform setbacks of these houses, the trees that line the street space, and the overhead utility lines and associated wooden poles, all contribute to the intimate, yet linear quality of the streetscape. However, due to demolitions that have occurred since the period of significance, there are occasionally **vacant lots**. These gaps left from demolition interrupt the linear quality of the space (*Figure 2-162*).

Along most of the residential streets, a **hierarchy of private to public space** ranges from the public space of the street and sidewalks; the semi-public spaces of front yards, often set apart from the street by low retaining walls, vegetation, or yard fences; the semi-private spaces of the front porches that are found on almost every house; and the private spaces of the interior of the houses (see *Figures 2-31, 2-161 and 3-11*). The low stone retaining walls that contain the front yards of some of the historic houses in the neighborhood contribute to the clarity of that hierarchy. Historical documentation of onlookers seated on these walls during the crisis provides exemplary depictions of this stratification of public to private space. This is an important spatial relationship that contributes heavily to the historic quality of the

neighborhood and could be easily compromised if new homes are constructed with deeper setbacks than the historic homes and built without the traditional front porch, or if the site grading is altered dramatically.

Traditionally, within this neighborhood most commercial buildings are set on the right-of-way, placing them directly on the sidewalk (see *Figure 2-154*). This placement increases the possibility of pedestrian activity and enlivens street life. This historic characteristic could be easily lost if new commercial buildings were constructed with deep setbacks and parking in the front.

The Neighborhood Setting is also characterized by institutional campuses (see *Figure 2-156*). These usually consist of a loose arrangement of buildings within a large block, constructed to serve the program of the organization and less frequently in response to the overall neighborhood. In the case of the Arkansas Baptist College campus this is a condition that dates to the historic period of significance. The Arkansas Children's Hospital campus, however, is a new development that occupies blocks that were residential during 1957-57; the character of this northwestern part of the neighborhood has been significantly altered by changes in street circulation patterns, buildings that are very large in scale, and an increase in overall paved surfacing.

Centennial Park provides an open space that was not present during the period of significance, but which is certainly appreciated in the present. It is fortunate that a portion of the Centennial School was preserved, referencing the history of the neighborhood.

Views and Vistas

Central High School is massive enough that it can be seen rising above the houses and trees that line streets beyond the perimeter of the school property. **Views of Central High School** dominate the western part of the neighborhood.

Where Centennial School once stood there is now a park. These blocks of Fifteenth, Sixteenth, S. Battery and Wolfe Streets, consequently, have **open views across Centennial Park** where they would have been enclosed during the period of significance. The front steps and entrance of the school remain as an artifact and park feature.

Streetscape views in the northeast quadrant of the neighborhood are dominated by the new buildings and ground-level parking lots constructed by the Arkansas Children's Hospital. These **views of Arkansas Children's Hospital** are also not a historic condition.

On other streets, front facades of houses, street trees, and utility poles that line the streets within the Neighborhood Setting frame **linear views up and down streets** in both directions.

Circulation

It appears that most streets within this area are in the same configuration and maintain the same materials that have been traditionally used throughout most of their history. Streets are generally approximately 35 feet wide, lined with 6-inch concrete curbs, paved in asphalt, and bordered on both sides with concrete sidewalks (see *Figure 2-48*). A broad exposed aggregate gutter or parking strip lines many of the streets (*Figure 2-163*). Most of the blocks in this area are bisected by gravel-paved alleys that provide access to the rear of lots.

Three major streets frame the edges of the Neighborhood Setting: **W. Twelfth Street, Wright Avenue, and Dr. Martin Luther King, Jr. Drive**. The fourth side is bounded by the tracks of the **Union Pacific Railroad** on the west.

As mentioned above, Wright Avenue is a minor arterial. Dr. Martin Luther King, Jr. Drive and Daisy Bates are both considered collector streets and the other streets within the Neighborhood Setting are considered local. The Little Rock Bicycle Plan classifies Dr. Martin Luther King, Jr. Drive, Daisy Bates, and Jones Street from W. Thirteenth to Daisy Bates as “Class II”, indicating that the existing street surface is to be used for a bicycle route, but that striping to create lanes on both sides of the street are to be added for safety at a minimum of six feet from the curb.

With the exception of the broad sidewalk along the front of Central High School, most **poured concrete sidewalks** in the neighborhood are between five and six feet in width (see *Figure 2-161*). They generally follow the line of the street. Most houses are accessed by **concrete sidewalks leading from public sidewalks to front porches**.

In addition to the **local and collector streets**, houses within the neighborhood are almost all accessible by **narrow, unpaved alleys** that bisect each block and are usually oriented north to south (see *Figure 2-122*). Alleys are frequently used to access parking at the rear of buildings. Otherwise, parking for residences is accessible via narrow driveways off of the local streets. **Residential driveways** vary are typically asphalt or concrete, or simple two-track concrete with a turf center (*Figure 2-164*).

Most commercial traffic uses collector or arterial streets to pass through the neighborhood. The exceptions are the school buses that load and unload students along S. Park Street, and city buses that pass through the neighborhood. Circulation around the Children’s Hospital area is organized by a maze of one-way roads and enclosed parking areas. Through-traffic is no longer possible in this area.

The Union Pacific Railroad is still active in this area and trails pass along the rails on the west side of the neighborhood.

Vegetation

Most of the streets within the Neighborhood Setting are lined with **mature shade trees**, or with **trees recently planted by the Central High Neighborhood Urban Forestry Program**. The Urban Forestry Program was created in 1990 by members of Central High Neighborhood, Inc. The program was initiated in response to the loss of many of the neighborhood’s trees in a storm in 1990. The goals of the organization have been to reestablish the tree canopy that was lost and to establish an urban forest in the neighborhood’s public rights-of-way with large deciduous shade trees and small flowering trees. Related goals include providing shade and habitat, controlling air pollution, reducing water runoff, and improving the aesthetic appeal of the neighborhood. Members hope that this project can help improve the quality of life in the neighborhood and encourage neighbors to take a greater interest in the local trees.

The first step taken by the group was to ask the Little Rock Parks and Recreation Department to assist by planting 27 willow oaks to replace some of what was lost. The group then contracted with an arborist to develop an inventory of neighborhood trees to become the

basis for future plantings. In 1991, the group developed a long-range plan and began implementation in a six-block pilot area. This effort was supported by a matching grant received in 1993 from the Arkansas Forestry Commission which funded hazardous tree removal and treatment of existing trees. In 1994 and 1995, the group received additional grants with which they were able to install 59 large deciduous trees and several small flowering trees. Other projects have included the production of an educational brochure about the project and funding for continual maintenance on existing and new trees.⁷¹

Other vegetation found within the neighborhood includes **mown turf** and **residential landscape plantings**, including groundcovers, perennials, annuals and bulbs, deciduous and evergreen shrubs, pruned hedges, small ornamental trees, evergreens, and large canopy trees. Rarely are ornamental plants located close to the street or in the grass strip between sidewalk and curb; this area is primarily planted in lawn grasses and kept mowed (see *Figures 2-159 and 2-161*).

Small-Scale Features

Small-scale features within the Neighborhood Setting include **street identification signs, traffic and other regulational signage, fire hydrants, and utility poles** that line the streets within the right-of-way (*Figure 2-165*). Some of the utility poles also support street lighting (*Figure 2-166*).

Other small-scale features include **path light standards in front yards, occasional street-side mailboxes, and other miscellaneous small objects or lawn ornaments** located in front yards. A common vernacular feature in the neighborhood is the quantity of **outdoor smokers** in front and back yards, many of which are fabricated from oil drums (*Figure 2-167*).

An eclectic variety of **perimeter fencing** styles of varying transparencies can be found throughout the neighborhood including: ornamental metal (*Figure 2-168*), metal pickets featuring stone or brick columns (*Figure 2-169 and Figure 2-170*), chain link (*Figure 2-171*), wood pickets (*Figure 2-172*) and fully enclosed wood board privacy fences (*Figure 2-173*). Some fences enclosing back yards are visible from the street while other fences surround front yards.

Summary of Changes, 1959–2007

While the study area retains many features from the 1957-1959 period, there have also been several important changes since then. Of most concern regarding the integrity of the streetscape is the deterioration and subsequent demolition of residences along the neighborhood streets and the potential expansion of the high school.

Central High School has continued to be a vital part of the Little Rock School District since the period of significance. The school has added facilities, including the 1969 Jess Matthews Library that was built on the north side of the school.⁷² During the 1980s, the reflecting pool

⁷¹ Ann McCoy Allen, "Quiet Revolutions: Neighborhood Urban Forestry Programs" (master's thesis, Louisiana State University, 2005), 36-38.

⁷² This library was named for Jess W. Matthews who served as principal of Central High School from 1945-1965.

in the sunken plaza in front of the school was filled in but then restored in the early 2000s.⁷³ The original Campus Inn, located along W. Sixteenth Street west of the school, was demolished in 2000, but a new Campus Inn, designed in reference to the old building, was constructed in the same location.⁷⁴ The school continues to expand its program offerings, including an International Studies Magnet program, and has erected temporary trailers behind the school to meet increasing needs for space.⁷⁵ There is also an increasing demand for parking by students and faculty. The school purchased several lots on the north side of Daisy Bates, demolished the residences there, closed Dennison Street, and built a large parking lot to meet these needs.

Seven residences heavily documented in historic photographs from the period of significance remain along S. Park Street across from the high school. Two residences that existed on the block during the period of significance have been demolished and the Bullock Temple C.M.E. Church built in place of one of them in 1971.⁷⁶

Post World War II suburbanization contributed to the “white flight” from the study area and surrounding neighborhoods during the 1960s and 1970s. During this period there was also a steep decline in owner-occupied housing, which led to an increase in transient residency, declining and deferred maintenance, and overall deterioration that has led to the demolition of houses within the study area.⁷⁷ By the early 1990s, the area had transitioned from a mixed middle- and working-class neighborhood with a mixed race population to a majority African American population where over half lived below the poverty level.⁷⁸ Through the efforts of community groups, such as the Central High School Neighborhood Organization, home ownership is on the rise and several projects are being undertaken to add infill housing and renovate existing housing.

As part of the establishment of the NHS, several new features have been added to the study area. These include the Commemorative Garden at the northwest corner of Daisy Bates and S. Park Street. This garden, opened in the fall of 2001, was developed in a vacant lot that once held two large houses visible in historic photographs. The garden’s construction was commissioned and funded by the Central High Museum, Inc. “as a place to contemplate the lessons of 1957.”⁷⁹ The garden was donated to the NPS by this group.

The NHS Visitor Center was dedicated on September 24, 2007.⁸⁰ This complex includes parking areas to the north and east. The 1920s Magnolia Mobil service station, at the southeast corner of Daisy Bates and S. Park Street, was restored in 1997 by Central High Museum, Inc. to serve as a visitor center for Central High School and subsequently also donated to the NPS.⁸¹ This building is going to be used for educational programming.

⁷³ *Cultural Landscape Inventory*, 36.

⁷⁴ *Ibid.*, 6.

⁷⁵ *General Management Plan*, 3.

⁷⁶ *Special Resource Study*, 28.

⁷⁷ Smith and Speed, 17.

⁷⁸ *Cultural Landscape Inventory*, 11.

⁷⁹ National Park Service, *Long-Range Interpretive Plan, Little Rock Central High School, National Historic Site* (Washington, D.C.: National Park Service, 2004), 28.

⁸⁰ <http://www.nps.gov/chsc/parknews/visitor-center-dedication.htm> (accessed 14 December 2007).

⁸¹ *Special Resource Study*, 28.

The Historic Scene

Existing character of the Historic Scene is the result of several changes that occurred following the period of significance:

Land Use

- Changes from residential and commercial to civic, interpretive, and religious use
- Closing of Ponder's Drug Store and cessation of associated retail services and street life

Buildings and Structures

- Demolition of residential structures
- Filling and restoration of reflecting pool

Spatial Organization

- Weakening of spatial qualities of the historic streetscape through removal of utility poles, demolition of houses, non-compatible new construction

Views and Vistas

- Removal of residences and non-compatible new construction has altered views of historic scene

Circulation

- Change of S. Park Street to one-way
- New paving design at intersection of Daisy Bates and S. Park Street

Vegetation

- Loss of large shade trees
- Replacement of original plant species with non-historic species

Small-Scale Features

- Removal of bus stop and bench
- Removal of bollard-style street signs

Management

- Cooperative agreement between Little Rock School District and NPS

The Public Services Area

The existing character of the public services area is the result of many changes that have occurred following the period of significance:

Land Use

- Changes from residential to civic, commercial, and religious use
- Buildings and Structures
- Demolition of residential structures on S. Park Street

Spatial Organization

- Weakening of spatial qualities of the historic streetscape through demolition of greenhouses and residences, non-compatible new construction

Views and Vistas

- Removal of residences and non-compatible new construction has altered views of historic scene

Circulation

- Change of S. Park Street to one-way
- New paving design at intersection of Daisy Bates and S. Park

Vegetation

- Loss of large shade trees and residential vegetation

Small-Scale Features

- Removal of bollard-style street signs

Management

- Management change from private to public

The Central High School Area

- Existing character of the Central High School area is the result of several changes that occurred following the period of significance:

Land Use

- Closure of light industrial businesses between Jones Street and the railroad
- Change from residential use to parking

Buildings and Structures

- Demolition of residential structures on Daisy Bates
- Addition of temporary classrooms west of the school building
- Infill of fenestration in Quigley Stadium

Spatial Organization

- Weakening of spatial qualities of the historic streetscape through demolition of houses, non-compatible new construction
- Addition of security fencing around parking lots

Views and Vistas

- Portable classroom arrangements present confusing and cluttered views

Circulation

- Street closure and construction of north parking lot
- Vegetation
- Loss of residential plantings

Small-Scale Features

- Addition of furnishings and canopies for north outdoor gathering area
- Addition of furnishings for south outdoor gathering area

Management

- Cooperative agreement between Little Rock School District and NPS

The Neighborhood Setting

- Existing character of the Central High School Historic Neighborhood Setting is the result of several changes that occurred following the period of significance:

Land Use

- Changes from residential land use to office, commercial, and institutional
- Change of Centennial block from educational to civic

Buildings and Structures

- Demolition of residences for new construction associated with hospital and other institutions
- Construction of historically non-compatible buildings

Spatial Organization

- Weakening of spatial qualities of the historic streetscape through demolition of houses, non-compatible new construction

Views and Vistas

- Linear views of streetscape eroded by loss of residential housing

Circulation

- Increased traffic volume

Vegetation

- Loss of street tree canopy

Small-Scale Features

- Removal of bollard-style street signs

Management

- Economic changes led to absentee ownership, deferred maintenance, abandonment, and demolition

Integrity Analysis

Introduction

A comparison was made between the historic landscape as understood from maps, written documents, and photographs from the period of significance, 1957-1959, and the existing landscape. This section, arranged by character area, will feature comparative photo pairs and analytical descriptions of the changes noted.

The Historic Scene

The Historic Scene comprises the core setting for the desegregation crisis of 1957-1959. The façade of Central High School; its entrance, lawns, and sidewalks; S. Park Street; the Magnolia Mobil service station; and the houses along the block of S. Park Street from Daisy Bates to W. Sixteenth Street are the "backdrop" of the extensively photo-documented events of that time, which in many cases captured images of large crowds which formed in front of the school and at these two intersections.

The façade of Little Rock Central High School is formidable (*Figures 2-174 through 2-178*). Grand in scale and with many classical details, it is a prominent landmark that is highly recognizable from historic photographs of the desegregation crisis. Views of this façade from many different points around the area (the front grounds of the school, as well as views from S. Park Street) are a valuable feature of the Historic Scene. Views of the school grounds and S. Park Street from within the school are also significant because students and faculty would

have observed activities outside of the school from there. These views retain much of their historic integrity.

The school and its attendant landscape and their features retain a high degree of integrity of location, setting and association. Although the feeling, design and materials in the front plaza area were threatened over the years by alterations, some of these features have been recently restored. The addition of the tiger mosaic to the wall of the grotto slightly detracts from the historic character of the sunken plaza. Removal of some utility poles on the west side of S. Park Street also detracts slightly from the integrity of the Historic Scene for the period of significance. Fortunately, much of the vegetation, in particular the shade trees that grew along the street and in front of the school, are extant, although at least one of the large shade trees has been removed since the period of significance.

Elizabeth Eckford's famed walk on September 4, 1957 began on W. Twelfth Street and S. Park Street, but the jeering mob she faced was gathered at the intersection of W. Fourteenth Street (now Daisy Bates) and S. Park Street. The Magnolia Mobil service station there, with its pay phones, was an important outpost for reporters calling in their stories. The station has undergone a detailed and thoughtful rehabilitation that contributes greatly to the interpretive potential of the Historic Scene.

Along S. Park Street, between the Magnolia Mobil service station and the Capel Building, are seven residences which also existed during the crisis. They are extant today and in varying condition. At the end of the block, two lots are occupied today by the Bullock Temple C.M.E. Church. The scale of the building and the character of its associated landscape interrupt the residential character and the rhythm of this block of S. Park Street. The residential character of the streetscape dates to the late 19th century, and was intact at the time of the crisis. The church was not deemed obtrusive in the 2003 CLI, but it does not contribute to the historic character of the streetscape.

When Ms. Eckford was turned away at Ponder's Drug Store when she sought shelter from the crowd, she was photographed on W. Sixteenth Street waiting for a city bus on a bench across from the store. Photographs also depict when she was joined by the New York Times education reporter, Benjamin Fine, who famously told her to not let the jeering crowds see her cry. The bench and bollard street sign in the photographs are no longer extant, although the NPS has shown interest in restoring the bench. The building that housed Ponder's Drug Store is now vacant and neglected (*Figure 2-179*). However, it has not been torn down, remodeled, or put to a contemporary use, so it still has the potential to be rehabilitated as part of the Historic Scene. There are remnant original decorative tiles at the vestibule of what was the store's corner front entrance.

W. Sixteenth Street was also the location of the brick house on the corner of S. Park and W. Sixteenth Street where onlookers lounged during the crisis across the street from Ponder's Drug Store. Both the house and the stone masonry wall that was there in 1957 appear to be in good condition (*Figure 2-180*).

The Magnolia Mobil service station, Ponder's Drug Store, the front of the high school, and the block of residences along S. Park Street carry significant historical associations with that day and have become contemplative destinations for visitors. The NPS has recognized the

importance of these sites and their context. The *General Management Plan and Environmental Impact Statement* published in 2002 states

This historic streetscape is a small part of the larger, equally important cultural landscape that surrounds the national historic site. It is the location most recognizable as the backdrop of the events of 1957. Many of the historic photographs were taken along this block, which has remained largely architecturally intact and unaltered since 1957 (one home was damaged by fire several years ago). There is a need to preserve this setting in order to interpret the events of 1957. The current boundary of the national historic site is down the center of S. Park Street. The seven residences are part of the historic streetscape; although they are not within the boundary...the National Park Service has no authority concerning these homes.

Recommendations concerning preservation of the integrity of the Historic Scene are provided in Chapter Three and Appendix C of this report.

The Public Services Area

There is very little historic integrity to the Public Services area, as the entire area has been redesigned to accommodate its administrative and new interpretive uses. The two residences and the greenhouses which occupied this area during the period of significance burned in the 1980s and the remains were removed. The residences that were at the northwest corner of then W. Fourteenth Street and S. Park Street in 1957 had already been demolished when Central High Museum, Inc. acquired the property (*Figure 2-181*).

The NHS Visitor Center now stands on the site of the Tipton and Hurst Greenhouses, which were located at the intersection of W. Fourteenth Street and S. Park Street (see *Figure 2-5*). The simple street intersection paving that existed in 1957 was replaced in the early 2000s with a pattern of white and red stamped concrete (see *Figure 2-73*).

The Central High School Area

The Central High School Area possesses moderate integrity for the period of significance (*Figure 2-182*). Significant historic associations include the:

- National Guard and 101st Airborne encampment on athletic fields during period of significance;
- Drive-in side entrance of building where students were escorted off-campus in police cars and residence across the street on Dennison that witnessed the event (*Figure 2-183*);
- Playing fields and Quigley Stadium, which have changed little since the 1950s; and
- Location of Campus Inn, although the original building was replaced.

Other historic features that remain include the:

- Heavily wooded and sloping hill to the west of the school—its character may be the reason why this area was formerly set aside as a park rather than divided up into residential lots like the surrounding neighborhood;

- Surrounding streetscape, although its integrity has been compromised by the incremental demolition of residences along all three streets; and
- House across the street from the side entrance, at 1600 Dennison Street is extant and in good condition, except that its garage, evident in historic photographs, has since been removed (*Figure 2-184*).

Changes to this area include the addition of Matthews Library, which now occupies what was a student parking lot during the period of significance; it is the only building presently on the Central High School property other than the new Campus Inn, which did not exist during the period of significance. Other changes include the addition of a number of temporary classroom buildings and other free-standing objects and structures on the west side of the school building. Additional parking areas and surrounding security fences also negatively impact the integrity of this area.

The Neighborhood Setting

Although this report has had to rely almost exclusively on a comparison of aerial photographs from 1957 and 2005, it appears that the Neighborhood Setting for the NHS possesses moderate integrity to the period of significance. Historic features remaining include the overall fabric of residential and small commercial buildings throughout. Other historic features that remain from the period of significance are the number of small stores and churches throughout the area, and buildings within the Arkansas Baptist College campus.

Comparison of the 1957 and 2005 aerial photographs also shows some change in tree cover during the intervening fifty years. Most change has occurred within the public streetscape, particularly associated with new construction in the area. Recent neighborhood campaigns have resulted in some street tree replacement in the right-of-way, but on-going monitoring of the tree canopy and replacement of damaged or removed trees is encouraged.

Threats to the integrity of the Neighborhood Setting include the increasing pressure of the growth of businesses and institutions on the edges, and particularly on the northeast corner of the neighborhood. Other threats include new development that is not compatible with the historic character of this area. Design guidelines presented in Appendix C of this report address this in more detail.

Summary

The historic landscape of the Central High School study area, as defined for this report, has moderate integrity. Some areas, such as the Historic Scene, have high integrity, while others, such as the Public Services Area, have low integrity. In general, the neighborhood setting for the dramatic events of 1957-1959 has overall moderate integrity; there is great potential for preservation of the historic character of this neighborhood.

The site has been receiving increasing neighborhood, city, state, and national attention and that there is a growing appreciation of its historic character. Its recent designation as an NHS, the construction of the NHS Visitor Center, the 50th anniversary commemoration in 2007, local neighborhood preservation activities, and the consideration by the City of Little Rock to establish the area as a local historic district are all significant events and bode well for the future of the site.

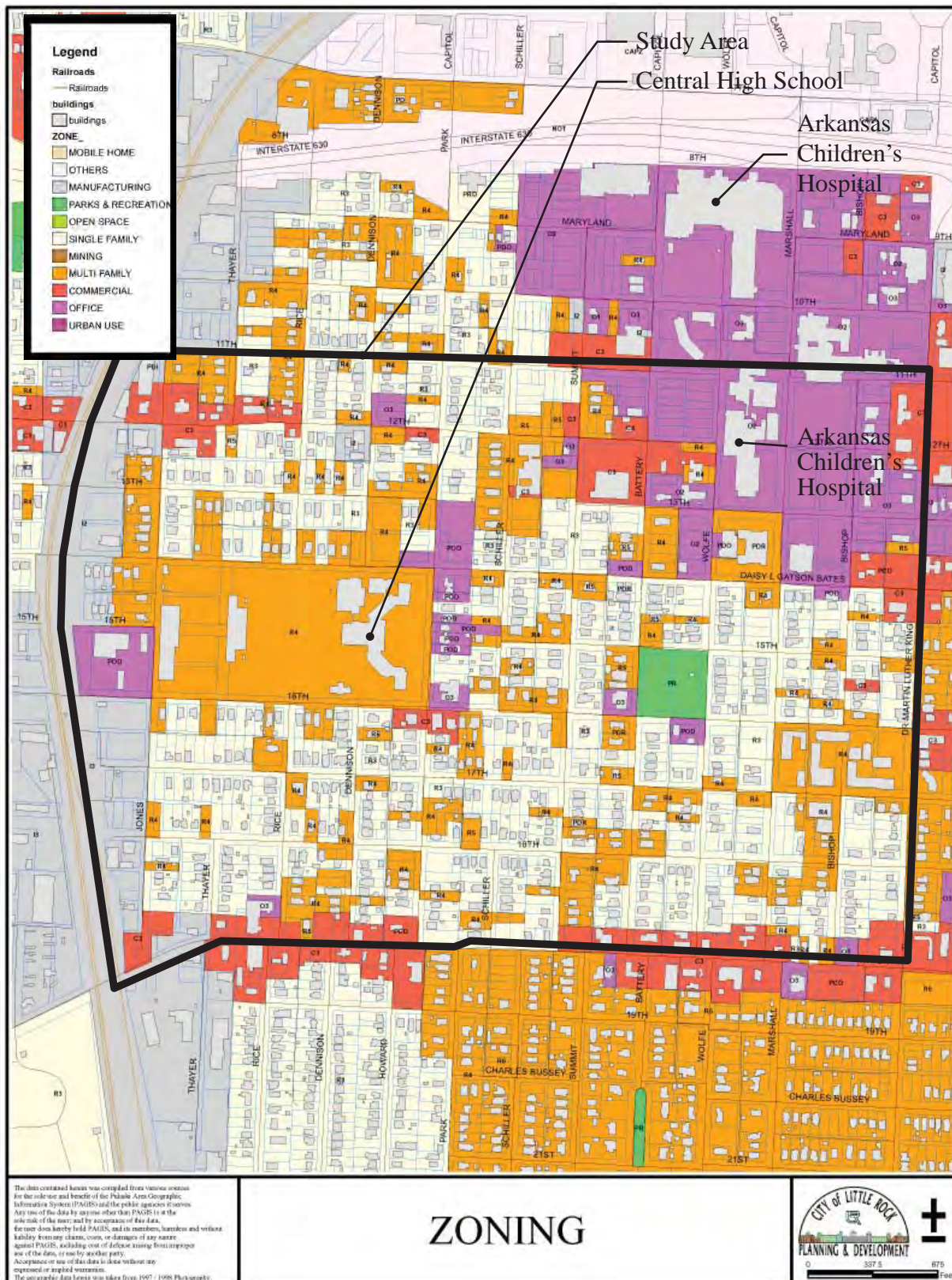


Figure 2-1. Zoning map of study area. Source: City of Little Rock Planning Department, 2008.

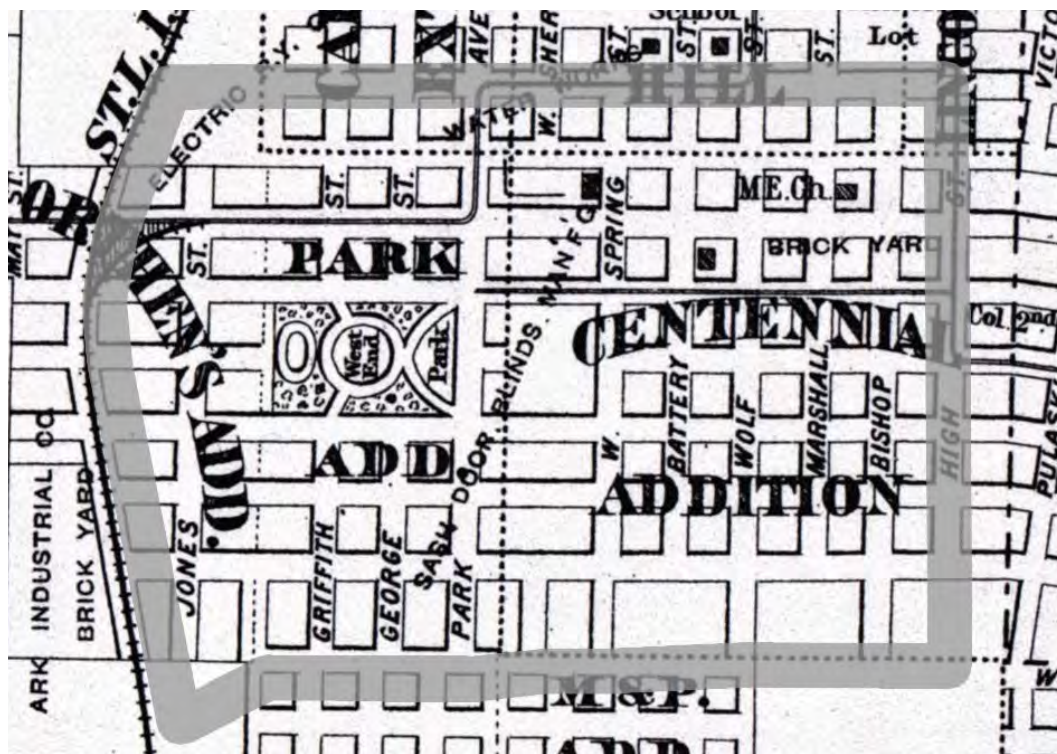
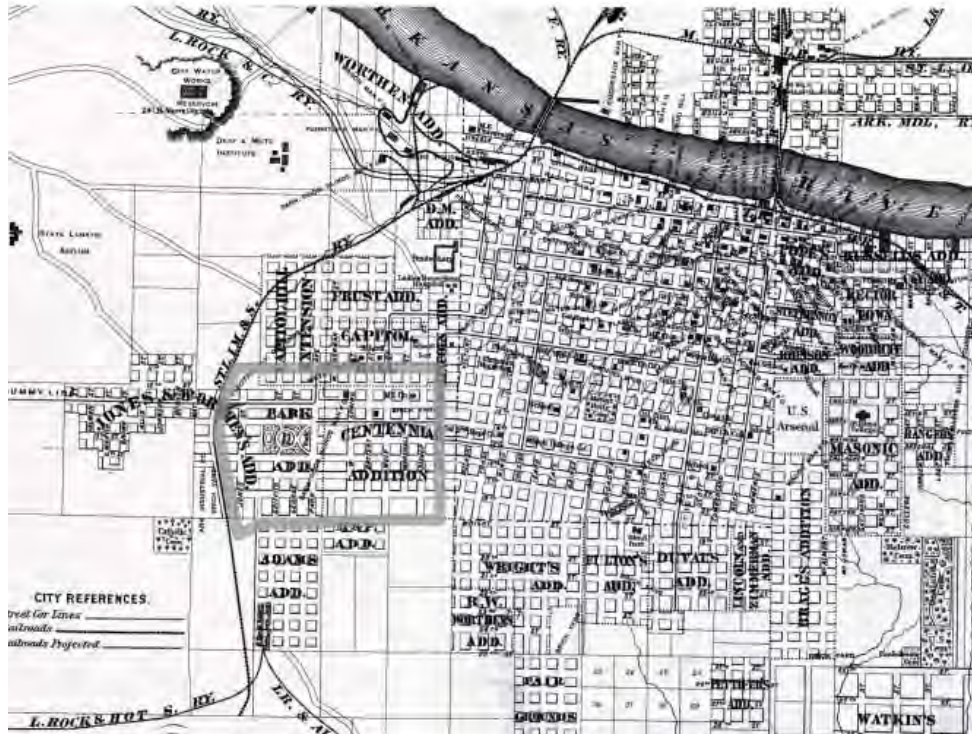


Figure 2-2. R.T. Higgins' 1888 map of Little Rock and detail showing study area. Source: R. T. Higgins. *Map of the City of Little Rock, Arkansas, 1888*. Arkansas History Commission.

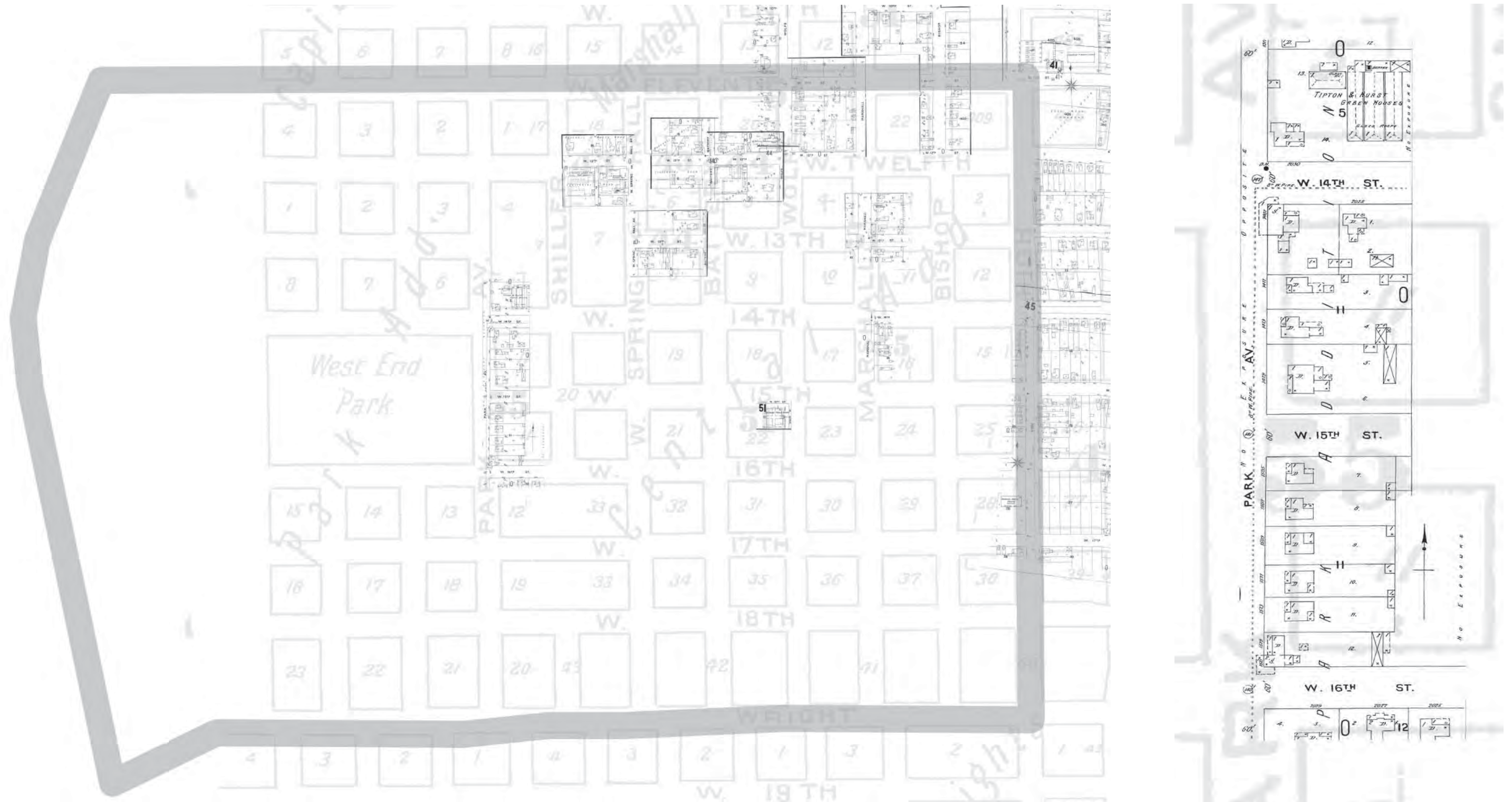


Figure 2-3. 1897 Sanborn Map, Little Rock, Arkansas. Full coverage of study area incomplete. Available sheets are indicated overlain on key. Detail of Historic Scene from Sheet 55. *Source:* "Digital Sanborn Maps 1867-1970," Proquest Information and Learning, <http://sanborn.umi.com> (accessed 8 January 2008).

