

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

NR Listed  
6-3-10

This form is for use in nominating or requesting determinations for individual properties and districts. See instruction in National Register Bulletin How to Complete the National Register of Historic Places Registration Form (formerly 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 Fargo Training School Historic Districtother names/site number Resource # MO0161-68**2. Location**street & number Floyd Brown Drive, East of M and A Road not for publication ☐city or town Fargostate: Arkansascode: ARcounty: Monroecode: 095vicinity ☒zip code: 72021**3.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 forth in 36 CFR Part 60. In my opinion, the property ☒ meets ☐ does not meet the National Register criteria. I recommend that this property be considered significant ☐ nationally ☒ statewide ☐ locally. (☐ See continuation sheet for additional comments.)

*Cathie Matthews*

3/11/10  
Date

Signature of certifying official/Title

Arkansas Historic Preservation Program  
State or Federal agency or Tribal government

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

Signature of commenting official/Title

Date

State or Federal agency and bureau or Tribal government

**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

Fargo Training School Historic District  
Name of Property

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## 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 the count)  
Contributing Noncontributing

5	1	buildings
1	0	sites
0	0	structures
0	0	objects
6	1	Total

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

Number of contributing resources  
previously listed in the National Register

0

## 6. Function or Use

Historic Function

(Enter categories from instructions)

Domestic: single dwelling  
Domestic: multiple dwelling  
Education: school  
Education: education-related

Current Functions

(Enter categories from instructions)

Domestic: Single dwelling  
Recreation and Culture: museum  
Vacant/Not In Use  
Education: education related

## 7. Description

Architectural Classification

(Enter categories from instructions)

Modern Movement: International Style  
Other: Plain/Traditional  
Other: 20<sup>th</sup> Century Commercial  
Modern Movement: Ranch Style

Materials

(Enter categories from instructions)

foundation	Concrete
walls	Brick, Concrete, Wood
roof	Tar, Composite Shingles, Metal
other	

Narrative Description

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

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## 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** a birthplace or a grave.
- ☐ **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

# \_\_\_\_\_

### Areas of Significance

(Enter categories from instructions)

Education

Ethnic Heritage: Black

**Period of Significance**  
c.1955-60

**Significant Dates**  
1960

**Significant Person**  
(Complete if Criterion B is marked above)

**Cultural Affiliation**

**Architect/Builder**

Architect: Furrell & Robinson

Contractor: Charles A. Lovell

### Primary location of additional data:

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

Name of repository:

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## 10. Geographical Data

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### UTM References

(Place additional UTM references on a continuation sheet.)

1.	<u>  /  /  </u> Zone	<u>  /  /  /  /  /  /  /  /  </u> Easting	<u>  /  /  /  /  /  /  /  /  </u> Northing
2.	<u>  /  /  </u> Zone	<u>  /  /  /  /  /  /  /  /  </u> Easting	<u>  /  /  /  /  /  /  /  /  </u> Northing
3.	<u>  /  /  </u> Zone	<u>  /  /  /  /  /  /  /  /  </u> Easting	<u>  /  /  /  /  /  /  /  /  </u> Northing
4.	<u>  /  /  </u> Zone	<u>  /  /  /  /  /  /  /  /  </u> Easting	<u>  /  /  /  /  /  /  /  /  </u> Northing

[ x ] 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 Travis Ratermann, Survey Historian  
organization Arkansas Historic Preservation Program date April 9, 2010  
street & number 323 Center St. 1500 Towers Building telephone 501-324-9874  
city or town Little Rock state AR zip code 72203

## 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 images 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 Arkansas Land and Farm Development  
street & number P.O. Box 743 telephone 870-734-1140  
city or town Brinkley state Arkansas zip code 72021

**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 listings. 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. A federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number.

**Estimated Burden Statement:** Public reporting burden for this form is estimated to range from approximately 18 hours to 36 hours depending on several factors including, but not limited to, how much documentation may already exist on the type of property being nominated and whether the property is being nominated as part of a Multiple Property Documentation Form. In most cases, it is estimated to average 36 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form to meet minimum National Register documentation requirements. Direct comments regarding this burden estimate or any aspect of this form to the Keeper of the National Register of Historic Places, National Park Service, 1849 C St., NW, Washington, DC 20240.

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## DESCRIPTION

### Summary

The Fargo Training School Historic District is located in Greenfield Township, Monroe County, in the eastern portion of the state. The district encompasses approximately 15 acres located along M and A Road and Floyd Brown Road. The Fargo Training School provided education to the African-American students located within the Arkansas Delta region from 1949 to 1968. The Fargo Training School Historic District consists of five contributing buildings, one contributing site, and one noncontributing building. The central feature of the district is the Floyd Brown building, which was constructed in 1958. The International style of architecture influences two buildings in the district, the Floyd Brown Building and the Mid-Delta Head Start Building. The Teacher's Cottage and the Superintendent's Home are constructed in the Minimal Ranch style, which is a compact version of the typical Ranch home. The Brown-Fargo Agricultural School Museum was erected in 1960. The final contributing resource is the site of the former J.R. Jackson Gymnasium. The fifth building, which is used as a gymnasium, is constructed in the Plain-Traditional style and is noncontributing to the district because of later alterations to the structure.

### Floyd Brown Building (Contributing)

The Floyd Brown Building, built in 1958, is an International style influenced, L-shaped building with a brick veneer and cast-concrete exterior. An L-shaped 1964 addition on the east side of the building, gives the current building an irregular shape, though the addition was constructed using the same materials and design as the earlier 1960 building. The building was built in 1958 to replace other frame structures on the site, which originally belonged to the Fargo Agricultural School and preceded the Fargo Training School for Delinquent Negro Girls. The building sits atop a continuous cast-concrete foundation and is topped with a flat roof that is covered with a tar build-up.

The front façade of the building faces south, and is comprised of the original 1958, L-shaped building. The main corridor of the 1958 portion of the building contains fifteen visual bays which are separated by brick buttresses. Each of these bays is then broken down into five smaller areas, or panels, with four aligning the top of the bay and one running along the entire bottom of the bay. This arrangement is consistent throughout bays one through six. These bays are also set forward toward the roadway compared to the other bays. The other bays along this elevation are broken into four smaller areas, or panels, with three panels located above a single panel that stretches the length of the bay. Battens separate the bays. In rotating right to left, or west to east, the first bay is left with no other ornamentation other than the white stucco panels and the battens, which separate the panels. The second bay consists of two, two-over-two, double-hung, aluminum windows which are centrally located in the central two smaller areas. This fenestration is also repeated in bays three, four, and six. The fifth bay used the arrangement of alternating panels as window opening with the first and third panel, moving left to right, as the opening. The second and fourth panel consists of the original stucco paneling. Bay seven is smaller than the other bays but consists of two aluminum, two-over-two, double-hung windows. Bay eight utilizes all three of the upper panels which contains three aluminum, two-over-two, double-hung windows. Bays nine, ten, twelve, thirteen, and fourteen uses the central panel of the three for the location of a single aluminum, two-over-two, double hung window. The front entrance creates the eleventh bay. A small sidewalk leading from Floyd Brown Drive to a brick portico, with a flat



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concrete roof, allows accesses to the entrance. The doorway is recessed into the elevation with four transom windows located above four doors. The two central doorways are active leaves, while the two outside doorways are inactive leafs. The fifteenth bay is adjacent to another L-shaped addition, which was constructed in 1964 and is set forward toward the roadway compared to the original L-shaped building. However, the fifteenth bay is another smaller bay with two aluminum, two-over-two, and double-hung windows. Located along the exterior wall which is extending north from the original building are six aluminum, two-over-two, and double-hung windows in varying arrangements. The first extending toward the north is a single aluminum, two-over-two, and double - hung separated from another single aluminum, two-over-two, and double - hung window by a small flat buttress. The third and fourth visual bays in this section consist of two aluminum, two-over-two, double-hung windows and is separated from the surrounding bays by a larger flat brick buttress. The north elevation of the 1964 addition consists only of a recessed aluminum, hollow-core, entranceway and small sidewalk.

