

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Registration Form

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

1. Name of Property

historic name Peake High Schoolother names/site number Arkadelphia Head Start Center, Site #CL0673

2. Location

street & number 1600 Caddo Street☐ not for publicationcity or town Arkadelphia☐ vicinitystate Arkansas code AR county Clark code 019 zip code 71923

3. State/Federal Agency Certification

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

Signature of certifying official Cathie MatthewsDate 10/26/04Arkansas Historic Preservation Program

State or Federal agency and bureau

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

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

☐ entered in the National Register.☐ See continuation sheet☐ determined eligible for the
National Register.☐ See continuation sheet☐ determined not eligible for the
National Register.☐ removed from the National
Register.☐ other, (explain):

Signature of the Keeper

Date of Action

Peake High School

Name of Property

Clark County, Arkansas

County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

(Do not include previously listed resources in count.)

Contributing

Noncontributing

1

buildings

sites

structures

objects

1

Total

Name of related multiple property listing

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

N/A

Number of Contributing resources previously listed in the National Register

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION/school

Current Functions

(Enter categories from instructions)

VACANT/NOT IN USE

7. Description

Architectural Classification

(Enter categories from instructions)

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

Materials

(Enter categories from instructions)

foundation CONCRETE

walls BRICK

roof ASPHALT

other

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ **A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ **B** Property is associated with the lives of persons significant in our past.
- ☐ **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- ☐ **A** owned by a religious institution or used for religious purposes.
- ☐ **B** removed from its original location.
- ☐ **C** birthplace or grave of a historical figure of outstanding importance.
- ☐ **D** a cemetery.
- ☐ **E** a reconstructed building, object, or structure.
- ☐ **F** a commemorative property
- ☐ **G** less than 50 years of age or achieved significance within the past 50 years.

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested
- ☐ previously listed in the National Register
- ☐ Previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings Survey # _____
- ☐ recorded by Historic American Engineering Record # _____

Levels of Significance (local, state, national)

LOCAL

Areas of Significance (Enter categories from instructions)

EDUCATION

ETHNIC HERITAGE/Black

Period of Significance

1928-1955

Significant Dates

1928-1955

Significant Person (Complete if Criterion B is marked)

Cultural Affiliation (Complete if Criterion D is marked)

Architect/Builder

Primary location of additional data:

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

Name of repository:

Arkadelphia Public School District

Peake High School
Name of Property

Clark County, Arkansas
County and State

10. Geographical Data

Acreage of Property Less than one.

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>15</u>	<u>493771</u>	<u>3775410</u>
	Zone	Easting	Northing
2	<u> </u>	<u> </u>	<u> </u>

3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing
4	<u> </u>	<u> </u>	<u> </u>

☐ See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title	<u>Ralph S. Wilcox, National Register & Survey Coordinator</u>
organization	<u>Arkansas Historic Preservation Program</u>
date	<u>October 12, 2004</u>
street & number	<u>1500 Tower Building, 323 Center Street</u>
telephone	<u>(501) 324-9787</u>
city or town	<u>Little Rock</u>
state	<u>AR</u>
zip code	<u>72201</u>

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

Representative black and white photographs of the property

Additional items

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

Property Owner

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

name	<u>Arkadelphia Public Schools – School Board</u>
street & number	<u>235 North 11th Street</u>
telephone	<u>(870) 246-5564</u>
city or town	<u>Arkadelphia</u>
state	<u>AR</u>
zip code	<u>71923</u>

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listing. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*)

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

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

SUMMARY

The Peake High School is located at 1600 Caddo Street near the west side of Arkadelphia. It sits on the southeast corner of the Peake School campus. The one-story, brick-veneered building rests on a cast-concrete foundation, and the gable roof is covered in asphalt shingles. Banks of windows are located around the building, and they provide light to the classrooms inside. The building was built in 1928 with assistance from the Rosenwald Fund.