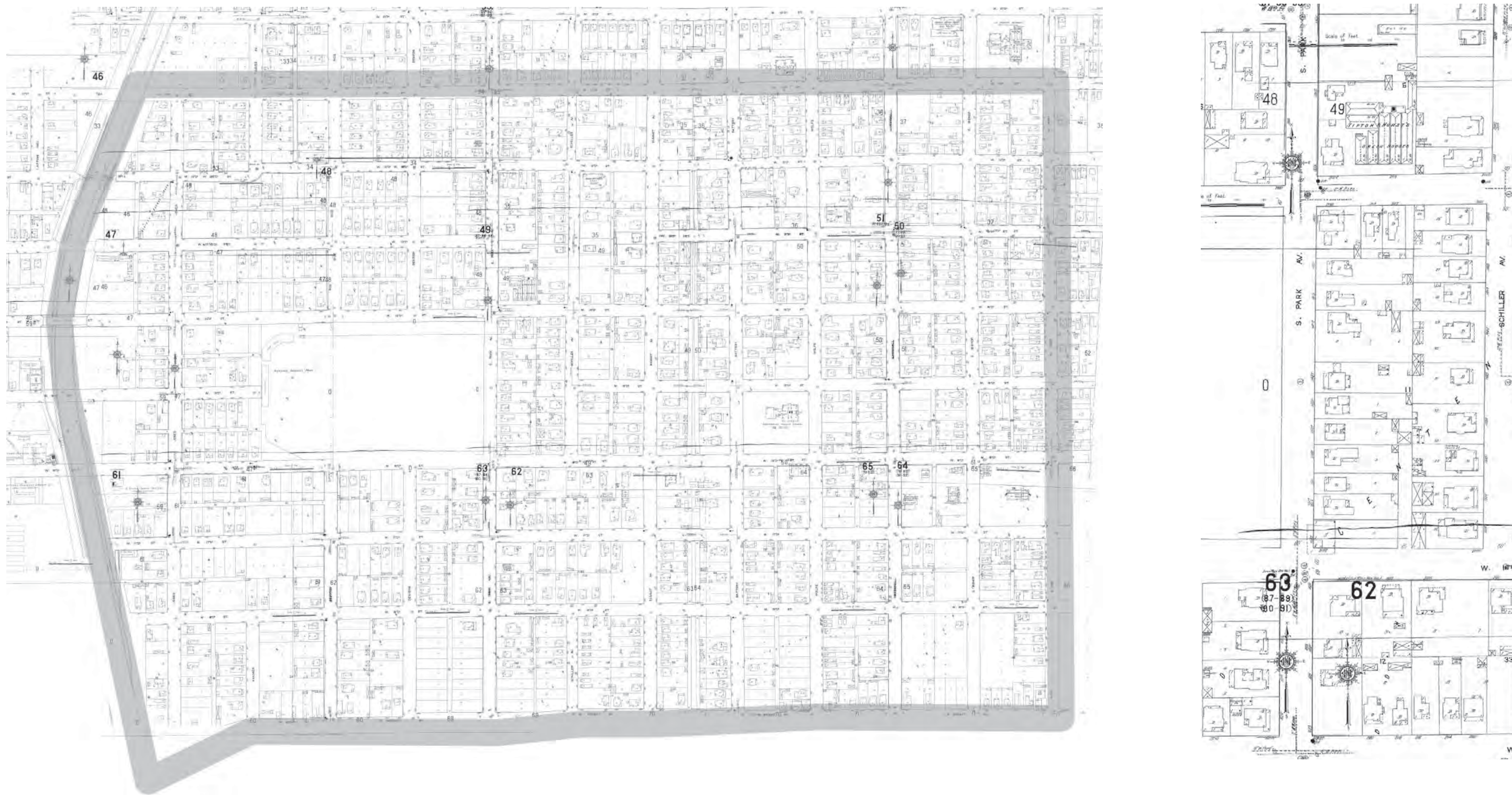


Figure 2-4. 1913 Sanborn Map, Little Rock, Arkansas, portions of sheets 47, 48, 49, 61, 62, and 63. Coverage of study area (left) and detail of the Historic Scene, right.
Source: "Digital Sanborn Maps 1867-1970," Proquest Information and Learning, <http://sanborn.umi.com> (accessed 8 January 2008).

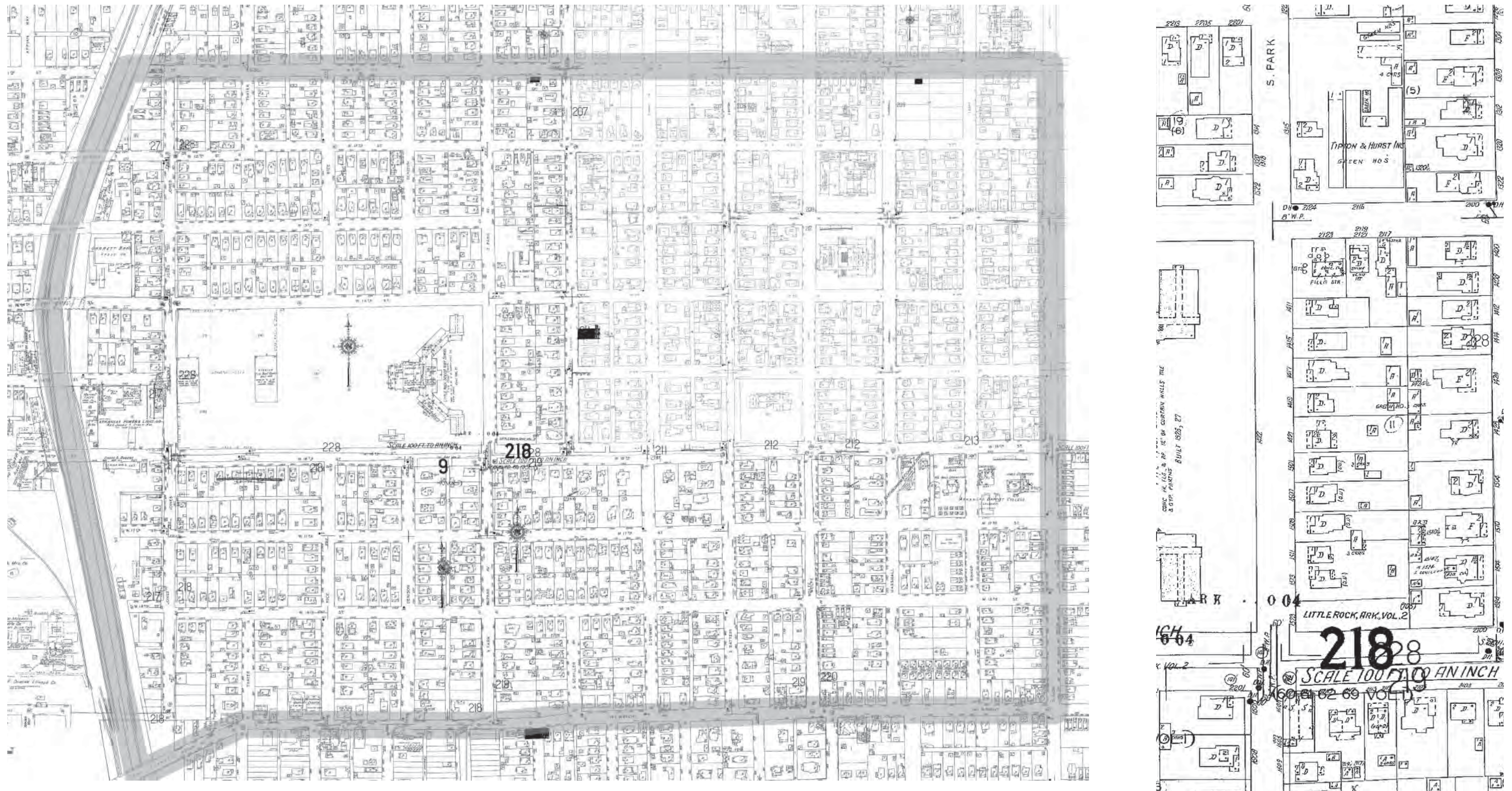


Figure 2-5. 1939-1950 Sanborn Map, Little Rock, Arkansas, portions of sheets 217, 218, 219, 227, and 228, Vol 2. Coverage of study area (left) and detail of the Historic Scene, right. Source: “Digital Sanborn Maps 1867-1970,” Proquest Information and Learning, <http://sanborn.umi.com> (accessed 8 January 2008).



Figure 2-6. Paul Laurence Dunbar High School, constructed in 1929.
Source: Central Arkansas Library <http://www.cals.lib.ar.us/butlercenter/abho/photos/Dunbar%20High%20School.jpg> (accessed 21 April 2009).



Figure 2-7. This aerial photograph shows the neighborhood around Central High School in 1957, at the time of the school integration crisis in Little Rock. *Source: "Command Report, Operation Arkansas, Part I, 24 September to 23 October, 1957 - Part II, 24 October to 30 November 1957." Little Rock Central High School National Historic Site Archives.*

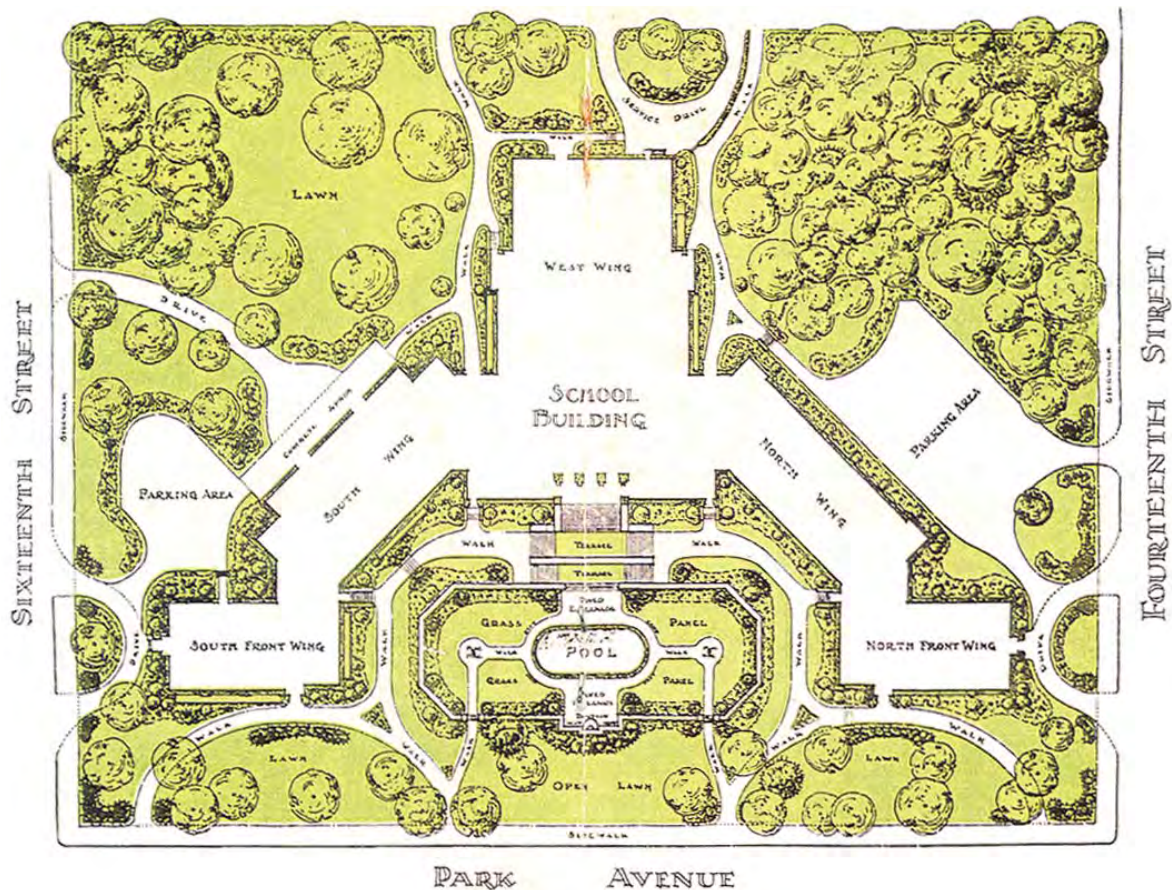
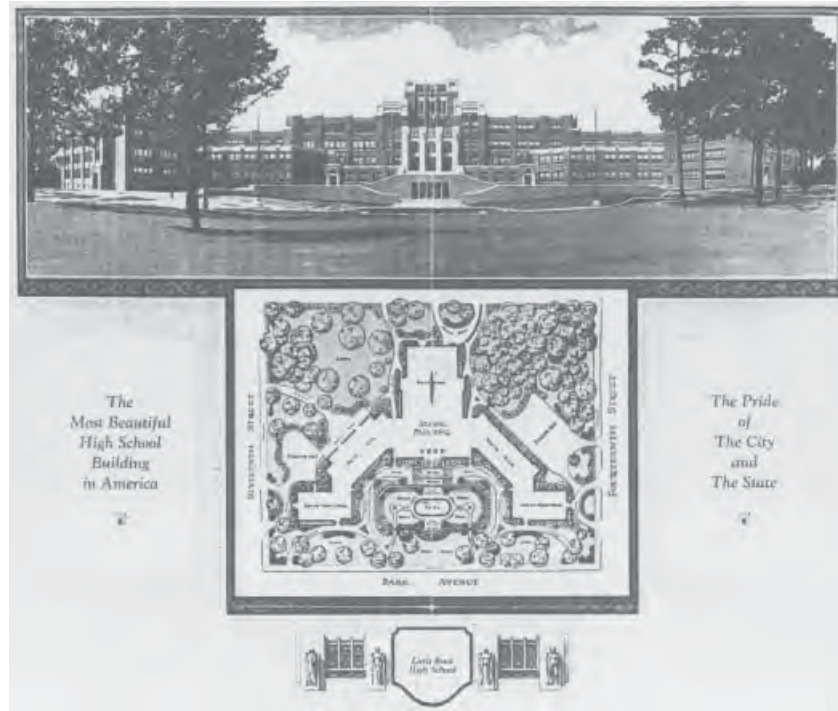


Figure 2-8. Brochure for Little Rock High School with an enlargement of the plan to show the landscape design. Source: Central High Museum, Inc., Collection B-12, Series I, Box 2, File 9, Coll B-12.I.191, nd, National Park Service, Little Rock Central High School National Historic Site.



Figure 2-9. Cover of program from the 1927 dedication ceremony for the high school. *Source:* “Little Rock Central High School, In-Depth - History of Little Rock Central High School.” National Park Service web site, <http://www.nps.gov/archive/chsc/lrchshistoryindepth.html> (accessed May 5, 2008).



Figure 2-10. Elizabeth Eckford approaching National Guard troops at the corner of S. Park and W. Sixteenth Streets. Source: Will Counts, *A Life is More Than Just a Moment: The Desegregation of Little Rock's Central High*. Indianapolis: Indiana University Press, 1999 (50th Anniversary Edition 2007), 35..



Figure 2-11. Surrounded by reporters and an angry crowd, Elizabeth Eckford walked down S. Park Street to the bus stop at W. Sixteenth Street, September 4, 1957. Source: Will Counts, *A Life is More Than Just a Moment: The Desegregation of Little Rock's Central High*. Indianapolis: Indiana University Press, 1999 (50th Anniversary Edition 2007), 37.



Figure 2-12. Elizabeth Eckford at bus stop after being refused entry into Central High School. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 3, File 5, Coll B-12.I.251, September 4, 1957, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-13. Students being transported off school grounds on the afternoon of September 23, 1957. The Campus Inn is shown in the background. *Source: Central High Museum, Inc., Collection Coll B-12.I.18, September 25, 1957, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-14. Newsmen, soldiers, and students in front of Central High School. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 2, File 10, Coll B-12.I.203, nd, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-15. Newsman Alex Wilson being attacked by mob outside Central High School, September 23, 1957. *Source: Will Counts, A Life is More Than Just a Moment: The Desegregation of Little Rock's Central High. Indianapolis: Indiana University Press, 1999 (50th Anniversary Edition 2007), 55.*



Figure 2-16. Surrounded by the 101st Airborne, the nine students walk up the steps on September 25, 1957 to attempt the desegregation of Central High School on September 25, 1957. *Source: Will Counts, A Life is More Than Just a Moment: The Desegregation of Little Rock's Central High. Indianapolis: Indiana University Press, 1999 (50th Anniversary Edition 2007), 19.*



Figure 2-17. Barricaded perimeter around Central High School on September 25, 1957. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 1, File 3, Coll B-12.I.28, September 25, 1957, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-18. National Guard troops and crowds gathered along Park Street opposite Central High School. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 1, File 7, Coll B-12.1.65, ca. September 1957, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-19. Soldier guards one of the side entrances of the high school. *Source: Central High Museum, Inc., Collection Coll B-12.1.19, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-20. Soldiers patrolling Central High School grounds. The lot where the two houses in the background were located is now the small garden to the north of Bullock Temple. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 3, File 3, Coll B-12.I.232, nd, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-21. View from inside Central High School to soldiers resting in the front lawn. *Source: Central High Museum, Inc., Collection B-12.I.234, September 10, 1957, UALR Archives & Special Collections, Ottenheimer Library, University of Arkansas at Little Rock.*



Figure 2-22. U.S. Army 101st Airborne encampment on Quigley field. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 3, File 5, Coll B-12.I.250, September 10, 1957, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-23. U.S. Army 101st Airborne encampment on Quigley field. *Source: Central High Museum, Inc., Collection B-12.I.236, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-24. Soldiers taking a break in front of Central High School. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 3, File 4, COLL.B.12.I.207, nd, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-25. 101st Airborne soldier at entrance to Central High School as students enter. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 3, File 4, Coll B-12.I.245, nd, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-26. African American students entering Central High School escorted by 101st Airborne. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 1, File 4, Coll B-12.I.36, October 3, 1957, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-27. White students gather at the side door of Central High School as African American students enter with a military escort. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 3, File 4, Coll B-12.I.17, nd, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-28. Students and soldiers in front of Central High School. Ponder's Drug Store is visible in the background. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 3, File 4, Coll B-12.I.242, nd, National Park Service, Little Rock Central High School National Historic Site.*

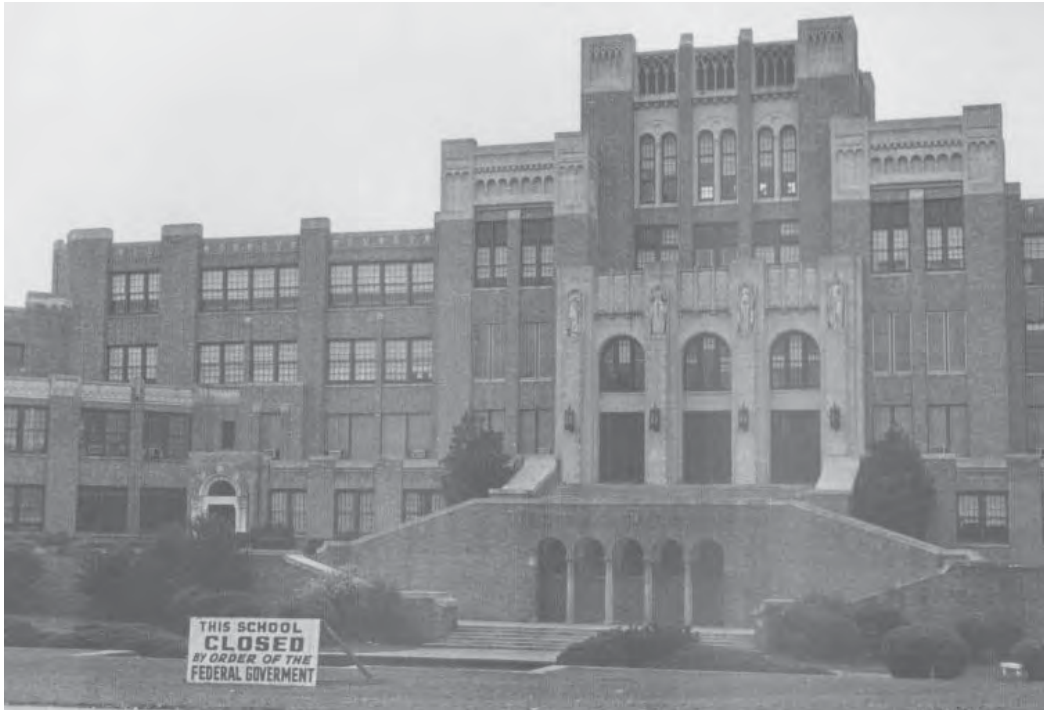


Figure 2-29. This sign was placed in front of Central High School in 1958, the day after Gov. Faubus announced that he had ordered the city's high schools closed to stop the federal court-ordered desegregation plan. *Source: Will Counts, A Life is More Than Just a Moment: The Desegregation of Little Rock's Central High. Indianapolis: Indiana University Press, 1999. (50th Anniversary Edition 2007).*



Figure 2-30. Elementary age children walk to school through a crowd of observers. *Source: Will Counts, A Life is More Than Just a Moment: The Desegregation of Little Rock's Central High. Indianapolis: Indiana University Press, 1999 (50th Anniversary Edition 2007), 4.*

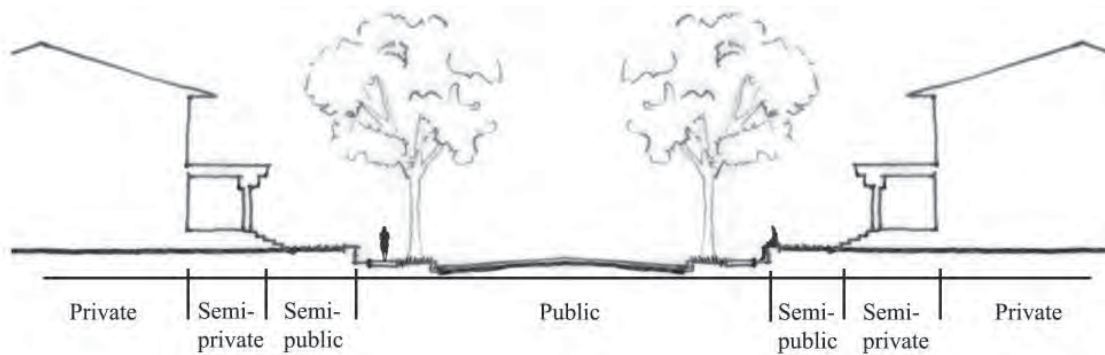


Figure 2-31. This section across a typical neighborhood street in the study area shows the linear spatial qualities of the streetscape. *Source: John Milner Associates, Inc., 2008.*

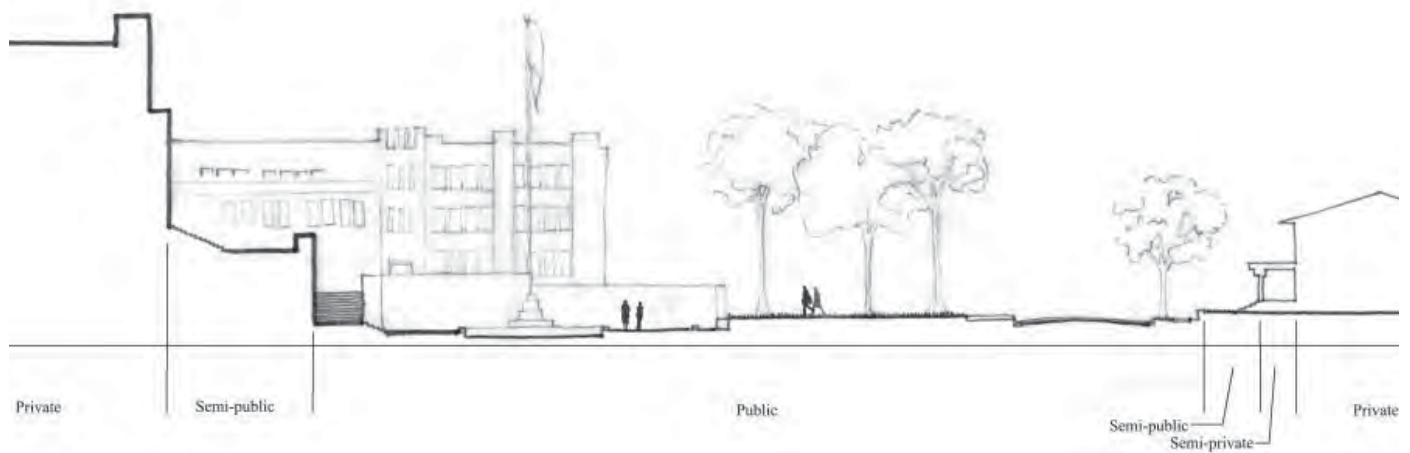


Figure 2-32. This section across S. Park Street shows the spatial relationship of the front space of the school as it contrasts with the more narrow spatial qualities of the neighborhood streets. *Source: John Milner Associates, Inc., 2008.*



Figure 2-33. The front plaza of Central High School is the most significant feature of the Historic Scene character area (seen here looking northwest). *Source: John Milner Associates, Inc., 2007.*



Figure 2-34. The front entrance to Central High School and the reflecting pool, which was restored in 2005. *Source: John Milner Associates, Inc., 2007.*



Figure 2-35. Four of the seven residences that remain facing the front entrance of the school on S. Park Street (seen here looking northeast). *Source: John Milner Associates, Inc., 2007.*



Figure 2-36. These residences area a critical component of the historic streetscape (looking east). *Source: John Milner Associates, Inc., 2007.*



Figure 2-37. The last house facing the school is seen here (looking southeast), center, next to an open lot and garden between it and a church on the corner. *Source: John Milner Associates, Inc., 2007.*



Figure 2-38. The south end of the S. Park Street block that faces the school. The sign on the left is for the Bullock Temple C.M.E. Church; the building across the street is the Capel Building (formerly Ponder's Drug Store). *Source: John Milner Associates, Inc., 2007.*



Figure 2-39. A small garden occupies site of a former residence on S. Park Street, adjacent to the north side of the church. *Source: John Milner Associates, Inc., 2007.*



Figure 2-40. The Capel Building (formerly Ponder's Drug Store) is currently unoccupied. *Source: John Milner Associates, Inc., 2007.*



Figure 2-41. The brick house and mortared stone retaining wall at 1600 S. Park Street is depicted in photographs from 1957. *Source: John Milner Associates, Inc., 2007.*



Figure 2-42. The Magnolia Mobil service station, where journalists phoned in their stories in 1957, was rehabilitated to its ca. 1950s appearance in 1997. *Source: John Milner Associates, Inc., 2007.*



Figure 2-43. S. Park Street (looking north) is a one-way street headed south. *Source: John Milner Associates, Inc., 2007.*



Figure 2-44. The front grounds of Central High School are organized symmetrically along a central axis leading from the front door. *Source: John Milner Associates, Inc., 2007.*



Figure 2-45. Views Around Central High School; Dark Blue=Historic Views (views from streets); Light Blue=General Views (interior views). *Source: "Little Rock Central High School, Little Rock Central High School National Historic Site," National Park Service Cultural Landscape Inventory (CLI), 2003, 53.*



Figure 2-46. View from the entrance landing of Central High School, looking east across the front lawn towards S. Park Street. *Source: John Milner Associates, Inc., 2008.*

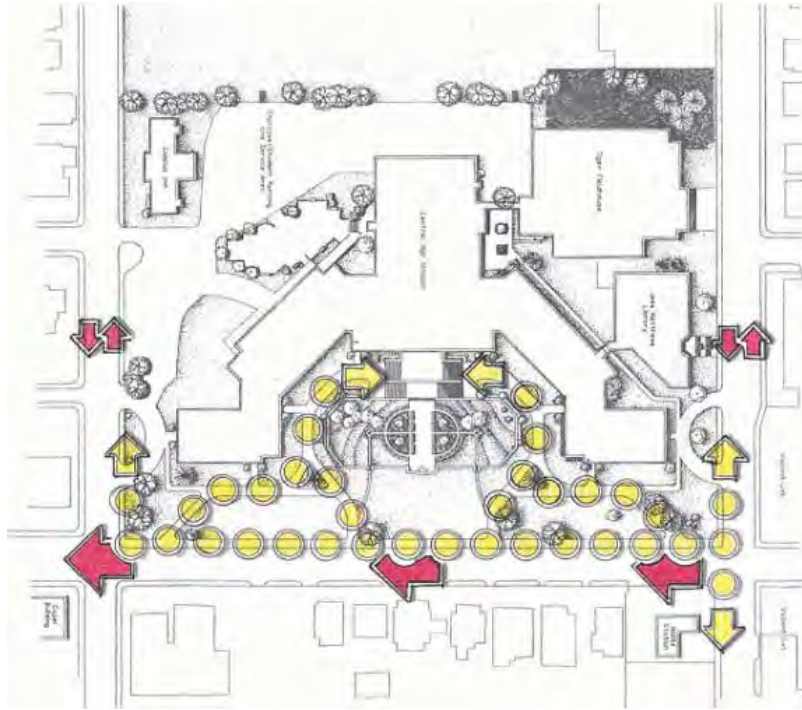


Figure 2-47. Vehicle and Pedestrian Traffic Circulation; Red=Vehicular (large arrows on streets); Yellow=Pedestrian (small arrows on sidewalks). Source: “Little Rock Central High School, Little Rock Central High School National Historic Site,” *National Park Service Cultural Landscape Inventory (CLI)*, 2003, 49.



Figure 2-48. S. Park Street (looking south); the west side of the street is used for school bus drop-off and pick-up. *Source: John Milner Associates, Inc., 2007.*



Figure 2-49. A scored and tinted concrete paving pattern has been recently installed at the intersection S. Park Street and Daisy Bates. *Source: John Milner Associates, Inc., 2007.*



Figure 2-50. Curvilinear sidewalks within the school property have been recently re-surfaced with exposed aggregate. This material, as well as the walks' alignments, are consistent with that of the historic period. *Source: John Milner Associates, Inc., 2007.*



Figure 2-51. Ornamental ceramic tile at the threshold of the Capel Building (formerly Ponder's Drug Store). *Source: John Milner Associates, Inc., 2007.*



Figure 2-52. Plaques signify the 28 trees on the Central High School front lawn remaining from 1957-59; nine of these area known as the "Little Rock Nine Witness Trees." *Source: John Milner Associates, Inc., 2007.*



Figure 2-53. Vegetation within the historic scene including large shade trees and medium evergreen, small flowering trees, evergreen shrubs, ground covers and lawn. *Source: John Milner Associates, Inc., 2007.*



Figure 2-54. Metal edging inscribes curvilinear, mulched foundation plantings around the school. *Source: John Milner Associates, Inc., 2007.*

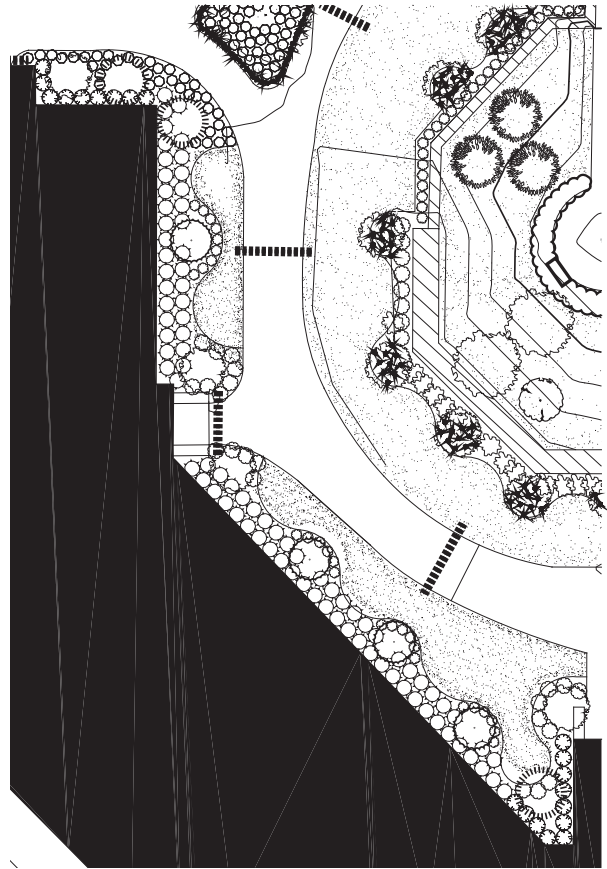


Figure 2-55. Detail of 2007 Landscape Plan. *Source: Frank R. Riggins, "Central High School Landscape," Phases 1-2. Crafton, Tull, and Associates, Inc. (now Crafton, Tull, Sparks and Associates, Inc.), Little Rock, Arkansas, 2007 (AutoCAD drawing).*



Figure 2-56. New and older plantings of dogwood trees, evergreen shrubs, perennials and annuals ornament the sunken plaza. *Source: John Milner Associates, Inc., 2007.*



Figure 2-57. Redwood mulch around new plantings on the front lawn of Central High School is obtrusive. *Source: John Milner Associates, Inc., 2007.*



Figure 2-58. Ten concrete commemorative benches in the sunken plaza area are inscribed with the names of the “Little Rock Nine;” the tenth represents all past, present, and future students of the school. *Source: John Milner Associates, Inc., 2007.*

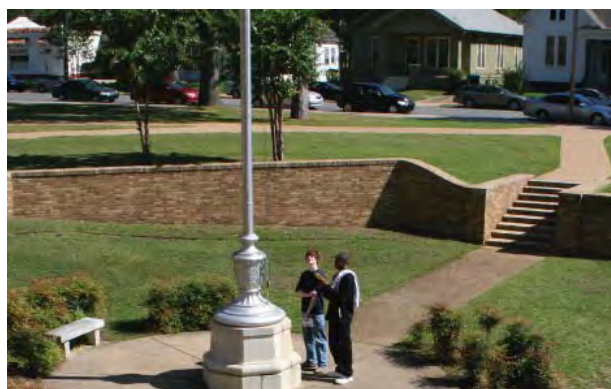


Figure 2-59. Two flagpoles in the sunken plaza are extant from 1927. *Source: John Milner Associates, Inc., 2007.*



Figure 2-60. Painted steel trash cans are small-scale features in the front plaza and at school entrances today. *Source: John Milner Associates, Inc., 2007.*



Figure 2-61. Concrete bollards, installed in 2007, at the east end entrance door. *Source: John Milner Associates, Inc., 2007.*



Figure 2-62. Chain link fencing and shrubs secure and partially conceal HVAC equipment near the front entrance of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-63. A ceramic tile tiger mosaic adjacent to the reflecting pool was a gift from the Class of 1962. *Source: John Milner Associates, Inc., 2007.*



Figure 2-64. Plaques on the Central High School front lawn commemorate gifts from alumnus, such as the daffodil bed. *Source: John Milner Associates, Inc., 2007.*



Figure 2-65. A monument sign on the northeast corner of the school property was a gift from the Class of 1972. *Source: John Milner Associates, Inc., 2007.*



Figure 2-66. A water faucet is located near the reflecting pool. *Source: John Milner Associates, Inc., 2007.*



Figure 2-67. Typical signage along S. Park Street (seen here at the intersection of W. Sixteenth looking west). *Source: John Milner Associates, Inc., 2007.*



Figure 2-68. Utility poles that lined the west side of S. Park Street in 1957 are not present today (view from inside the high school library). *Source: John Milner Associates, Inc., 2007.*



Figure 2-69. The Little Rock Central High School NHS Visitor Center opened in the fall of 2007.
Source: John Milner Associates, Inc., 2007.



Figure 2-70. The south end of the NHS Visitor Center features glass windows, so that a view of the school forms the backdrop of its interior interpretive exhibits.
Source: John Milner Associates, Inc., 2007.



Figure 2-71. A sculptural installation is the centerpiece of the Commemorative Garden.
Source: John Milner Associates, Inc., 2007.



Figure 2-72. The seating plaza associated with the Visitor Center features interpretive displays.
Source: John Milner Associates, Inc., 2007.



Figure 2-73. The southeastern corner of the Commemorative Garden is an open, grass knoll.
Source: John Milner Associates, Inc., 2007.



