

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

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

1. Name of Property

historic name Concord School House

other names/site number West Concord School No. 48/ Site # CR2427

2. Location

street & number 805 County Road 309

☐ not for publication

city or town Eureka Springs

☒ vicinity

state Arkansas code AR county Carroll code 015 zip code 72632

3. State/Federal Agency Certification

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

☐ nationally ☐ statewide ☒ locally. (See continuation sheet for additional comments.)

Cathie Morris
Signature of certifying official/Title

2/23/09
Date

Arkansas Historic Preservation Program
State or Federal agency and bureau

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

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

☐ entered in the National Register.

☐ See continuation sheet

☐ determined eligible for the
National Register.

☐ See continuation sheet

☐ determined not eligible for the
National Register.

☐ removed from the National
Register.

☐ other, (explain): _____

Signature of the Keeper

Date of Action

5. Classification**Ownership of Property**

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

(Do not include previously listed resources in count.)

Contributing

Noncontributing

1

buildings

sites

structures

objects

1

0

Total

Name of related multiple property listing

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

N/A

Number of Contributing resources previously listed in the National Register

N/A

6. Function or Use**Historic Functions**

(Enter categories from instructions)

EDUCATION/School

Current Functions

(Enter categories from instructions)

OTHER

7. Description**Architectural Classification**

(Enter categories from instructions)

OTHER/Plain Traditional

Materials

(Enter categories from instructions)

foundation CONCRETE

walls WOOD/weatherboard

roof METAL/tin

other

Narrative Description

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

8. Statement of Significance**Applicable National Register Criteria**

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

☐ **A** Property is associated with events that have made a significant contribution to the broad patterns of our history.

☐ **B** Property is associated with the lives of persons significant in our past.

☒ **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

☐ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

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

Property is:

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

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

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

☐ **D** a cemetery.

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

☐ **F** a commemorative property

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

Levels of Significance (local, state, national)

LOCAL

Areas of Significance (Enter categories from instructions)

ARCHITECTURE

Period of Significance

1910

Significant Dates

1910

Significant Person (Complete if Criterion B is marked)

N/A

Cultural Affiliation (Complete if Criterion D is marked)

N/A

Architect/Builder

UNKNOWN

Narrative Statement of Significance

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

9. Major Bibliographical References**Bibliography**

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

Previous documentation on file (NPS):

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

☐ previously listed in the National Register

☐ Previously determined eligible by the National Register

☐ designated a National Historic Landmark

☐ recorded by Historic American Buildings Survey # _____

☐ recorded by Historic American Engineering Record # _____

Primary location of additional data:

☒ State Historic Preservation Office

☐ Other State Agency

☐ Federal Agency

☐ Local Government

☐ University

☐ Other

Name of repository: _____

Concord School House
Name of Property

Carroll County, Arkansas
County and State

10. Geographical Data

Acreage of Property One acre

UTM References

(Place additional UTM references on a continuation sheet.)

1 15 438754 4027121
Zone Easting Northing
2 _____

3 _____
Zone Easting Northing

4 _____

☐ See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title June Westphal; edited by Van Zbinden, National Register Historian
organization Arkansas Historic Preservation Program date 23 September 2008
street & number 323 Center Street, 1500 Tower Building telephone (501) 324-9880
city or town Little Rock state AR zip code 72201

Additional Documentation

Submit the following items with the completed form

Continuation Sheets

Maps

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

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

Photographs

Representative black and white photographs of the property.

Additional items

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

Property Owner

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

name Masters Family Trust (Gene Masters)
street & number 524 County Road 211 telephone _____
city or town Eureka Springs state AR zip code 72632

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 Reduction Projects (1024-0018), Washington, DC 20303

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Summary

The Concord School House is a one-room, front facing gable structure. It sits on a concrete block foundation clad with a random, local stone veneer. The building is symmetrical with three fenestrations on the north and south sides and one each in the east and west elevations. The school was originally a board and batten school with Adamesque architectural influence. Approximately 1910, the exterior was renovated to reflect newer, popular architectural styles and give the school an added sense of prosperity. The school building was restored in 2002 after being moved. Restoration included repair of lap siding and restoration of the interior.