ELABORATION

The Peake High School is an H-shaped building at 1600 Caddo Street in Arkadelphia, Clark County, Arkansas. The ten-classroom building, which was built in 1928 with assistance from the Rosenwald Fund, is located on the southeast corner of the Peake School campus. The building is one story tall and rests on a continuous cast-concrete foundation. The walls of the building are wood frame with a brick veneer. The roof on the building is covered in asphalt shingles, and has gables that run parallel to the crossbar and legs of the "H" shape. Large banks of windows, which are typical for schools of the period, are located around the building, and provide light to the building's classrooms.

South/Front Façade

The south side of the building can be divided into three parts, the central portion, which is the crossbar of the "H," and the two ends of the classroom wings. The south end of each classroom wing, which have front-facing gables, have no fenestration, although a triangular, louvered attic vent is located in each gable end. (Originally, there were windows on the south ends of the classroom wings, but small additions have been added to each wing.)

The central portion of the façade is spanned by a shed-roofed porch supported by four metal posts. The porch also extends down the sides of the classroom wings. The concrete floor of the porch is supported by a continuous foundation, and three sets of concrete steps lead up to the porch level, one at each end and one in the center. A central entry with two wood doors that have windows in the top half provides access into the building. In addition, two entrances on each end of the porch accesses the front classrooms in the classroom wings. A group of four six-over-six, double-hung, wood windows flanks the entrance.

Originally, above the front porch there were wood-frame, nine-pane rectangular windows, three groups of three in the center flanked on each side by a group of two, which allowed light into the auditorium space. However, these windows were covered over when the slope of the front porch's roof was increased sometime after 1984.

East/Side Façade

The east façade of the building has three large clusters of windows on the original portion that provide light to the classrooms. In addition, a ten-paned, metal-framed window is located on the east side of the small addition on the south end of the classroom wing. The first cluster, towards the south end of the building, is a

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 2

group of five wood-framed, double-hung, nine-over-nine windows.

The central cluster of windows consists of a group of five wood-framed, double-hung, six-over-six windows followed by a single wood-framed, double-hung, six-over-six window separated from the central group by a narrow space of brick. In addition, above the central cluster of windows is the gable end for the central section's gable roof. All of the windows on the east façade have concrete window sills.

The last cluster of windows, towards the north end of the façade, is a group of six wood-framed, double-hung, nine-over-nine windows. In addition, below the northern cluster of windows, there were three windows that let in light to a room under the north end of the classroom wing, but they have been enclosed with cinder blocks.

North/Rear Façade

The rear façade, like the front façade, consists of a central section, which is the crossbar of the "H," and the two ends of the classroom wings. The ends of the classroom wings do not have any fenestration, but have two decorative panels that are comprised of alternating groups of three vertical and horizontal soldier bricks bordered by header bricks. A continuous cornice and pent roof forms a barrier between the wall plane and the gable peak area. The façades of the classroom wings that face each other have a doorway next to the central portion. A small rectangular louver provides ventilation to the attic space in each wing. Also, the north façade of the eastern classroom wing has two enclosed window openings followed by a doorway, while the north façade of the western classroom wing has three enclosed window openings.

The rear façade of the central portion has a symmetrical fenestration pattern. The central window cluster is a group of three wood-framed, double-hung, nine-over-nine windows with wood-framed, six-pane transom windows above. The central group of three is flanked on each side by a pair of wood-framed, double-hung, nine-over-nine windows with wood-framed, six-pane transom windows above followed by a single wood-framed, double-hung, nine-over-nine window with wood-framed, six-pane transom window above.

At the east and west ends of the central portion's façade is a doorway with three-pane transom window above. A small awning roof is located above each doorway. All of the windows and doors on the north façade's central portion provide light and access into the building's auditorium space.