Figure 2-74. Vegetation and a fence partially screen the high school's north parking lot from the Commemorative Garden. *Source: John Milner Associates, Inc., 2007.*



Figure 2-75. Concrete sidewalks edge both sides of S. Park Street, seen here looking south. *Source: John Milner Associates, Inc., 2007.*



Figure 2-76. A curvilinear, brick-edged concrete sidewalk winds through the Commemorative Garden. *Source: John Milner Associates, Inc., 2007.*



Figure 2-77. The entrance to the Commemorative Garden on Daisy Bates, looking north from the school grounds across the street. *Source: John Milner Associates, Inc., 2007.*



Figure 2-78. The parking lot of the Visitor Center, looking northeast from Daisy Bates. Mulched beds along the perimeter contain new perennial and other plantings. *Source: John Milner Associates, Inc., 2007.*



Figure 2-79. New tree plantings, mulched beds, benches, light bollards and interpretive signs compose the plaza on the west side of the Visitor Center. *Source: John Milner Associates, Inc., 2007.*



Figure 2-80. The parking lot on the south side of Daisy Bates, across the street from the Visitor Center.
Source: John Milner Associates, Inc., 2007.



Figure 2-81. An outdoor interpretive exhibit in the southwest corner of the Visitor Center's plaza.
Source: John Milner Associates, Inc., 2007.



Figure 2-82. The park identity sign on the south side of Daisy Bates, next to the Mobil Service Station.
Source: John Milner Associates, Inc., 2007.



Figure 2-83. A metal tubular bike rack on the east side of the Visitor Center.
Source: John Milner Associates, Inc., 2007.

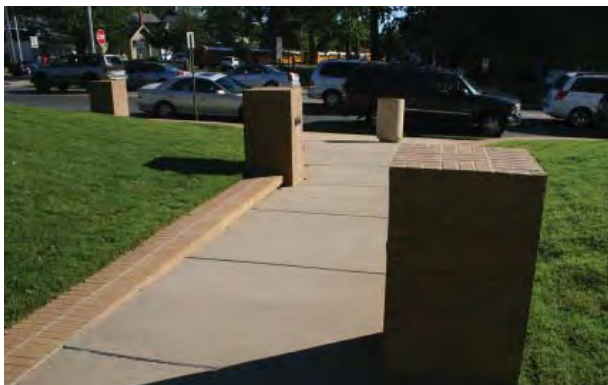


Figure 2-84. Brick bollards with inset path lights in the Commemorative Garden.
Source: John Milner Associates, Inc., 2007.



Figure 2-85. Square brick column with inset dedication plaque in the Commemorative Garden.
Source: John Milner Associates, Inc., 2007.



Figure 2-86. One of the features found at the back of the building is this spiral fire escape slide enclosed in metal sheeting, presumably original to the building. Its twin is located on the opposite corner on the same side of the building. *Source: John Milner Associates, Inc., 2007.*



Figure 2-87. This panoramic photomontage illustrates the complex rear facade of the high school building and the variety of uses hosted there. Access to the lower level is through the garage doors to the right. *Source: John Milner Associates, Inc., 2007.*

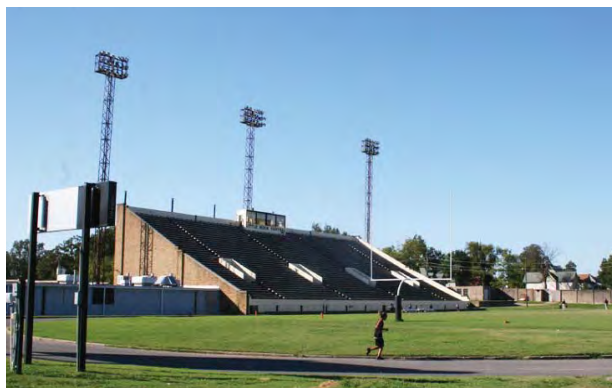


Figure 2-88. West grandstand of Quigley Stadium. *Source: John Milner Associates, Inc., 2007.*

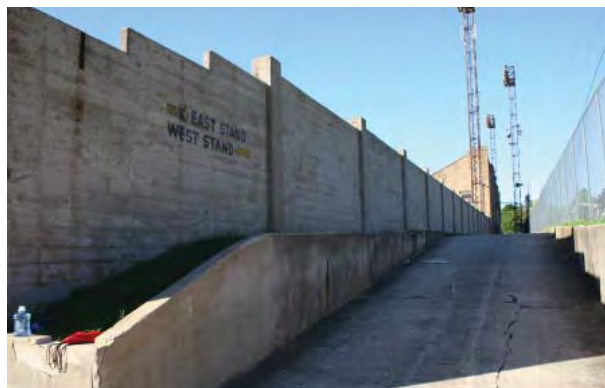


Figure 2-89. Looking north along the poured concrete wall surrounding Quigley Stadium. *Source: John Milner Associates, Inc., 2007.*



Figure 2-90. The 1936 WPA plaque mounted on the southwest corner of the wall surrounding Quigley Stadium. *Source: John Milner Associates, Inc., 2007.*



Figure 2-91. The Tiger Fieldhouse, northwest of the main high school building, seen here looking east. *Source: John Milner Associates, Inc., 2007.*



Figure 2-92. A modern overhead structure on the west side of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-93. This ADA ramp provides access to the Tiger Fieldhouse. *Source: John Milner Associates, Inc., 2007.*



Figure 2-94 The entrance to the Jess W. Matthews Library and Media Center, on the north side of the school grounds. *Source: John Milner Associates, Inc., 2007.*



Figure 2-95. A covered walkway between the main school and the library. *Source: John Milner Associates, Inc., 2007.*



Figure 2-96. A small overhead structure in the outdoor eating area on the west side of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-97. The Campus Inn, on the south side of the school grounds. The original Campus Inn was razed in 2000. *Source: John Milner Associates, Inc., 2007.*





Figure 2-98. Portable classrooms grouped on the southwest of the main school building. *Source: John Milner Associates, Inc., 2007.*



Figure 2-99. A storage unit in the center of the parking lot blocks views of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-100. The portable classrooms are prefabricated structures of varying colors and styles. *Source: John Milner Associates, Inc., 2007.*



Figure 2-101. Wood stairs, handrails and landings access the portable classrooms. *Source: John Milner Associates, Inc., 2007.*



Figure 2-102. A baseball diamond and dugout were developed in the playing fields west of the school in 2003. *Source: John Milner Associates, Inc., 2007.*



Figure 2-103. A Craftsman bungalow at Dennison and W. Sixteenth St. *Source: John Milner Associates, Inc., 2007.*



Figure 2-104. Boarded-up Craftsman bungalow on W. Sixteenth St. *Source: John Milner Associates, Inc., 2007.*



Figure 2-105. Folk Victorian residence at Rice and W. Sixteenth St. *Source: John Milner Associates, Inc., 2007.*



Figure 2-106. Post-war-era house at Rice Street and W. Sixteenth St. *Source: John Milner Associates, Inc., 2007.*



Figure 2-107. Craftsman bungalow on Jones Street. *Source: John Milner Associates, Inc., 2007.*



Figure 2-108. Craftsman house facing CHS on Jones Street; note stone retaining wall. *Source: John Milner Associates, Inc., 2007.*



Figure 2-109. Colonial Revival house on Jones Street. *Source: John Milner Associates, Inc., 2007.*



Figure 2-110. A Folk Victorian house on Jones Street. *Source: John Milner Associates, Inc., 2007.*



Figure 2-111. A retaining wall on the corner of S. Park and W. Sixteenth Streets. *Source: John Milner Associates, Inc., 2007.*



Figure 2-112. A boarded-up commercial building on Jones Street, west of the high school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-113. Overhead structures and passageways on the south side of the high school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-114. Chain link fence surrounds many areas within the school ground. *Source: John Milner Associates, Inc., 2007.*



Figure 2-115. The poured concrete wall that surrounds Quigley Stadium. *Source: John Milner Associates, Inc., 2007.*



Figure 2-116. View of the surrounding wall from within the stadium. *Source: John Milner Associates, Inc., 2007.*



Figure 2-117. Chain link fences screen views inside the school property. *Source: John Milner Associates, Inc., 2007.*



Figure 2-118. The prefabricated modular structures effect views on the southwest side of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-119. Views towards the neighborhood are also obstructed by the modular structures. *Source: John Milner Associates, Inc., 2007.*



Figure 2-120. Site of demolished house on Jones Street, west of the high school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-121 Student athletes running up W. Sixteenth Street, (looking west). *Source: John Milner Associates, Inc., 2007.*



Figure 2-122. A tree-lined alley between S. Park Street and Denison Street. *Source: John Milner Associates, Inc., 2007.*



Figure 2-123. A warehouse west of Quigley Stadium is accessed from Jones Street. *Source: John Milner Associates, Inc., 2007.*



Figure 2-124. The parking lot on the north side of Daisy Bates, across from the high school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-125. An accessible drop-off area, on the north side of the school. *Source: John Milner Associates Inc., 2007.*



Figure 2-126. Cars parked in the unassigned areas behind the school. *Source: John Milner Associates Inc., 2007.*



Figure 2-127. Cars parked behind a chain link fence on the south side of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-128. The parking lot west of the school and the surrounding chain-link fence. *Source: John Milner Associates, Inc., 2007.*

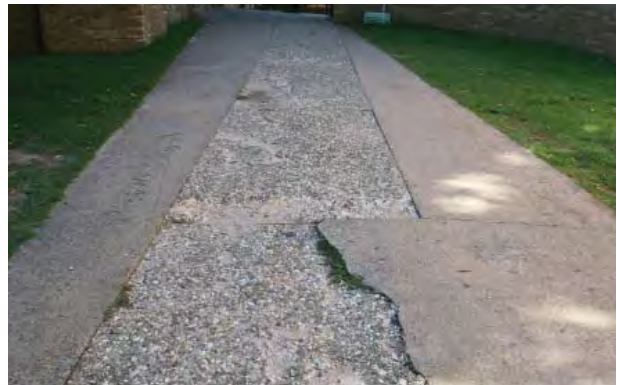


Figure 2-129. Paving in need of repair. *Source: John Milner Associates Inc., 2007.*



Figure 2-130. Damaged stair cheekwalls. *Source: John Milner Associates, Inc., 2007.*



Figure 2-131. Pavement in drives is cracked and patched. *Source: John Milner Associates, Inc., 2007.*



Figure 2-132. Trees between the library and field house. *Source: John Milner Associates Inc., 2007.*



Figure 2-133. Pines adjacent to the library. *Source: John Milner Associates, Inc., 2007.*



Figure 2-134. A raised planter near one of the overhead canopies on the west side of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-135. Holly trees in one of the interstitial spaces of the school building. *Source: John Milner Associates, Inc., 2007.*



Figure 2-136. A variety of small flowering trees in the South Cafeteria Courtyard. *Source: John Milner Associates, Inc., 2007.*



Figure 2-137. Large tree preserved on the slope west of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-138. New tree plantings along W. Sixteenth Street. *Source: John Milner Associates, Inc., 2007.*



Figure 2-139. Some of the residential properties facing the school feature large hedges and trees. *Source: John Milner Associates, Inc., 2007.*



Figure 2-140. The front yards of the residential streetscape vary. This home on W. Sixteenth Street has a simple mown lawn and a paved off-street parking pad. *Source: John Milner Associates, Inc., 2007.*



Figure 2-141. Brown-painted punched metal bench. *Source: John Milner Associates, Inc., 2007.*



Figure 2-142. Black-painted punched metal picnic table. *Source: John Milner Associates, Inc., 2007.*



Figure 2-143. Utility poles between the modular structures on the southwest side of the school. *Source: John Milner Associates, Inc., 2007.*



Figure 2-144. Chain-link fence and gate securing the playing fields. *Source: John Milner Associates, Inc., 2007.*



Figure 2-145. A drainage canal along Jones Street that begins at W. Sixteenth St. *Source: John Milner Associates, Inc., 2007.*

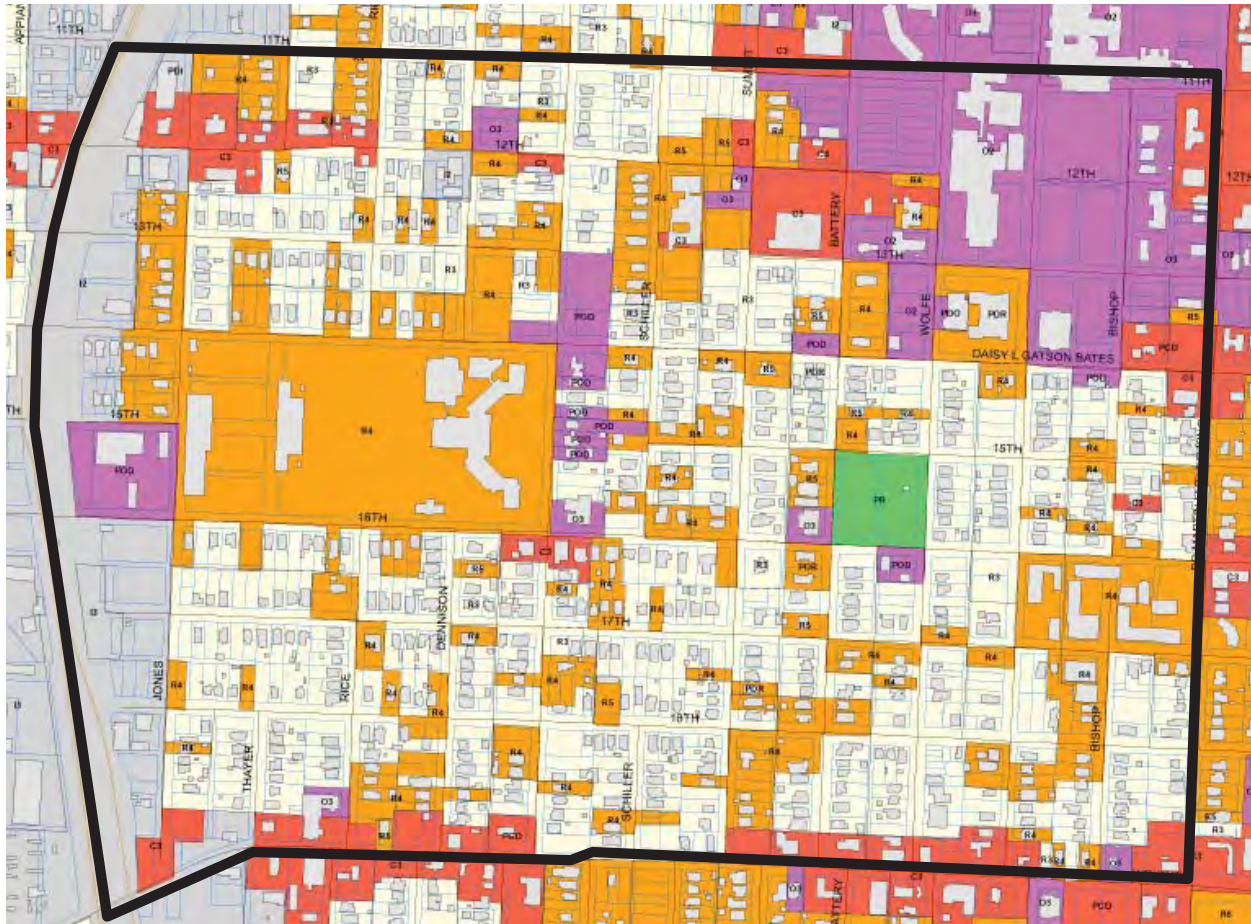


Figure 2-146. Zoning map of the study area with annotated legend showing encroachment of commercial (red) and mixed use (purple) into residential area (cream and gold), particularly in the northeast corner and along S. Park Street close to the school. Light industrial holds its traditional space on the west side of the neighborhood. *Source: City of Little Rock Planning Department, 2008, annotated by JMA, 2008.*



Figure 2-147. Example of an earlier version of Colonial Revival. *Source: John Milner Associates, Inc., 2007.*



Figure 2-148. Example of a later type of Colonial Revival. *Source: John Milner Associates, Inc., 2007.*



Figure 2-149. Example of a Craftsman Bungalow. *Source: John Milner Associates, Inc., 2007.*



Figure 2-150. Example of a Greek Revival house. *Source: John Milner Associates, Inc., 2007.*



Figure 2-151. Typical mid-20th century Minimal Traditional house. *Source: John Milner Associates, Inc., 2007.*



Figure 2-152. Brick porch columns. *Source: John Milner Associates, Inc., 2007.*



Figure 2-153. Ornamental metal porch columns. *Source: John Milner Associates, Inc., 2007.*



Figure 2-154. The Chapel Building (formerly Ponder's Drug Store) was typical of small stores in the neighborhood around CHS in its scale and relationship to the street space. *Source: John Milner Associates, Inc., 2007.*



Figure 2-155. St. Bartholomew's Catholic Church. *Source: John Milner Associates, Inc., 2007.*



Figure 2-156. The campus of Arkansas Baptist College. *Source: "Forever HBCU" web site, http://foreverhbcu.com/admin/schoolimages/Arkansa_Arkansa_arkansasbapcamp.jpg (accessed May 7, 2008).*



Figure 2-157. Historic Main Building of Arkansas Baptist College. *Source: Arkansas Baptist College web site, http://www.arkansasbaptist.edu/images/abc_photo_old_main.jpg (accessed May 7, 2008).*



Figure 2-158. Garages, storage buildings, and beehive behind a residence in the neighborhood. *Source: John Milner Associates, Inc., 2007.*



Figure 2-159. Raised lot supported by low retaining wall. *Source: John Milner Associates, Inc., 2007.*



Figure 2-160. Remnant stone entrance to the former Centennial Elementary School. *Source: John Milner Associates, Inc., 2007.*



Figure 2-161. This photographs illustrates the hierarchy of public to private space typical of the streetscape of the neighborhood setting of Central High. *Source: John Milner Associates, Inc., 2007.*



Figure 2-162. Gaps in the neighborhood fabric left by demolition interrupt the lineary qualities of the streetscape. *Source: John Milner Associates, Inc., 2007.*



Figure 2-163. A broad exposed aggregate gutter or parking strip lines may of the streets. *Source: John Milner Associates, Inc., 2007.*



Figure 2-164. Residential driveways are frequently concrete two-tracks with a turf center. *Source: John Milner Associates, Inc., 2007.*



Figure 2-165. Street-side signage and utility poles in the neighborhood. *Source: John Milner Associates, Inc., 2007.*



Figure 2-166. Street lighting attached to a utility pole. *Source: John Milner Associates, Inc., 2007.*



Figure 2-167. Backyard smoker fabricated from an oil drum. *Source: John Milner Associates, Inc., 2007.*



Figure 2-168. Metal fencing. *Source: John Milner Associates, Inc., 2007.*



Figure 2-169. Metal fencing with stone columns. *Source: John Milner Associates, Inc., 2007.*

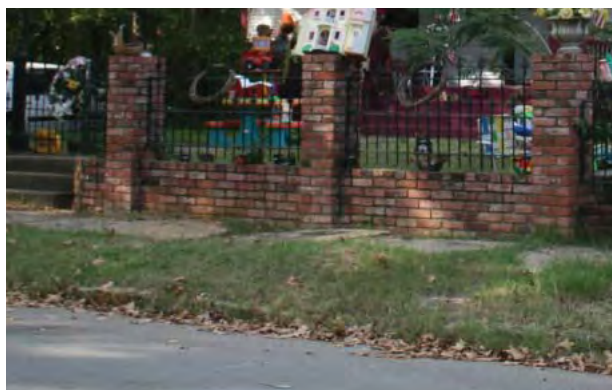


Figure 2-170. Metal fencing with brick columns. *Source: John Milner Associates, Inc., 2007.*



Figure 2-171. Chain link fencing. *Source: John Milner Associates, Inc., 2007.*



Figure 2-172. Wood picket fencing. *Source: John Milner Associates, Inc., 2007.*



Figure 2-173. Wood board privacy fence. *Source: John Milner Associates, Inc., 2007.*

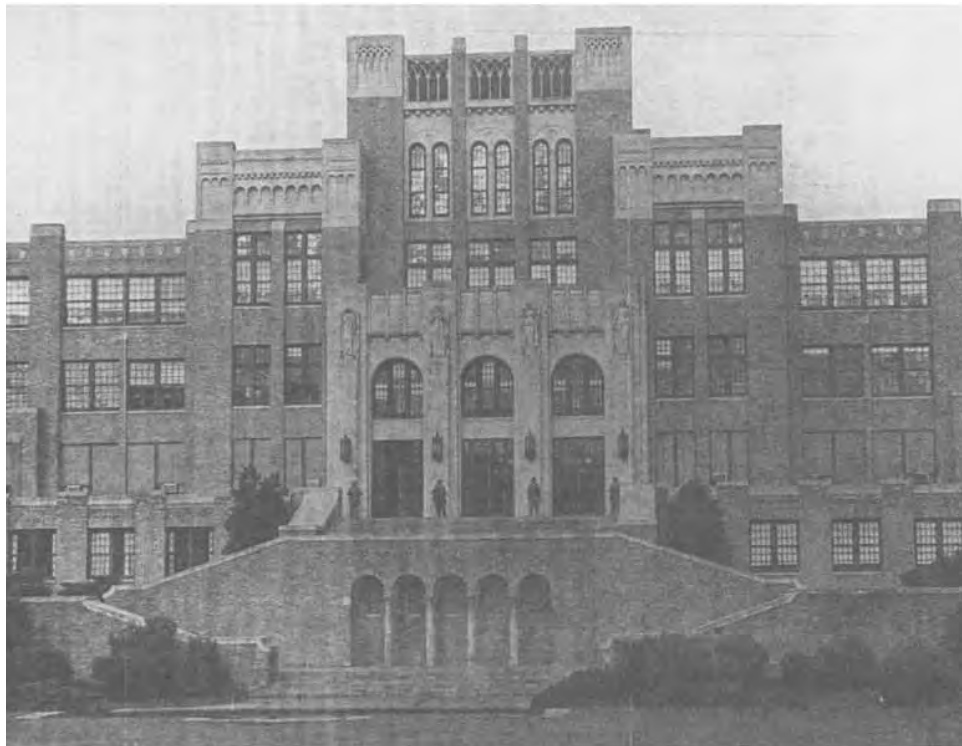


Figure 2-174a. This historic photograph depicts soldiers guarding the front of Central High School ca 1957-58. *Source: Central High Museum, Inc., COLL.B.12.I.183, no date, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-174b. These photographs show very little change to the facade of Central High School since the period of significance. However, two evergreen trees that flanked the main entrance are no longer extant. *Source: John Milner Associates, Inc., 2007.*



Figure 2-175a. This photograph from ca. 1957-58 shows the utility pole and overhead utility lines that defined the space of S. Park Street on its west side. *Source: Central High Museum, Inc., COLL.B.12.I.257, no date, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-175b. In this recent view of the high school, many features are extant from the historic period. Missing, however, are the utility poles that once lined the west side of S. Park Street. *Source: John Milner Associates, Inc., 2007.*



Figure 2-176a. This photograph ca 1957-58 depicts soldiers relaxing in the front yard of Central High. Shrub plantings at the north circular drive entrance are visible in the background, as are utility poles, the Mobil station sign, and a number of street trees. *Source: Central High Museum, Inc., COLL.B.12.I.207, no date, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-176b. Elements missing from today's comparison to the historic photograph include the two clumps of shrubs in the background along the north circular drive and street trees on the northeast and northwest corners of S. Park Street and Daisy Bates. *Source: John Milner Associates, Inc., 2007.*



Figure 2-177a. This historic photograph depicts the shade trees and shrubs growing in the front school yard of Central High School ca. 1957-58. *Source: Central High Museum, Inc., COLL.B.12.I.13, no date, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-177b. Most of the trees that existed during the period of significance are existing today. However, the shrubs that lined the entrance walks are not extant and some smaller trees have been planted in the center island. *Source: John Milner Associates, Inc., 2007.*



Figure 2-178a. This photograph taken from the front door toward S. Park Street shows a row of houses and deciduous shade trees lining the street on its east side. It also appears that there may have been a large shade tree in the school yard, depicted on the right side of the photo. *Source: Central High Museum, Inc., Collection B.12.I.245, no date, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-178b. The same houses appear in this recent photograph, but the tree that was depicted in the school yard, above, is no longer extant. *Source: John Milner Associates, Inc., 2007.*



Figure 2-179a. Ponder's Drug Store (Capel Building) in the late 1950s was an active retail concern with its many signs and open plate glass windows. It was set in a residential neighborhood. Concrete bollards were used to as street identification signs. *Source: Central High Museum, Inc., Collection.B.12.I.182, no date, National Park Service, Little Rock Central High School National Historic Site.*



Figure 2-179b. Today, the building that housed Ponder's Drug Store is vacant, signs removed, and windows boarded up. Some traffic signs have been added, the street sign bollard since removed, and a fire hydrant installed. Residences that faced the street in the 1950s are still in place today. *Source: John Milner Associates, Inc., 2007.*



Figure 2-180a. During the desegregation crisis, onlookers perched on the stone retaining wall supporting the yard of this brick house on the corner of S. Park and W. Sixteenth Streets and across from Ponder's Drug Store. These children had to pass through the crowds to get to their school. *Source: Will Counts, A Life is More Than Just a Moment: The Desegregation of Little Rock's Central High. Indianapolis: Indiana University Press, 1999 (50th Anniversary Edition 2007), 4.*



Figure 2-180b. Today, the house and stone wall appear to be in very much the same condition as they were in 1957-58. *Source: John Milner Associates, Inc., 2007.*



Figure 2-181a. This historic photograph depicts Elizabeth Eckford approaching National Guard troops at the intersection of S. Park and Daisy Bates. In the background are the two houses that were on the northwest corner in 1957. *Source: Central High Museum, Inc., Collection B-12, Series I, Box 1, File 1, Coll B-12.I.2, September 4, 1957, UALR Archives & Special Collections, Ottenheimer Library, University of Arkansas at Little Rock.*



Figure 2-181b. The two houses depicted above have since been demolished. The lots were later acquired by CHMI, which constructed the Commemorative Garden where the houses had been located and then donated the garden to the NPS. *Source: John Milner Associates, Inc., 2007.*



Figure 2-182. Comparison of the 1957 aerial, above, with the aerial shot in 2005. *Source: "Command Report, Operation Arkansas, Part I, 24 September to 23 October, 1957 - Part II, 24 October to 30 November 1957." Little Rock Central High School National Historic Site archives; 2005 aerial obtained from Little Rock Public Works Department, 2007.*



Figure 2-183a. Route taken from the lower level of Central High School by the Little Rock Nine via police convoy on September 23, 1957. It is not known from which of the two garage doors the group exited. *Source:* “*Command Report, Operation Arkansas, Part I, 24 September to 23 October, 1957 - Part II, 24 October to 30 November 1957.*” Little Rock Central High School National Historic Site Archives.

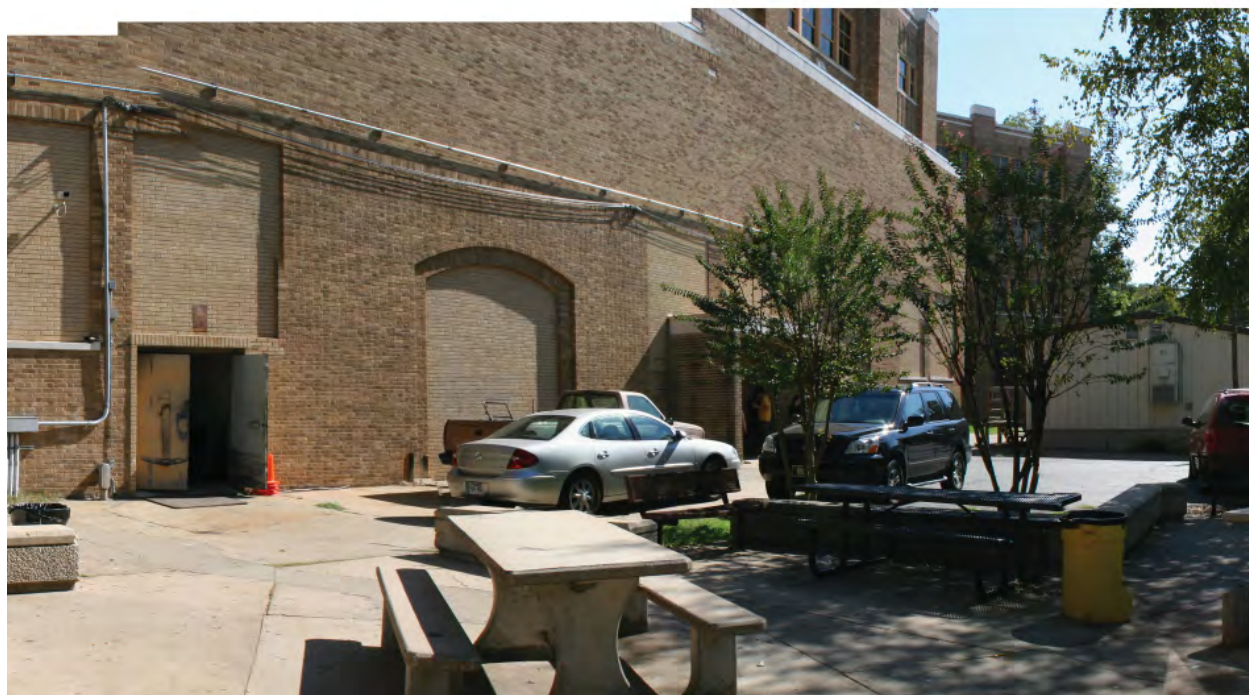


Figure 2-183b. The Little Rock Nine exited the school on September 23, 1957 from one of these two garage doors on the southwest side of the school. *Source:* JMA, 2007.



Figure 2-184a. Spectators seated on the stone retaining wall at 1600 Dennison Street watch police cars as the remove the Little Rock Nine to safety on September 23, 1957. *Source: "Home Movie Footage of the Little Rock Desegregation Crisis, 1957, 1958, 1959" obtained from Butler Center for Arkansas Studies, Central Arkansas Library System.*



Figure 2-184b. The house and stone retaining wall at 1600 Dennison Street in 2007. *Source: JMA, 2007.*

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Little Rock, Arkansas

for the
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Omaha, Nebraska

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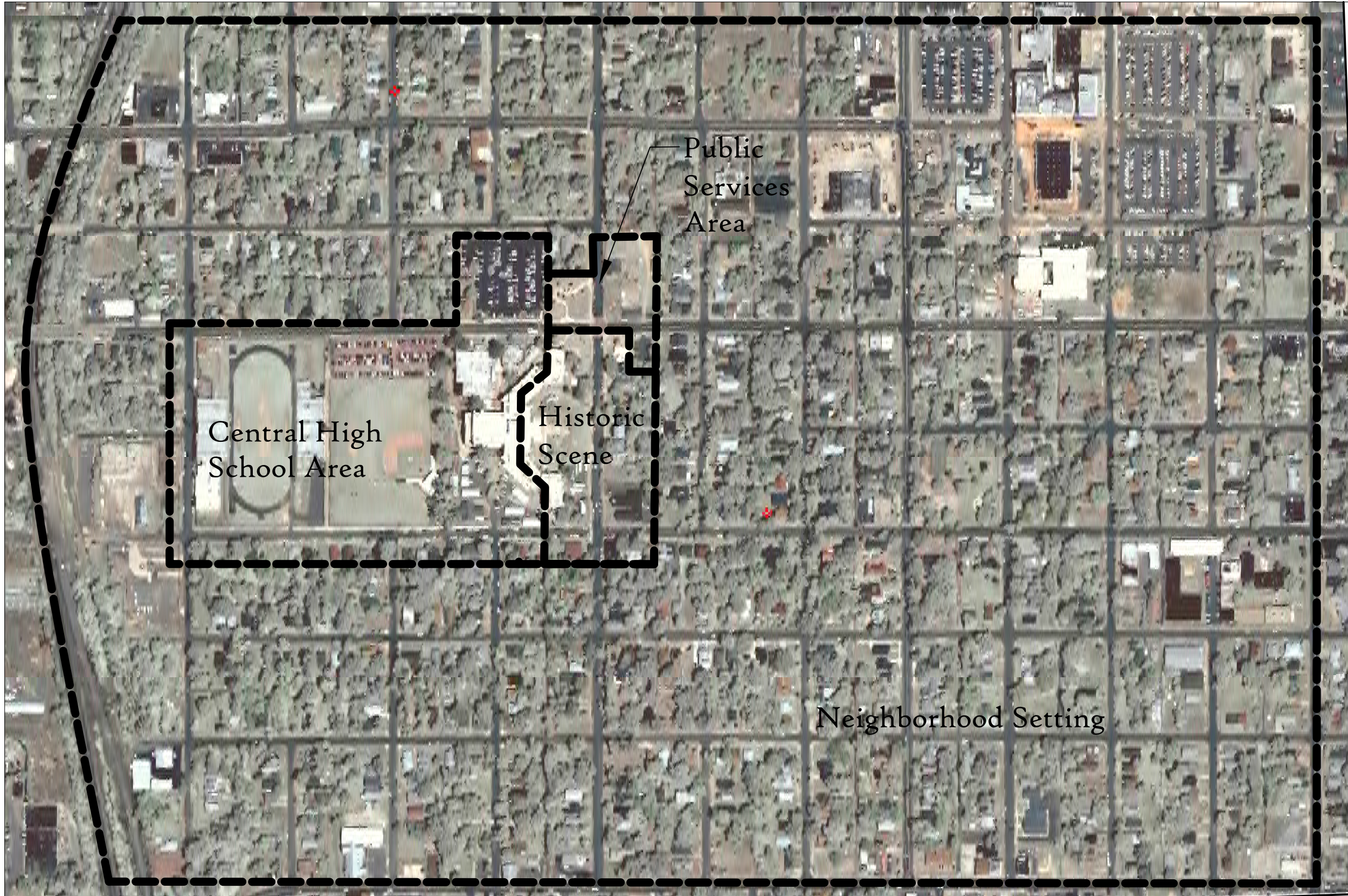


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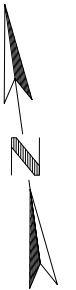
Map 2-I
Character
Areas

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Source: Aerial photograph, 2003, <www.topozone.com> (accessed December 1, 2007).