The east elevation contains sixteen bays. The first fifteen bays consist of three, two-over-two, double-hung window openings, that are covered by a mesh screen. These opening are recessed into the building. A large flat, brick buttress separates each bay. The sixteenth bay contains no ornamentation except for a single, hollow-core, aluminum doorway.

The south elevation is constructed in several sections. The first section is constructed from the far south portion of the the 1964 addition. This section of the south elevation consists of six bays. The first fifteen bays consist of three, two-over-two, double-hung window openings, that are covered by a mesh screen. These opening are recessed into the building. A large flat, brick buttress separates each bay.

The building then makes a corner to reveal three bays. The first bay to the south contains metal ductwork and a recessed entranceway containing a hollow-core aluminum door. The next two bays contain two, two-over-two, double-hung window openings, that are covered by a mesh screen.

The building then makes another corner revealing a portion of the wall, which is facing north. This section of wall space contains no ornamentation. The exterior of the building then makes another corner along the 1964 addition creating the inside portion of the L-shaped addition. The inside of the L-shaped addition contains five two-over-two, double-hung window openings, that are covered by a mesh screen. These opening are recessed into the building. A large flat, brick buttress separates each bay.

The building is then adjoined by the original building which is divided into seven bays. The first bay is located to the east on the south elevation. This bay contains a single, two-over-two, double-hung window openings, which are covered by a mesh screen and two, two-over-two, double-hung window openings that are covered by a mesh screen. These opening are recessed into the building. A large flat, brick buttress separates each bay. The second bay is recessed into the building and contains no ornamentation except for a centrally located aluminum double door. A sidewalk running from the previously mentioned door on the south elevation is connected to a small concrete porch located outside of the entranceway. The third bay consist of three, two-over-two, double-hung window openings, that are covered by a mesh screen. These opening are recessed into the building. A large flat, brick buttress separates each bay. The fourth through seventh bays are set forward compared to the other bays on the elevation and each bay contains four, two-over-two, double-hung window openings, that are covered by a mesh screen. These opening are recessed into the building. A large flat, brick buttress separates each bay.

The building then makes another corner with that section of the elevation in a western direction. The

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five bays are similar to those discussed before and consist of two, two-over-two, double-hung window openings, that are covered by a mesh screen in each bay except for the fifth bay. These opening are recessed into the building and a large flat, brick buttress separates each bay. The fifth bay is a large brick wall with no ornamentation.

The building then turns again revealing another portion of the southward facing elevation. This elevation contains only a centrally located aluminum, hollow-core, door that can be accessed by two small concrete steps.

The west, and final, elevation consists of seven bays with the first bay, located at the southwest corner of the building, bearing no ornamentation. The second bay again contains two, two-over-two, double-hung window openings, that are covered by a mesh screen. These opening are recessed into the building. A large flat, brick buttress separates the second bay form the third bay. The third, fourth, and fifth bays also contains the same arrangement of windows but are separated from each other by smaller buttresses. The sixth bay consists of a recessed entrance way which is accented by single, hollow-core, aluminum door. The seventh bay of the west elevation is similar to the first bay and contains no ornamentation.

### Mid-Delta Head Start Building (Contributing)

The Mid-Delta Head Start Building is located in the southeastern portion of the district. This one story, concrete block constructed, nonagonal school building was constructed c.1960 in the International style with no basement or cellar. The building sits upon a continuous cast-concrete foundation and is topped with a flat roof covered with a tar build up. Upon the roof is a cupola which consist of nine, two-over-two, double-hung, aluminum windows. A nine sided, flat roof also covers the cupola. The building's single pain casement windows can be found on all but one of the elevations of the building.

The front façade of the building faces northwest and consist of recessed front entrance with one door centrally located on the facade. The next three elevations running clockwise around the building consist of the five large ribbon windows located on each of the elevation. The fourth elevation consists of a doorway, which is centrally located in the elevation and is flanked on the left by two large casement windows. Again, the next three elevations consist of five large ribbon windows located on each of the elevation. The final elevation contains three large centrally located ribbon windows on the elevation.

### The Teacher's Cottage (Contributing)

The Teacher's Cottage is located in the central portion of the district. This one story, framed, Minimal Ranch with brick veneer home was constructed c.1960 with no basement or cellar. The building sits upon a continuous cast-concrete foundation and is topped with a hipped roof. This small modest home reflects the school board's unwillingness to appropriate proper housing for the educators at the Fargo Training School as they lived in moderation, but met the needs to fulfill their goals as educators and rehabilitators.

The front façade of the building faces south and consists of a vinyl-sided enclosed porch which was added to the Southwest corner of the home. The entrance is offset to the right of centerline of the enclosure. Located to the left of the entrance is a small two-over-two, double-hung, aluminum window, which is part of the enclosed front porch. The original front entrance is located inside of the enclosed

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porch and allows access from the enclosed porch into the main portion of the home. A smaller adjoining hipped roof covers the enclosed porch. Located on the east side of the enclosed porch is another small two-over-two, double-hung window. Moving right across the front façade, there are two pairs of two, two-over-two, double-hung windows set above a brick header course sill. The two pairs of windows, which are separated by a single two-over-two, double-hung window, located between the two sets.

The west elevation carries along much of the front facades architectural features including window styles. There are two, two-over-two, double-hung, aluminum windows, which are also set above a brick header course. The north elevation consists of a small aluminum door located along the northwest corner of the home. The door way is covered by a small gabled porch roof, which is supported by two decorative wrought-iron posts. To the left of the porch, there are two pairs of two, two-over-two, double-hung windows, set above a brick header course sill. The two pairs of windows, which are separated by a single two-over-two, double-hung window, centrally located between the two sets, are identical to the arrangement located along the front façade. The east elevation is identical to the west elevation and consist of two, two-over-two, double-hung, aluminum windows, which are also set above a brick header course.

### The Superintendent's Cottage (Contributing)

The Superintendent's Cottage is located in the central portion of the district and is located between the Teacher's Cottage to the east and the Gymnasium to the west. This one story, framed, Minimal Ranch with brick veneer home was constructed c.1960 with no basement or cellar. The building sits upon a continuous cast-concrete foundation and is topped with a hipped roof. This small modest home again reflects the school board's unwillingness to appropriate proper housing for the educators at the Fargo Training School.

The front façade of the building faces south toward the front entrance of the Floyd Brown Building. The façade of the building highlighted by the entrance, which is offset to the left of the center of the home and is covered by a small hip roof supported by two decorative, wrought-iron posts. Located to the left of the entrance is a large three-bay casement window. The first bay from the left consists of a three pane, extension casement window that swings out and to the east through the use of a roto operator. There is a single fixed light above the extension casement. The second bay consists of twelve fixed lights. The third bay is identical to the first, with the only difference being that the third bay extension casement window swings to the east rather than the west. To the right of front entrance there are two pairs of two, two-over-two, and double-hung windows, set above a brick header-course sill.