West/Side Façade

The west façade of the building has several clusters of windows that provide light to the classrooms. At the north end of the building is a single double-hung, four-over-four, wood-frame window. The first cluster to the south is a group of six wood-framed, double-hung, nine-over-nine windows. Below the cluster are three boarded-up openings that would have originally had windows to provide light to the lower level room.

United States Department of the Interior

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 3

The next two clusters of windows to the south are groups of three wood-framed, double-hung, nine-over-nine windows. In addition, above these clusters of windows is the gable end for the central section's gable roof.

The last cluster of windows on the original portion of the building, towards the south end of the façade, is also a group of six wood-framed, double-hung, nine-over-nine windows. In addition, a ten-paned, metal-framed window is located on the west side of the small addition on the south end of the classroom wing.

Interior

The interior floorplan still reflects its historic appearance. Inside the front entrance, the entrance is flanked by the original administrative spaces of the building. The rest of the center portion of the building (crossbar of the "H") is occupied by the auditorium space. The two wings on either side of the crossbar still house the classroom spaces of the building, including two that were in the basement.

The majority of the interior doors, which are wood-paneled with transom windows, are still intact as are the majority of the hardwood floors. The walls are still either original plaster and lath or recently applied gypsum board.

Integrity

Overall, Peake High School has good integrity, and it is very easy to tell that the building was heavily inspired by one of Samuel Smith's original plans. Although there have been two small additions to the fronts of the classroom wings, they are small in scale and match the original building's construction in materials. The fact that Arkadelphia has always been a mid-size town in Clark County, and remains so today, also allows the setting around the Peake High School to reflect its period of significance.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 1

SUMMARY

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

ELABORATION

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

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

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

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 2

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

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

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

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

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 3

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

The present Peake High School building was built in 1929 and was named for J. Ed Peake, one of the principals of the old Sloan School and landowner of the site where the building was built. Peake's heirs sold the land that the building was built on to the Arkadelphia Special School District Number One on July 27, 1928, for \$4,000. However, it was stipulated that the property remain under the Peake name.

A total of \$32,150 was allocated to Arkansas for the 1928-1929 budget year (the year Peake was built), which allowed the completion of 29 schools, three teachers' homes, seven vocational shops, and three school additions comprising five classrooms. Of the 29 schools completed during that period, the Peake High School was the only ten-room school built.

The cost to construct Peake High School was \$25,400, and it was one of the most expensive schools constructed during the 1928-1929 budget cycle. Of the \$25,400 cost of construction, \$2,000 came from black contributions, \$20,800 came from public funding, and the Rosenwald Fund gave a grant of \$2,600.

In addition to the main school building, a shop building was also built in 1929 just to the north of the school. The one-room building (originally) cost \$2,250 to build, and it was one of seven shops built during the 1928-1929 budget year. Of the \$2,250 cost of construction, \$200 came from black contributions, \$1,800 came from public funding, and the Rosenwald Fund gave a grant of \$250. (Although the shop building is still extant and used by the School District's maintenance staff, the School District would not give permission to include it in the nomination.)

Peake High School did not use a standard Rosenwald plan, but was heavily based on Floor Plan No. 7-A for a "Seven Teacher Community School" from Samuel Smith's *Community School Plans*. Smith was the general field agent for the Rosenwald Fund, and he developed a series of floorplans and specifications for a variety of schools that used the most up-to-date innovations in school design. The detailed blueprints and specifications could be obtained from the Rosenwald Fund through the state's education office. Smith felt that having a stock set of blueprints and specifications would allow any community to build a quality school without having to hire an architect, and the school plans turned out to be one of his greatest legacies.

Smith was very concerned with having the maximum amount of natural light get into the classrooms, especially since the rural areas where many of the buildings were built often did not have electricity. Peake High School, as specified in the plans, faces south in order to allow east-west sunlight into the rooms. East-

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 4

west sunlight allowed a more comfortable light (as opposed to an all-day exposure to southern sunlight), and also allowed for better ventilation since shades would not be needed to cover the windows all day long.