Elaboration

The building is a typical one-room school house common in many Arkansas communities prior to 1900. The building is a simple timber frame structure with a front facing, gable roof. It is believed, though there is no written documentation that it was built by George W. Masters, John W. Edwards, and other local residents.

The school was built approximately 1886 on land owned by George W. Masters. Oak timbers and pine boards cut at Henry Williams nearby sawmill were used to construct the school. A 1901 photograph shows that the plain traditional, one-room school was originally board and batten with triangular, pedimented windows in an Adamesque or Georgian style (see Figure 1, page 11-1). The building was fenestrated with four-over-four windows.

Approximately 1910, as the Colonial Revival style of architecture was becoming increasingly popular the school was renovated. The battens were removed from the siding along with the pediments above the windows, and lap siding was applied directly to the original boards. The school house lost its few Adamesque details in favor of simple wooden lintels.

The original roof was covered in hand hewn, White Oak shingles. At an unknown point that original roof was clad in corrugated steel. During restoration in 2002, a new corrugated steel roof was placed on the structure. Years of deferred maintenance caused loss of lap siding in several places, particularly along the lower walls. Replacement siding of similar dimension, wood, and finish was purchased from a local architectural salvage facility. The loss of the lap siding revealed the boards of the original siding. While the 1901 photograph shows an unpainted building, the existing lap siding had several layers of white paint. Therefore in 2002, the building was again painted white. The original four-over-four, wooden sash windows remain.

Additionally during the 2002 renovations a new concrete block foundation was built under the school. This concrete block was then covered in a random stone veneer. The original continuous stone foundation was removed as a result of the school building being moved from its original location.

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East Elevation/Rear

The east elevation as the school now sits is clad in lap siding. This elevation is fenestrated by one wooden sash, four-over-four, double-hung window. The window is centered in the elevation and the lap siding is carried into the end-facing gable.

This elevation was heavily repaired during the restoration in 2002. The sills under this elevation failed due to extensive rot which necessitated construction of new sills on site.

North Elevation/Side

The north elevation is fenestrated by three double-hung, four-over-four windows. These windows are placed symmetrically in the façade. There was little loss of siding on this elevation and the lap siding rises directly to the roof line.

West Elevation/Front

A paneled entry door was placed symmetrically in the elevation under the end facing gable. The lap siding rises uninterrupted through the gable to the roof.

South Elevation/Side

The south elevation is fenestrated by three double-hung, four-over-four windows. These windows are placed symmetrically in the façade. There was little loss of siding on this elevation and the lap siding rises directly to the roof line.

Integrity

In 2002, the Concord School was removed from its original location and moved approximately 2.5 miles to its current location. The school was offered for free to anyone who would undertake moving the structure. This was necessary to make way for the new Concord Rural Fire Station building on the school's original site. The Gene Masters Living Trust removed the building to Milton W. Masters family property and undertook restoration of the structure.

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Moving the structure caused very little loss of historic features. The primary loss was the original continuous, stacked stone foundation. After movement to the new site, the building was placed on a concrete block foundation. The new foundation maintained the same height profile of the original foundation and the new foundation was given a random stone veneer reflecting the original continuous stone foundation.

There were no exterior architectural or structural features lost by moving the property. As was noted previously, the sills on the east elevation of the school failed during the move. This failure allowed for separation of the east elevation wall from the north and south elevations. New sills were constructed onsite and the separation repaired.

As a rural school building, little investment was made in a formal landscape and any landscape formed by community use of the structure was lost in the fifty-four years that the structure and landscape was abandoned. Therefore moving the building to a new property caused no loss of historic landscape as the integrity of the landscape from the building's period of significance was already compromised.

Admittedly, in moving the building its association with Keel's Creek and the Keel's Creek valley was compromised. It is also possible that potential associated archaeological deposits were lost. However, by moving the school, the most tangible cultural material was saved for the community. Given that the property was slated for redevelopment, and was in-fact redeveloped, potential archaeological deposits have now been disturbed and or lost making the moved property even more significant for understanding the history of rural education. It is unknown if there were any outbuildings associated with the property during its period of significance. By the time the property was moved in 2002, there were no extant outbuildings or any ruins of outbuildings evident on the original school site.