The west elevation carries along much of the front façade's architectural features including window styles. It is a very similar home in form, compared to the Teacher's Cottage. The window located in the southwest corner of the elevation is a four-pane casement window, while the window in the northwest corner is a two-over-two, double-hung, aluminum windows, which are also set above a brick header course. The north elevation consists of a small, two-over-two, double-hung window and an aluminum storm door located along the northwest corner of the home. The storm door is protecting the white, single-acting, hollow-core, metal door and sits above a single concrete step, which leads to a concrete sidewalk. To the left of the north entrance or back door, there are two pairs of two, three-pane casement windows, which are centrally located on the elevation. An air conditioning unit, sitting in a concrete slab, is centrally located between the two small casement windows. A single two-over-two, double-hung window is located along the northeast corner of the elevation. The east elevation consist of two, two-over-two, double-hung, aluminum windows, which are also set above a brick header course. Located



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between the two sets of windows is the electric meter box that is located roughly five feet off the ground. The windows are aligned so that the top of the window frame is adjacent to the fascia on the bottom of the boxed cornice while all of the windows are also set above a brick header-course sill.

**The Floyd Brown Museum Building (Contributing)**

The Floyd Brown Museum Building is located on the east side of the district and is located to the east of the Superintendent's Cottage. This one story, frame, Plain-Traditional building with brick veneer was constructed in 1960 with no basement or cellar. The building sits upon a continuous cast-concrete foundation and is topped with a flat roof. This small modest museum reflects the passion that Floyd Brown felt for the Fargo Agricultural School he had founded. With this passion instilled in him, Floyd Brown donated \$10,000 to establish the museum for the Fargo Agricultural School in 1960. The building was dedicated on Sunday, September 25, 1960.

A small sidewalk leads from Floyd Brown Road to the front entrance of this one story building. The front façade is dominated by a structural brick porch and entranceway. Two small concrete steps provide access to the slightly elevated front porch, with a flat roof. The porch is enclosed on three of the four sides by brick walls. Centrally located on the front façade is a hollow-core metal door with six inset panels. Located on either side of the front entrance, there is a one-over-one-over-one, triple-hung, aluminum window. The windows are set so that the aluminum frame is adjacent to the brick walls, which are perpendicular to the rest of the front façade.

The west elevation consists of two, one-over-one-over-one, triple-hung, aluminum windows that are located at opposite ends of the elevation. The north elevation consists of only a single-acting door, which is located on the northwest corner of the building. The east elevation is identical to the west elevation with two, one-over-one-over-one, triple-hung, aluminum windows that are located at opposite ends of the elevation.

**The J.R. Jackson Gymnasium Site (Contributing)**

The J.R. Jackson Gymnasium Site is located in the west side of the district and is located to the west of the Gymnasium. This site consists of a sidewalk running northwest, a set of three concrete steps, and a partial foundation wall. These remnants are all that is left of the 1935 J.R. Jackson Gymnasium that was the first gymnasium in eastern Arkansas for African American students. At the foot of the sidewalk is a contemporary metal exhibit panel explaining a brief history of the Fargo Agricultural School. This site is the only remaining remnant of the original Fargo Agricultural School Campus.

**The Gymnasium (Non-Contributing)**

The Gymnasium is located in the northwest portion of the district. This variable height, steel framed, gymnasium was constructed c.1960 in the Plain Traditional style with no basement or cellar. The building sits upon a continuous cast-concrete foundation and is topped with both a flat and front-gabled roof. This building was built to replace of the J.R. Jackson Gymnasium, which is still evident to the west of the current gymnasium. This building is currently the only gathering space in Fargo, Arkansas.

A small U-shaped driveway allows access to the historic front entrance on the south elevation of the

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building. A large two story, steel structure, with brick veneer, covers the driveway. The steel columns are covered in a brick veneer, which supports a red, standing-seam, hipped, metal roof. The historical front entrance is centrally located along the one story gathering space, which makes an L-shape around the front of the two and a half story gymnasium.

On either side of the aluminum-framed glass entry doors, there is a large aluminum sidelight. To the outside of each of the sidelights, there is a brick wall which divides the first set of sidelights and a second sidelight on the opposite side of the brick wall. At both ends of the front of the gathering area, there is a red, flat, hollow-core, steel door. Above each of these hollow-core doors, is a transom window. A red aluminum box cornice is located at the top of the one story brick wall. Also located along the façade, is the two story end-gabled gymnasium portion of the building. The façade of this portion of the building consists of an in and out corbelling detail along each of the two corners and two louvered vents, which run vertically on either side of the gabled end.

The west elevation is still composed of two main portions, with a one story segment and a two story segment, which complete this elevation. The one story section of the west elevation was a continuation of the one story section located on the front façade. There are three bays, which make up the one story section. The first section, the bay located to the far south, contains no fenestration except for the red aluminum boxed cornice. The middle bay contains a small exterior light located to the right of a leader head and downspout. The leader head and downspout are centrally located in the middle bay. The middle bay has a two-foot setback compared to the first bay. The third bay, which contains no ornamentation, is set out from the two other bays.

Since the one story portion of the building encompasses nearly half of the first story, of the two-story portion of the building there is limited ornamentation for one-half of the building. The two-story building contains seven visual bays. The bays are broken down by downspouts from the gabled roof. The first bay, located to the far south, contains no ornamentation a downspout to the left. The second bay consists of a large stationary window located on the second story of the elevation. A downspout is located to the left of the window. This bay arrangement is repeated in bays three, four and five with the sixth and seventh bay absent of any ornamentation. On the first floor of bay four is a set of aluminum, hollow-core, double doors, which is centrally located in the bay. On the first story of the fifth bay is a single, hollow-core, aluminum door.

The north elevation contains five visual bays separated again by downspouts from a flat roof. The main portion of the north elevation was constructed in the mid 1980s. The rooflines no longer adjoin as the 1980 addition has a flat roof and the gymnasium roof is gabled. The roof to the 1980 addition is also shorter than the gabled portion of the elevation. The first bay, which is located on the west side of the elevation, once held a large service bay door. The service bay door has since been replaced by aluminum, hollow-core, single-action door and two stationary windows located to the left of the door. Above the single-action door is a small transom window. The second bay lacks any ornamentation except for two air-conditioners located in front of the bay. The third bay contains another former service bay entrance that has since been replaced by two stationary windows. The fourth bay contains two sets of two stationary windows each one located at the opposite end of the bay. The fifth bay contains large aluminum ductwork exiting the building through the upper third of the elevation. There is no ornamentation located on the gable end of the façade.

The east elevation is broken into four bays. The first bay, located at the north end of the elevation,

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consists of two one-over-one stationary windows located at opposite ends of the bay with a large stationary window centrally located in the bay. Upon moving to the left of the first bay, the building is set back to another 1980s addition. Two, one-over-one stationary windows are located on the longer 1980 addition. The smaller 1980 addition is located between the first 1980 addition and the original gymnasium, creating a three-sided shape between the two portions of the building. The first and third side of the wedge-shaped addition contains a single one-over-one stationary window, while the central side of the shape contains two, single-action glass doorways with a one-over-one stationary window between them. The third bay is another portion of the original gymnasium and is again broken down visually by the downspouts located along the gabled roof. Each of the three bays contains a small single-pane stationary window located along the second story of the building. The fourth bay is part of the one story L-shaped addition to the front façade and contains no ornamentation.