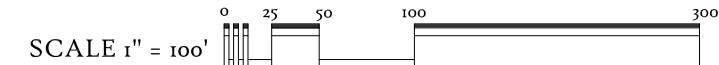
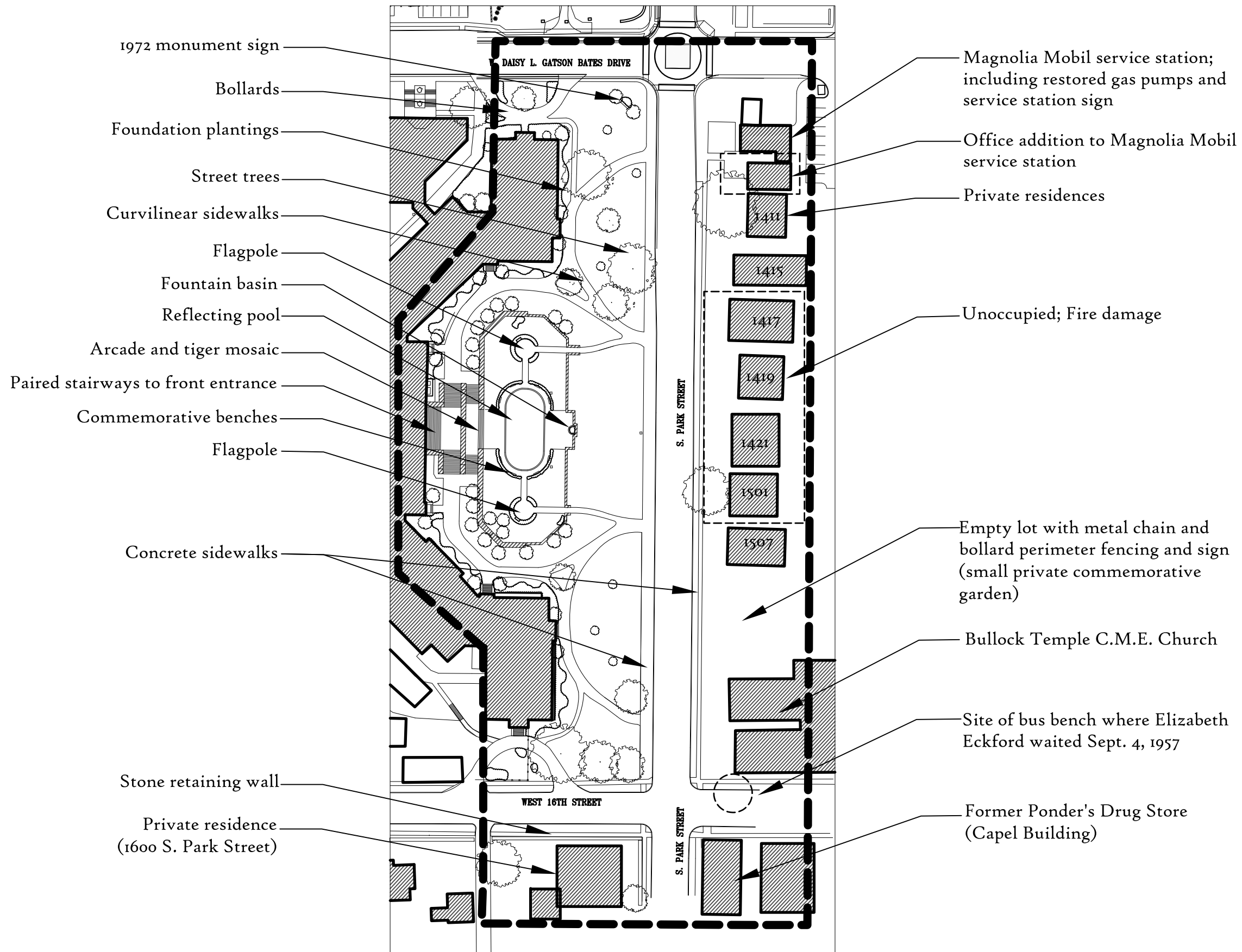
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Map 2-2
Historic Scene



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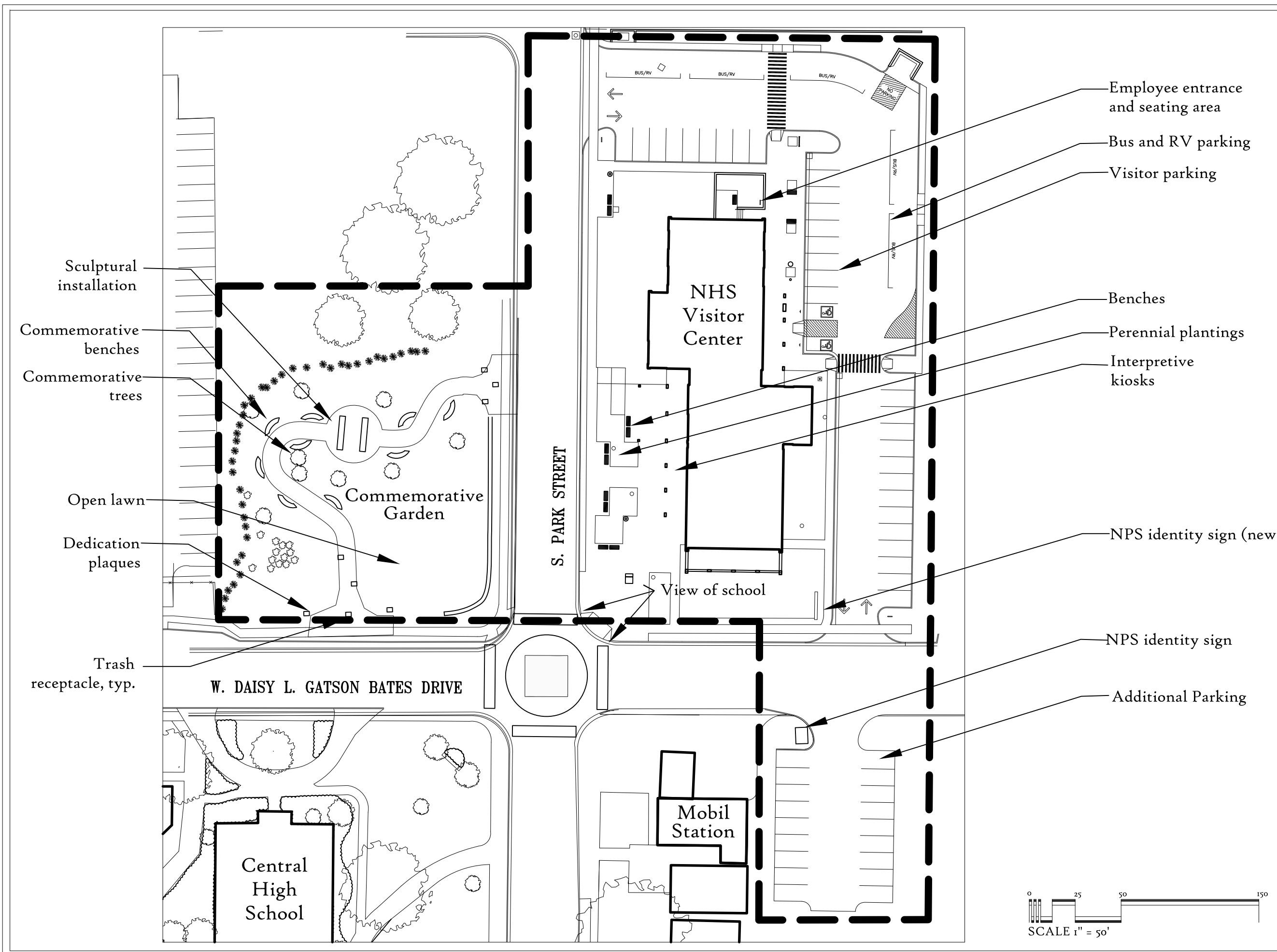
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Map 2-3
Public Services Area



- Employee entrance and seating area
- Bus and RV parking
- Visitor parking
- Benches
- Perennial plantings
- Interpretive kiosks
- NPS identity sign (new)
- NPS identity sign
- Additional Parking

- Sculptural installation
- Commemorative benches
- Commemorative trees
- Open lawn
- Dedication plaques
- Trash receptacle, typ.

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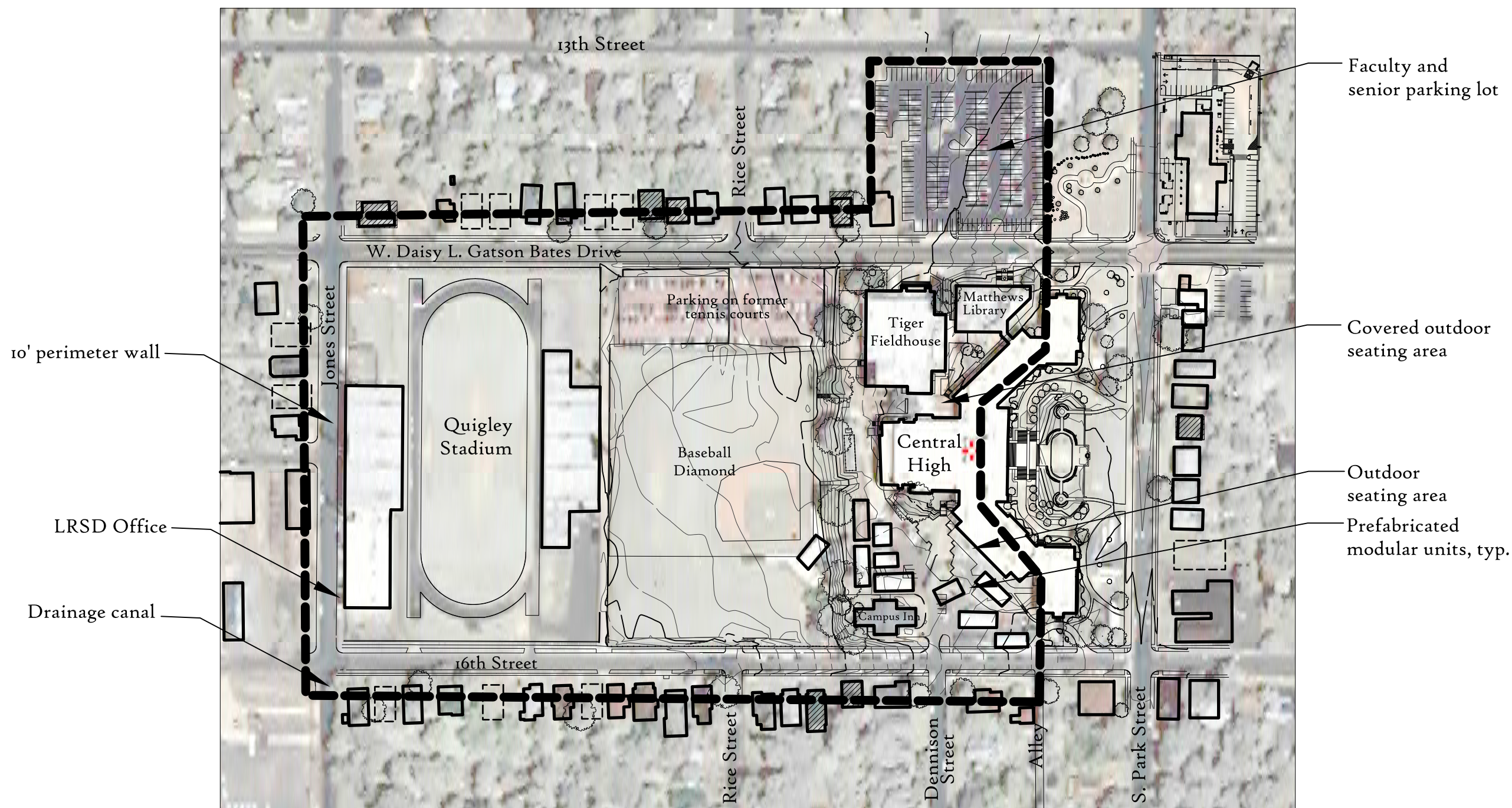
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Map 2-4
Central High
School Area



Central High School
National Historic Site
Little Rock, Arkansas

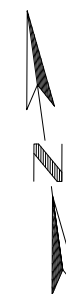
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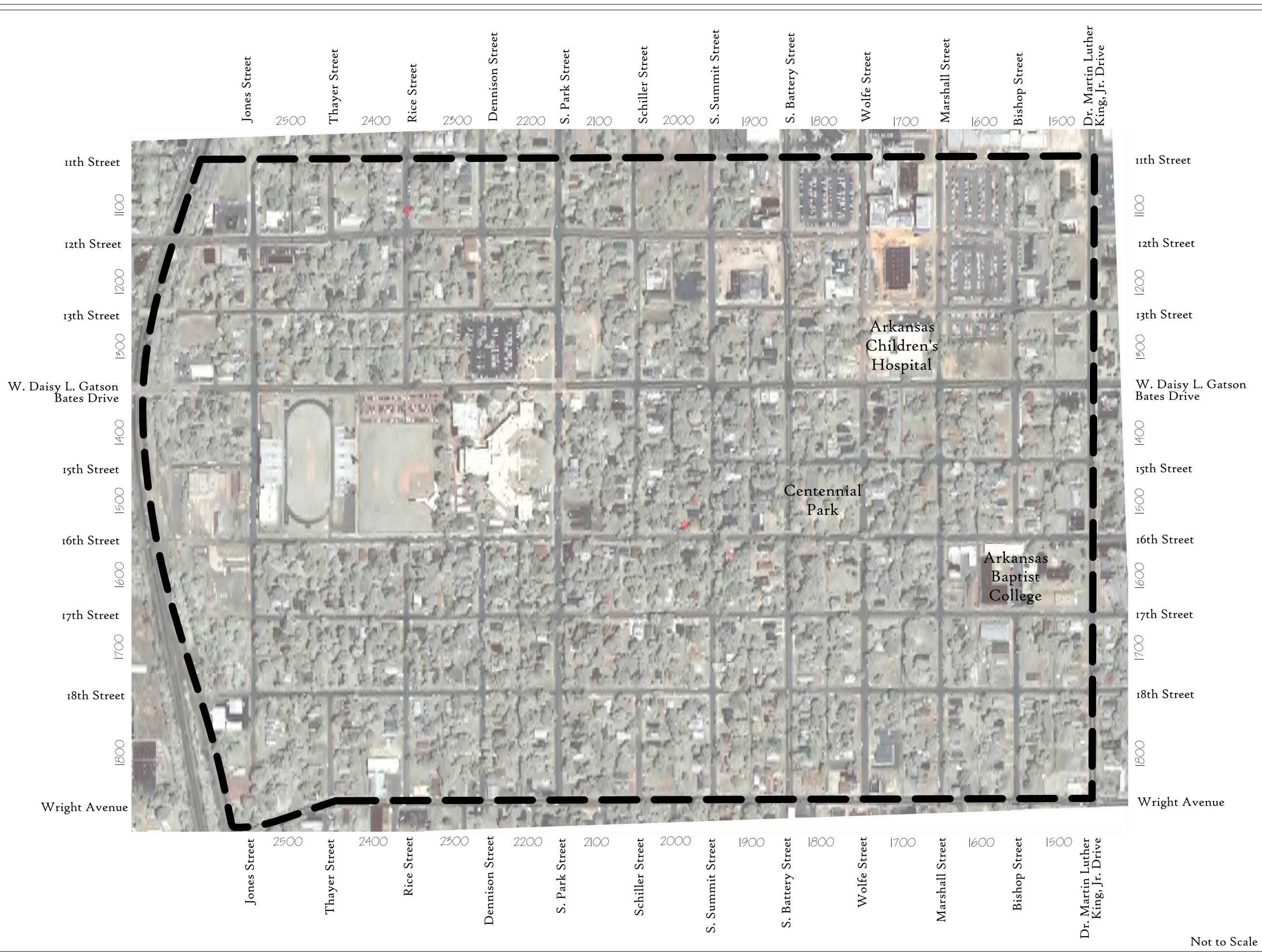
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Map 2-5
Neighborhood
Setting



Not to Scale

Chapter Three

Design Guidelines

Introduction

The Central High School National Historic Site (NHS) and the surrounding neighborhood share a common history as the setting for the significant events of 1957-1959, when the federal government upheld the Fourteenth Amendment to the constitution and desegregated public education. The Central High School building is a remarkable and well-preserved resource for visualizing these events, but the integrity of many of the surrounding historic resources related to these events is threatened by pressures related to new development, building demolition and remodeling, and loss of other character-defining streetscape features.

In order that future generations can better envision and understand the events of this important stage in civil rights history, the historic character of the NHS and its neighborhood setting should be preserved and enhanced. At the same time, it is necessary to respond to increasing demands on Central High School facilities and the need for positive economic development and rehabilitation in the surrounding neighborhood. These guidelines provide a framework for future planning and design that is related to both historic preservation and new development within the NHS and its neighborhood setting.

This chapter is organized into five sections. First, National Park Service (NPS) management issues and goals regarding the NHS are summarized. This is followed by a discussion of the recommended treatment approach for the study area. Subsequent sections include general management guidelines that apply to the entire study area, as well as recommendations that are specific to individual landscape feature types within the four identified character areas. These guidelines emphasize the importance of the streetscape and surrounding neighborhood in interpreting the setting for the events of 1957-1959.

NPS Management Issues and Goals

Management issues and goals regarding the NHS were identified by the NPS in the General Management Plan (GMP) of 2002, and in meetings associated with the preparation of this CLR in 2008 and 2009.

As identified in the GMP, of primary concern to the NPS are threats to the cultural landscape that served as the physical environment in which the important events of 1957-1959 occurred, that is, the Historic Scene (see *Map 2-2 Historic Scene*). The integrity of this area could be negatively affected by growth in private and commercial development, as well as tourism resulting from the establishment of the NHS. Another issue identified in the GMP was the interpretation of resources located within the NHS, but not owned by the NPS, such

as Central High School, the seven houses along S. Park Street that face the high school, and other historic features within the neighborhood setting of the NHS.¹

A major issue identified in meetings occurring in 2008 and 2009 was the potential expansion of the Central High School building. This expansion may lead to a loss of features that contribute to the NHS if the 1951 Tiger Fieldhouse and the parking lot (site of the former historic tennis courts) are removed and replaced by new buildings. Related to this expansion are plans for additions to Quigley Stadium, as well as the continued loss of residential buildings within the Historic Scene and the potential for historically-inappropriate remodeling and infill along S. Park Street. Additional issues include the need to identify and preserve historic trees and other plant material, meet ongoing maintenance challenges associated with the Commemorative Garden, and identify and preserve historic street furnishings.

Management goals addressed by this CLR are stated in the GMP as follows:

[that] [t]he integrity and ambience of Central High School's adjacent historic streetscape, and the surrounding national historic district neighborhood, is protected to the extent possible to preserve the historic scene in which the dramatic events of 1957-58 occurred;²

and that:

[t]he historic site staff encourages a variety of partnerships to fulfill its mission.

The recommendations presented here are in keeping with these goals. The design guidelines offer treatment recommendation that support the preservation of historic landscape features and provide direction for new development projects. These recommendations support the engagement of a variety of partnerships in this mission. Potential partners include the Little Rock School District (LRSD), the Little Rock city government (City), neighborhood associations, and private property owners. The NPS intends to use the guidelines presented in this chapter as a technical assistance tool to inform and support preservation of the historic character of the NHS, while at the same time providing guidance to partners for change that is compatible with this historic character and encourages community vitality.

Recommended Treatment Approach

Alternatives Considered

The Secretary of the Interior currently recognizes four primary treatment alternatives for historic properties: preservation, rehabilitation, restoration, and reconstruction. These are defined and discussed in the NPS guidance document, Director's Order No. 28: *Cultural Resource Management Guideline* (CRMG), as well as *The Secretary of the Interior's*

¹ General Management Plan, p. 7.

² Although the GMP describes a historic period of 1957-58, the historic period of significance interpreted by the NHS extends to 1959, to include the closing and reopening of the Little Rock public schools.

Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes (Standards), as follows:

Preservation is the act or process of applying measures necessary to sustain the existing form, integrity, and materials of a historic property. Work, including preliminary measures to protect and stabilize the property, generally focuses upon the ongoing maintenance and repair of historic materials and features rather than extensive replacement and new construction. New additions are not within the scope of this treatment; however, the limited and sensitive upgrading of mechanical, electrical and plumbing systems and other code-required work to make properties functional is appropriate within a preservation project.

Rehabilitation is the act or process of making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features which convey its historical, cultural, or architectural values.

Restoration is the act or process of accurately depicting the form, features, and character of a property as it appeared at a particular period of time by removing features from other periods in its history and reconstructing missing features from the restoration period. The limited and sensitive upgrading of mechanical, electrical, and plumbing systems and other code-required work to make properties functional is appropriate within a restoration project.

Reconstruction is the act or process of depicting, by means of new construction, the form, features, and detailing of a non-surviving site, landscape, building, structure, or object for the purpose of replicating its appearance at a specific period of time and in its historic location.³

Preferred Treatment

Three of the treatment alternatives recognized by the Secretary of the Interior for cultural landscapes were found to be inappropriate for the study area. *Preservation* is overly restrictive because it does not allow for enhanced interpretation and the functional changes that may be necessary within the study area. *Restoration* and *reconstruction* are inappropriate because they assume that a return to a lost historic condition is desirable overall. Changes to the historic scene that post-date the significant events associated with the NHS make these options impractical.

Based upon the need to meet current and projected future interpretive, functional, and management goals, *rehabilitation* is recommended as the appropriate treatment approach for the NHS study area, with an emphasis on preservation to protect architectural resources. Because rehabilitation is defined as the act or process of making possible a compatible use for a property, this approach allows for protection of the site's historic character and resources while carefully addressing the needs for facilities expansion, infill construction,

³ *The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscape*, (National Park Service, Preservation Assistance Division, 1992). Also available online: http://www.nps.gov/history/hps/hli/landscape_guidelines/index.htm (accessed 24 February 2009).

building remodeling, and enhancement of interpretive opportunities. Under rehabilitation, stabilization, protection, and preservation of historic resources are actions that must occur even as new uses are accommodated. The NPS recommends these strategies for preserving the historic character of the neighborhood which property owners may or may not choose to pursue.

Secretary of the Interior's Standards for Rehabilitation

The following section summarizes the standards for rehabilitation espoused by the Secretary of the Interior for historic properties. The ten basic principles that comprise the standards are intended to help preserve the distinctive character of a site while allowing for reasonable change to meet new needs. The standards (36 CFR Part 67) apply to historic properties of all periods, locations, sizes, conditions, and uses, and create a baseline of guidance to which planned changes to the historic landscape should be compared. Use of these standards is mandatory for projects that receive federal funding. For private property, the standards are not prescriptive, but promote responsible preservation practices. The standards are as follows:

- A property will be used as it was historically, or be given a new use that requires minimal change to its distinctive materials, features, spaces, and spatial relationships.
- The historic character of a property will be retained and preserved. The removal of distinctive materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.
- Each property will be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or elements from other historic properties, will not be undertaken.
- Changes to a property that have acquired historic significance in their own right will be retained and preserved.
- Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property will be preserved.
- Deteriorated historic features will be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature will match the old in design, color, texture, and, where possible, materials. Replacement of missing features will be substantiated by documentary and physical evidence.
- Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.
- Archeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.

- New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property. The new work will be differentiated from the old and will be compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment.
- New additions and adjacent or related new construction will be undertaken in such a manner that, if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

Within this framework of standards for rehabilitation, this CLR offers a set of guidelines for general management of the study area and another for more specific treatment within each of the four character areas. Currently, the NPS, the LRSD, and the City are coordinating to manage the cultural landscape of the NHS and its neighborhood setting. The NPS and the LRSD have already recognized the need to protect and enhance the historic resources located within the NHS and to improve interpretation by installing additional signs and waysides, managing newly installed ornamental vegetation, and considering how to reveal other significant aspects of the site's history. The City is working to create a Design Overlay District that would guide new construction in the area, oversee additions and modifications to structures in the area, sidewalks, parking and tree preservation. To assist these partners in these goals, the overarching concept for these guidelines is to balance the protection and enhancement of the historic integrity of the study area with contemporary visitor access and interpretation, sustainable land management, and private property rights.

General Management Guidelines

These general management guidelines pertain to the study area as a whole and can be offered by the NPS as a tool to partners considering any projects within the historic streetscape. They are based on the stated purpose of the CLR, relate to a philosophy of cultural landscape treatment based on the CRMG and the *Standards*, and are intended to support the more specific design guidelines that follow.

Partnerships

Continued coordination and cooperation between the four primary stakeholder groups involved in planning at and around the NHS is essential for ongoing preservation of the historic character of the study area. These groups include the NPS, the LRSD, the City, and the Central High Neighborhood Association (CHNA). Other local groups that may also be interested in partnering include the Quapaw Quarter Association, Arkansas Urban Garden Educational Resources, and the Pulaski County Master Gardeners. Furthermore, the NPS can work directly with individual home or business owners in the neighborhood seeking technical support or guidance for rehabilitation.⁴

⁴ The Quapaw Quarter Association: <http://www.quapaw.com/AboutUs.htm>; Southside Main Street: <http://www.southsidemain.org/>; Arkansas Urban Garden Educational Resources:

Whenever federal funds are used for projects affecting a historic property, the Arkansas Historic Preservation Program (SHPO) must be involved in a review capacity. Even when other types of funding are involved in projects affecting Central High School, the SHPO should be consulted in order to assure preservation of the school's National Historic Landmark status. In addition, the Historic Preservation Alliance of Arkansas and the Arkansas Department of Economic Development (through programs such as Main Street Arkansas) are valuable resources for information and assistance for those considering future management of and planning for the NHS and surrounding neighborhood.⁵

Zoning and Transportation Planning

The study area is located entirely within the city limits of Little Rock, so it is subject to all city development controls and zoning ordinances, with the exception of properties owned by the NPS. There are no locally designated historic districts identified within the study area by the City of Little Rock, but the city is currently underway in creating a Design Overlay District (DOD), a zoning tool used primarily to guide new construction, additions and modifications to structures in the area in addition to sidewalks, parking, and tree preservation.

Planning within the study area should also reference transportation planning documents such as the Master Street Plan and the Bicycle Plan. The Master Street Plan controls width and function of streets within the city and the Bicycle Plan indicates potential locations for bicycle routes.

Programs for Property Rehabilitation

The most serious threats to the historic character of the study area include absentee ownership, leading frequently to deferred maintenance, and overall neglected and vacant or abandoned buildings. These problems frequently lead to demolition either by the owner or the City.

When buildings are demolished the integrity of historic neighborhoods is jeopardized. Not only are historic structures lost, but the vacancies disrupt the spatial rhythm of an urban block. New construction can be out-of-scale or otherwise incongruous with older architectural styles. A variety of planning tools are available that can be adopted by municipalities to help those who manage this type of change and growth.

For example, demolition delay provisions enforced by municipal regulations can be used to prevent the razing of contributing structures in a historic district while preservation commissions and organizations and concerned citizens pursue alternatives, such as finding a buyer for the threatened structure or raising funds for its rehabilitation. Others types of

<http://www.volunteermatch.org/search/org69226.jsp>; Pulaski County Master Gardeners:

<http://www.uaex.edu/pulaski/Mastergardeners/default.htm>

⁵ Arkansas Historic Preservation Program: <http://www.arkansaspreservation.org/>; Historic Preservation Alliance of Arkansas: <http://www.preservearkansas.org/>; Main Street Arkansas:

<http://www.arkansaspreservation.org/main-street/>.

policies give owners incentives to avoid demolition of houses, such as demolition taxes and waivers on permit fees for rehabilitation. While these strategies are effective in providing disincentives to demolition, they can be challenging to legislate and enforce. Currently, in Little Rock, demolition delay provisions can only be implemented in a local-ordinance historic district. On the other hand, the State of Arkansas now offers a state income tax credit for the rehabilitation of historic structures. This legislation (Act 498) went into effect in July 2009 and is administered by the SHPO.

Changing zoning and land-use regulations can sometimes slow the rate of teardown activity by reducing or eliminating economic pressures for such removals. Regulations can limit the size, placement, and square footage of new buildings and design review and conservation overlay districts influence the ways in which new houses may or may not be built in a community.⁶

The NPS can support the City in such efforts by offering technical advice and research assistance for the rehabilitation of such properties. Across the U.S. there are successful precedents for neighborhood housing programs that employ various strategies to encourage owner-occupied housing and rehabilitation of abandoned or neglected properties. Homesteading in Lynchburg, Virginia; the Lease-to-Purchase program in Pittsburgh; the Historic HomeWorks program in Boston; and Stop Wasting Abandoned Properties in Providence, Rhode Island are all such programs. Homesteading programs require a period of owner occupancy (typically not less than five years) after rehabilitation and are particularly appropriate in cases where residences are uninhabitable and in need of serious repairs.⁷

Another example of a successful incentive program is the West Dayton unit of the Dayton Aviation Heritage National Historical Park. The neighborhood surrounding this unit has undergone a positive transformation since the early years of the park's designation. The City of Little Rock met with community development specialists from Dayton in 2005. Follow-up meetings with Dayton representatives may be useful for both Little Rock city planners and NHS staff to learn more about the specific strategies Dayton used to encourage the rehabilitation of residences.

Finally, the entire NHS study area is located within a Historically Underutilized Business (HUB) Zone as defined by the Small Business Administration and within the Pulaski Empowerment Zone, so it is possible that these programs may help support recommendations made here regarding retention of local businesses and residential infill.

Infill Development

There are two local-ordinance historic districts in Little Rock that regulate infill development: the MacArthur Park district and the Mansion Area of the Capital Zoning

⁶ National Trust for Historic Preservation, "Managing Teardowns," <http://www.preservationnation.org/issues/teardowns/additional-resources/Teardown-Tools-on-the-Web-1.pdf> (accessed 17 Nov. 2008).

⁷ Ibid.

district. Any construction on new and existing buildings in these districts requires an application and approval process. The Hillcrest National Historic District also regulates infill development, but only where setbacks, height, floor area ration and lot coverage are concerned (not architectural style). To assist with such projects, in 2000, the City of Little Rock distributed a guide for infill and development in historic districts.⁸ The goal for development set forth in this plan was to accommodate contemporary uses and needs while encouraging retention of elements deemed critical to the historic character of the neighborhoods themselves, as well as existing structures. The plan is limited to guidelines for residential infill and does not discuss changes in use, but it includes diagrams illustrating how to increase parking capability within the interior of each block in a way that minimizes intrusion into the historic streetscape. More specific recommendations for infill related to new facilities at Central High School and expansion of the Arkansas Children’s Hospital are discussed in detail in the design guidelines, below.

Local Historic Preservation and Tourism

The study area for this report is located within the Quapaw Quarter, a nine-square mile area which includes the Little Rock Central Business District as well as surrounding historic residential neighborhoods. The neighborhoods within the quarter, surrounding MacArthur Park, the Governor’s Mansion, and Central High School, have been the focus of preservation efforts in Little Rock for the past 40 years and include a range of building types and styles. The Quapaw Quarter Association is active in promoting preservation within this area and sponsors such events as the Spring Tour of Homes and other preservation-related activities. If the NPS partners with the Quapaw Quarter Association, it is possible that the NHS could be included and interpreted as part of walking and driving tours of the entire Quapaw Quarter. Key thoroughfares that bisect all three neighborhoods in the quarter (such as Daisy L. Gatson Bates Drive) are especially critical corridors upon which to focus preservation efforts, in order to connect historic sites via interesting routes.

Accessibility, Health, and Safety

Current standards for life safety and accessibility sometimes require substantial rehabilitation of historic buildings, particularly those that are open to public use. As the neighborhood continues to grow and change, property owners may need to consider compliance with current standards for universal accessibility as presented in the federal Americans with Disabilities Act of 1990.

Owners of historic buildings that are open to the public should know that there is some flexibility in criteria for compliance when historic buildings are being considered. When changes are required, property owners should carefully consider how they can be incorporated as unobtrusively as possible, and in a manner which will not affect the integrity of a historic resource, its character-defining features, or its contextual site. Creative design

⁸ Heiple Wiedower Architects Planners, “Historic District Infill Development Plan: Little Rock, AR,” 2000. http://www.littlerock.org/Images/UserFiles/PDF/StatisticsReports/hist_infill_hw_3.pdf (accessed 5 December 2008).

solutions can help to mitigate the impact of such additions and changes such as ramps, secondary exits, fire escapes, railings and handrails. Local code officials, representatives of local disability advocacy groups, and historic preservation specialists can all provide valuable input. With any of these types of alterations, temporary or reversible alternatives are always preferable to permanent or irreversible changes to any historic structure.

Sustainability

A commission convened by the United Nations in 1987 defined sustainability as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. In practice, this means supporting measures which enhance and protect ecosystems and biodiversity, improve air and water quality, reduce waste and conserve resources.⁹ Historic preservation is the first step to take in creating a sustainable community because in preserving historic buildings, spaces, and infrastructure, waste is reduced and resources are conserved.

When undertaking the preservation of historic resources follow the latest sustainable practices. In the U.S., these are promoted by the U.S. Green Building Council (USGBC), a nonprofit organization that oversees the Leadership in Energy and Environmental Design (LEED) Green Building Rating System.¹⁰ Furthermore, the USGBC and other stakeholders including the American Society for Landscape Architects and the U.S. Botanical Garden are currently developing guidelines that are similar to LEED certification, but that will apply to all sites whether they include buildings and structures or not. The Sustainable Sites Initiative Guidelines and Performance Benchmarks report is currently in draft form but provides a meaningful conceptual basis for considering how sustainable practices can improve the health and vitality of sites overall.¹¹

The major principles that support sustainable development that apply to the study area include:

- preserving open green spaces and protecting habitat and watersheds;
- encouraging patterns of urban density and community connectivity;
- supporting land use and transportation planning and policies that create compact, mixed-use projects that are accessible by foot, bicycle and public transit;
- limiting parking in order to reduce its impact on land development and reduce the pollution emitted by automobile use and implementing “green” paving design;

⁹ United Nations, “Report of the Work Commission on Environment and Development,” <http://www.un.org/documents/ga/res/42/ares42-187.htm> (accessed 23 February 2009).

¹⁰U.S. Green Building Council, “LEED Resources,” <http://www.usgbc.org/DisplayPage.aspx?CMSPageID=75> (accessed 23 February 2009).

¹¹ Sustainable Sites Initiative, “Sustainable Sites Initiative Guidelines and Performance Benchmarks – Draft 2008,” <http://www.sustainable-sites.org/report/> (accessed 23 February 2009).

- incorporating storm water management such as rain gardens, vegetated swales, rainwater recycling, pervious pavements, grid paving systems, and vegetated roofs;
- considering brownfields for new site development;
- protecting vegetation; and
- reducing light pollution.

While the focus of the CLR is on preservation of historic resources, some recommendations also discuss infill and other types of new development. The principles outlined above would apply as buildings are adapted and infill is proposed that would enhance the historic character of the study area.

Material Conservation and Replacement

Historic materials warrant special consideration when they are in need of repair, stabilization or replacement. Specific recommendations are outlined in a number of publications, including:

- *The Secretary of the Interior's Standards for Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings*
- *The Secretary of the Interior's Standards for Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes.*
- "Preservation Briefs" and other publications available via the NPS Technical Preservation Services online web site, including:¹²
 - "Repointing Mortar Joints in Historic Masonry Buildings," by Robert C. Mack, FAIA, and John P. Speweik.
 - "Exterior Paint Problems on Historic Woodwork," by Kay D. Weeks and David W. Look, AIA.
 - "Preservation of Historic Concrete," by Paul Gaudette and Deborah Slaton.
 - "The Preservation of Historic Signs," by Michael J. Auer.
 - "Removing Graffiti from Historic Masonry," by Martin E. Weaver.
 - "Preserving Historic Ceramic Tile Floors," by Anne E. Grimmer and Kimberly A. Konrad.

¹² National Park Service, "Technical Preservation Services: Caring for the Past," <http://www.nps.gov/hps/tps/tpscat.htm> (accessed 10 July 2009).

- “The Use of Awnings on Historic Buildings: Repair, Replacement & New Design,” by Chad Randl.
- “Preserving Historic Wooden Porches,” by Aleca Sullivan and John Leeke.
- *Metals in America's Historic Buildings: Uses and Preservation Treatments*, by Margot Gayle, David W. Look, AIA, and John G. Waite, AIA.
- “Accessibility and Historic Preservation: Entrances to the Past” (Video), by Kay D. Weeks, with Kay Ellis and David C. Park.

In general, repair and restoration of historic materials should be thoroughly explored prior to choosing replacement. However, when repair or replacement is not feasible, a substitute material may be considered. The finished appearance of the substitute should match the existing material in color, profile, and texture and should have similar weathering properties to the original. Consider the guidelines below when evaluating the treatment of materials.

Wood is subject to rot and insect infestation. Infestation can be repaired, but if the damage is extensive, replace the wood using the same species and finish to match the existing wood. Remove damaged paint by hand-sanding prior to repainting. Intricate detailing may require the use of chemical strippers. Powersanding, heat guns and sandblasting are not recommended. After the surface has been properly prepared wood should be repainted.

Brick and stone usually require very little maintenance and repair but they are subject to spalling and cracking. The mortar used to bind together brick or stone is also subject to deterioration. Repoint brick or stone mortar joints when they become recessed more than half an inch behind the original face. Repointing requires that all loose mortar be removed by hand and new mortar, chemically compatible with existing mortar and surrounding materials, be inserted into the joint. The mortar joint should be profiled to resemble the adjacent joints.