The Concord School was moved approximately fifty-four years after the end of its period of significance. George W. Masters died in 1912. The school was sold to private land owners not associated with the Masters family in 1948. After being sold in 1948, there was no community use of the property and the land owner de facto abandoned the property, using it for a time as agricultural storage. When the Masters Family Living Trust obtained the structure and moved it to its current location they returned the school to property with a Masters family association; the new location being the land of Milton W. Masters, the son of George W. Masters. Restoration of the school at the new location maintained the architectural value, the integrity of design, materials, feeling, and re-established association.

As has been discussed, years of neglect caused loss of lap siding in several places particularly along the lower walls. Replacement siding of similar dimension and finish was purchased from a local architectural salvage company and in two small instances fabricated at a local sawmill to match existing siding.

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The siding used to replace lost or damaged siding was painstakingly cut and then re-cut to reflect the hand-hewn original siding.

The largest replacement of siding was on the west side of the structure where several linear feet of siding was replaced. The original four-over-four, wooden sash windows remain. The replacement of the roof with corrugated steel is in keeping with the corrugated steel which it replaced.

The interior of the school is intact. Use of the structure for the storage of hay and illicit activities had ruined the original floor with significant loss of material. As with the exterior lap siding, the replacement pine floor was purchased from a local architectural salvage company. The replacement floor was all one floor from a building of the same age as the Concord School. Painted chalk boards on three of the interior walls were refurbished in the 2002 restoration. The original wood burning stove was repurchased from private ownership, restored and replaced in the structure.

There is one other school nearby from the same period, that being the Winona Church and School (CR1081, NR listed 6/15/1991). Built circa 1893, Winona served as the school building for School District #62, a neighboring district to the Concord School district. This one-room school, like the Concord School, served the larger community as both a center for religious education and for secular education as well as community gatherings. Winona Church and School is a wood framed, vernacular interpretation of a simplified Greek Revival style of architecture. Like the Concord School, the Winona Church and School is a one-room, rectangular structure with four-over-four, double-hung windows. Winona sits on its original foundation—partially continuous, partially piers—at the foot of a hill approximately five air-miles south of the Concord School. It too is a gable roofed, lap siding clad structure. Unlike the Concord School, Winona was used primarily as a church and featured two entrances on its eastern elevation. Winona Church and School also had a belfry that was removed prior to listing on the National Register of Historic Places and the Winona School has a modern, asphalt shingle roof. As an example of the one-room school, the Concord School building serves as a better example than the Winona Church and School, the latter being a better example of the country church in Arkansas.

The Concord School is now used by the Masters Family Living Trust for public activities such as weddings, family reunions, local historical society events, boy scout and girl scout events, musical performances, etc. Returned to land owned by the Masters family and returned to its role as a center for community activities, the building regains its association as a vital community center. The new location for the school is only two miles from the original location in an area still largely isolated and rural, the building retains the feeling that it had during its period of significance. The building maintains outstanding architectural value and integrity of design.

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Summary

The Concord School House, also known as the West Concord School No. 48, is being nominated to the National Register of Historic Places with **local significance** under **Criteria C** as a good example of the vernacular, one-room schoolhouse in Eureka Springs. It is also being submitted with **Criteria Consideration B** as a moved property.

Elaboration

George W. Masters brought his large family to Carroll County in 1884, building a log cabin overlooking Keel's Creek. The land Masters claimed is listed in Carroll County Land Patens; "a homestead original, 99.050 acres, in the SW/NW and NW/SW quarters of Section 30, Township 20 North, Range 25 West." He is listed on the 1890 Reconstructed Tax Census of Carroll County as living in Winona Township, School District 48. A Minister of the Gospel, Masters was a circuit-rider for the United Brethren denomination. Keenly aware of social and humanitarian needs, he led other neighbors to seek establishment of a school for all their children. Masters succeeded in his bid for a school in 1885, and he and his neighbors set about building a school house on land donated by G. W. Masters.