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### SIGNIFICANCE

The Fargo Training School Historic District is being nominated for inclusion in the National Register of Historic Places under Criterion A with statewide significance, for its association with ethnic heritage and for its association with African American Education through the first half of the 20<sup>th</sup> Century. The Fargo Training School Historic District is an excellent example of an educational campus for African American students from the late 1950s through 1960. Though it is unclear who the architect(s) is for the educational buildings, it is known that Furrell and Robinson designed the 1964 addition to the Floyd Brown Building, but was constructed by Charles A. Lovell. This extraordinary property of fifteen acres, built between 1958 and 1960, features the contributing irregular shaped Floyd Brown Building, the nonagonal Mid-Delta Head Start Building, Fargo Agricultural School Museum, J.R. Jackson Gymnasium Site, two faculty cottages, and a noncontributing gymnasium. Fargo Training School is believed to be the only training school left from that era in the State of Arkansas.

### ELABORATION

"The education of the whole people, in a republican government, can never be attained without the consent of the whole people."<sup>1</sup> This idea about educating the citizens of a republican form of government, especially at the state level, really rings true in the state of Arkansas. Though accepted in the Union after 1787, the presence of the Ordinance of 1787, holds very true for the early education history of Arkansas. The schooling idea in Arkansas was formed out of the Northwest Ordinance of 1787, which encouraged public education and with the Land Ordinance of 1785 established townships and sections through the Territorial Government of Louisiana Act of 1806.<sup>2</sup> Each township is six miles square and each of the sections subdividing the township is one mile square. The ordinance declared that one section (section 16) of each township would be reserved for the support of schools.<sup>3</sup>

Later, with the enactment of territorial legislation in 1829, the legislature made an effort to create a system of schools by passing the first law concerning public education. As part of this legislation, "each township [had] to select three trustees whose duties were to maintain a school building on the sixteenth township and hire a teacher."<sup>4</sup> At this time, public schools were not free nor were they supported by public money other than the leasing, selling or renting of the sixteenth township lands.<sup>5</sup> It was not until after the Civil War that education began to move forward again. As part of the new state constitution mandated by the Federal government to allow Arkansas back into the Union, the new constitution called for a "two mill state property tax for school purposes."<sup>6</sup> As part of the Reconstruction Act of 1867, education was extended to "black and white students alike, between the ages of five and twenty-one."<sup>7</sup> However, even with the new education system in place, the schools themselves were segregated by race, though not through legality. During the period following the Reconstruction, solidifying the educational system became harder due to economical restraints. It is also during this period that an African American school system and a white school system began developing separately. It would not be until the trail of *Brown v Board of Education of Topeka* in 1954 that the two school systems would start to become one central school system. Even with the court's ruling, the desegregation process was slowing moving in many of the

<sup>1</sup> Horace Mann, "Compulsory Education," *Arkansas School Journal* (February 1881): 148.

<sup>2</sup> Charles Wilson Hagan, "The History of the State Education Agency in Arkansas" (PH.D. diss., University of Missouri, 1969), 31.

<sup>3</sup> *Ibid.*

<sup>4</sup> Thomas E. Patterson, *History of the Arkansas Teachers Association* (Washington, D.C.: National Education Association, 1981), 16.

<sup>5</sup> Hagan, 2.

<sup>6</sup> Clara B. Kennan and T.M. Stinnett, *All This and Tomorrow Too* (Little Rock: Pioneer Press, 1969), 26.

<sup>7</sup> *Ibid.*



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southern states including Arkansas.

It was during this period of segregated schools that Floyd Brown created the Fargo Agricultural School, the predecessor to the Fargo Training School for Delinquent Negro Girls, in 1919. Mr. Brown was determined to build a school with the \$2.85 he had upon his arrival in Fargo, Arkansas. Mr. Brown was able to "purchase on credit twenty acres of land from a local minister...and made an agreement to pay for the land after harvest the next year."<sup>8</sup> By November 27, 1919, "ground was broke[n] for the first building of the Fargo Agricultural School"<sup>9</sup> and classes had begun by January 1, 1920. This new school was designed to "prepare young people of his race [African American] to live useful lives. It taught African- American students the skills they needed for life in rural Arkansas with emphases upon farming and domestic life."<sup>10</sup> This same concept was one that was brought by the Rosenwald Fund in the initial planning phase for what is known as the Dunbar School in Little Rock, Arkansas.<sup>11</sup>

Now, there was a strong push for African Americans to receive an education in the various trade groups as African American men and women made up 25% of Little Rock's population. That 25% of the population was working in various trades such as cooks, gardeners, and agricultural labor for men while women worked as seamstresses, cooks and laundry women.<sup>12</sup> Therefore, the philanthropist in charge of funding the schools' development formatted the curriculum around the jobs that they already were working. This same idea was proposed by the Department of Education in Arkansas, as they "believed that a greater emphasis should be placed on the vocational interest of the Negro youth and adults on the farm."<sup>13</sup> What the Dunbar school offered that the Fargo Agricultural School did not was a variety of course tracks. Dunbar offered three course tracks in academic, academic and vocational, and industrial, while Fargo offered one that involved academic and vocational training. Still the difference between the two schools was the students would move on to after graduation. In the case of Dunbar, many students would stay within the urban environment, while those attending Fargo would move back to the farm where vocational training would be better served. However, the vocational and industrial course were designed to teach the students how to be used in an industrial helper job such as working as a janitor in which you did not need a high school education.<sup>14</sup>

In the thirty years that the Fargo Agricultural School existed, several of the boys and girls who attended the school and who may not have had the chance to finish high school otherwise were able to move beyond the agrarian way of life into professional careers. The final graduation of the Fargo Agricultural School took place in May 1949, as Mr. Brown sold the school he created to the State of Arkansas for a marginal amount of money as it was passed as Act 355 in 1949. At that time, Mr. Brown had decided that he "could not continue indefinitely being responsible for raising large sums of money to finance the school."<sup>15</sup> At the time that Mr. Brown sold the school to the State of Arkansas, African American schools received only 11%<sup>16</sup> of the state expenditures for

<sup>8</sup> Nancy A. Williams, ed. *Arkansas Biography: A Collection of Notable Lives* (Fayetteville, AR: The University of Arkansas Press, 2000), 44.

<sup>9</sup> Ibid.

<sup>10</sup> *Fargo Agricultural School Collection*, 2005, mfilm General 00001252 Roll 1, #1 Notebook of Floyd Brown's Correspondence - Item #11 Scrapbook of Photographs 1944-1973, Arkansas History Commission, Little Rock, AR.

<sup>11</sup> James D. Anderson, *The Education of Blacks in the South 1860-1935* (Chapel Hill, NC: University of North Carolina, 1988), 206.

<sup>12</sup> Ibid, 209.

<sup>13</sup> C. Calvin Smith, *Educating the Masses: The Unfolding History of Black School Administrators in Arkansas, 1900-2000* (Fayetteville, AR: University of Arkansas Press, 2003), 52.

<sup>14</sup> Anderson, 210-211.

<sup>15</sup> *Fargo Agricultural School Collection*, 2005, mfilm General 00001252 Roll 1.

<sup>16</sup> Smith, 53. This was taken from the *Arkansas Gazette* on March 5, 1935.

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public education, while accounting for nearly 24% of the state enrollment. This made it even harder for Mr. Brown as his school was funded primarily through donations. Mr. Brown also stated that there was beginning to be "competition with new high schools being built in communities where our school received [a] majority of its students."<sup>17</sup> Mr. Brown found satisfaction that over those thirty years, by knowing he was able to "help make it possible for many of the underprivileged boys and girls to get an education that will help them to be good citizens."<sup>18</sup> With those words, he presented the school to the Arkansas legislature as he felt that the "need for a privately-owned high school had passed, and that the property would be better suited for a state institution for Negro girls."<sup>19</sup> Over those thirty years, the campus of the Fargo Agricultural School grew from one building and twenty acres of land to fourteen buildings and nearly eight hundred acres of land. It would be the same ideals and approach to education left by the Fargo Agricultural School that would lead the way in creating a foundation for the Fargo Training School for Negro Girls.