If brick or stone retaining walls lean or crack and the damage is pronounced, the wall could be disassembled and rebuilt with the same material, or that material could be used to face a new concrete core wall. If replacement material is necessary it should match the existing size, color, profile, coursing, and mortar of the original wall.

Concrete is often used for sidewalks, steps, patios, and plazas, but is subject to spalling, powdering, cracking, settling and heaving. Concrete spalling or powdering is typically caused by poor initial mixture or by the application of salt or de-icing chemicals. It should be removed and replaced with new concrete, colored and finished to match the original.

Concrete sometimes cracks, settles, and heaves due to tree root growth, freezing temperatures, ground water loss, among other causes. If extensive, this type of failure also warrants replacement. Minor cracking can be patched and minor heaving or settlement can sometimes be rectified by lifting and relaying a concrete slab intact on a new base of sand

and gravel. Other solutions include replacement of concrete paving with modular units or other materials, such as rubber, to allow for tree root growth.¹³

For further details, refer to the publications noted above and consult with a preservation professional for best results.

¹³ Rubbersidewalks, Inc., <http://www.rubbersidewalks.com/>. (accessed 9 April 2009).

Design Guidelines for Character Areas

For the purposes of documenting and analyzing historic landscape features, the study area was divided into four character areas: the Historic Scene, the Public Services Area, the Central High School Area, and the Neighborhood Setting. The guidelines presented below are arranged into four sections, one for each character area. Each section is introduced by an explanation of the overall design concept for the character area and then detailed with illustrated guidelines to accomplish this concept, arranged by landscape characteristic. A condensed version of the illustrated guidelines specifically oriented towards neighborhood buildings, both residential and commercial, is presented in Appendix C. Appendix C can be distributed by the NPS as a separate document to provide technical assistance to interested stakeholders.

The Historic Scene

Design Guidelines Concept

The design guidelines for the Historic Scene support the desire of the NPS to encourage the preservation and appropriate development of this character area, as stated in cooperative agreements between the NPS and both the LRSD and the City. This concept focuses on activities that would retain or restore features from the period of significance, while providing a range of suitable alternatives for new building or development that would be compatible with historic features. Core to the concept is the use of partnerships and alliances to yield incentive programs for the rehabilitation of surrounding residences and an increase in owner-occupied housing.

The guidelines presented here are based on the rehabilitation approach recommended for the study area, which encompasses a number of other treatments, such as preservation of some historic landscape features, restoration or reconstruction of others, and new construction that is compatible with the historic character of the area. New construction includes features that would enhance the visitor experience, such as interpretive waysides. General building-related recommendations that affect the historic character of the streetscape are also included.

Recommendations

Land Use

Since the historic period of 1957-1959, land use in the Historic Scene area has undergone changes that were necessary to facilitate the administration and visitation of the area as a national historic site, as well as changes related to private development. The Magnolia Mobil service station was rehabilitated and is now being used by the NPS for educational programming. Also since the period of significance, the residences that were located at 1511 and 1513 S. Park Street have been removed and the Bullock Temple C.M.E. Church constructed in the 1970s, partially on the lot formerly occupied by 1513. The lot formerly occupied by 1511 is being used as a private commemorative garden. 1600 S. Park Street is zoned for commercial use, but currently used as a residence. The Capel Building (Ponder's

Drug Store) is currently unoccupied, but is zoned for commercial use. It is recommended that the NPS support the City and private property owners in the following preservation actions:

Residential Use

- Retain residential use at 1411-1507 S. Park Street and 1600 S. Park Street.
- Support a zoning change for the property at 1600 S. Park Street from commercial to residential. Its current commercial zoning threatens retention of the historic character of that important locale for activities during the period of significance.
- Encourage incentives to make owner-occupancy feasible along this block of S. Park Street.

Commercial Use

- Encourage a small business to obtain and restore the Capel Building and re-establish a walk-in retail neighborhood service business similar to that of Ponder's Drug Store during the period of significance. This could include a convenience or small grocery store, a drug store, specialty retail, or a service-oriented business such as a barber shop.
- Encourage locally-owned businesses to occupy the space in order to contribute more substantially to the local economy.
- Support a design overlay district with a sign ordinance to minimize the appearance of national logos and designs and keep signage at the scale that is appropriate to this area.

Mixed Use

- Encourage mixed use when compatible with this residential neighborhood if necessary to the economic feasibility of preservation or infill development. This would include retail that relates to the overall concept of the NHS (programs that contribute to understanding of race relations and civil rights history or other visitor related services), bed and breakfast accommodations (which could encourage visitation to the site), small offices, or small-scale community services.
- Support adaptive reuse of residential buildings for commercial or office use only if residential is not feasible or if allowing such uses would more likely lead to the rehabilitation of the building.

Buildings and Structures

Restoration work has been recently accomplished at Central High School, funded by a Save America's Treasures grant, but the main building needs additional repairs due to water damage incurred in August 2008. In addition to this, two residential structures, mentioned above, have been lost from this historic streetscape since the period of significance and

another, located at 1419 S. Park Street, is threatened by demolition-by-neglect if recent fire damage and roof collapse is not repaired and the structure stabilized. The Capel Building is also threatened by ongoing deterioration due to roof collapse. Continued erosion of the residential fabric of the Historic Scene and the loss of the Capel Building can eventually lead to loss of historic integrity of the NHS.

Existing Buildings and Structures

Of paramount importance in preserving the historic integrity of the NHS is the retention and protection of the seven houses on S. Park Street that witnessed the historic events of 1957-1959. The Capel Building and the house at 1600 S. Park Street are also important historic buildings within this area. Work should be done according to the *Standards*, mentioned above, and with the assistance of preservation professionals in order to best stabilize, preserve, restore, and maintain these buildings so that they may continue to contribute to the historic character of the streetscape. These guidelines are not mandatory, but are offered as recommendations to assist the NPS in providing technical assistance to their private partners in the NHS.

These guidelines reflect what is known from Sanborn fire insurance maps and historic photographs taken during the period of significance. In order to better enhance the historic character of this area, both restoration of certain features present during 1957-1959 and removal of other features added since that time is desirable. It is recommended that the NPS provide technical information and support to property owners interested in historic preservation as discussed in more detail, below:

- Stabilize and repair any damaged buildings. Problems that most often lead to demolition of a historic building include roof or foundation damage.
- Perform preservation and restoration work according to *The Secretary of the Interior Standards* and with the assistance of preservation professionals in order to best stabilize, preserve, restore, and maintain historic buildings so that they may continue to contribute to the historic character of the streetscape. If documentation of the historic conditions of an existing building is not available, maintain existing forms and materials until more information is available on which to base restoration. Changes based on conjecture, or what is thought to be from the historic period, are not recommended.
- Retain and maintain building decorative features that may date from the original construction, including cornices, overhangs, chimneys, lintels, sills, brackets, masonry patterns, shutters, entrance decoration, porch railing, awnings, and paint colors.
- Pursue restoration to the period of significance only if information becomes available that could adequately inform the ca. 1957-1959 appearance of the building.

- Retain siding on the house if it is wood or aluminum. Vinyl siding post-dates the period of significance and is not recommended. Consider removing any vinyl siding to expose the original wood, if extant.
- Replace other architectural details that are documented to date to the 1957-1959 period, including metal awnings, metal porch supports, or metal porch railings (*Figures 3-1 and 3-2*).
- Consider, if documentary information becomes available, removing elements added after 1959 and reconstructing elements that were extant during that period.
- Consider engaging a preservation firm to conduct a historic structures report and pursue recommendations for building preservation and rehabilitation.
- Retain masonry retaining walls documented from the period of significance. Consider restoration of these features to match historic conditions as documented in historic photographs.
- Seek funding for restoration work. Look to national and state resources, such as the National Trust for Historic Preservation, the Small Business Administration, the U.S. Department of Housing and Urban Development, the Historic Preservation Alliance of Arkansas, Arkansas Historic Preservation Program, and the Arkansas Department of Economic Development.
- Exhibit well-preserved buildings as examples of appropriate historic preservation in this character area.

Overall, when work is initiated on the buildings within this area, it is important to recognize and retain architectural details that may date to the period of significance, if possible. Photographs or documents may come to light that reveal yet-undocumented historic features such as additional window awnings; porch supports of wood or wrought aluminum; wood or aluminum siding; light fixtures on houses or in yards; or other features that may have existed in 1957-1959, either original to the houses or used in “modernization” campaigns in the area in the 1950s. These are part of the significance of this street from the period of significance and should be retained and kept in good repair.

Outbuildings

There is very little information regarding the appearance of outbuildings and other non-habitable structures in the historic landscape of this character area. Some garages and other outbuildings may have been visible from S. Park Street during the events of 1957-1959, likely those that appear in the 1939-1950 Sanborn map (see *Figure 2-5*). That map indicates that in 1950, every house in that block of S. Park Street, except 1411, had an outbuilding to the rear of the house. Most were likely garages because they are in line with driveway locations. Residences at 1509 and 1511 shared a single garage structure with two openings, which is not uncommon in the larger neighborhood. Encourage homeowners to:

- Retain all outbuildings and structures that may date to the period of significance. Repair and maintain in good condition, and if adequate documentation is available, reconstruct missing buildings, if appropriate.
- Repair and maintain deteriorated outbuildings. Assure that distinctive features are repaired or replaced using the same materials or ones that are very similar in texture and color.
- Replace, if desired, missing outbuildings or those beyond repair with structures of similar siting, scale, proportion, materials and color. Refer to Sanborn maps for historic locations of outbuildings on individual lots.
- Construct new outbuildings and structures according to the patterns established historically, in the rear yard of a lot, close to adjacent property boundaries, and fronting on alleyways.
- Design new outbuildings to complement the scale, forms, orientation, materials, and details of the primary building and other historic structures on the property.
- Distinguish the difference between new and historic features, by design or material; avoid conveying a false sense of historical development.

Additions to Existing Buildings

Existing historic buildings can be expanded with additions that complement the historic character of the streetscape. To ensure compatibility, encourage homeowners to:

- Preserve the façades of buildings and their relationship to the streetscape; site additions on rear façades rather than where they will be visible from the streetscape (*Figure 3-3*).
- Avoid enclosing front porches to create additional indoor space because this negatively affects the historic character of the porch and house and the spatial configuration of the public streetscape (*Figure 3-4*).
- Limit the size of additions so that they do not visually overpower existing buildings.
- Minimize the impact of new additions on the existing building by assuring that new work is compatible with the massing, size, scale, materials, and architectural features of the house.
- Distinguish new construction from original building fabric by using current construction technologies and design trends.
- Consider designs for additions which do not obscure the original features of the structure itself. For example, step wall, roof, or cornice lines so that the original lines and proportions of the house are not lost and leave the original part of the house as intact as possible when constructing an addition. One way to do this is to construct an

addition at the rear of the house and link it to the main structure with a narrow connector so that the original lines of the house are evident (see *Figure 3-3*).

- Although covered porches were common additions to the historic buildings in this character area, open wooden decks were not used. Locate decks so that they cannot be seen from the street or public sidewalk (*Figure 3-5*).
- Consider construction additions so that they can be removed in the future without damaging or impairing the essential historic character of the original building.

New Construction

Encourage partners to assist in the development of new infill residential housing at 1509 and 1511 S. Park Street, where small wood frame houses stood during the period of significance (see *Figures 2-5 and 2-20*). New construction could include either reconstruction of these houses, if enough documentary information can be located, or infill replacements with compatible uses and structures. Design for new buildings should respect the historic single-family scale and character of the streetscape, including building setbacks, massing, spacing, and other building characteristics, such as front porches. A great variation in these features exists within this character area, presenting a wide range of choices for redevelopment, including:

- Setbacks - assure that new building setbacks are consistent with those of adjacent historic buildings (*Figures 3-6 and 3-7*). A variance to the current zoning code may be required in order to decrease the required setback for this particular zoning district, i.e., from 30 feet to 20 feet. Align commercial infill buildings so that they are compatible with adjacent residential building setbacks or align with public right-of-way as is typical for some historic commercial buildings in this area (i.e. Capel Building and others).
- Orientation - orient new buildings so that they face S. Park Street and not the side or rear yards of lots. In this way, new buildings will contribute to the pedestrian-oriented character of this area (*Figure 3-8*).
- Building form - design new buildings so that they reflect locally-found historic building forms and shapes, whether boxy, as with American Foursquare residences or more complex, as with the Craftsman style homes. Provide roofs that reflect surrounding historic residences that are similarly pitched, hipped, cross-gabled, or oriented to the front or side, and detailed with chimneys, dormers, bracket, eave supports and similar features. Avoid forms such as A-frames, low ranch-style buildings or buildings with flat roofs (*Figure 3-9*).
- Scale - design new buildings with respect for the average height, width, and site placement of the adjacent historic buildings (*Figure 3-10*). For example, houses in this area are placed close together on narrow single lots. A single large house spanning 2 or more lots would not be appropriate in this area. Building elements such

as porches, porticos, and other features contribute to the pedestrian scale of the neighborhood.

- Spatial hierarchy - design new buildings so that they reflect the hierarchy of space created by the progression from public street and sidewalk, to semi-public front yard and walk, to semi-private front porch, and finally to private spaces within the house (*Figure 3-11*). The low stone retaining walls that contain the front yards of some of the historic houses in the neighborhood contribute to the clarity of that hierarchy.
- Foundations - provide raised foundations for new buildings that reflect those of existing buildings. Many historic houses in the area have masonry foundations from 2-4 feet in height that have open vents along their length or are supported on brick piers, with the crawl space screened with wood lattice, open brick work, recessed brick work, or other material.
- Porches - provide front porches that face the street in new building designs. These should be functional as a means to access the building and be left open, screened, or enclosed with non-reflective glass so that they do not appear as closed additions. Supports should be similar in scale to those of the historic buildings being replaced or to those adjacent (*Figures 3-12 and 3-13*).
- Windows and doors - provide windows and doors in patterns that reflect those of adjacent historic houses (*Figure 3-14*). Although there is a wide variety of both elements within this area, most windows and doors tend to be detailed, double-hung, wood, and most often in one-over-one light or three-over-one light patterns. Large-paned picture windows would be inappropriate for this area. The use of shutters and awnings may be appropriate and choice of styling can be informed by historical photographs.

Doors tend to be composed of a regular arrangement of four to six recessed panels, usually wood with an upper window, but occasionally all glass, and in the larger houses, flanked with double lights (long, thin windows). Today, window and door openings are often protected by a second layer of single-paned storm windows. This is not a preferred option in this historic area because it compromises the historic texture of these buildings, but may be necessary for energy.

- Other building elements - consider incorporating historic building element designs into new building plans. For example, cornices with brackets, moldings, and rafter ends exposed within deep eaves could be incorporated in new construction. Elements of historical neighborhood residences in the area could inform such features.

Spatial Organization

The loss of a number of historic residential buildings within and adjacent to the Historic Scene has contributed to an erosion of the historic spatial organization of the streetscape (*Figure 3-15*). If this trend continues, it could lead to a loss of historic integrity of the NHS. Encourage LRSD and City efforts to support historic preservation and infill as follows:

- Maintain the existing spatial organization of the Central High School building and its front yard to preserve its symmetrical axial orientation.
- Maintain the hierarchy of public space to private space within the residential streetscape (see *Figure 3-11*).
- Preserve the street grid and the long block facing Central High School.
- Locate new buildings on the east side of S. Park Street at a setback of 20 feet from the right-of-way and center them on each lot to maintain the historic spacing pattern.
- Retain and preserve the historic spatial relationships between buildings and topography, retaining walls, foundation plantings, hedges, streets, tree lawns, sidewalks, and driveways.

Views and Vistas

Significant to the Historic Scene are the clear views of the façade of Central High School from S. Park Street (see *Figure 2-45*), the sequence of views of the streetscape toward the south as may have been experienced by Elizabeth Eckford (see *Figures 2-10 through 2-12*), views to and from the Capel Building (Ponder's Drug Store) that would have been available from the bus stop at the corner of W. Sixteenth and S. Park Streets, views from inside the school to activities along S. Park Street and in the school yard (see *Figures 2-19 and 2-21*), and related sequential views that may have been experienced by the Little Rock Nine and their escorts as they entered the front of Central High School for the first time on September 23, 1957. Because little has changed in this area and many historic features have been restored, these views are still available to visitors today. Support the LRSD with information that will encourage management to:

- Consider significant views into and from the Historic Scene before adding any vegetation, utilities, signs, or other objects that were not located in the area during the period of significance and which may impede sight lines.
- Plant trees and shrubs and install signs or other small-scale features so that they will not block or otherwise impede views of the school's façade.
- Maintain historic views to and from buildings, particularly views of the facades of these buildings.
- Design new buildings so that they do not obstruct views determined to be significant within this historic area.
- Screen mechanical equipment, storage, and trash receptacles from historic views by locating them behind buildings or historically-compatible plantings, walls, or fences.

Circulation

Qualities of circulation features, including surface materials, dimensions, topography, and directional flow of streets, sidewalks, and alleys, all play a role in establishing the character

of the Historic Scene. S. Park Street is the primary circulation feature of this area and it is within its streetscape that many of the documented events of the 1957-1959 crisis occurred. Changes that have occurred within the Historic Scene since the period of significance include installation of scored and tinted concrete paving at the center of the intersection of S. Park Street and Daisy Bates, replacing the original asphalt, and the re-orientation of traffic on S. Park Street from two-way to one-way. Support the City, the LRSD, and property owners in actions that preserve the historic character of circulation in this area as follows:

Vehicular Circulation

- Preserve the historic grid of public streets in this area.
- Retain historic street grades, alignments, widths, configurations, and materials.
- Preserve and maintain materials of streets, alleys, gutters, and curbs. Preserve historic street paving materials where they still exist even if the paving materials have been covered by later paving. Maintain alleys in gravel when possible.
- Retain historic curbing wherever possible and avoid removing, obscuring, or concealing curbing in the process of repaving streets. Where replacement is necessary, use salvaged materials, or if replacing historic materials is not feasible, use a substitute that duplicates the durability, color, texture, and visual appearance of the original. Match historic materials in design, pattern, texture, and tooling.
- Assess the potential impact of all street construction projects on historic landscapes, including underground utility repairs.
- Design any traffic improvements, such as traffic-calming projects, to be compatible with the historic character of this area and to be as understated as possible.
- Consider, when repairing or replacing the paving at the intersection of S. Park Street and Daisy Bates, using asphalt paving to allow it to revert back to its original condition.
- Consider returning S. Park Street to a two-way orientation in order to increase interpretive understanding of the NHS.

Parking

- Continue to provide parking along the street and allow parking to the rear of buildings that is accessible from alleyways. This is especially important for commercial buildings so that there is adequate parking that does not interfere with homeowner parking (see *Figure 3-7*).
- Continue use of residential driveways that provide access to garages placed to the rear of lots (*Figure 3-16*). Encourage replacement driveways to be the traditional two-track concrete designs that are typical of the neighborhood.

- Avoid additional driveway cuts or large parking areas close to S. Park Street. These can be deleterious to the historic integrity of the NHS.
- Maintain the continuity of front yards along the street by placing off-street parking to the rear of buildings. Avoid using front yards for parking.
- Avoid demolishing buildings for parking lots.
- Design new parking areas to be as unobtrusive as possible. In general, locate parking areas behind buildings, with access from alleys or secondary streets, rather than from a principal street (see *Figure 3-7*).

Pedestrian Circulation

- Retain and preserve public sidewalks and individual walkways that serve residences, schools, parks, and churches.
- Retain and preserve sidewalks and stairways associated with the front lawn and entrance plaza to Central High School.
- If restoration of the Capel Building is undertaken, preserve and repair the ceramic tile paving at its front door entrance.
- Preserve historic paving materials where they still exist wherever possible.
- Maintain sidewalks to prevent unsafe conditions such as tripping hazards.
- Assure that new or replacement paving is consistent with the character and appearance of existing paving. Match existing sidewalk and walkway widths, materials, colors, textures, and patterns.
- Restore conditions for which there is a documented historic precedent when installing new sidewalks.

Vegetation

Vegetation within the Historic Scene includes a number of large historic shade trees within the front yard of the high school, new shrubs and trees that have been recently planted, and a variety of trees and shrubs planted on private lots along S. Park Street. The focus of recommendations regarding vegetation is on preserving and enhancing the streetscape to best interpret its condition during the period of significance.

The “Little Rock Nine Witness Trees” located in front of the school are generally in good condition, except one pine that was struck by lightning in 2008. Its health is being monitored. A number of large, deciduous shade trees were also located within the street lawn and within private lots during the period of significance. Although some of these have been lost since that time, neighborhood efforts to replace them are underway.

During 1957-1959, vegetation within the area included large shade trees and primarily evergreen shrubs within the front yard of the school. In 2007 and 2008 the ornamental

landscape at the front of Central High School was renovated to generally follow the design of the original scheme from ca. 1927. The new design differs from the original in the layout of the planting beds around the school foundation and the use of bald cypress, crape myrtles, and redbuds as plant materials. The curving lines of the original planting beds were exaggerated in the new design, possibly to accommodate the placement of junipers that were planted to emphasize the pilasters along the school's façade. Bald cypress, crape myrtles, and redbuds are new introductions to this landscape and do not appear in any historic photographs of the front of the school. Bald cypress may require more maintenance than the hearty oaks on the site. As the crape myrtles and redbuds placed within the viewshed of the Historic Scene mature, they may detract from visitor interpretation.

As mentioned in Chapter Two, specific species and their arrangement within private yards are not known, but reference to the Martin Luther King, Jr. Landmark District Residential Design Guidelines are helpful (see Contributing Features, 1957-1959).

Encourage the LRSD and private property owners to consider the following recommendations when planning for treatment of vegetation within the Historic Scene:

Trees

- Preserve and protect with extra attention and care the largest and most historic trees. Regularly inspect such trees for disease and structural soundness. If one of these trees is found to be seriously diseased or severely damaged, replace with a new tree of the same species and form.
- Preserve, protect, and maintain healthy trees in yards and along streetscapes to the greatest extent possible.
- Prune and trim trees in the public right-of-way only if they threaten public safety, property, or utilities. Treat in a manner that preserves the tree canopy.
- Introduce, in consultation with the Little Rock Urban Forester, new and replacement tree plantings to ensure that the historic extent of tree canopies is preserved. Under and near utility lines, choose tree cultivars with a maximum height at maturity of 25 feet.
- Protect large trees from immediate damage during construction and from delayed damage due to construction activities, such as root loss or compaction of soil by equipment.
- Add trees to the streetscape where there is space to sustain healthy growth and where they would not be in conflict with significant historic precedents.
- Replace dead or diseased trees with like species, unless the original species is now considered invasive or unsuitable for the site. New cultivars of street tree species often have similar traits but greater resistance to disease and higher tolerance for urban conditions than older cultivars.

- Consider replacing, when needed, the six bald cypress in the front yard of the school with large deciduous species that would have likely been on the site during the period of significance.
- Consider replacing the crape myrtle with a species identified through analysis of historic photographs or move crape myrtle within the historic viewshed to a different location.
- Base future planting plans on historic documentation and have them reviewed by the NHS or an NPS historical landscape architect.

Shrubs, Perennials, Annuals, and Groundcovers:

- Preserve and maintain tree lawns. Avoid paving over existing planting areas.
- Research local historic nursery catalogs and other resources to determine species and varieties of plants that may have been used in the landscape of this area. Identify the historic precedents for plantings within the neighborhood.
- Maintain open panels of front lawn and restrict plantings to define boundary edges; install new shrub and tree plantings along foundations and boundaries rather than siting them in the middle of open lawns.

Constructed Water Features

The LRSD recently restored the reflecting pool that was the centerpiece of the original 1927 design of the grounds of the high school. The wall fountain facing the pool has not yet been restored to a working condition. Support the LRSD to:

- Maintain the reflecting pool in good condition.
- Restore the wall fountain to working order.

Small-scale Features

Small-scale features of primary consideration within the Historic Scene are the commemorative objects that have been donated and installed by school alumnus. These include the monument sign at the corner of S. Park Street and Daisy Bates, a ceramic tile mosaic of a tiger on the wall of the nymphaeum, a newly installed plaque attributing daffodil plantings, the benches honoring the Little Rock Nine that have been dedicated around the reflecting pool, and other small markers near donated trees. A further accumulation of small features such as these may begin to impede views and distract from the interpretive value of seeing the school area as it was, for the most part, during the period of significance.

A number of small-scale features present during 1957-1959 are missing today, including some utility poles and parking signs along the west side of S. Park Street, street sign bollards at the north and south corners of the block, the bus stop bench that was located across from Ponder's Drug Store, a fire hydrant and mailbox on the northwest corner of S. Park and W. Sixteenth Streets, the plant trellises at 1421 S. Park Street, and the lighting pendants attached

to at least one utility pole. Features that have been added since that time include modern cobra lights, pole-mounted street signs, parking and traffic signs, and a fire hydrant at S. Park and W. Sixteenth Streets.

Recommendations below are offered for the NPS to use when working with the LRSD, the City, and private property owners on issues regarding treatment of small-scale features within the Historic Scene:

Commemorative Monuments, Markers and Public Art:

- Support development, in cooperation with the LRSD, of a long-term plan for managing commemorative and memorial monuments and plaques that alumni and others may wish to install on school property in the future. Consider creating a dedicated area for such gestures. The face of the retaining wall on the west side of the reflecting pool could be an appropriate location for small bronze plaques of a predetermined, regulated size and design. This location would allow for ongoing additions that would not distract from or obstruct view of the school façade or historic views of the school's front lawn area.
- Preserve, protect, and maintain monuments and public art. Regularly inspect these features for signs of deterioration. Always use the gentlest techniques possible for cleaning and repairs. Document the effectiveness of maintenance treatments and adjust accordingly. Consult a sculpture conservator when there are questions about treatment or unusual materials.
- Remove graffiti as soon as possible from monuments and public art constructed of metal. Use paint strippers and solvents that are recommended for the particular coating to be removed and the metal substrate to be treated. Follow manufacturer's instructions for all cleaning products.
- Remove graffiti from masonry monuments and public art by using solvents or other chemical cleaners with proven past experience in their use on similar substrates and coatings.
- Maintain sound joints between masonry elements.
- Avoid using pressure washers to clean historic monuments and public art constructed of masonry.
- Place new monuments and public art so that they do not disrupt historic patterns of spatial organization.
- Install art, when located on or near historic buildings, so that it does not irreversibly alter the integrity of the building itself.

Interpretative Signage

- Follow the recommendations presented in the draft report, “Outdoor Visitor Experience Proposal,” when considering locations for interpretive signage.¹⁴
- Consider replacing the bus stop bench that was across from the Capel Building in 1957 as part of the interpretive program.
- Consider, in collaboration with the City of Little Rock or tourism agency, employing marketing strategies to integrate the NHS into city-wide heritage interpretation, including walking and driving tours within the Quapaw District.¹⁵

Signage

- Limit, in cooperation with the City, signs in the public right-of-way to that necessary for traffic and pedestrian safety.
- Consider relocating parking signs along the west side of S. Park Street to their historic locations.
- Consider replacing the street sign bollards that were at the corners of S. Park and Daisy Bates and at S. Park and W. Sixteenth Street as part of the interpretation of the site.
- Restrict commercial signage to the Magnolia Mobil service station sign and any flush-mounted signage that may be associated with a new use in the Capel Building.
- Design signs for compatible uses that are introduced into the residential area so that they are inconspicuous and residential in scale (*Figure 3-17*). Avoid using masonry or concrete monument signs or those that rotate, blink, or flash. Small signs of less than six square feet preferably set on a free-standing wood or black metal bracket or a smaller sign attached to the building next to the front door, may be appropriate. Incorporate regulations governing such signs as part of local historic district guidelines.

Furnishings

- Encourage the City to restrict additional street furniture in the right-of-way, such as benches, trash receptacles, mailboxes, and newspaper racks, to an area outside the viewshed of the Historic Scene.
- Avoid adding small-scale features that are intended to appear historic but are stylistically anachronistic with the period of significance, such as ornate, Victorian-

¹⁴ Roberta Wendel, DRAFT *Outdoor Visitor Experience Proposal – Parkwide Outdoor Exhibits* (National Park Service, 2007).

¹⁵ Quapaw Quarter Association, “Quapaw Quarter Tours,” <http://www.arkansasties.com/Pulaski/QuapawQuarter/Quapaw%20Quarter.htm> (accessed 23 February 2009).

style lighting and benches. Use designs that reference, but do not mimic, historic features.

- Preserve and maintain outdoor furniture and accessories that date from the historic period.
- Retain and preserve private front yard features, such as trellises, that are determined to be contributing to the historic character of this area.

Lighting

- Street Lighting:
 - Encourage the City to avoid adding new street lighting in the Historic Scene area where it did not exist during the period of significance.
 - Consider restoring the street light that appears in historic photographs and continue researching where else they might have been placed.
 - Provide the minimal street lighting levels necessary for public safety while avoiding light pollution. Direct lighting downwards to the ground and away from surrounding properties. Lamps should be shielded from direct view.
- Residential Lighting:
 - Consider, when replacing porch lights and other outdoor residential lighting fixtures, choosing designs that reference, but do not mimic, historic features.
 - Contemporary fixtures might also be desirable and more affordable. If chosen, these should be simple, durable, and understated. Dark colors are generally preferable.
 - Prevent glare onto adjacent properties by using shielded lights that direct light to the ground and avoid unshielded, high intensity light sources or those that are directed upward.
 - Locate security lighting to the side and rear yards and use a motion sensor to activate them.
 - Consider complying with International Dark-Sky Association recommendations.¹⁶
- Commercial Lighting
 - Preserve and maintain surviving historic light fixtures.

¹⁶ International Dark-Sky Association, <http://www.darksky.org/mc/page.do> (accessed 6 December 2008)

- Base lighting restoration plans for Ponder's Drug Store on historic photographs and other documentation.

Walls and Fences:

The design and placement of free-standing walls and fences contribute to the overall spatial organization of historic districts and create a sense of enclosure. Provide private property owners with technical information regarding:

- Masonry Walls:
 - Preserve and maintain historic masonry walls. If replacement is necessary, use the original materials or match them as closely as possible.
 - Replace a deteriorating historic wall determined to be beyond repair by matching the existing in layout, materials, height, and design.
 - Avoid installation of new walls where there is no documented historic precedent, particularly when they will be visible from the public way.
- Fencing:
 - Restrict privacy and security fencing to side and rear yards. Chain link fencing is an acceptable material for this purpose because it was widely used in the U.S. by the 1950s.

Utilities

- Consider, when necessary, placing new utility poles in historic locations. Research locations by comparative photography.
- Place equipment such as satellite dishes, solar collectors, playground equipment, mechanical units, storage units, or water features to the rear of buildings, out of the historic viewshed of this area.
- Locate large transformers, utility equipment, dumpsters, and other intrusive elements where they can be concealed by plantings or fencing.
- Store private garbage cans, recycling containers, dumpsters, and similar items at the rear of the properties or along a secondary elevation that is not visible from the public way.

The Public Services Area

With the exception of the public street and sidewalk configurations, no features remain from the period of significance within the Public Services Area.

Overall, issues within the Public Services character area primarily internal as the NPS owns both pieces of property and has no plans to change current uses. The NHS Visitor Center constructed in 2007 was designed to reflect architectural characteristics found in surrounding neighborhood buildings and plantings include a palette of native perennials planted in 2007.

Design Guidelines Concept

This area has been recently developed as a center for visitation and commemoration in relation to the NHS. There are no plans to change or amend this area.

Recommendations

Land Use

All of the properties within the Public Services Area are related to either visitor services, as with the NHS Visitor Center, museum services, as with the Visitor Center and the Magnolia Mobil service station, or commemoration, as with the Commemorative Garden on the west side of S. Park Street across from the Visitor Center.

- Maintain current land use as part of the administrative aspects of designating the area a National Historic Site.

Buildings and Structures

The NHS Visitor Center is the only building located within the Public Services Area. It was designed and constructed to reflect the scale and massing of the small residential and commercial buildings in the neighborhood

- Maintain the NHS Visitor Center in its current condition.
- Respect the scale and massing of this building when considering new construction within this site.

Patterns of Spatial Organization

The site of the current NHS Visitor Center was formerly used as a commercial greenhouse, so large scale building and public use are appropriate for its location. The Commemorative Garden replaced historic residences that had been previously removed, so the spatial character of this corner has changed dramatically from the period of significance.

- Consider, if design changes are proposed for the Commemorative Garden, including elements that refer to the residences that were located at this corner during the period of significance.

Views and Vistas

Views to Central High School from this character area are critical to its success.

- Maintain clear views to Central High School.
- Place interpretive features outside of, or at the edge of the historic viewshed.
- Screen views of the Central High School parking lot from the Commemorative Garden.

Circulation

Circulation within this character area was designed for visitor access for interpretation of the historic site.

- Maintain clear circulation patterns to provide visitor access.
- Maintain open views where designed for the interpretive program, such as the view out the southern window of the NHS Visitor Center toward the school.

Vegetation

Native plantings around the NHS Visitor Center are well-adapted for this region and easy to maintain. However, the intensive care required to maintain the open lawn of the knoll in the Commemorative Garden is time- and energy-consuming.

- Consider an alternative planting scheme for the southeast knoll in the Commemorative Garden that could incorporate a low, perennial groundcover requiring less fertilization, weeding, and mowing than is now demanded by the turf lawn.

Small-scale Features

Most of the small-scale features within this character area have been recently installed and are in good condition.

- Continue to monitor the condition of the sculpture and explore alternatives that will reduce potential damage and its ongoing maintenance requirements.
- Consider relocating trash receptacles away from the main entrances to the Commemorative Garden.
- Consider replacing the chain link fence that separates the Commemorative Garden from the high school parking lot with either screening shrubs, or other material that is more compatible with the design of the garden.

The Central High School Area

The most pressing issue associated with the Central High School property is the school's need for expanded facilities. Addition or expansion of permanent buildings would likely lead to the removal of the ten modular prefabricated buildings on the south side of the property, but may also require removal of historic buildings and landscape features, in particular, the ca. 1951 Tiger Fieldhouse and the ca. 1950 tennis courts, currently being used for parking. Other projects under consideration include additions to Quigley Stadium may affect the historic integrity of the area.

Design Guidelines Concept

Design and development within this area should preserve, to the greatest extent possible, the features of the site that existing during the period of significance, while allowing the school to grow and expand as needed.

Recommendations

Land Use

Land uses within the Central High School character area are primarily related to the educational goals of the school, including classroom education, athletics, food service (Campus Inn), and staff and student parking; residential use along Daisy Bates, W. Sixteenth, and Jones Streets; and mixed office and light industrial uses west of Jones Street to the railroad. Recent changes from residential use of the surrounding neighborhood to other uses, such as parking, contribute to a loss of historic integrity. It is recommended that the NPS work with the LRSD, the City, and private property owners as follows:

Residential use

- Support retention of residential use along both Daisy Bates and W. Sixteenth Street across from the high school block.
- Encourage development of new infill residential housing within vacant lots where houses existed during the period of significance.
- Encourage the City to provide incentives to make owner-occupancy feasible around the school.
- Consider, if it is not financially feasible to construct new single-family houses in this area, small-scale duplex or fourplex structures that are compatible with the scale, setbacks, orientation, roof lines, and other features of the surrounding historic buildings.

Mixed Use

- Encourage, if necessary to the economic feasibility of preservation or infill development, mixed use when compatible with residential use. This would include uses that relate to the overall educational goals of the school district or the NHS mission.
- Encourage adaptive reuse of residential buildings for commercial, office, or educational use only if residential use is not feasible or if allowing such uses would more likely lead to the rehabilitation of the building.

Industrial Use

- Consider continuing light industrial use on the west side of Jones Street. Assure that any use is not a threat to the health or safety of the school or local population.

- Consider area west of Jones Street as a potential location for expansion of school facilities, particularly parking.