The name for the new school was chosen as Concord. When the County Court authorized a school district for the purpose of levying property taxes to provide funds for school purposes, the Court designated it West Concord because a district near the Eastern boundary of Carroll County had already been entered as "Concord." The school served a largely rural farming and logging community. The Masters family lived only a hundred yards from the school but many of the children who attended the school lived farther away, some as many as two and half miles, as there was no West Concord town.

Milton Masters, son of George W., remembered growing up near the school and his stories are related in a *Carroll County Historical Quarterly* article. The teacher at the school in 1901 was Edwin Price and school was held three to six months a year. Not unlike many rural schools, Edwin Price's tenure was short and he was replaced by Alice Gentry who served for many years as teacher at the Concord School.

In 1886, the year the Concord School was constructed, the Carroll County Court reported that there were 5,945 white children in the county and thirty-five black children. Of these white children 3,195 (fifty-four percent) attended school, as too did twenty-one (sixty percent) of the black children. It must be noted that only forty-one of seventy-two school districts reported; of those forty-one only thirty-six had their own school building.

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The quality of local schools was closely connected to the success of local farmers and residents. Supported by local property taxes, many school districts across the Ozarks were consistently underfunded. This lack of funding often resulted in short tenure by teaching staff who left to seek new opportunities and increased salaries. Though it is remembered that Alice Gentry served for many years at the Concord School, there were several other teachers who served interim terms. Those who attended the Concord School remember receiving what they felt was a quality education, though many only attended for six or eight years.

In addition to being the local school, Concord was the center of the community activities. Pie socials, visiting lecturers, political rallies, and religious gatherings all occurred at the school. Like many school houses in the Ozarks, the school building served as the church for multiple denominations. George C. Masters was the circuit pastor for the United Brethren Church but the structure was also used by the local Baptist congregation as well. It was the location of the local voting precinct as well.

The Ozarks as a region went through a great deal of change in the twenty years between 1920 and 1940. Largely a period of declining population numbers, the financial successes of other parts of the country bypassed many of the isolated, rural Ozark communities. The declining populations, a result of families leaving in search of better livings, led to decreased tax revenues and a downturn in the prosperity of many Ozark schools. The period between 1920 and 1940 was also a period of great change in school legislation in Arkansas.

Beginning in 1927, the Arkansas Board of Education sought to standardize curriculum and in 1928 developed a plan for school consolidation. The result was a gradual reduction in the number of schools and school districts. Finally in 1948, the Concord School was forced, through state legislation, to consolidate. After consolidation in 1948, the County Court ordered the now abandoned school houses and tracts of land on which they stood, sold by the County School Board at Sheriff's sales to highest bidder. The property became privately owned and unused for many years. At one point the Concord School was used for storage of hay bales.

Not unlike George W. Masters a century earlier, the last owners determined to donate the site of the school house to fulfill a community need. The Western District Rural Fire Association headed by the Eureka Springs Fire Department planned to build a rural fire station and the original location of the school was excellent for their purpose. The station house was subsequently built and was named Concord Rural Fire Station.

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The school was offered free to anyone who would move the building. Masters family descendents, recently returned to the old family homestead, removed the building to their property. By road the relocation was a move of some two or three miles, but geographically the school house presently stands on Masters family land at the top of the same mountain near the original site.

The Concord School was moved approximately fifty-four years after the end of its use as a school. George W. Masters died in 1912. The school was sold to private land owners not associated with the Masters family in 1948. After being sold in 1948, there was no community use of the property and the land owner de facto abandoned the property, using it for a time as agricultural storage. When the Masters Family Living Trust obtained the structure and moved it to its current location they returned the school to property with a Masters family association; the new location being the land of Milton W. Masters, the son of George W. Masters. Restoration of the school at the new location maintained the architectural value, the integrity of design, materials, feeling, and re-established association.

Moving the structure caused very little loss of historic features. The primary loss was the original continuous, stacked stone foundation. After movement to the new site, the building was placed on a concrete block foundation. The new foundation maintained the same height profile of the original foundation and the new foundation was given a random stone veneer reflecting the original continuous stone foundation.