When operations began at the school, the state of Arkansas held that the school was part of the state's penal system. The training school system was segregated with the white girl's school located in Alexander, the white boy's school located in Pine Bluff (Arkansas Training School for Boys), and the African American boy's school located at Wrightsville (Negro Boy's Industrial School or Arkansas Training School for Boy's at Wrightsville). Once the school year had started in 1950, there was still a lot "to be done in acquainting the people of the State that the school [was] not a [penal] institution but is a training school to rehabilitate, the girls placed there by the court system."<sup>20</sup> Though it seems that it was not much of an issue after classes began, as there is no mention of it again until 1955. Little in the way of the education of the students changed once the transition happened as Mr. Brown was retained as the Superintendent of the Training School. During the four years that Mr. Brown was the Superintendent, 1950-1954, and even throughout the rest of the school's history, the girls were taught household duties such as milking cows, canning fruits and vegetable, and caring for other livestock at the school as part of their home economics course work. The school's literary subjects consisted of reading, writing, spelling, grammar, arithmetic, health and other basic subjects that would help them to be better girls when they returned to their homes and communities.<sup>21</sup> Yet, the school tried in every way to bring the girls closer together as they were traveling from all over the state and from different backgrounds. In order to achieve this goal, the school added sports to the curriculum. Girls who arrived at Fargo were all sent to the Training School for various reasons ranging from school rated problems to broken homes, to disobeying their parents. This varying degree of problems never seemed to affect the education or the way the school conducted its education toward the students as all were treated equally.

When classes began at the new school in the fall of 1950, the school was using the old buildings of the Fargo Agricultural School. However, after the retirement of Dr. Floyd Brown, Dr. R.M. Foster took over as superintendent of the Fargo Training School. Under Dr. Foster, the school began a process of updating the facilities, as the older buildings were in need of repair and it was stated that the cost was too great to fix them. Consequently, all of the brick and framed structures of the original Fargo Agricultural School were demolished and replaced between 1955 and 1958. However, the only remaining remnant of the former Fargo Agricultural School is the foundation and steps of the original J.R. Jackson Gymnasium. One of those new buildings was the Dr. Floyd Brown building which was built in 1958 to serve as the center of the school's activities. The building included dormitory rooms, cafeteria, kitchen, classrooms, chapel, auditorium, and office space. The idea of

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

<sup>20</sup> "Delinquent," *Fargo Agricultural School Collection*, 2005, mfilm General 00001252 Roll 3, #23 Guest Register 1961-2004 - Item #31 Miscellaneous Speeches, Arkansas History Commission, Little Rock, AR.

<sup>21</sup> Geraldine Davidson, "History of the Fargo Training School," Arkansas Historic Preservation Program, *Fargo Training School File*, Little Rock, AR.

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replacing the buildings that were at the school with new buildings really was foreign, as many of the African American students throughout the state of Arkansas were attending class in "makeshift, overcrowded, and unsanitary classrooms."<sup>22</sup>

In 1960, Dr. Floyd Brown and his wife donated \$10,000 to the training school for the construction of what is currently the Floyd Brown-Fargo Agricultural Museum. Construction took six months and the building was opened in August 1960. It would only be three years before another major construction project began at the school. As part of Act 471 of 1963, there was \$550,000 appropriated for the construction and equipping of facilities at the training school. It is unknown, as of this time, if there were plans for one or more buildings. We do know that the Dr. Floyd Brown Building has a 1964 addition, which included new classroom space, new kitchen and cafeteria, and additional rooms. There were also other appropriations made to hire new staff for the faculty. This goes to show that the facility was beginning to grow at an astronomical rate as were the number of students at the facility.

Yet, even with the addition of facilities at Fargo, nothing would be more detrimental to the Fargo Training School than the 1967 case of *The Board of Managers of the Arkansas Training School for Boys at Wrightsville et al., Appellants, v. Mrs. Nona Mae George et al.* In the court's decision, it is mentioned that this case did not allow them to comment directly on the girl's schools. However, since the girl's schools were set up in the same manner as the boy's schools, the separation of school by race was determined unconstitutional and consequently ordered that judges start remanding juveniles to the nearest school and not separating by race. After being denied a rehearing of the case in June 1967, it seems to have taken until November 1969 before the schools began to be integrated.<sup>23</sup> Yet, the decision was fatal for the Fargo Training School. On May 23, 1968, the Arkansas Juvenile Training Board ordered the Fargo Training School closed citing the desegregation order as the primary reason for the closure.<sup>24</sup> Over the next two months, the school was in an unsettled state. The school board and the Arkansas State Legislature continued to discuss the validity of relocating 95 girls Alexander. Yet by June 22, 1968, the decision had been made that the school would be close, though the governor consistently stated that the facilities would continue to be used at Fargo, with plans being discussed that the Welfare Department would use the facilities as a foster home for dependent and neglected children.

Still, on July 24, 1968, one third of the fifty-three girls would begin to be transferred to Alexander. At Alexander, they would be placed immediately with "white girls" in the dormitories. It was also stated that the transfer of the girls to Alexander would be completed by the end of July and that all equipment had already begun to be moved. With the closure of the facility and the transfer of the girls to Alexander, the 270 acres and six buildings would be in the hands of a caretaker.<sup>25</sup>

In 1971, the Department of Social and Rehabilitative Services was formed as part of a reorganization of state government.<sup>26</sup> Now known as the Department of Human Services, the schools at Pine Bluff and Alexander served both white and African American students as part of the Juvenile Services Division. In 1977, the Juvenile Services Division was reorganized as the Division of Youth Services in the Department of Human Services.<sup>27</sup> The

<sup>22</sup> Smith, 56-57.

<sup>23</sup> Kermen P. Williams, "Walter B. Sorrells Cottage," National Register of Historic Places Inventory- Nomination Form (Washington D.C.: Department of the Interior, 1986), Section 8-3.

<sup>24</sup> Ernest Valachovic, "Training School for Negro Girls Ordered Closed," *Arkansas Gazette* (Little Rock, AR), 24 May 1968, 1-B.

<sup>25</sup> "Girls at Fargo to Begin Move to Alexander," *Arkansas Gazette* (Little Rock, AR), 24 July 1968, 9-A.

<sup>26</sup> Arkansas Department of Human Services, "DYS Mission & History," Arkansas Department of Human Services, [http://www.state.ar.us/dhs/dys/dys\\_mission\\_history.html](http://www.state.ar.us/dhs/dys/dys_mission_history.html)

<sup>27</sup> Arkansas Department of Human Services, "Juvenile Correctional Facilities," Arkansas Department of Human

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Alexander school was later converted into the Alexander Youth Services Center, which began taking in both boys and girls and is currently operating as the Arkansas Juvenile Treatment and Assessment Center. The current institution has taken on more of a correctional institutional roll compared to the educational base roll it had at the time of the conversion in late 1960s and early 1970s.<sup>28</sup>

By the middle of the 1990s, the Division of Youth Services changed their method of treatment of youth in the State of Arkansas and constructed new facilities to meet the change in practices through additional space for client specific and individual treatment programming.<sup>29</sup> With these new practices, new facilities began construction in Colt, Harrisburg, Lewisville, and Mansfield between 1994-1997.<sup>30</sup> The Department of Human Services no longer lists Pine Bluff as one of their treatment facilities and as of the current time, the Alexander facility only has one comparable building on its campus.