Buildings and Structures

Shortage of classroom space in the high school is the most challenging issue in the Central High character area. The problem is currently being addressed with ten portable classrooms arranged around the south end of the school. The solution proposed by the LRSD is the construction of a new gymnasium where the current parking lots to the west of the school are located (historically constructed as tennis courts), demolition of the ca. 1951 Tiger Fieldhouse, and subsequent construction of a new science and technology center in its place. However, this solution leads to the demolition of a historic structure that is part of the NHS and further loss of school parking. Related to this issue is the condition of the historic Quigley Stadium and the proposed plans by the LRSD to construct a new field house within the bounds of the stadium's surrounding concrete wall. The NPS has recently funded a historic structures report (HSR) for the high school buildings, which will provide additional information regarding preservation recommendations.

Ongoing demolition of surrounding residences and long-term vacancies also threaten the historic integrity of this area. Today, more than forty percent of the residences that existed in 1957-1959 are missing or are unoccupied (see *Figure 3-15*). Of the 52 residences depicted on the 1950 Sanborn maps, 17 have been demolished, including the three houses along Daisy Bates and four houses along W. Thirteenth Street that were removed to accommodate school parking. The change has affected the historic character of this area. Other buildings that have been lost since the period of significance include the large residences that were removed prior to the development of the Commemorative Garden. In addition, seven of the thirty-eight residences that remain within a block of the Central High area are vacant and in disrepair. Guidelines offered below reflect what is known from the 1939-1950 Sanborn maps and historic photographs depicting the northwest corner of Daisy Bates and S. Park Street.

Structures extant within this area from the period of significance include the field lights at Quigley Field and the stone retaining wall at 1600 Dennison Street.

Recommendations focus on collaboration between the NPS, the LRSD, and the City to accomplish the following:

Central High School and Quigley Stadium

- Proceed with implementation of the historic structures report and consider delaying expansion plans until it is completed.
- Consult with NPS historical architects and historical landscape architects when planning for school expansion and mitigation for impact to the NHS.
- Consider all alternatives before demolishing the Tiger Fieldhouse, as it is a contributing resource to the NHS. Explore options for its adaptive re-use as the new science and technology center; or,

- Consider, if the above recommendation is not feasible, adaptive re-use of remaining residential buildings along Daisy Bates as classroom buildings; or,
- Consider, if the above two recommendations are not feasible, expansion of the school to the north side of Daisy Bates and incorporation of spatial qualities along the street side of new buildings that will interpret the historic streetscape as it was in the 1950s, i.e., front stoops, sidewalks, low retaining walls, small scale massing patterns, gabled roofs, etc. Note: this alternative is preferable to removal of the Tiger Fieldhouse, but threatens the integrity of the residential streetscape.
- Rehabilitate Quigley Stadium, rather than construct a new fieldhouse, to accommodate needs for improved and updated athletic facilities. Perform a historic structures report on which to base the rehabilitation.
- Initiate preservation work on Quigley Stadium to restore window and door openings that were visible from the high school during the period of significance.
- Investigate the field lights of Quigley Stadium as part of the historic structures report and repair and maintain as recommended.
- Retain and maintain the stone retaining wall at the corner of W. Sixteenth and Dennison Streets. Routinely investigate for any changes that may indicate structure damage.

Existing Residential Buildings, Outbuildings, Additions to New Buildings, New Construction, and Demolition:

Refer to the guidelines provided in the Historic Scene section, above.

Spatial Organization

School facility expansion could threaten historic patterns of spatial organization related to the school property overall and the ability of visitors to visualize such scenes as the National Guard and 101st Airborne encampment on athletic fields during the period of significance. Although offered as an alternative, expansion across Daisy Bates and W. Sixteenth Street would further jeopardize the residential streetscape that historically characterized the area. Already, demolition of residences surrounding the school on its north, south and west sides has deleteriously affected the historic spatial patterns in this area (see *Figure 3-18*). It is recommended that the NPS support the LRSD and the City to:

- Maintain the existing spatial organization of the original school buildings in this area. Consider adaptive re-use of existing buildings rather than demolition and replacement in new locations.
- Encourage removal of the ten prefabricated modular buildings on the southwest side of the school. Consider instead the construction of a single, new building or the adaptive reuse of acquired residential buildings along Daisy Bates or W. Sixteenth Street.

- Maintain the spatial qualities of the residential streetscape to the north and south of the high school, particularly the small scale of buildings and hierarchy of public to private space.

Refer to the guidelines provided in the Historic Scene section, above, for additions and other changes to residential buildings, construction of outbuildings and new residential buildings, and demolition.

Views and Vistas

Issues affecting historic views and vistas within the Central High School character area include the modular prefabricated buildings on the south side of the school property that currently block views toward the school from the neighborhood and from the school toward residences. These also block the imposing view of Quigley Stadium that was available during the period of significance from the south side yard of the school. In addition, the appearance of Quigley Stadium itself has been negatively affected by the filling of some of its window and door openings. It is recommended that the NPS support the LRSD to:

- Restore and preserve historic views from the school to the ball fields and stadium beyond as this was the location of the National Guard and Army encampments.
- Protect historic views by regulating addition of any new buildings, structures, vegetation, utilities, signs, or other objects that may impede sight lines extant in the area during the period of significance.
- Remove intrusions into historic views, or screen with tree and shrub plantings.

Circulation

One of the most important issues related to circulation within this character area is the need for additional parking around the school. Already the pressure for more parking has led to the demolition of a few residential structures across from the school for the construction of a parking lot. In the future, explore alternatives that would better protect the historic fabric of the neighborhood.

Circulation patterns surrounding the school have changed since the historic period. S. Park Street is one-way today but flowed in both directions in 1957. It has been found that with the amount of school traffic, that this is a safer alternative. Additionally, a block of Dennison Street north of the school was removed between W. Thirteenth Street and Daisy Bates when the parking lot was constructed north of the school.

Another important issue concerning circulation within this area is preservation of the location where, on September 23, 1957, the Little Rock Nine were transported, in police cars for their own safety, from the lower floor of the high school through one of the southwest garage doors, out the south exit of the school parking area and down Dennison Street (*Figure 3-8*). This area is currently being used for parking and a picnic area.

Collaborate with the LRSD to develop solutions regarding circulation within this area. Recommendations are as follows:

Parking

- Continue to use parking behind the school for staff and faculty parking (this is a historical condition).
- Support the LRSD in developing solutions regarding parking.
- Avoid demolishing buildings for parking lots.
- Consider consolidating parking into one location with a shuttle or provide incentives for a remote park and ride.
- Screen new, visible parking areas with shrub plantings 3-4 feet high, walls, or fences with vines. This will mitigate the intrusion on the view while still providing security.
- Design new parking areas to be as unobtrusive as possible. In general, locate parking areas behind buildings, with access from alleys or secondary streets, rather than from principal streets (see *Figure 3-7*).
- Where new parking structures are required, their design should respond to the scale, texture, and rhythm of the associated historic district.

Pedestrian Circulation

- Retain and preserve sidewalks and stairways associated with the side and rear entrances to Central High School.
- Retain and preserve sidewalks along the south side of W. Sixteenth Street, on the north side of Daisy Bates, and individual walkways that serve residences.
- Retain and preserve sidewalks within the block of Central High that may date to the period of significance.
- Refer to the Historic Scene section, above, for other recommendations regarding pedestrian circulation.

Vehicular Circulation

- Assure preservation of the south school driveway and Dennison Street south of the school, which provided an escape route for the Little Rock Nine as they were escorted from the school by police convoy.

Refer to the Historic Scene section, above, for other recommendations regarding vehicular circulation.

Vegetation

Roughly two thirds of the Central High School property is utilized as athletic fields and is mostly mown turf. Older trees survive, possibly from the period of significance, around the sides and rear of the school. On the 75-foot-wide slope that runs the entire north-south width of the school property are large, mature trees with broad canopies, primarily willow oak, that date to the period of significance (see *Figure 2-132*).

With the exception of the block just west of S. Park Street, there were few trees growing within the public streetscape to the north, south, and west of the school during the period of significance. Some trees shaded the front lawns and back yards of residences, but there was little shade provided along the sidewalk. This is still the condition today, but thanks to the local urban forestry program, small street trees have been recently established along these streets and promise to provide more shade as they mature. While this is not historic, it is a preferable solution.

Little is known about the types of small ornamental trees, shrubs, perennials, and groundcovers that may have existed in the front yards along W. Sixteenth Street, Daisy Bates, and Jones Street during the period of significance. Refer to the Martin Luther King, Jr. Landmark District Residential Design Guidelines, mentioned in the Historic Scene section, above.

Trees

- Preserve and maintain the tree lawns on the north side of W. Sixteenth Street and the south side of Daisy Bates. Avoid paving over existing planting areas.

Refer to the Historic Scene section, above, for other recommendations regarding treatment of trees.

Turf, Shrubs, Perennials, Annuals, and Groundcovers

- Preserve and maintain the open lawns comprising the athletic fields to the west of the high school. Avoid paving over existing turfed areas.

Refer to the Historic Scene section, above, for other recommendations regarding treatment of turf, shrubs, perennials, annuals and groundcovers.

Small-scale Features

Most of the small-scale features that exist to the side and rear of the high school are of recent origin and not extant from the period of significance. No evidence has been found regarding furnishings that may have been in the area at that time. It may be that portions of the chain link fence that surrounds the baseball fields are historic, particularly the section along the slope that divides school from the baseball field, because a similar fence appears in historic photographs of that area (see *Figure 2-23*).

Utility poles and lines probably existed along all three public streets in this area during the period of significance, although this has not yet been documented. As on other streets in the

area, there may have been street lighting similar to that identified on S. Park Street (see the description of “Small-scale Features” in the Contributing Features section of Chapter Two). Other features that may have been present are fire hydrants, street signs (perhaps bollard-style, as with S. Park Street), mailboxes, and residential fencing. It is not known if the drainage canal located on the east side of Jones Street is historic.

Work with the LRSD and private property owners to preserve historic features as follows:

Fencing

- Retain and maintain lengths of fencing known to be historic. If replacement is necessary, use the same materials and design if possible.

Refer to the Historic Scene section, above, for other recommendations.

Lighting

- Continue to maintain the field lights at Quigley Field in good condition. Refer to the Buildings and Structures section, above.
- Research historic documents to discover where street lights or other streetscape features may have been within this area. Avoid adding new street lighting or other streetscape features where they did not exist during the period of significance.
- Residential Lighting: Refer to the guidelines found in the Historic Scene section, above.
- Industrial Lighting: Comply with International Dark-Sky Association recommendations.¹⁷

Signage

- Limit signs in the public right-of-way to that necessary for traffic and pedestrian safety.
- Design signs for compatible uses that are introduced into the residential area per recommendations in the Historic Scene section, above.
- Identify small industries on Jones Street with small signs that do not conflict with the historic character of the neighborhood, or re-use historic signage.

Furnishings

- Continue to change and replace furnishings to the sides and rear of the high school as is most convenient and useful for student use.

¹⁷ International Dark-Sky Association, <http://www.darksky.org/mc/page.do> (accessed 6 December 2008).

Utilities

- Consider replacing utility poles in historic locations.
- Place equipment such as satellite dishes, solar collectors, playground equipment, mechanical units, storage units, transformers, utility equipment, dumpsters, and other intrusive elements in locations outside the historic viewshed. Conceal with plantings or fencing.
- Store private garbage cans, recycling containers, dumpsters, and similar items at the rear of the properties or along a secondary elevation that is not visible from the public way.

The Neighborhood Setting

Building demolition and vacancies caused by development pressure and economic hardship are the biggest threats to historic character in this area. The neighborhood is recognized on the National Register for its historical associations and emblematic architectural period styles dating from the 1890s to the 1940s, but it also provided the setting for the 1957-1959 events. Preserving and restoring homes in the neighborhood to their own associative architectural periods would enhance the neighborhood, as well as the historic character of the NHS.

Design Guidelines Concept

The guidelines presented here are based on the rehabilitation approach recommended for the study area. This encompasses a number of other treatments, including preservation or restoration of features from the neighborhood's period of significance, recognized as different from that of the NHS; it also provides a range of suitable alternatives for new building or development that would be compatible with historic features. Suggestions are also made for desirable partnerships and alliances that may yield incentive programs for the rehabilitation of historic buildings and an increase in owner-occupied housing.

Recommendations

Land Use

Changes to land use from small scale residential to large scale institutional, particularly in the northeast corner of this area, have affected its historic character when they have led to building neglect or demolition. It is recommended that the NPS work in partnership with the City to encourage land uses within the Neighborhood Setting that are compatible with protection of the NHS. These recommendations are as follows:

Residential Use

- Encourage retention of traditional and historic residential and commercial uses within the Neighborhood Setting.

- Examine zoning changes that may have been implemented since the period of significance which would allow changes in land use that may threaten the historic character of this area. Consider re-zoning to protect these areas from undesirable uses.
- Develop incentives to make owner-occupancy feasible within this area.

Commercial Use

- Encourage small businesses to obtain and restore vacant commercial buildings and re-establish walk-in types of neighborhood service businesses in this area. These could include small convenience or grocery stores, drug stores, specialty retail, or service-oriented businesses such as barber shops. Locally-owned businesses would be preferred over national chain operations in order to contribute more substantially to the local economy.

Mixed Use

- Support, if necessary to the economic feasibility of preservation or infill development, mixed use when compatible with residential use. This would include retail that relates to local needs, such as small offices or community services uses.
- Consider adaptive reuse of residential buildings for commercial or office use only if residential is not feasible or if allowing such uses would more likely lead to the rehabilitation of the building.

Industrial Use

- Allow re-establishment of light industrial uses in traditional locations if compatible with the neighborhood, sustainable, and environmentally sound.

Buildings and Structures

Many houses in this area have been restored and are being well maintained. It is hoped that these successful projects will inspire further work in the area. Nevertheless, a number of residential structures have been lost from the Neighborhood Setting since documentation in the 1950s and others are threatened by demolition-by-neglect. Continued erosion of the residential fabric of this area could eventually lead to loss of historic integrity of the historic district and possibly the NHS. It is recommended that the NPS work in partnership with property owners to assist in the following:

Existing Buildings

- Encourage any development that is associated with the Arkansas Children's Hospital to avoid further alteration to the residential historic fabric of this area. Work with the City to develop alternative building codes that would encourage preservation over demolition.
- Perform preservation and restoration work according to *The Secretary of the Interior Standards* and with the assistance of preservation professionals in order to best

stabilize, preserve, restore, and maintain historic buildings so that they may continue to contribute to the historic character of the streetscape. If documentation of the historic conditions of a building is not available, maintain existing forms and materials until more information is available on which to base restoration. Changes based on conjecture, or what is thought to be from the historic period, are not recommended.

- Retain and maintain building decorative features that may date from the original construction, including cornices, overhangs, chimneys, lintels, sills, brackets, masonry patterns, shutters, entrance decoration, porch railing, awnings, and paint colors.

Outbuildings

Refer to “Outbuildings” in the Historic Scene section, above.

Additions to Existing Buildings

Refer to “Additions to Existing Buildings” in the Historic Scene section, above.

New Construction

Encourage property owners to replace structures that have been demolished since the 1950s with new infill replacements with compatible uses and forms. Provide technical information to assist owners to retain the historic single-family scale and character of the streetscape, including building setbacks, massing, spacing, and other building characteristics, such as front porches. A great variation in these features exists within this character area, presenting a wide range of choices for redevelopment.

- For guidelines regarding residential buildings, refer to “New Construction” in the Historic Scene section, above.
- For commercial buildings, respect the setbacks, orientation, forms, scale, and other spatial qualities of surrounding buildings (see *Figure 3-7*).

Structures

- Retain masonry retaining walls documented from the period of significance. Consider restoration of these features to match historic conditions.

Demolition

There are currently no regulations in Little Rock regarding demolition of historic structures. The City, the CHNA, and other affiliated groups (such as the Quapaw Quarter Association) are encouraged to pursue incentive programs and delay provisions in order to preserve existing buildings and structures in the neighborhood setting of the NHS from demolition.

Spatial Organization

The loss of a number of historic residential buildings within the Neighborhood Setting of the NHS has led to an erosion of the spatial organization of the neighborhood streetscape (see *Figure 3-15*). In addition, new developments have led to right-of-way abandonment and removal of public streets that were part of the historic grid of this part of the city.

Appropriate planning within this area can begin to reverse the erosion of historic character and help re-establish the historic street spaces. Partner with the City of Little Rock and property owners to assist in the following:

- Preserve the traditional geometric street grid of the original plans of this area.
- Respect, if it is necessary to use more than one lot for new development, the 20-foot setback and break up the mass of the building to express the historic rhythm of buildings along the street. It may be necessary to request a variance of the current Little Rock Municipal Code to accomplish this as current code for this zoning district has a minimum 25-foot setback.
- Retain and preserve the historic relationship between buildings and topography, retaining walls, foundation plantings, hedges, streets, tree lawns, sidewalks, and driveways.
- Avoid abandonment and removal of public streets and rights-of-way to create “super lots” for development. Consider incorporating these features and the patterns of spatial organization that they provide.
- Refer to Buildings and Structures, above, for more information.

Views and Vistas

Significant in the Neighborhood Setting are the linear views up and down the residential streets. They are enhanced by the spatial configuration of the streetscape, including building facades, utility poles and lines, and tree canopies, and can be protected by regulating any new vegetation, utilities, signs, or other objects that may impede sight lines. Partner with the City of Little Rock and property owners to assist in the following:

- Retain significant views within the streetscape of the Neighborhood Setting.
- Remove intrusions into historic views, such as mechanical equipment, storage, and trash receptacles, or screen them with tree and shrub plantings or historically-compatible fencing or walls.

Circulation

Qualities of circulation features, including surface materials, dimensions, topography, and directional flow of streets, sidewalks and alleys, all play a role in establishing the historic character of the Neighborhood Setting. Circulation within this area occurs via public streets, alleys, public sidewalks, and narrow walkways that lead to individual dwellings, stores,

churches, and schools. Partner with the City of Little Rock and property owners to assist in the following:

Vehicular Circulation

Refer to “Vehicular Circulation” in the Historic Scene section, above.

Parking

Refer to “Parking” in the Historic Scene section, above.

For commercial parking:

- Avoid demolishing buildings for parking lots.
- Continue to provide parking for businesses along the street and also allow parking to the rear of buildings that is accessible from alleyways.
- Design new parking areas for businesses to be as unobtrusive as possible. In general, locate parking areas behind buildings, with access from alleys or secondary streets, rather than from a principal street (see *Figure 3-7*).
- Design new parking structures so that they respond to the scale, texture, and rhythm of the associated historic district. Incorporate retail and other active ground level uses into the design when the parking structure is located in a commercial area.

Pedestrian Circulation

Refer to “Pedestrian Circulation” in the Historic Scene section, above, and:

- Document, remove, salvage, and re-lay historic masonry pavers in their original pattern and configuration if the integrity of a historic paving fails.
- Assure that new or replacement paving is consistent with the character and appearance of existing paving. Match existing sidewalk, walkway, and gutter widths, materials, colors, textures, and patterns.

Vegetation

Comparison of aerial photographs from the 1950s and from the 2000s indicates that this area has always been shaded by large deciduous trees, both along the street and in private lots. Loss of this tree canopy could affect the historic integrity of this area. It is fortunate that an urban forestry program is now active in Little Rock and many street trees that have been lost to disease or storm damage are being replaced. Other vegetation that may have grown within the Neighborhood Setting during the historic period includes large shade trees within private lots, small ornamental trees, evergreen and deciduous shrubs, perennial and annual flowers, and, likely, vegetables.

Specific species of shrubs, perennials, annuals, and groundcovers used in the neighborhood in the 1950s are not known due to the paucity of documentation of landscape details from that period. However, hints at what might not have been used can be gleaned by knowing when certain plants were introduced into the U.S. and when they became commonly used. For example, many rose hybrids were not developed until after 1950 and a number of evergreen hybrids were introduced by Monrovia Nursery only after 1950.¹⁸ The best information about what may have been grown in the area during the period of significance will come from perusal of local nursery catalogs.

Trees

Refer to “Vegetation” in the Historic Scene section, above.

Shrubs, Perennials, Annuals, and Groundcovers

Refer to “Vegetation” in the Historic Scene section, above.

Small-scale Features

Small-scale features that may have existed in the historic landscape of the Neighborhood Setting likely included street lights, parking signs, utility poles, street sign bollards, and bus stop benches within the public right-of-way as documented in historic photographs of S. Park Street. There may have also been small features related to private lots such as landscape edging, boundary or garden fencing, trellises, flower pots, and furnishings. Partner with the City of Little Rock and property owners to assist in the following:

Signage

- Limit signs in the public right-of-way to those necessary for traffic and pedestrian safety.
- Regulate commercial signage so that it is appropriate for a historic district. Refer to extant signage from the period of significance for guidance. Incorporate regulations governing such signs as part of local historic district guidelines.

Furnishings

- When installing street furniture, trash receptacles, mailboxes, and newspaper racks within the public streetscape, group items together in order to prevent unnecessary clutter that would distract from the historic character of the area.
- Consider replacing the street sign bollards that may have been located throughout the area. First document that they were indeed prevalent in this area.

¹⁸ “Conifer Cultivars of North America from 1932 into the Next Millennium,” Coenosium Gardens, <http://www.coenosium.com/text1099/acult5079.htm> (accessed 6 December 2008); “Roses Introduced 1950 to 1974,” Peter Beales, World Leaders in Classic Roses, <http://www.classicroses.co.uk/>, (accessed 6 December 2008).

- Preserve and maintain outdoor furniture and accessories that date from the historic period. These may include mailboxes, swings, birdhouses, or benches.

Lighting

Refer to “Lighting” in the Historic Scene section above.

Free-standing Walls and Fences

The design and placement of free-standing walls and fences are often related to the principal structures on the property and their uses. They also contribute to the overall spatial organization of historic districts and create a sense of enclosure. Gates and corner posts are distinctive features of many historic fences and walls.

- Masonry Walls:

Refer to “Masonry Walls” in the Historic Scene section, above.

- Fencing:

- Preserve and maintain existing historic fences. When repair or replacement is necessary, use the original materials or match the existing in layout, materials, height, and design.
- Avoid installing fencing around the front yards of residences unless the material is fairly transparent, such as a dark metal picket fence or twisted wire under 42 inches in height.
- Restrict privacy and security fencing to side and rear yards.
- Avoid installing new fencing where there is no documented historic precedent, particularly when it will be visible from the public way.
- Permit new rear or side-yard fencing, if not obtrusively visible from the public way, even when a historic precedent does not exist. The layout, materials, height, and design of the fence or wall should complement those found nearby.
- Make sure that new fences are distinguishable from historic features, though also compatible in scale, material and color.
- Discourage elaborate, ornamental metal fences except where replacing an existing such fence or when there is documented historic evidence of such a design.
- Use fencing materials such as vinyl, manufactured wood, or pierced concrete block walls only when out of the sight lines of the public way.

- Avoid introducing fences taller than 42 inches or that are more than 65 percent solid into areas that are visible from the public right-of-way.

Utilities

Refer to “Utilities” in the Historic Scene section, above.



Figure 3-1. Bent metal porch supports at 1411 S. Park Street. *Source: John Milner Associates, Inc., 2007.*



Figure 3-2. Metal awnings at 1501 S. Park Street. *Source: Central High Museum, Inc., Coll B-12.I.65, ca. September 1957, National Park Service, Little Rock Central High School National Historic Site (detail).*



Not recommended.

Figure 3-3. Place additions to existing buildings to the rear of the building, instead of “building up. Consider adding a connector to set off the historic part of the building and to make the addition more easily removable. *Source: JMA collection.*



Recommended.



Not recommended.



Recommended.

Figure 3-4. The front porch of the bungalow on the left has been enclosed with reflective glass, which affects its historic character. The open quality of the porch of the bungalow on the right is preferred. *Source: JMA collection.*

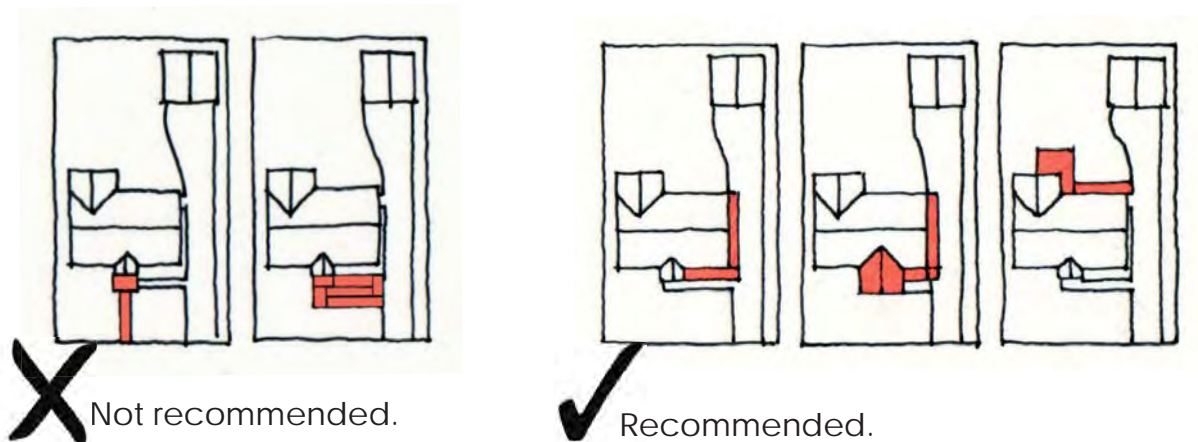


Figure 3-5. Instead of placing decks and ramps on the front of the building, consider placing them to the rear or side of the building to minimize impact to the historic streetscape. *Source: JMA collection.*

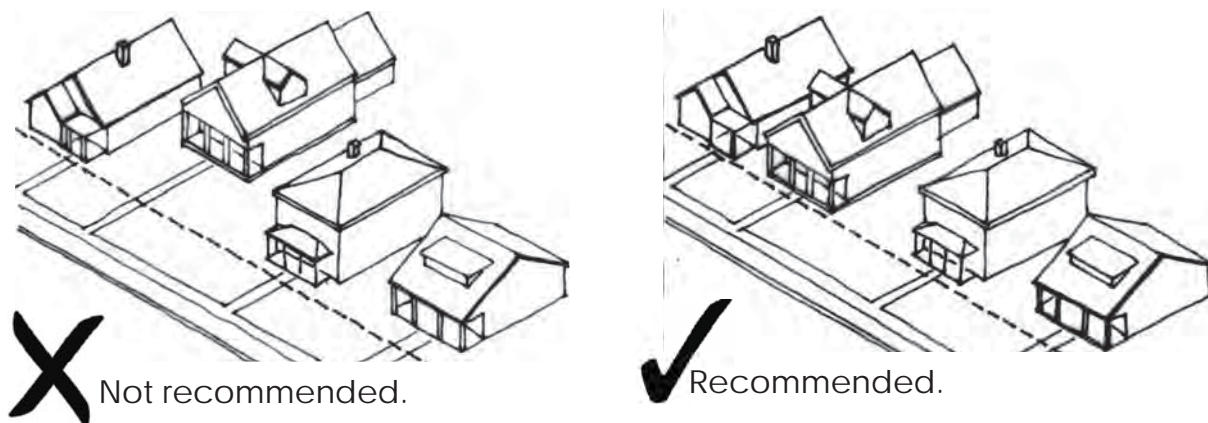


Figure 3-6. Place infill buildings in alignment with adjacent historic buildings. A variance to the current City of Little Rock zoning code may be required to decrease the required setback for residential districts from 30' to 20'. *Source: JMA collection.*

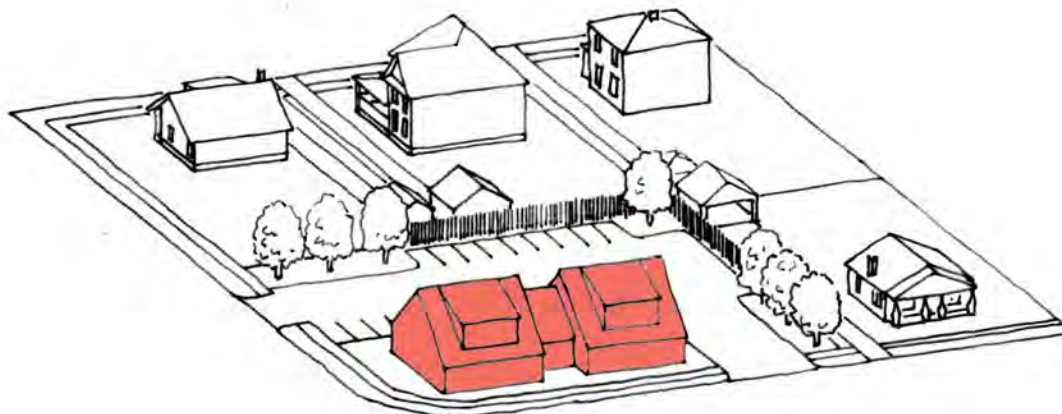


Figure 3-7. For additions or new construction the entrance should be oriented to the street in the local traditional manner and not onto the side or rear yard of the lot. Locate parking lots to the side or rear of commercial buildings and provide access from alleys or secondary streets. *Source: JMA collection.*

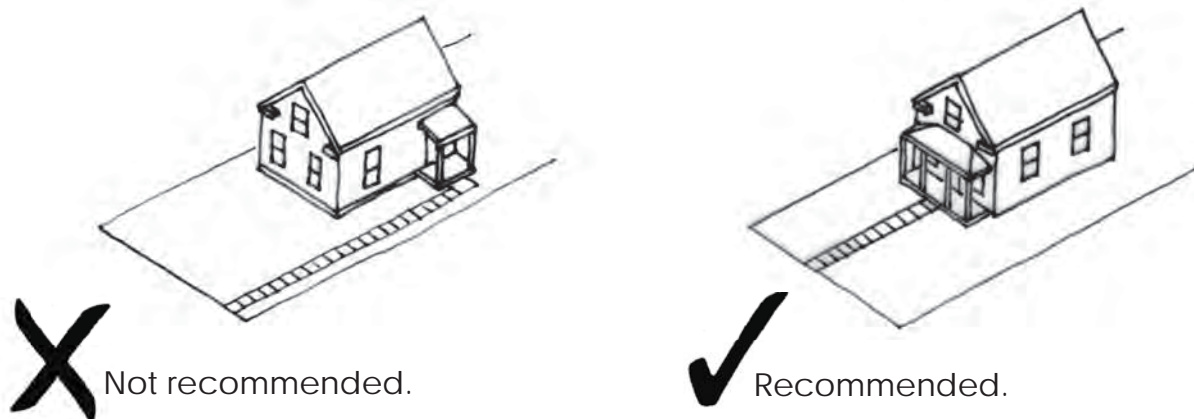


Figure 3-8. For additions or new construction the entrance should be oriented to the street in the local traditional manner and not onto the side or rear yard of the lot. *Source: JMA collection.*

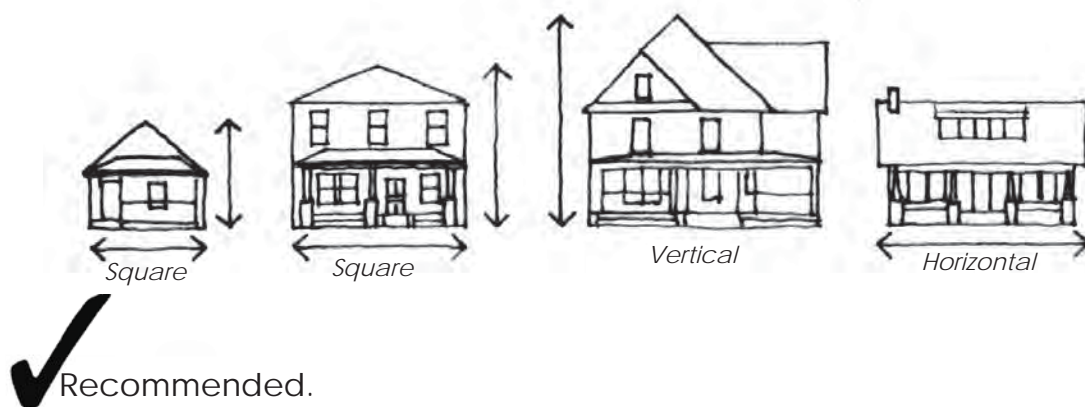


Figure 3-9. Design new buildings so that they reflect local historic building forms and shapes, whether gabled, cross-gabled, or hipped. Avoid forms such as elongated ranch styles and A-frames. *Source: JMA collection.*

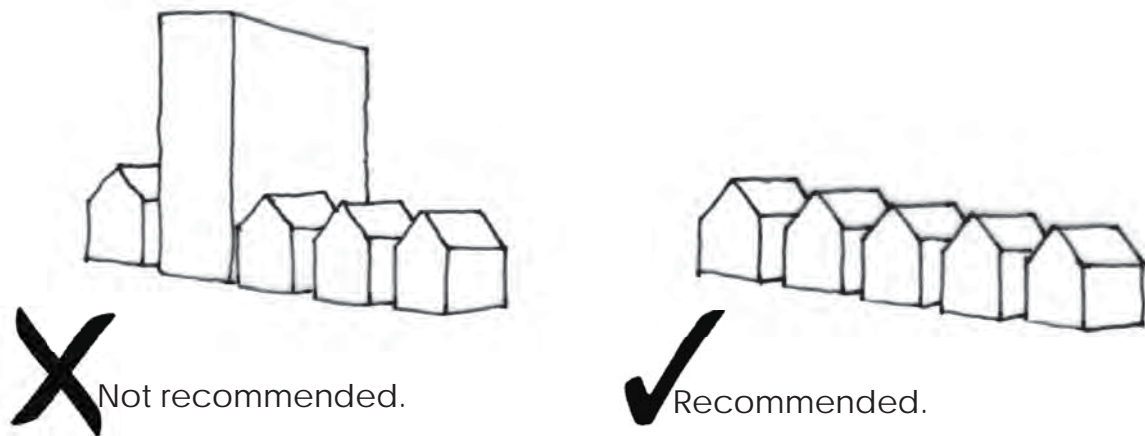


Figure 3-10. Design new buildings with respect towards the average height, width, and site placement of historic buildings in the surrounding neighborhood. *Source: JMA collection.*

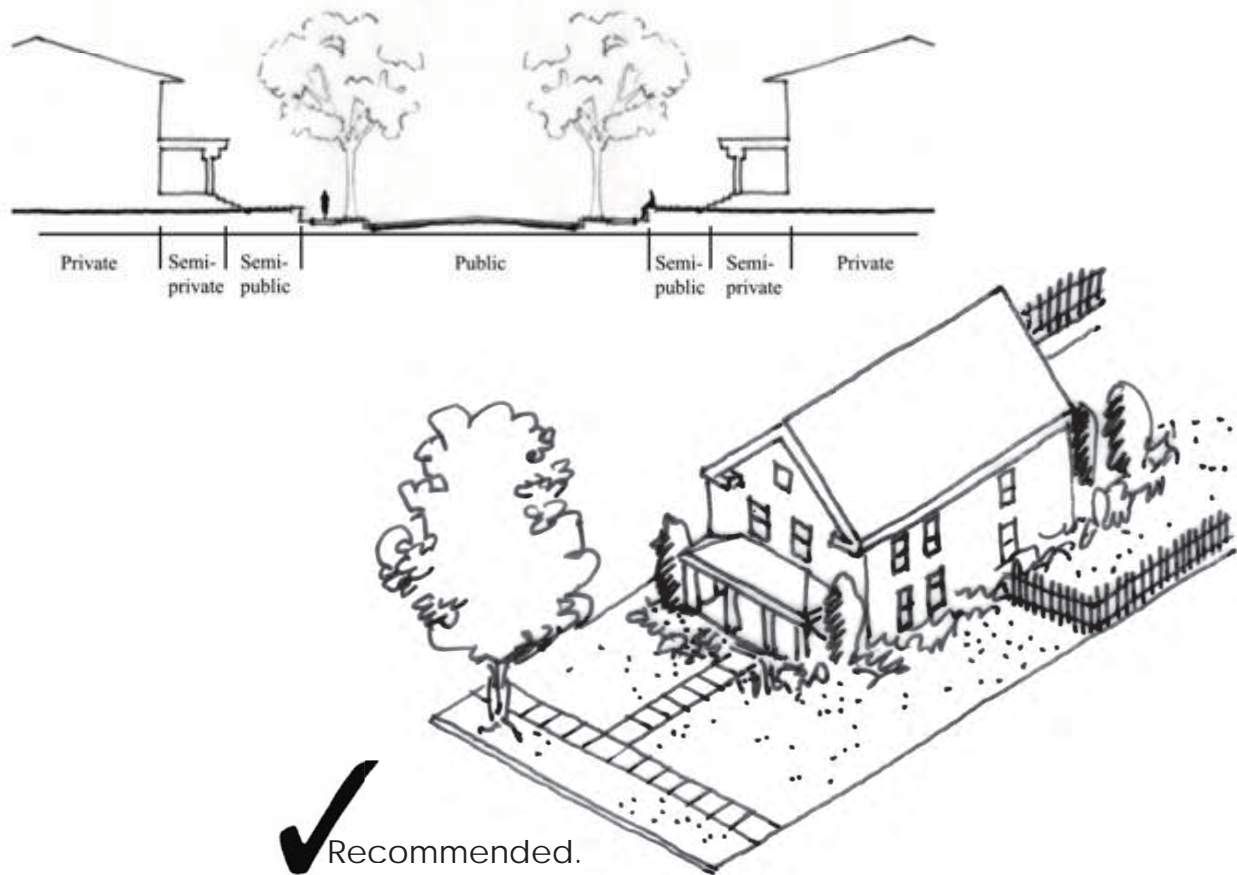
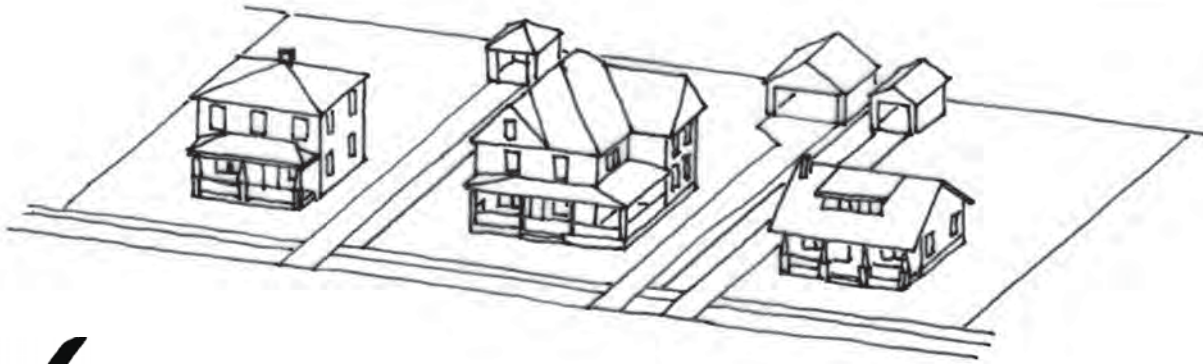
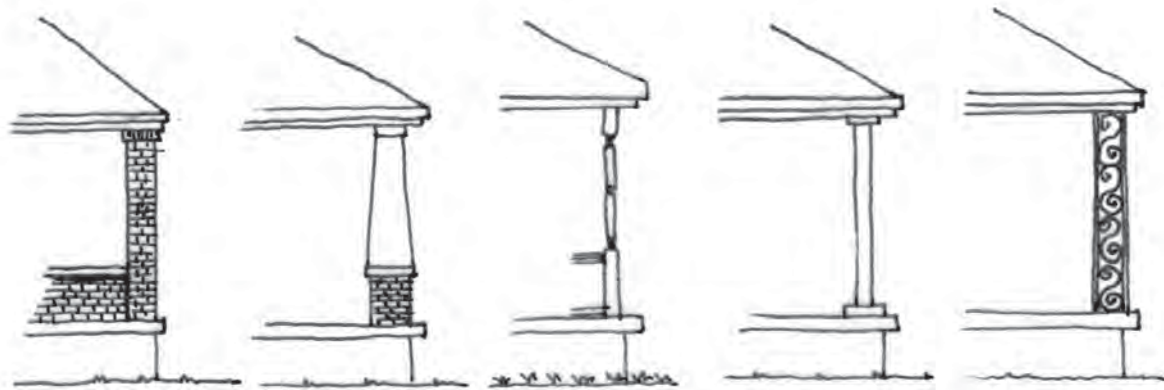


Figure 3-11. Design new buildings so that they reflect the spatial hierarchy of public to private space found in this historic neighborhood. *Source: JMA collection.*



✓ Recommended.