Aside from the original foundation there were no exterior architectural or structural features lost by moving the property. As was noted previously, the sills on the east elevation of the school failed during the move. This failure allowed for separation of the east elevation wall from the north and south elevations. New sills were constructed onsite and the separation repaired.

As a rural school building, little investment was made in a formal landscape and any landscape features directly associated with community use of the structure were lost in the fifty-four years that the structure and landscape was abandoned. Therefore moving the building to a new property caused no loss of historic landscape as the integrity from the building's period of significance was already compromised. It should be noted however, that the original location of the school was at the foot of a hill very near a ford of Keel's Creek on County Road 302. At the junction of County Roads 329 and 302, the school served the small agricultural population of the Keel's Creek valley. The school building faced east—it now faces northwest—and the school now sits approximately 200 feet higher than its original location.

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Admittedly, in moving the building its association with Keel's Creek and the Keel's Creek valley was compromised. It is also possible that potential associated archaeological deposits were lost. However, by moving the school, the most tangible cultural material was saved for the community. Given that the property was slated for redevelopment, and was in-fact redeveloped, potential archaeological deposits have now been disturbed and or lost making the moved property even more significant for understanding the history of rural education. It is unknown if there were any outbuildings associated with the property during its period of significance. By the time the property was moved in 2002, there were no extant outbuildings or any ruins of outbuildings evident on the original school site.

The restored Concord School House, conveniently located for accessibility, has already served as a venue for many types of functions. It is in regular scheduled use as a nostalgic wedding chapel, Elderhostel groups, public programs and events with historical re-enactors, or presenting music from country to chamber ensemble, fund-raisers such as pie suppers for charitable causes, clubs such as Model T owners from across the region, school and other youth groups, and more. Future plans include efforts to organize a "one room school house" educational project patterned after those instigated by historical societies in our region.

Statement of Significance

The Concord School House, also known as the West Concord School No. 48, is one of the better examples of being nominated to the National Register of Historic Places with **local significance** under **Criteria C** as a good example of the vernacular, one-room schoolhouse in Eureka Springs. It is also being submitted with **Criteria Consideration B** as a moved property.

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Bibliography

Carroll County Court Records of School Directors, No. 1: 1885 to 1910.
County Court Record Books

In archives of Carroll County Clerk, Courthouse, Berryville AR.
School Enumeration Records compiled by County School Supervisor, 1932 to 1948. Originals in archives of
Eureka Springs Historical Museum, Eureka Springs AR

The Journals of Rev. James A. Walden, M.G. 1860-1895. Available in archives of Carroll County Historical
and Genealogical Society, Berryville AR.

Various records, photograph, documents, newspapers, in archives of Carroll County Historical and
Genealogical Society and Museum.

Federal Census records 1900 through 1930, from online sources.

Carroll County Historical and Genealogical Society Quarterly, Vol. XLIX, No. 1, March 2004, article "The
Concord School House" by Gene Masters.

Ken Story, *The Evolution of the Public Schools in the Arkansas Ozarks, 1920-1940* (Little Rock, AR:
Arkansas Historic Preservation Program, 1992).

Concord School House

Name of Property

Carroll County, Arkansas

County and State

United States Department of the Interior
National Park Service

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Verbal Boundary Description

A part of the W $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Section 19, Township 20 North, Range 25 West, Carroll County, Arkansas, containing 1.23 acres.

Boundary Justification

This boundary includes all the land now associated with the Concord School House.