In 1981, Section 20 of Act 769 ordered the State Board of Vocational Education to sell all properties that the board no longer deemed necessary for vocational education. At this same time the Arkansas Land and Farm Development Corporation (ALFDC) was founded in 1980. It was also at this time that the ALFDC began its operations at the old Fargo campus. At the corporation's founding, their mission was to prevent black farmers from losing their land. Their mission has since expanded with the belief that land ownership leads to self-reliance, and toward that end, they provide technical and financial assistance to support rural farms and families. However, they are still primarily focused on the African American farm families in the Monroe County area.<sup>31</sup>

It appears that the Fargo Training School campus is the most intact of the middle 1950s and 1960s youth correctional facilities in the State of Arkansas. Additionally, it is the only intact facility for African Americans in the period of segregation. The buildings reflect the end of a period in correctional practice and theory that vocational education combined with standard education could rehabilitate delinquent youth in Arkansas.

The Fargo Training School Historic District is being nominated for inclusion in the National Register of Historic Places under Criterion A with statewide significance, for its association with ethnic heritage and for its association with African American Education through the first half of the 20<sup>th</sup> Century. The Fargo Training School Historic District is an excellent example of an educational campus for African American students from the late 1950s through 1960. Fargo Training School is believed to be the only training school left from that era in the State of Arkansas.

Services, [http://www.state.ar.us/dhs/dys/dys\\_JCF\\_info.html](http://www.state.ar.us/dhs/dys/dys_JCF_info.html)

<sup>28</sup> Typed description on file at the Arkansas Historic Preservation Program done by Van Zbinden, former National Register Historian, Little Rock, AR, under "Fargo Agricultural School."

<sup>29</sup> Arkansas Department of Human Services, "DYS Mission & History," Arkansas Department of Human Services, [http://www.state.ar.us/dhs/dys/dys\\_mission\\_history.html](http://www.state.ar.us/dhs/dys/dys_mission_history.html)

<sup>30</sup> Arkansas Department of Human Services, "Juvenile Treatment Centers," Arkansas Department of Human Services, [http://www.state.ar.us/dhs/dys/dys\\_JTC\\_info.html](http://www.state.ar.us/dhs/dys/dys_JTC_info.html)

<sup>31</sup> Ibid.



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**GEOGRAPHICAL DATA**

**VERBAL BOUNDARY DESCRIPTION**

The Fargo Training School District begins at the intersection of Floyd Brown Drive and M and A Road. The boundary proceeds southeast along M and A Road roughly 380 feet and then turns directly east where it moves east for 420 feet. The boundary then turns north and runs roughly 350 feet. The boundary then moves east, northeast for roughly 350 feet and the turns west for another 420 feet. The boundary then turns back south where it reconnects at the intersection of Floyd Brown Drive and M and A Road after rough 250 feet.

**BOUNDARY JUSTIFICATION**

The boundary contains the core of the campus buildings and their immediate settings.