Figure 3-12. The Central High School Neighborhood has a consistent pattern of front porches that contributes to the character of the historic streetscape. *Source: JMA collection.*



✓ Recommended.

Figure 3-13. A variety of styles of porch supports, constructed of a variety of materials, can be found within the study area. Within the Historic Scene, with the 1957-58 period of significance, the bent steel (often called “wrought iron”) style is acceptable because it was commonly installed prior to those dates. On the other hand, cast aluminum post-dates the period of significance and would not be appropriate. *Source: JMA collection.*

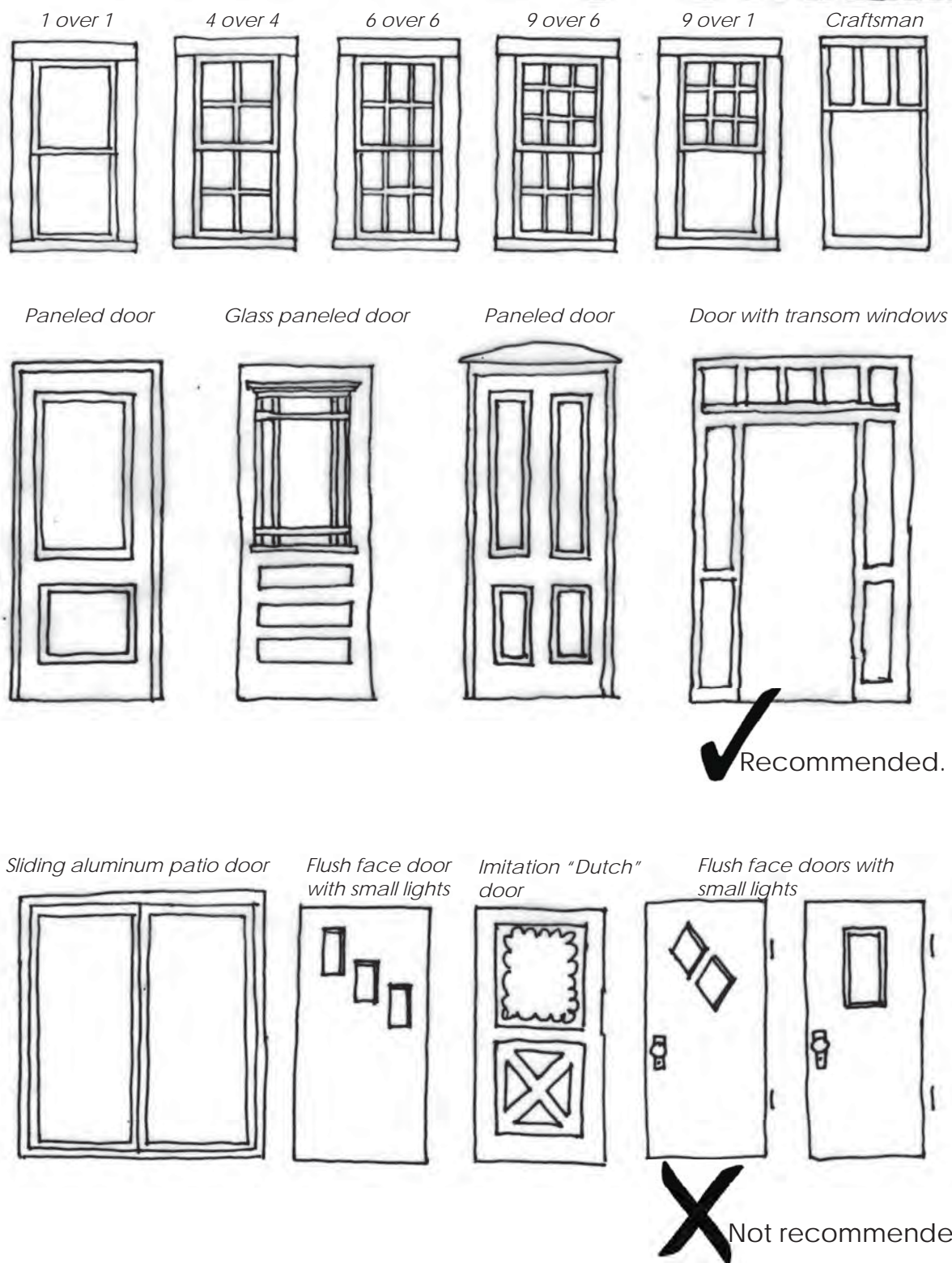


Figure 3-14. Windows and doors dating to the historic period tend to be more detailed than not. Most windows tend to be double-hung, most often with one-over-one or three-over-one lights. Doors are usually composed of a regular arrangement of recessed panels, often with upper windows and side lights. *Source: JMA collection.*

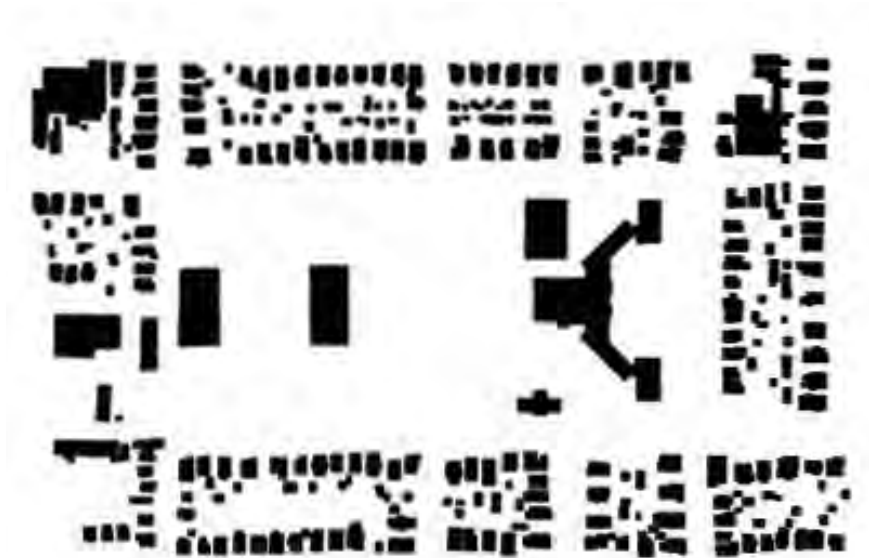


Figure-ground of 1939-1950 Sanborn Map.

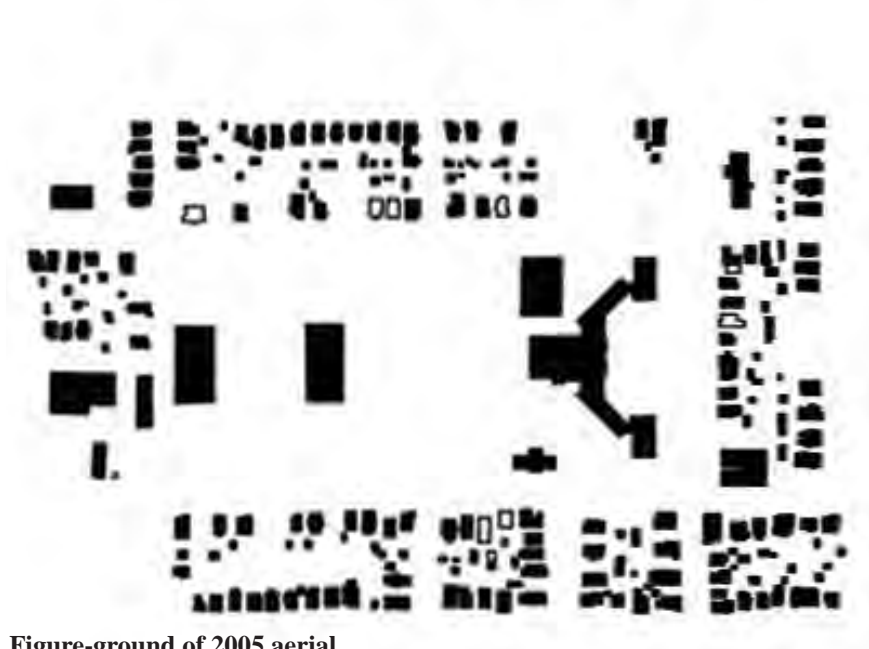


Figure-ground of 2005 aerial.

Figure 3-15. Comparative analysis showing loss of the residential fabric surrounding the block of Central High School. Areas most affected are the northeast and southwest corners. Open boxes indicate buildings still standing, but vacant and in poor condition.

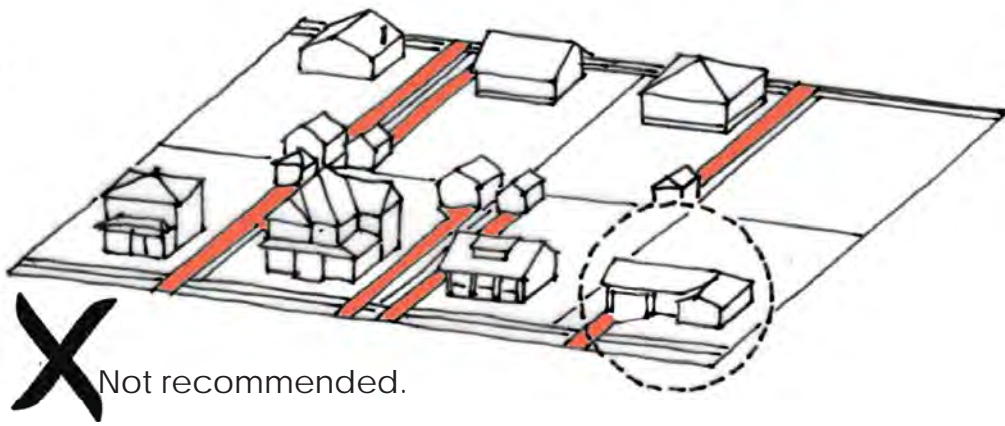
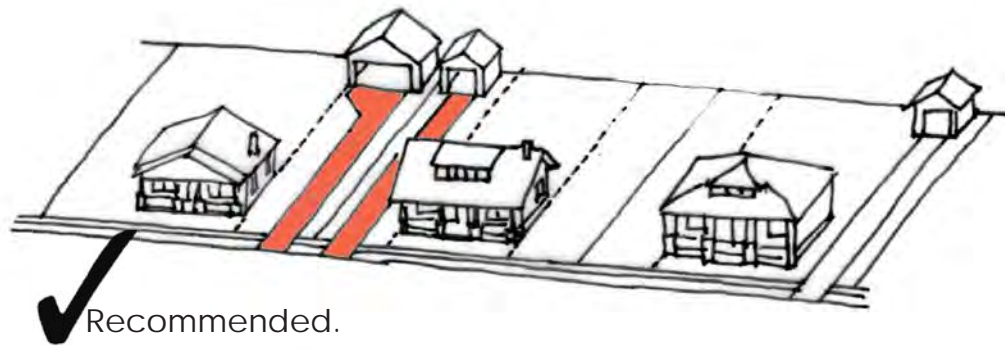


Figure 3-16. Continue use of residential driveways that provide access to garages placed to the rear of lots. Avoid placing garages in the side yard or attached to buildings with doors facing the streetscape. *Source: JMA collection.*



Figure 3-17. Small signs identifying compatible uses in historic residential areas are appropriate. *Source: JMA collection.*

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Central High School Neighborhood Historic District

List of Contributing Structures

<u>Resource #</u>	<u>Address</u>	<u>Const. Date</u>	<u>Contributing</u>	<u>Style</u>
97	1419 Summit	c1906	C	25
117	1423 Summit	c1903	C	25
982	1605 Battery	c1930	C	16
3036	1400 Battery	c1948	C	11
3037	1406 Battery	c1917	C	15
3038	1410 Battery	c1903	C	25
3039	1421 Battery	c1923	C	15
3040	1422 Battery	c1910	C	15/16
3041	1424 Battery	c1899	NC	25/15
3065	1501 Summit	c1910	NC	25
3075	1401 Schiller	c1910	NC	25
3076	1403 Schiller	c1960	NC	99
3078	1407 Schiller	c1923	C	15/16
3082	1415 Schiller	c1923	NC	15/16
3083	1419 Schiller	c1923	C	15/16
3085	1423 Schiller	c1928	C	15
3086	1400 Summit	c1905	C	25
3087	1406 Summit	c1905	C	25
3093	1410 Summit	c1923	NC	15
3130	1514 W. 20th	c1912	C	26
3144	1414 Summit	c1923	C	16/17
3147	1422 Summit	c1903	C	09
3151	1509 Summit	c1907	C	25
3163	2015 W. 15th	c1965	NC	99
3169	1503/1505 Schiller	c1923	NC	25
3170	1515 Schiller	c1915	C	15
3171	1519 Schiller	c1923	C	15
3172	2024 W. 16th	c1903	NC	09
3173	2018 W. 16th	c1915	NC	15/26
3175	1500 Summit	c1920	C	15/24
3177	1504 Summit	c1903	NC	25
3179	1510 Summit	c1920	C	15/16
3180	1514 Summit	c1907	NC	10
3181	1518 Summit	c1907	C	25
3182	1524 Summit	c1914	NC	17/15
3189	2015 W. 18th	c1912	C	15/16
3190	2017 18th	c1919	C	15/16
3191	2019 W. 18th	c1920	C	15/16
3192	1809 Schiller	c1920	NC	16
3193	1813 Schiller	c1923	C	16
3194	1815 Schiller	c1919	NC	15/16
3195	1817 Schiller	c1919	C	15/16
3197	2016/14 Wright Ave.	c1928	NC	15
3198	2020 Wright Ave.	c1928	NC	15
3199	2011 W. 18th	c1925	NC	15
3200	1802 Summit	c1903	C	25/09
3201	1810 Summit	c1965	NC	99
3202	1812/14 Summit	c1965	NC	99
3203	1816 Summit	c1900	NC	25/16
3204	1818 Summit	c1903	NC	16
3205	1820 Summit	c1965	NC	99

Central High School Neighborhood Historic District List of Contributing Structures (N.p.: n.p., n.d.) provided by NHS staff, April 2008.

Central High School National Historic Site • Cultural Landscape Report

<u>Resource #</u>	<u>Address</u>	<u>Const. Date</u>	<u>Contributing</u>	<u>Style</u>
3617	2411 W. 17th	c1920	NC	15/16
3618	1700 Rice	c1920	NC	15
3619	1704 Rice	c1920	C	15/16
3620	1710 Rice	c1920	C	15/16
3640	1209 Rice	c1910	C	10
3641	2323 W. 12th	c1913	NC	01/25
3642	2319 W. 12th	c1910	C	25
3643	2313 W. 12th	c1910	C	15
3644	2305 W. 12th	c1910	C	25
3645	1200/1202 Dennison	c1925	C	22
3646	1210/1212 Dennison	c1920	C	15
3647	1214/1218 Dennison	c1928	C	15/05
3648	2300 W. 13th	c1905	C	25
3649	2308 W. 13th	c1910	C	25
3650	2310 W. 13th	c1910	NC	16
3651	2318 W. 13th	c1910	NC	26
3652	2322 W. 13th	c1960	NC	01
3653	2323 W. 13th	c1905	NC	25
3654	2319 W. 13th	c1910	C	25
3656	2309 W. 13th	c1905	C	25
3657	2307 W. 13th	c1915	C	15
3658	2301 W. 13th	c1905	C	25
3659	2300 W. 14th	c1912	C	15
3660	2308 W. 14th	c1905	NC	01
3661	2310 W. 14th	c1905	C	25
3662	2314 W. 14th	c1905	C	25
3663	2324 W. 14th	c1910	NC	25
3664	2321 W. 16th	c1910	C	25
3665	2319 W. 16th	c1910	C	15/16
3666	2317/2315 W. 16th	c1910	NC	15/16
3667	2311/2309 W. 16th	c1925	C	15/16
3668	1600 Dennison	c1915	C	15/16
3669	1604 Dennison	c1915	NC	15/16
3670	1608 Dennison	c1925	NC	15/16
3671	1616 Dennison	c1910	NC	25
3672	1622/1624 Dennison	c1905	NC	25
3673	2310 W. 17th	c1925	C	15/16
3674	2316 W. 17th	c1915	C	15/16
3675	2318 W. 17th	c1915	NC	15/16
3676	2322 W. 17th	c1915	C	15/16
3677	2321/2323 W. 17th	c1960	NC	01
3678	2317 W. 17th	c1925	C	15/16
3679	2311 W. 17th	c1920	C	15/16
3680	2305 W. 17th	c1905	NC	25
3681	2301 W. 17th	c1910	C	15/16
3682	2300 W. 18th	c1910	NC	25
3683	2306 W. 18th	c1910	C	25
3684	2310 W. 18th	c1910	NC	25
3685	2318 W. 18th	c1910	NC	25
3686	2324 W. 18th	c1915	NC	15
3687	2321 W. 18th	c1925	C	15/16
3688	2319 W. 18th	c1925	C	15/16
3689	2315 W. 18th	c1930	C	15/16

Central High School Neighborhood Historic District List of Contributing Structures (N.p.: n.p., n.d.) provided by NHS staff, April 2008.

Central High School National Historic Site • Cultural Landscape Report

<u>Resource #</u>	<u>Address</u>	<u>Const. Date</u>	<u>Contributing</u>	<u>Style</u>
3745	1801 Dennison	c1920	C	15/16
3746	1805 Dennison	c1935	C	01/25
3747	1811 Dennison	c1925	C	15/16
3748	1815 Dennison	c1925	C	15/16
3749	1817 Dennison	c1950	NC	01
3750	1821/1823 Dennison	c1947	NC	01
3751	1825 Dennison	c1953	NC	01
3752	1829 Dennison	c1960	NC	01
3753	2222 Wright Ave.	c1925	NC	15
3754	1800 Park Ave.	c1914	NC	26/15
3755	1810 Park Ave.	c1925	C	26/15
3756	1814 Park Ave.	c1926	C	26/15
3757	1818 Park Ave.	c1939	C	15
3758	1822 Park Ave.	c1925	C	15/16
3759	2200 Wright Ave.	c1959	NC	22
3760	2117 W. 12th	c1903	NC	15
3761	2119 W. 12th	c1903	NC	01
3762	2121 W. 12th	c1906	C	25
3764	1219 Park Ave.	c1905	C	25/09
3765	1221 Park Ave.	c1914	C	15/16
3766	1223 Park Ave.	c1903	C	25/09
3767	1225 Park Ave.	c1925	NC	16
3768	2122 W. 14th	c1905	NC	25
3769	2120 W. 14th	c1960	NC	99
3770	1200/1202 Schiller	c1910	NC	15
3771	1206 Schiller	c1906	NC	15/16
3772	1210/1212 Schiller	c1912	C	15
3773	1214 Schiller	c1907	NC	25
3774	1216/1218 Schiller	c1910	NC	25
3775	1220/1222 Schiller	c1912	C	25
3776	1224/1226 Schiller	c1912	C	15
3777	1300/1304 Schiller	c1912	C	15
3778	1308 Schiller	c1922	C	15/16
3779	1312 Schiller	c1917	C	15/16
3780	1320 Schiller	c1903	C	25/09
3781	1322 Schiller	c1912	C	25/09
3782	2121 W. 14th	c1939	NC	22/11
3783	1411 S. Park	c1895	NC	25
3784	1415 S. Park	c1935	C	15/16
3785	1417 S. Park	c1912	NC	25
3786	1419 S. Park	c1928	NC	01/15
3787	1421 S. Park	c1922	C	25
3788	1501/1503	c1903	NC	01/25
3789	1507 S. Park	c1895	NC	25
3790	1513 S. Park	c1960	NC	99
3791	1400 Schiller	c1910	NC	16
3792	1406/1408 Schiller	c1914	NC	15
3793	1412 Schiller	c1910	C	23
3794	1414 Schiller	c1905	NC	25/09
3795	1426/1428 Schiller	c1980	NC	01
3796	1504 Schiller	c1905	NC	25
3797	1510 Schiller	c1905	C	25
3798	1514 Schiller	c1901	C	10

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<u>Resource #</u>	<u>Address</u>	<u>Const. Date</u>	<u>Contributing</u>	<u>Style</u>
3855	1823 Park Ave.	c1942	NC	01
3856	1825 Park Ave.	c1925	NC	16
3857	2109/2107 18th	c1937	C	15
3858	2105 W. 18th	c1922	C	16
3859	2103 W. 18th	c1917	C	15/16
3860	2101 W. 18th	c1917	C	15/16
3861	1808 Schiller	c1906	NC	15
3862	1812 Schiller	c1910	C	15
3863	1816 Schiller	c1912	C	24
3864	1822 Schiller	c1923	NC	16
3865	1830 Schiller	c1926	NC	16
3866	1834 Schiller	c1922	C	15/16
3872	1500 Battery	c1907	C	25
3873	1508/1510 Battery	c1914	C	25
3874	1512/1514 Battery	c1970	NC	99
3875	1518 Battery	c1977	NC	22
3876	1921/1923 W. 16th	c1914	C	11
3877	1623 Summit	c1926	C	03
3878	1600 Battery	c1950	NC	10
3879	1604 Battery	c1945	NC	10
3880	1612 S. Battery	c1914	C	25
3881	1622 Battery	c1925	C	25
3882	1703 Summit	c1910	C	25
3883	1707 Summit	c1910	C	25
3884	1711 Summit	c1907	NC	25
3885	1715 Summit	c1899	NC	25
3886	1717 Summit	c1923	NC	15/16
3887	1723 Summit	c1949	NC	01
3888	1714 Battery	c1919	NC	25
3889	1716 Battery	c1910	C	25
3890	1720 Battery	c1923	NC	16
4144	1722 Battery	c1923	C	15
4172	1813 W. 14th	c1931	C	15
4173	1815 W. 14th	c1910	NC	25
4174	1401 Battery	c1895	C	25
4175	1405 Battery	c1895	C	25
4176	1409 Battery	c1923	C	15/16
4177	1413 Battery	c1895	NC	25/15
4178	1814 W. 15th	c1899	C	25
4179	1812 W. 15th	c1926	C	15/16
4180	1414 Wolfe	c1928	NC	15/17
4181	1418 Wolfe	c1930	C	24
4182	1424 Wolfe	c1928	C	16
4183	Block bounded by 15th, Wolfe, 16th	c1893	C	08
4184	1611 Battery	c1910	NC	26/25
4185	1615 Battery	c1910	C	15
4186	1617 Battery	c1910	C	26/05
4187	1621 Battery	c1910	C	26/25
4188	1811 W. 16th	c1919	NC	16
4189	1600 Wolfe	c1935	NC	01/16
4190	1604 Wolfe	c1928	C	01
4191	1698 Wolfe	c1922	C	16
4192	1616 Wolfe	c1925	C	16

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4305	1504 Bishop	c1905	NC	25
4306	1508 Bishop	c1926	NC	15/16
4307	1516 Bishop	c1917	NC	15/16
4308	1518 Bishop	c1965	NC	99 (Ranch)
4309	1600 W. 16th	c1960	NC	99
4310	1601 Marshall	d1948	C	20
4311	1600 Bishop	c1893	C	06
4404	1601 Marshall	d1925	C	15
4405	1600 Bishop	c1920	NC	22
4406	1600 Bishop	c1970	NC	01
4407	1600 Bishop	c1970	NC	01
4408	1600 Bishop	c1970	NC	01
4911	1918 Dr Martin Luther King Jr Dr	c1925	C	16
4912	1905 Dr Martin Luther King Jr Dr	c1903	NC	25
4913	1907 Dr Martin Luther King Jr Dr	c1903	C	25
4914	2017-2019 Dr. Martin Luther King Jr Dr	c1928	C	01/15
4915	2013-2023 Dr. Martin Luther King Jr Dr	c1928	C	01/15
4916	2101 Dr. Martin Luther King Jr. Dr	c1905	NC	25
4917	2103 Dr. Martin Luther King Jr. Dr	c1903	C	25
4918	2105 Dr. Martin Luther King Jr. Dr	c1905	NC	25
4919	2117 Dr. Martin Luther King Jr. Dr	c1920	NC	15
4920	2121 Dr. Martin Luther King Jr. Dr	c1925	NC	15
4921	2125 Dr Martin Luther King Jr Dr	c1962	NC	99/Ranch
4922	2222 Dr Martin Luther King Jr Dr	d1948	NC	01/03
4924	2401 Dr Martin Luther King Jr Dr	d1925	C	22
4925	2411 Dr Martin Luther King Jr Dr	c1924	NC	25
4926	2408 Dr Martin Luther King Jr Dr	c1963	NC	22
4927	1851 Marshall	c1967	NC	22
4928	1900 Marshall	d1900	C	26
4929	1914 Marshall	c1909	C	09
4930	1920 Marshall	c1923	C	24
4931	1901 Marshall	c1968	NC	99/Ranch
4932	1903 Marshall	c1970	NC	99/Ranch
4933	2000 Marshall	c1915	NC	15/26
4934	2018 Marshall	c1920	NC	16
4935	2020 Marshall	c1920	C	15
4936	2022 Marshall	c1920	C	15
4937	2100 Marshall	c1920	C	26
4938	2108 Marshall	c1939	C	01
4939	2200-2202 Marshall	c1947	NC	01
4940	2204-2206 Marshall	c1947	NC	01
4941	2208-2210 Marshall	c1947	NC	01
4942	2310 Marshall	c1915	NC	25
4943	2402 Marshall	c1925	C	15/16
4943	2323 Dr Martin Luther King Jr Dr	d1952	NC	22
4944	2406 Marshall	c1925	C	16/24
4945	2412 Marshall	c1916	C	15
4946	2420 Marshall	c1923	C	16
4947	2422 Marshall	c1924	C	16
4948	2417 Marshall	c1919	C	15/26
4949	1858 Wolfe	c1909	C	25
4950	1866 Wolfe	c1949	NC	01
4951	1868 Wolfe	c1917	C	01

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5005	2022 Battery	d1915	C	15
5006	2005 Battery	c1950	NC	01
5007	2011 Battery	c1923	C	15
5008	2015 Battery	c1871	C	07
5009	2021 Battery	c1961	NC	01
5010	2100 Battery	c1914	C	26
5011	2104 Battery	c1980	NC	01
5012	2110 Battery	c1927	C	15/24
5013	2118 Battery	c1920	C	15
5014	2124 Battery	c1920	C	15
5015	2101 Battery	c1906	C	26
5016	2115 Battery	c1906	NC	25
5017	2123 Battery	c1906	C	25
5018	2200 Battery	c1917	C	15
5019	2204 Battery	c1920	C	15
5020	2214 Battery	c1916	C	25/15
5021	2218 Battery	c1916	NC	26
5022	2201 Battery	c1928	NC	15
5023	2203 Battery	c1920	C	16
5024	2209 Battery	c1924	C	15
5025	2211 Battery	c1921	NC	15
5026	2217 Battery	c1914	C	26
5027	2223 Battery	c1922	C	15
5028	2300 Battery	c1920	NC	15
5029	2310 Battery	c1909	C	26
5030	2314 Battery	c1913	C	15
5031	2322 Battery	c1917	C	15
5032	2301 Battery	c1912	C	15
5033	2309 Battery	c1940	C	01/15
5034	2311 Battery	c1917	C	26
5035	2323 Battery	c1913	C	26
5036	2401 Battery	c1914	C	15/16
5037	2403 Battery	c1927	C	15
5038	2405 Battery	c1927	C	15
5039	2407 Battery	c1990	NC	01
5040	2417 Battery	c1917	NC	01/15
5041	1850 Summit	c1914	C	15
5042	1854 Summit	c1906	C	25/15
5043	1858 Summit	c1920	C	15
5044	1860 Summit	c1905	C	25
5045	1868 Summit	c1920	C	17
5046	1853 Summit/1923 Wright Ave.	c1918	NC	01/25
5047	1867 Summit	c1955	NC	01
5048	1869 Summit	c1901	C	25/09
5049	1900 Summit	c1903	C	26
5050	1920 Summit	c1902	NC	26
5051	1901-1903 Summit	c1962	NC	01
5052	1909 Summit	c1906	NC	25/15
5053	1911 Summit	c1906	NC	25
5054	1921 Summit	c1918	NC	15
5055	1923 Summit	c1920	C	15
5056	2000 Summit	c1920	C	15/16
5057	2008 Summit	c1925	C	16

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<u>Resource #</u>	<u>Address</u>	<u>Const. Date</u>	<u>Contributing</u>	<u>Style</u>
5116	1511 W. 19th	c1906	C	25
5117	1515 W. 19th	c1914	NC	25
5118	1519 W. 19th	c1946	NC	01
5119	1601 W. 19th	c1940	C	01
5120	1609 W. 19th	c1913	NC	25
5121	1700 W. 19th	c1920	C	15/25
5122	1704 W. 19th	c1910	NC	15
5123	1710 W. 19th	c1978	NC	01
5124	1720 W. 19th	c1950	NC	01
5125	1724 W. 19th	c1950	NC	01
5126	1903-1905 W. 19th	c1946	C	01
5127	1917 W. 19th	c1975	NC	01
5128	2012 W. 19th	c1925	NC	01
5129	1510 W. 20th	c1923	C	15
5131	1516 W. 20th	c1917	C	15
5132	1524 W. 20th	c1914	NC	15
5133	1600 W. 20th	c1912	NC	01/25
5134	1606 W. 20th	c1940	NC	01
5135	1614 W. 20th	c1916	C	15
5136	1620 W. 20th	c1914	NC	15
5137	1501 W. 20th	c1946	NC	01
5138	1505-1507 W. 20th	c1946	NC	01
5139	1511 W. 20th	c1950	NC	01
5140	1515 W. 20th	c1912	NC	17
5141	1605 W. 20th	c1913	C	25/15
5142	1609 W. 20th	c1912	NC	25
5143	1619 W. 20th	c1914	NC	15
5144	1623 W. 20th	c1912	NC	26
5145	1500 W. 21st	c1930	C	01/24
5146	1514 W. 21st	c1947	NC	01
5147	1518 W. 21st	c1914	C	26
5148	1520 W. 21st	c1912	C	01/25
5149	1522 W. 21st	c1950	NC	01
5150	1612 W. 21st	c1922	C	16
5151	1614 W. 21st	c1924	C	16
5152	1620 W. 21st	c1914	C	01/15
5153	1624 W. 21st	c1914	C	15
5154	1503 W. 21st	c1920	C	01/24
5155	1505 W. 21st	c1925	C	01/25
5156	1515 W. 21st	c1910	NC	99
5157	1517 W. 21st	c1910	C	01
5158	1521 W. 21st	c1912	NC	15
5159	1601 W. 21st	c1912	C	15
5160	1603 W. 21st	c1919	C	16
5161	1623 W. 21st	c1914	C	15
5162	1917 W. 21st	c1911	C	15
5163	1919 W. 21st	c1929	C	11
5164	1504 W. 22nd	c1936	C	11
5165	1510 W. 22nd	c1924	C	16
5166	1514 W. 22nd	c1925	C	16
5167	1524 W. 22nd	c1925	NC	16
5168	1600 W. 22nd	c1927	C	15
5169	1612 W. 22nd	c1914	C	15