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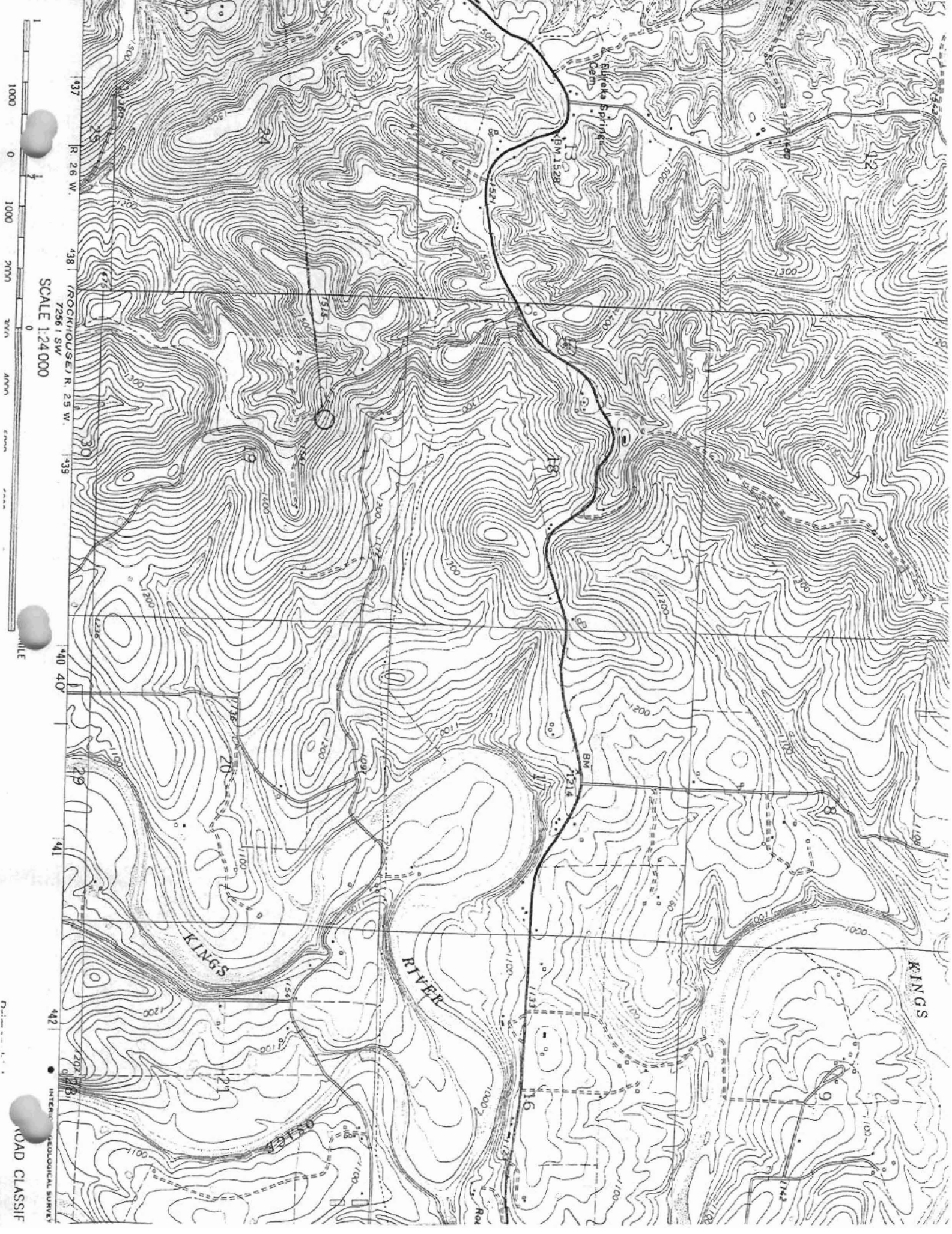
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Historic Photographs



Figure 1: Concord School. Photograph taken about 1901. This photograph shows the building prior to the c.1910 renovations, note board and batten siding and triangular pediments above the windows. *Courtesy, Masters Family Living Trust..*



1000 0 1000 2000 3000 4000 5000 6000 7000 8000 9000 10000

SCALE 1:24000

72561 SW

ROCKHOUSE R. 25 W.

437 R. 26 W.

438

439

440

441

442

25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42

KINGS RIVER

KINGS CREEK

Bentley Springs

Cem.

BM 1528

BM 1214

BM 1133

BM 1134

BM 1135

BM 1136

BM 1137

BM 1138

BM 1139

BM 1140

BM 1141

BM 1142

BM 1143

BM 1144

BM 1145

BM 1146

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BM 1189

BM 1190

BM 1191

BM 1192

BM 1193

BM 1194

BM 1195

BM 1196

BM 1197

BM 1198

BM 1199

BM 1200

INTERNATIONAL GEOLOGICAL SURVEY

ROAD CLASSIFICATION