AS

196

BM 202

Fargo

666697 E  
3869232 N

666819 E  
3869232 N

666928 E  
3869193 N

666699 E  
3869139 N

666819 E  
3869051 N

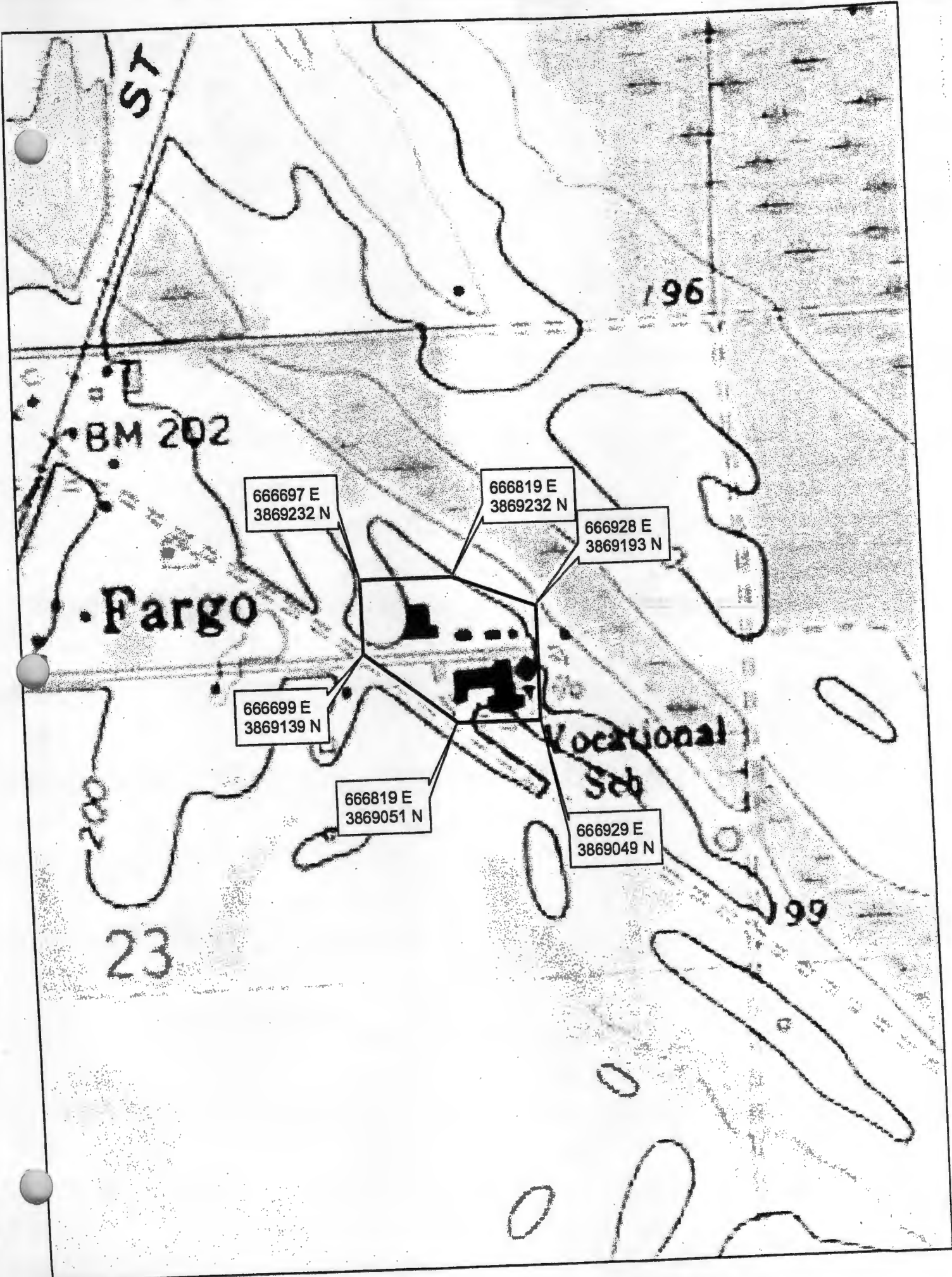
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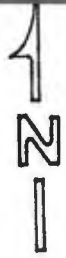
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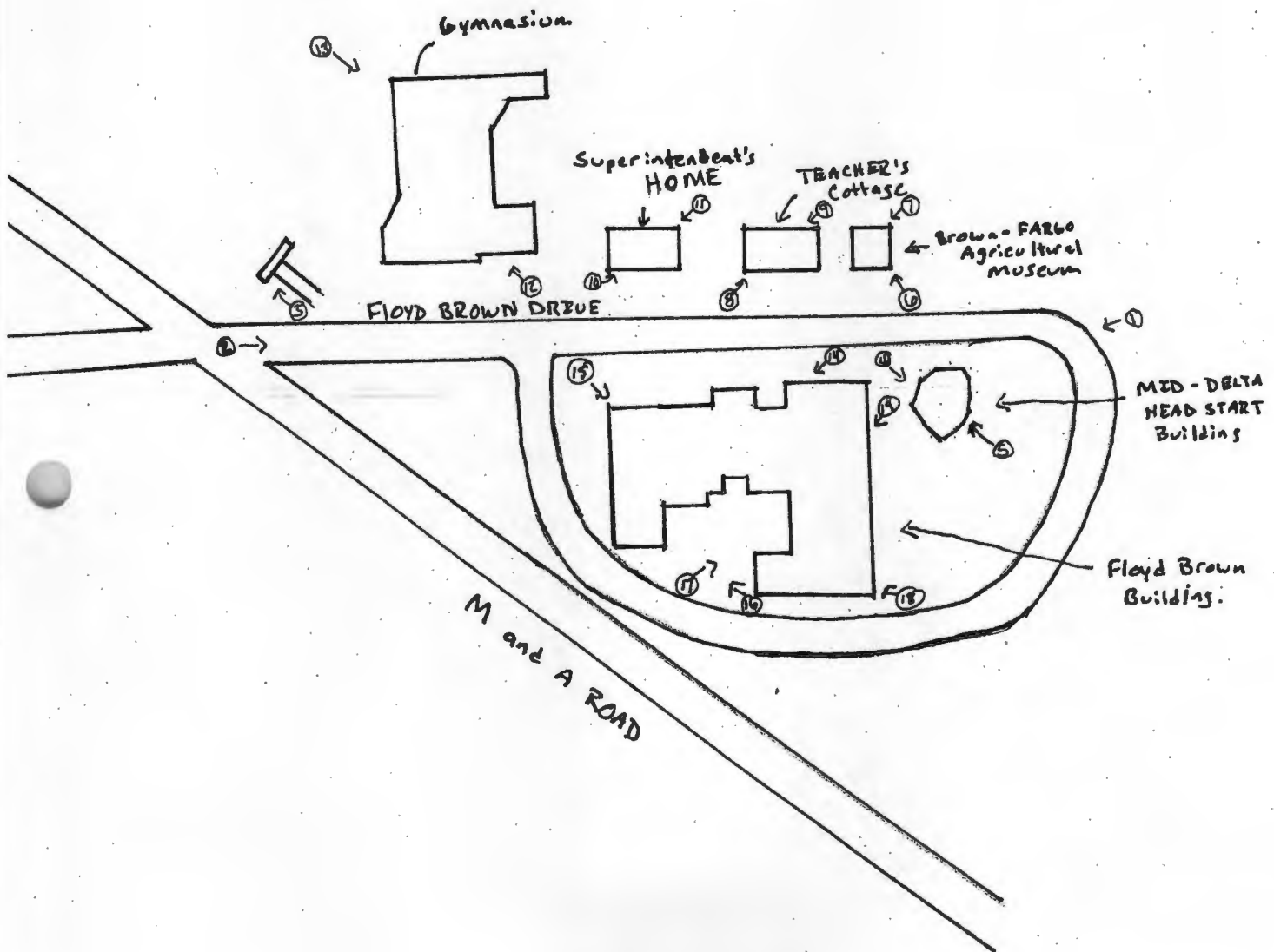
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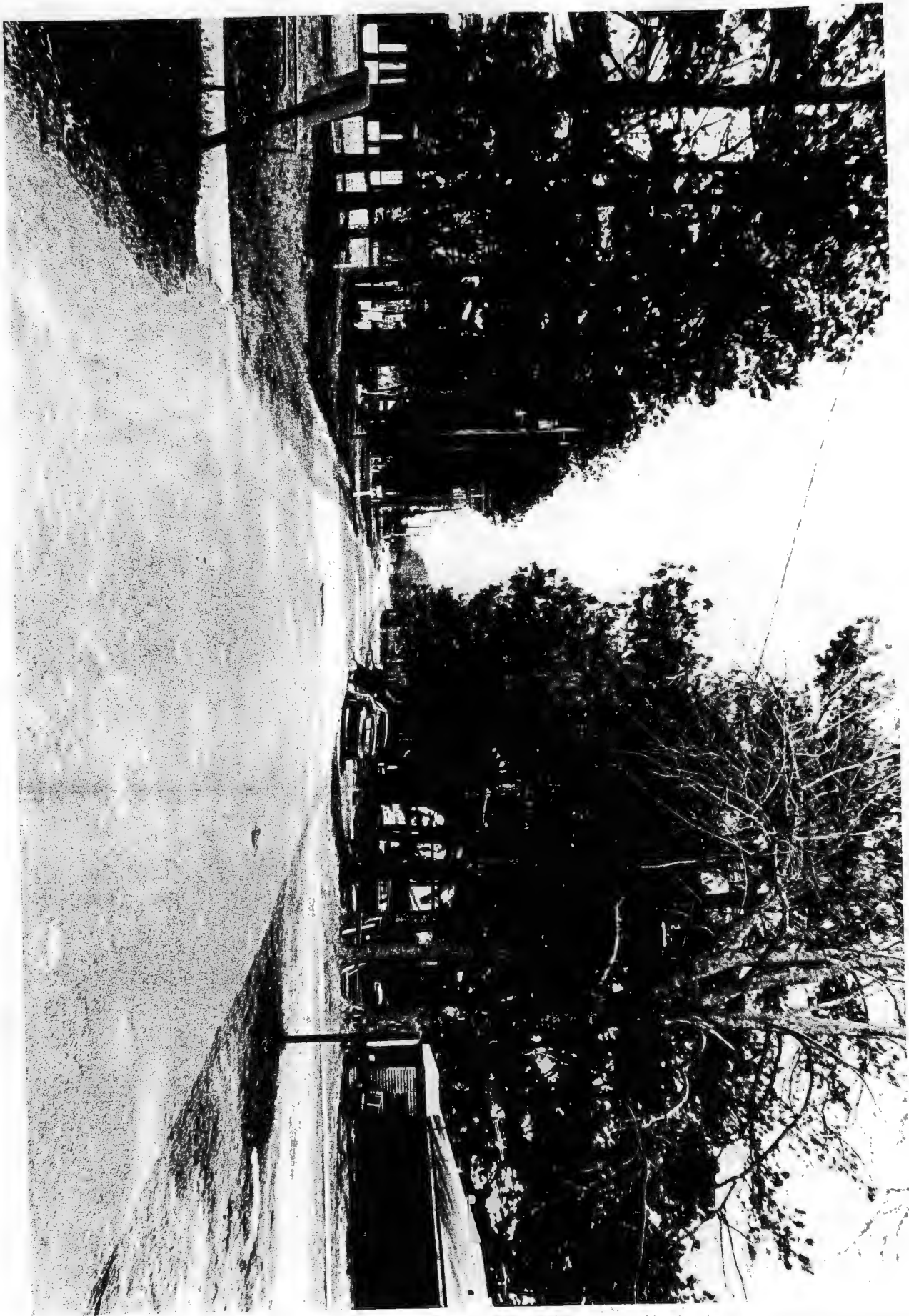
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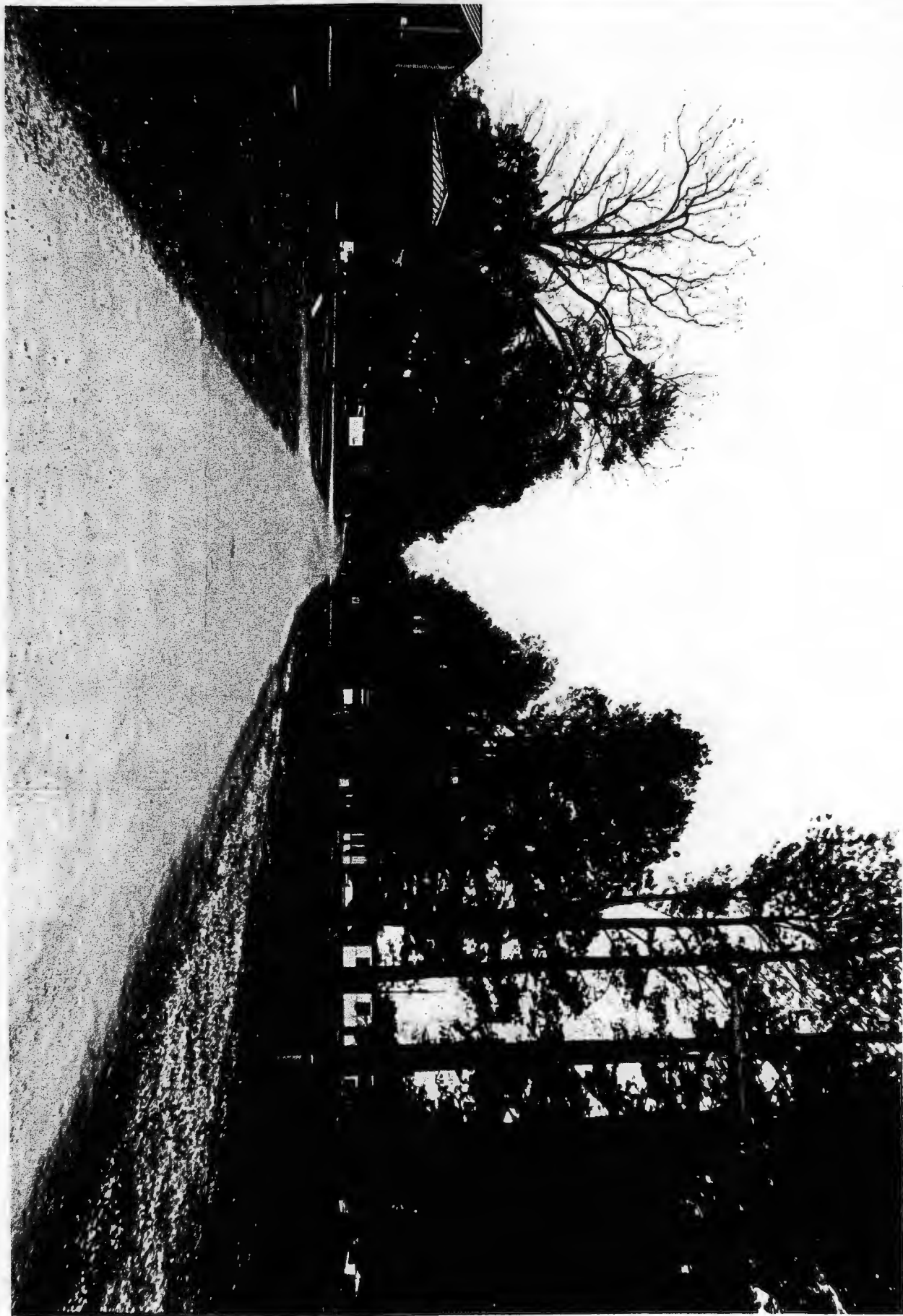