The interior specifications for the buildings that Smith designed also helped to maximize the use of sunlight. Specifications required tan shades on the interior, instead of the more traditional green, and preferred that two shades be installed per window, in order to allow more regulation of light. The schools were also designed so that seating arrangements placed the windows on the children's left sides so that their writing arms, at least for right-handed students, would not cast shadows on their papers. Floor Plan No. 7-A, which was the basis for Peake High School, reflects all of Smith's innovations.

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

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

The siting of the building was also considered to be very important, and Smith provided recommendations on that regard. It was recommended that buildings be built on at least a two-acre site, and be located near a corner of the site. This allowed enough space for the school, two privies, a teacher's home, playgrounds for the students, a space for agricultural demonstrations, and proper landscaping. Presently, the Peake School campus occupies one block towards the western end of Arkadelphia. In keeping with Smith's recommendations, the Peake High School building is located at the extreme southeastern corner of the campus.

When the Peake High School building was completed, the first principal in the building was Mr. Hildreth. Enrollment was less than 300 students, and the school served the first through eighth grades. In 1938, Nathaniel B. Cooke became the school's principal, and he remained at Peake for twenty-nine years before he retired.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 5

By 1960, the population of the black community in Arkadelphia and surrounding areas had increased substantially, necessitating the construction of another building on the Peake campus. Once the new building was completed, the Rosenwald building became an elementary school housing first through sixth grades.

Arkadelphia Public Schools became totally integrated during the 1969-1970 school year. The building built on the campus in the 1960s became Peake Middle School and housed grades five through seven. The principals at the school after Cooke included William T. Keaton, Jerry Daniels, Carroll Wood, Berla Jean, Randall Muse, and Carrol Forte.

By early 1984, the building was being used by the Head Start Program, and it was the last occupant of the building, vacating it in December 2001. Currently, the building is vacant and being used for storage by the school district. However, there is an active alumni association and the school district is looking at the possibility of renovating the building for future use.

Schools, especially Rosenwald Schools, along with churches were often the centerpieces of a community, and it was no exception in Arkadelphia. Peake High School was the center of life in this part of Arkadelphia. As the only surviving Rosenwald School in Clark County, Peake High School is a rare and tangible reminder of the philanthropic legacy of Julius Rosenwald.

STATEMENT OF SIGNIFICANCE

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

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 9 Page 1

BIBLIOGRAPHY

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

Information obtained by Pat Donlow of Arkadelphia Public Schools from former principals and students.

Peake High School Alumni Foundation, Inc., Information Brochure "History of Peake," 2004.

Peake High School Records – 1900.

Peake High School Yearbook – 1952.

A Pictorial Evolution of Black Public School Administrators in Arkansas During the 20th and 21st Century.
Marceline, MO: Walsworth Publishing Company, Inc., 2003.

Warranty Deed – July 27, 1928.

United States Department of the Interior

National Park Service

National Register of Historic Places Continuation Sheet

Section number 10 Page 1

VERBAL BOUNDARY DESCRIPTION

Beginning at the northwest corner of 16th Street and Caddo Street, proceed northerly along the western edge of 16th Street 250 feet, thence proceed westerly 250 feet, thence proceed southerly 250 feet to the northern edge of Caddo Street, thence proceed easterly 250 feet along the northern edge of Caddo Street back to the point of beginning.

BOUNDARY JUSTIFICATION

The boundary includes the land at the Peake campus that houses the 1929 Rosenwald school building.

725' II NW
(DE GRAY)

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

STATE C
GEOLOGICAL AND CC
LIT

PEAKE HILL 30 MI.
ARCADELLA, CLARK
COUNTY, ARK.
GLENWOOD 30 MI.
ALPINE 16 MI.

3775000mN
3775000mE

ANTOINE 18 MI.
HOLLYWOOD 7 MI.