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<u>Resource #</u>	<u>Address</u>	<u>Const. Date</u>	<u>Contributing</u>	<u>Style</u>
5223	1500 W. 26th	c1924	C	16
5224	1504 W. 24th	c1955	NC	01/20
5225	1506-1508 W. 24th (duplex)	c1952	NC	01
5226	1514-1516 W. 24th	c1955	NC	01
5227	1518 W. 24th	c1948	NC	24
5228	1522 W. 24th	c1910	C	25
5229	1600 W. 24th	c1912	C	01
5230	1604 W. 24th	c1920	NC	16
5231	1606 W. 24th	c1920	NC	01/15
5232	1616 W. 24th	c1922	C	15
5233	1624 W. 24th	c1923	C	01/24
5234	1521 W. 24th	c1937	C	15
5235	1601 W. 24th	c1912	C	01/26
5236	1603 W. 24th	c1912	C	15
5237	1623 W. 24th	c1923	C	01/25
5238	1702 W. 24th	c1922	C	15
5239	1712 W. 24th	c1928	C	15
5240	1720 W. 24th	c1923	C	15
5241	1724 W. 24th	c1924	C	15
5242	1709 W. 24th	c1924	NC	15
5243	W. 24th and Battery	d1908	C	10
5245	1500 Roosevelt	c1965	NC	22
5246	1512 Roosevelt	c1928	C	16
5247	1516 Roosevelt	c1962	NC	01
5248	1600 Roosevelt	c1962	NC	01
5249	1604 Roosevelt (duplex)	c1955	NC	01
5250	1608 Roosevelt	c1955	NC	01
5272	1851 Schiller	c1920	C	25
5273	1855 Schiller	c1980	NC	99
5274	1857 Schiller	c1930	C	15
5275	1859 Schiller	c1920	NC	16
5276	1865 Schiller	c1925	C	15
5277	1875 Schiller	c1924	NC	15
5278	1868 Schiller	c1908	C	25/15
5279	1872 Schiller	c1912	NC	25
5280	1902 Schiller	c1912	C	25
5281	1916 Schiller	c1980	NC	99
5282	1924 Schiller	c1912	C	15
5283	1907 Schiller	c1914	C	15
5284	1909 Schiller	c1913	C	26
5285	1915 Schiller	c1914	C	15
5286	2005 Schiller	c1925	C	16
5287	2011 Schiller	c1926	C	16
5288	2015 Schiller	c1927	C	16
5289	2017 Schiller	c1932	C	01
5290	2019 Schiller	c1925	NC	16
5291	2021-2023 Schiller (duplex)	c1933	C	99
5292	2000 Schiller	c1927	C	16
5293	2006 Schiller	c1924	NC	16
5294	2012 Schiller	c1925	C	16
5295	2014 Schiller	c1925	C	16
5296	2016 Schiller	c1979	NC	99
5297	2018 Schiller	c1924	C	16

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Appendix B: Resource Inventory Table						
<p><i>All resources under the "Contributing" heading contribute to the 1957-58 period of significance. "Non-contributing" features are considered to have no association with this historic period and generally post-date the 1950s. Features documented as present during the period of significance that no longer exist are listed under the "Missing" heading. Features about which too little is known to make a determination of contributing status are listed under "Undetermined." Features listed in this table correspond with the features identified with bold typeface in Chapter Two, "Contributing Features."</i></p>						
<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Contributing Features						
<i>THE HISTORIC SCENE</i>						
Land Use						
Civic	✓					1927
Transportation	✓					pre-1897
Commercial	✓					pre-1913
Residential	✓					pre-1897
Industrial	✓					pre-1913
Buildings and Structures						
Central High School	✓					1927
Seven residences on S. Park St.						
1411 S. Park Street Residence	✓					pre-1913
1415 S. Park Street Residence	✓					pre-1950
1417 S. Park Street Residence	✓					pre-1897
1419 S. Park Street Residence	✓				Damaged by fire; roof has since been repaired.	pre-1950
1421 S. Park Street Residence	✓				This building has been restored to its ca. 1950s condition and houses a public community center on its first floor.	pre-1913
1501 S. Park Street Residence	✓				Retains much of its ca. 1957-58 appearance although its striped awnings are missing.	pre-1950
1507 S. Park Street Residence	✓				Porch has been enclosed, a chimney removed and window awnings added to west side.	pre-1950

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<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Capel Building (Ponder's Drug Store)	✓				Currently vacant. Missing windows, rusting metal, peeling paint.	pre-1913
1600 S. Park Street	✓				Zoned to allow commercial use.	pre-1913 and pre-1950s remodel
Magnolia Mobil service station	✓				Rehabilitated to ca. 1950s appearance in 1997.	1920s; 1997
Stone retaining walls	✓				Some have been remortared	pre-1950
Spatial Organization						
Front grounds of Central High School	✓					1927; 1997; 2007
S. Park Street streetscape	✓					pre-1897
Central axis	✓					1927
Views and Vistas						
Views of the façade of Central High School	✓					1927
Sequence of views	✓					
Views from inside the school	✓					
Circulation						
S. Park Street	✓				Historically two-way and currently one-way	
Daisy Bates Drive (W. 14th)						
Concrete sidewalks	✓					
Curvilinear sidewalks	✓				Repaved in 2005 to match historic condition	
Paired stairways	✓					
Ceramic tile landing	✓				Threatened by poor condition of Capel building.	
Vegetation						
Twenty-eight large trees present during 1957-58	✓					pre-1957
Little Rock Nine Witness Trees	✓					pre-1957

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<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Large shade trees, west side of S. Park Street	✓				Extensively pruned around utilities.	pre-1957
Lawns	✓					pre-1957
Constructed Water Features						
Reflecting pool	✓				Filled in the 1980s; reconstructed in 2005.	1927; 2005
Wall fountain	✓				Not in working order	1927
Small-Scale Features, Lighting, and Utilities						
Flagpoles	✓					1927
Restored gas pumps at Magnolia Mobil service station	✓					1997
Magnolia Mobil service station sign	✓					1997
THE PUBLIC SERVICES AREA						
Views and Vistas						
Views down Daisy Bates and S. Park Street	✓					
Circulation						
Concrete sidewalks along both sides of S. Park Street and Daisy Bates	✓					
S. Park Street	✓					
Daisy Bates Drive	✓					
Vegetation						
Mature trees	✓					
THE CENTRAL HIGH SCHOOL AREA						
Land Use						
Civic	✓					1927
Recreation	✓					1890s
Residential	✓					1890s to 1940s
Transportation	✓					1890s to 1940s
Buildings and Structures						
Central High School	✓					1927
Quigley Stadium	✓					1936

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<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
10-high poured concrete perimeter wall	✓					1936
Tiger Fieldhouse	✓					1951
Residences on W. Sixteenth Street, Jones Street, and Daisy Bates Drive	✓				One or more replaced since 1958.	1890s to 1940s
Mortared stone and poured concrete retaining walls	✓					1890s to 1958
Spatial Organization						
Triangular spaces north and south of the west (rear) of school						
South Cafeteria Courtyard	✓					1927
North Cafeteria Courtyard	✓					1927
Athletic Fields	✓					1927???
Slope between buildings and athletic fields	✓					1927
Views and Vistas						
Views of, and from within Central High School	✓				Inhibited by chain link fences and modular buildings.	1927
Views of the stadium wall	✓					1936
Views into the schoolyard	✓				Obstructed by chain link fences and modular buildings.	1927
Views of the streetscape	✓				Threatened by deferred maintenance and demolition.	1927
Circulation						
W. Sixteenth Street	✓					1890s
Jones Street	✓					1890s
Daisy Bates Drive	✓					1890s
Alleyways	✓					pre 1950
Rice Street	✓					pre-1897
Dennison Street	✓					
Staff parking and loading area	✓					pre-1897
Parking lot north of the baseball field	✓					pre-1897

<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Sidewalks along the perimeter of the school	✓					pre-1897
Walkways between the buildings	✓					pre-1950
Stairway leading to the rear entrance of the school	✓					1927
Vegetation						
Mown turf	✓					pre-1950
Mature trees between the library and the fieldhouse	✓					pre-1950s
Extant mature canopy trees on the slope	✓					pre-1950s
Mature trees on the east side of the alley between S. Park and Dennison	✓					pre-1950s
Small-Scale Features, Lighting, and Utilities						
Chain link fencing above slope	✓					pre-1950s
THE NEIGHBORHOOD SETTING						
Land Use						
Residential	✓					1890s
Institutional	✓					1885
Civic	✓					1890s
Medical	✓					1924
Transportation	✓					1890s
Religious	✓					1927
Commercial	✓					1890s
Industrial	✓					1890s
Buildings and Structures						
Historic residential buildings	✓					1890s-1940s
Arkansas Children's Hospital	✓					1924
Commercial buildings	✓					1890s
St. Bartholomew's Catholic Church	✓					pre-1950s
Liberty Baptist Church	✓					pre-1950s
Pilgrim Valley Baptist Church	✓					pre-1950s
Arkansas Baptist College	✓					1885

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<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Garages, storerooms and other small accessory structures	✓					pre-1950s
Low, concrete, fieldstone and brick retaining walls	✓					pre-1950s
Concrete sidewalk, stairway, and cheekwall configurations	✓					pre-1950s
Free-standing masonry walls	✓					pre-1950s
Remnant stone entrance to Centennial School	✓					pre-1950s
Spatial Organization						
Street grid	✓					1890s
Uniform twenty-foot setback from the street right-of-way	✓					1890s
Street tree canopy	✓					pre1950s
Hierarchy of public to private space	✓					1890s
Commercial buildings on ROW	✓					pre1950s
Views and Vistas						
Views of Central High School	✓					pre1950s
Linear views up and down streets	✓					pre1950s
Circulation						
W. Twelfth Street	✓					1890s
Wright Avenue	✓					1890s
Dr. Martin Luther King, Jr., Drive	✓					1890s
Union Pacific Railroad	✓					1890s
Poured concrete sidewalks	✓					pre1950s
Concrete sidewalks leading from public sidewalks to front porches	✓					pre1950s
Local and collector streets	✓					1890s
Narrow, unpaved alleys	✓					1890s
Residential driveways	✓					1890s
Vegetation						
Mature shade trees	✓					pre1950s
Mown turf	✓					pre1950s

<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Non-Contributing Features						
<i>THE HISTORIC SCENE</i>						
Land Use						
Interpretation		✓				1990s
Religious		✓				1971
Buildings and Structures						
Bullock Temple C.M.E. Church		✓				1971
Office addition - Magnolia Mobil service station		✓				1997
Views and Vistas						
Views of church		✓				
Circulation						
Scored and tinted concrete		✓			Recently installed decorative paving	
Vegetation						
Trees, shrubs, and ground covers planted in the 1990s and 2007		✓				ca. 1990s - 2000s
Landscape plantings installed in 2007		✓				2007
Small community garden		✓				ca. 1990s
Small-Scale Features, Lighting, and Utilities						
Ten concrete benches		✓			Commemorative	2006
Steel trash cans		✓				
Concrete bollards		✓				2007
Metal landscape edging		✓				2007
Steel chain-link fencing around HVAC equipment		✓				
Ceramic tile mosaic		✓			Gift of Class of 1962	1962
Commemorative plaques		✓			Gifts of Alumnus group	
Monument sign		✓			Gift of Class of 1972	1972
HVAC equipment		✓				
Water spigot		✓				
Utility poles and lines		✓				
Traffic control signs, street identification signs		✓				

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<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Bullock Temple C.M.E. Church sign		✓				
Fire hydrants		✓				
Storm drains		✓				
Street lights		✓				
THE PUBLIC SERVICES AREA						
Land Use						
Civic		✓				
Administrative		✓				
Commemorative		✓				
Parking		✓				
Buildings and Structures						
NHS Visitor Center		✓				2007
Commemorative Garden sculpture		✓				2001
Spatial Organization						
Front seating plaza		✓				2007
Open knoll		✓				2001
Views and Vistas						
Views of the Magnolia Mobil Service Station		✓				2007
Views to school parking lot		✓				2007
Circulation						
Concrete sidewalks		✓				
Concrete paving, front plaza		✓				
Brick-edged concrete sidewalk		✓				
NHS Visitor Center parking lot		✓				2007
Magnolia Mobil service station parking lot		✓				
Vegetation						
New perennials, shrubs, groundcovers, and trees		✓				2007
Mature groundcovers and shrubs		✓				
Mown turf		✓				2001
Nine commemorative maple trees		✓				2001

<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Small-Scale Features, Lighting, and Utilities						
Fiberglass interpretive signs		✓				2007
Central outdoor interpretive exhibit		✓				2007
Black metal benches		✓				2007
Bollard lights		✓				2007
Trash receptacles		✓				2007
NPS identity signs		✓				2007
Retaining wall		✓				
Privacy fence		✓				
Concrete bay		✓				2007
Concrete retaining walls		✓				2007
Bike rack		✓				2007
Bollards in Commemorative Garden		✓				2001
Cast concrete trash receptacles		✓				2001
Nine symbolic benches		✓				2001
Stepped buffed-colored brick retaining wall		✓				2001
Chain-link perimeter fence		✓				
Square brick columns with inset metal plaques		✓				2001
Utilities and poles		✓				
Street lights		✓				
Stop signs, parking signs, and fire hydrants		✓				
THE CENTRAL HIGH SCHOOL AREA						
Land Use						
Interpretation		✓				1990s
Buildings and Structures						
Black metal overhead structure connecting school and Tiger Fieldhouse		✓				
Jess W. Matthews Library and Media Center		✓				
Covered walkway		✓				
Campus Inn		✓				

<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Wood frame overhead structure		✓				
Ten modular prefabricated buildings		✓				
Baseball diamond and associated dugout		✓				1969
Circulation						
Service drives, loading docks, and parking lots		✓				
Universally accessible drop-off area		✓				
Parking lot north of Daisy Bates		✓				2007
Concrete service drives and concrete stairs		✓				
Vegetation						
Small caliper street trees		✓				
Small-Scale Features, Lighting, and Utilities						
Picnic tables		✓				
Benches		✓				
Seating walls		✓				
Trash receptacles		✓				
Buff-colored brick retaining wall		✓				
Raised buff-colored brick planting beds		✓				
Utility poles and lines		✓				
Generator		✓				
Chain link fencing		✓				
Fire hydrants		✓				
Street signs		✓				
Fencing, mailboxes, utility poles and lines		✓				
Drainage canal		✓				
THE NEIGHBORHOOD SETTING						
Land Use						
Residential		✓				
Institutional		✓				
Educational		✓				

<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Recreation		✓				
Religious		✓				
Commercial		✓				
Industrial		✓				
Spatial Organization						
Arkansas Children's Hospital expansion		✓				1980
Centennial Park		✓				1971
Views and Vistas						
Views across Centennial Park		✓				1971
Views of Arkansas Children's Hospital expansion		✓				1980
Vegetation						
Trees recently planted by the Central High Neighborhood Urban Forestry Program		✓				
Features of Undetermined Date						
<i>THE HISTORIC SCENE</i>						
Vegetation						
Residential plantings along S. Park Street			✓			
<i>THE CENTRAL HIGH SCHOOL AREA</i>						
Buildings and Structures						
Small stucco building			✓			
Commercial or industrial one-story buildings			✓			
Vegetation						
Residential landscape plantings			✓			
Small-Scale Features, Lighting, and Utilities						
Drainage canal on the east side of Jones Street			✓			
<i>THE NEIGHBORHOOD SETTING</i>						
Buildings and Structures						
Arkansas Baptist College buildings			✓			
Arkansas Children's Hospital buildings			✓			

<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
Vegetation						
Residential landscape plantings			✓			
Small-Scale Features, Lighting, and Utilities						
Street identification signs			✓			
Traffic and other regulatory signs			✓			
Fire hydrants			✓			
Utility poles			✓			
Path light standards			✓			
Street-side mailboxes			✓			
Perimeter fencing			✓			
Drainage canal on the east side of Jones Street			✓			
Lawn ornaments, outdoor smokers			✓			
Missing Historic Features						
<i>THE HISTORIC SCENE</i>						
Land Use						
Residential				✓		
Industrial				✓		
Buildings and Structures						
1511 S. Park Street residence				✓	Site of church	
1513 S. Park Street residence				✓	Site of church	
Small-Scale Features, Lighting, and Utilities						
Bollard-style street signs				✓		
Bus stop bench				✓		
Stop sign, S. Park and W. Sixteenth Streets				✓		
Utility poles and parking signs				✓		

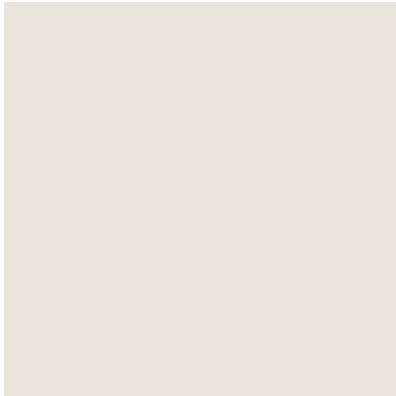
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<i>Feature Name</i>	<i>Contributing</i>	<i>Non-Contributing</i>	<i>Undetermined</i>	<i>Missing</i>	<i>Notes</i>	<i>Date of Origin</i>
THE PUBLIC SERVICES AREA						
Buildings and Structures						
Greenhouses and other buildings				✓		pre-1897
1314 S. Park Street				✓		1897-1913
1320 S. Park Street				✓		1913-1939
1322 S. Park Street				✓		1897-1913
THE CENTRAL HIGH SCHOOL AREA						
Buildings and Structures						
Orginal Campus Inn				✓		
Three residences on Daisy Bates and W. Thirteenth Street				✓		
Five residences on W. Sixteenth Street and Jones Street				✓		
Commercial or industrial one-story buildings on Jones Street				✓		
Circulation						
Dennison Street between Daisy Bates and W. Thirteenth Street				✓		
THE NEIGHBORHOOD SETTING						
Spatial Organization						
Vacant lots				✓		

Appendix C

CENTRAL HIGH SCHOOL NATIONAL HISTORIC SITE

DESIGN GUIDELINES



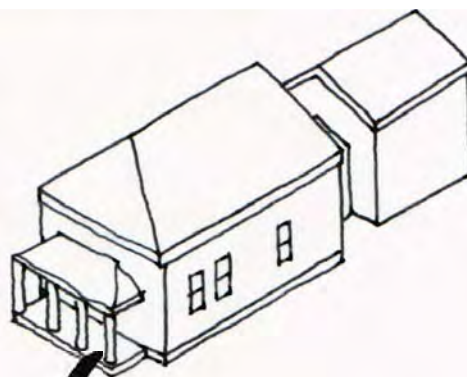
JOHN MILNER ASSOCIATES, INC.
300 WEST MAIN STREET SUITE 201
CHARLOTTESVILLE, VIRGINIA 22903

SEPTEMBER 2009

ADDITIONS



Not recommended.

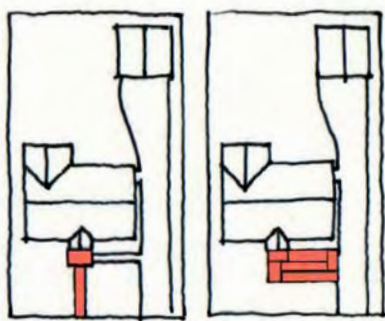


Recommended.

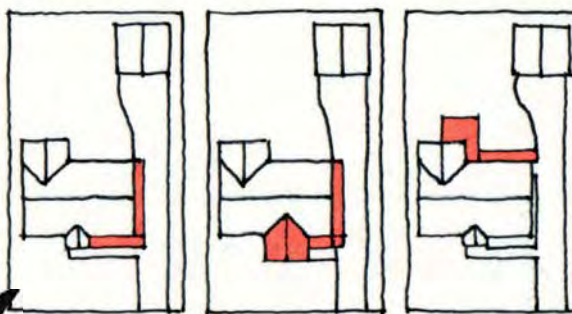
Place additions to existing buildings to the rear of the building, instead of “building up.” Consider adding a connector to set off the historic part of the building and to make the addition more easily removable if later desired.



Add space with a modern “hyphen” connecting old and new, or by “telescoping”. The addition to the left expresses the original in the repetition of the horizontal lines of the lintels and water table. The addition to the right expresses the original design in its scale, window patterns, and roof line.



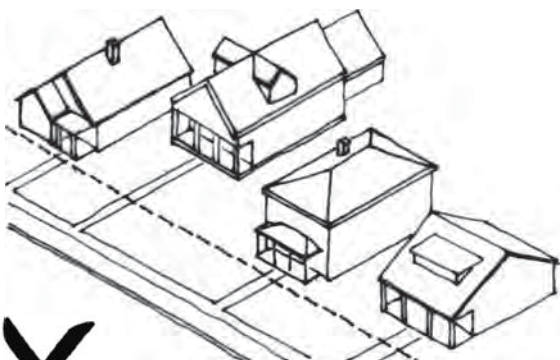
Not recommended.



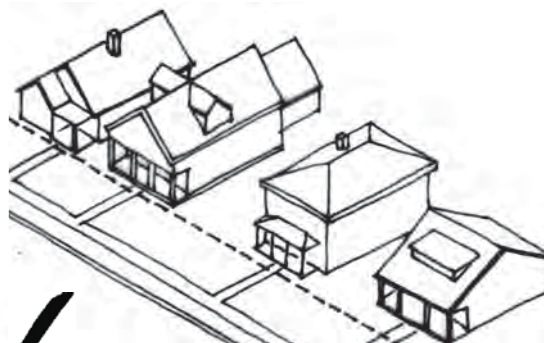
Recommended.

Instead of placing decks and ramps on the front of the building, consider placing them to the rear or side of the building to minimize impact to the historic streetscape.

NEW CONSTRUCTION

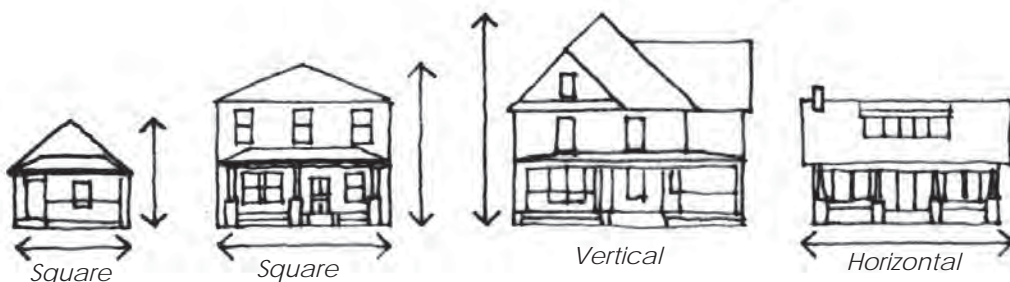


Not recommended.



Recommended.

Setback: Place infill buildings in alignment with adjacent historic buildings.



Recommended.



Recommended.



Not recommended.

Form: Design new buildings so that they reflect local historic building forms and shapes, whether gabled, cross-gabled, or hipped. Avoid forms such as elongated ranch styles and A-frames.

NEW CONSTRUCTION

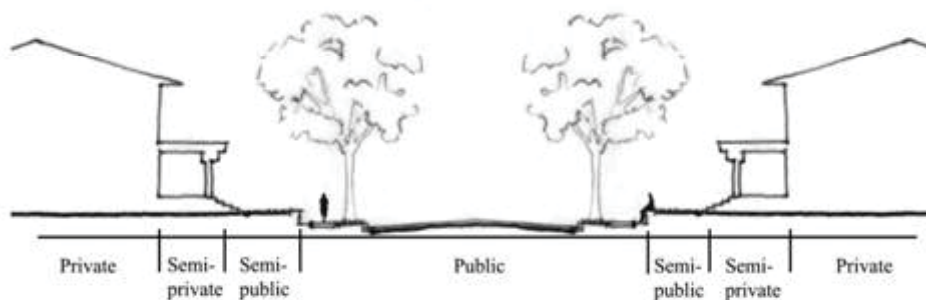


Scale: Design new buildings with respect towards the average height, width, and site placement of historic buildings in the surrounding neighborhood.

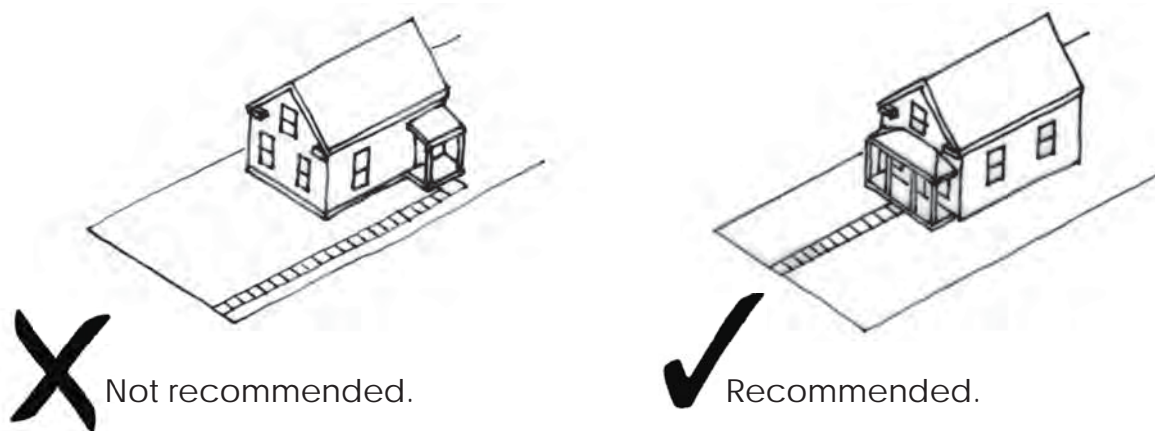


These new houses (top, right and bottom, left) do not fit in with the smaller scale of these historic neighborhoods.

NEW CONSTRUCTION



Spatial Hierarchy: Design new buildings so that they complement the spatial hierarchy of public to private space found in this historic neighborhood.



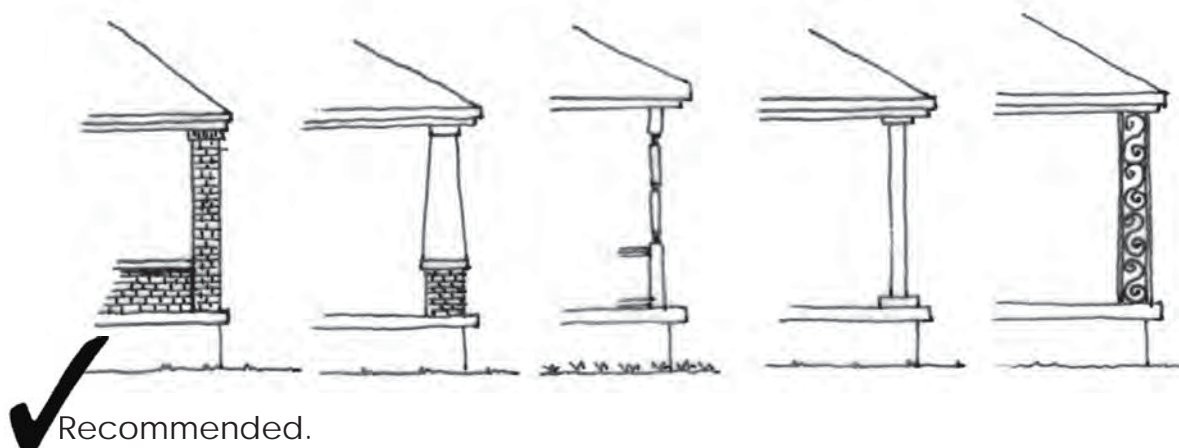
Orientation: For additions or new construction, orient the main entrance to the street in the local traditional manner instead of onto the side or rear yard of the lot.

NEW CONSTRUCTION



Recommended.

Porches: The Central High School Neighborhood has a consistent pattern of front porches that contributes to the character of the historic streetscape.



Recommended.

Many styles of porch supports, constructed of a variety of materials, can be found within the study area. Due to the 1957-59 period of significance, the bent steel (often called “wrought iron”) style is acceptable because it was commonly installed prior to those dates. On the other hand, cast aluminum post-dates the period of significance and would not be appropriate.

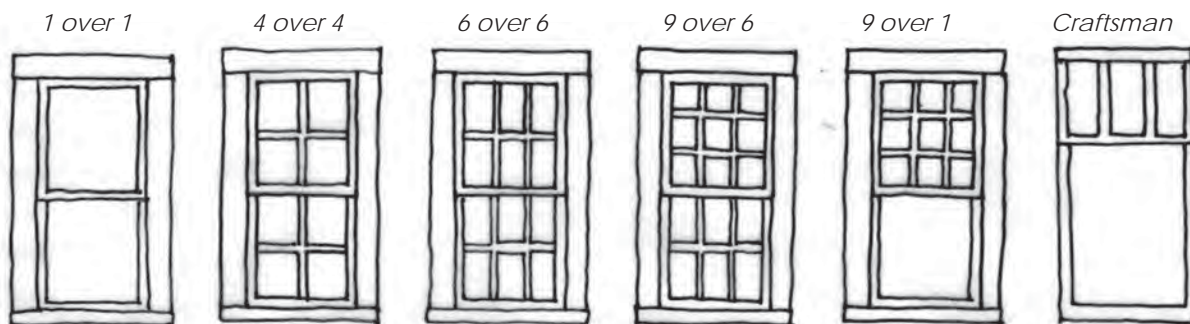


Recommended.



The open quality of the porches of these two houses is preferred to enclosure. If it is necessary to enclose a porch, consider wire screen or non-reflective glass.

DETAILS



Paneled door



Recommended.

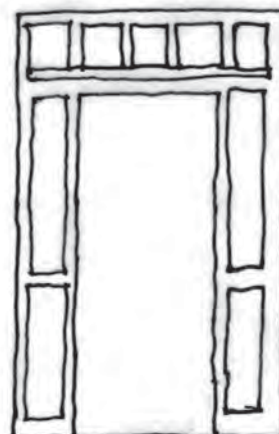
Glass paneled door



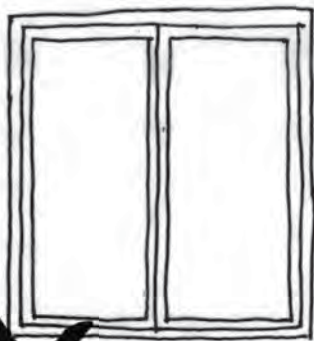
Paneled door



Door with transom windows



Sliding aluminum patio door



Not recommended.

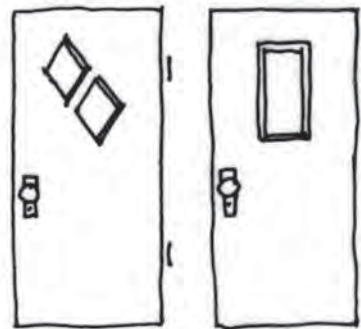
Flush face door with small lights



Imitation "Dutch" door



Flush face doors with small lights



Windows and doors: Windows and doors dating to the historic period tend to be more detailed than not. Most windows tend to be double-hung, most often with one-over-one or three-over-one lights. Doors are usually composed of a regular arrangement of recessed panels, often with upper windows and side lights.

DETAILS



Metal Awnings: Striped metal awnings were popular in the 1950s and are still appropriate for this historic neighborhood.

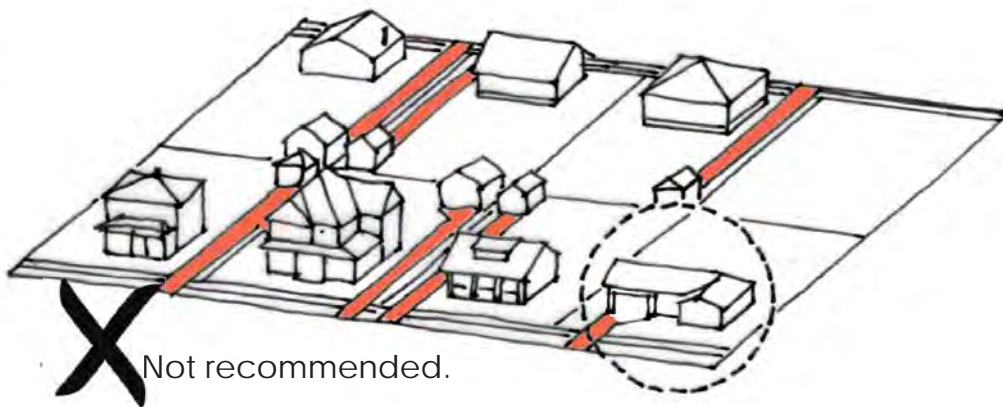
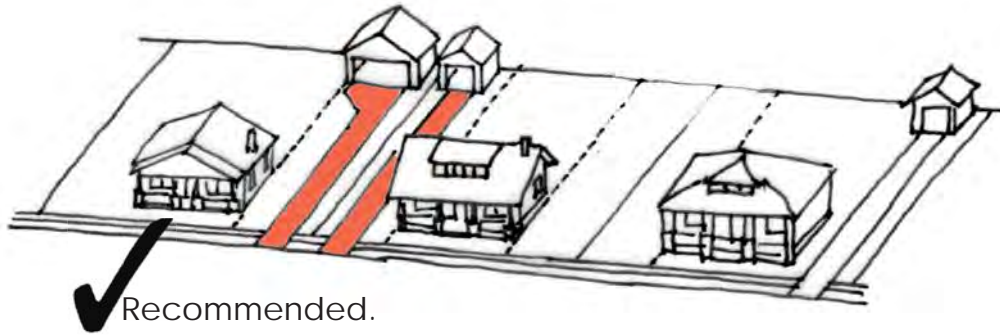


Trellises: Trellises built to support ornamental vines were common in the neighborhood in the 1950s and are appropriate today.



Retaining Walls: Preserve original rock retaining walls whenever possible.

DRIVEWAYS AND PARKING

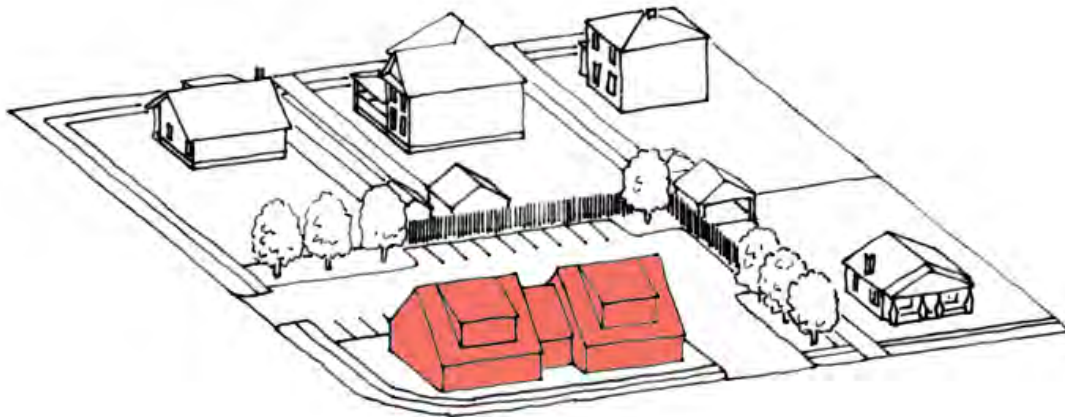


Driveways: Continue use of residential driveways that provide access to garages placed to the rear of lots. Avoid placing garages in the side yard or attached to buildings with doors facing the streetscape.



Two-track driveways were common during the historic period and are recommended today. The center aisle can be filled with turf, gravel, or stone paving.

COMMERCIAL USES



Location, Orientation, and Parking: For additions or new construction the entrance should be oriented to the street in the local traditional manner and not onto the side or rear yard of the lot. Locate parking lots to the side or rear of commercial buildings and provide access from alleys or secondary streets.



Signage: Small signs identifying compatible uses in historic residential areas are appropriate.