FARGO TRAINING SCHOOL DISTRICT  
FARGO, MONROE COUNTY  
ARKANSAS

← = Photo Location + Number

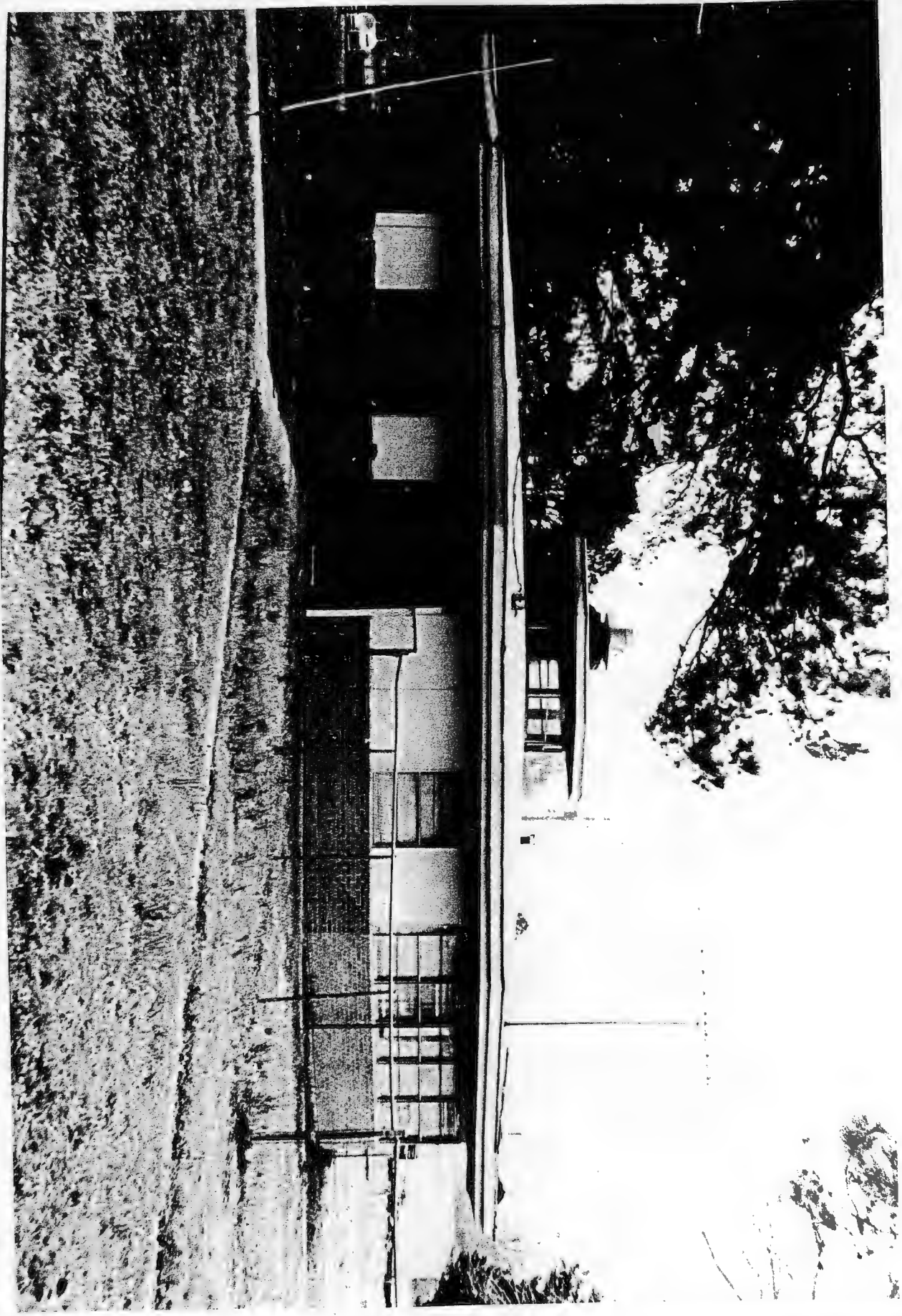


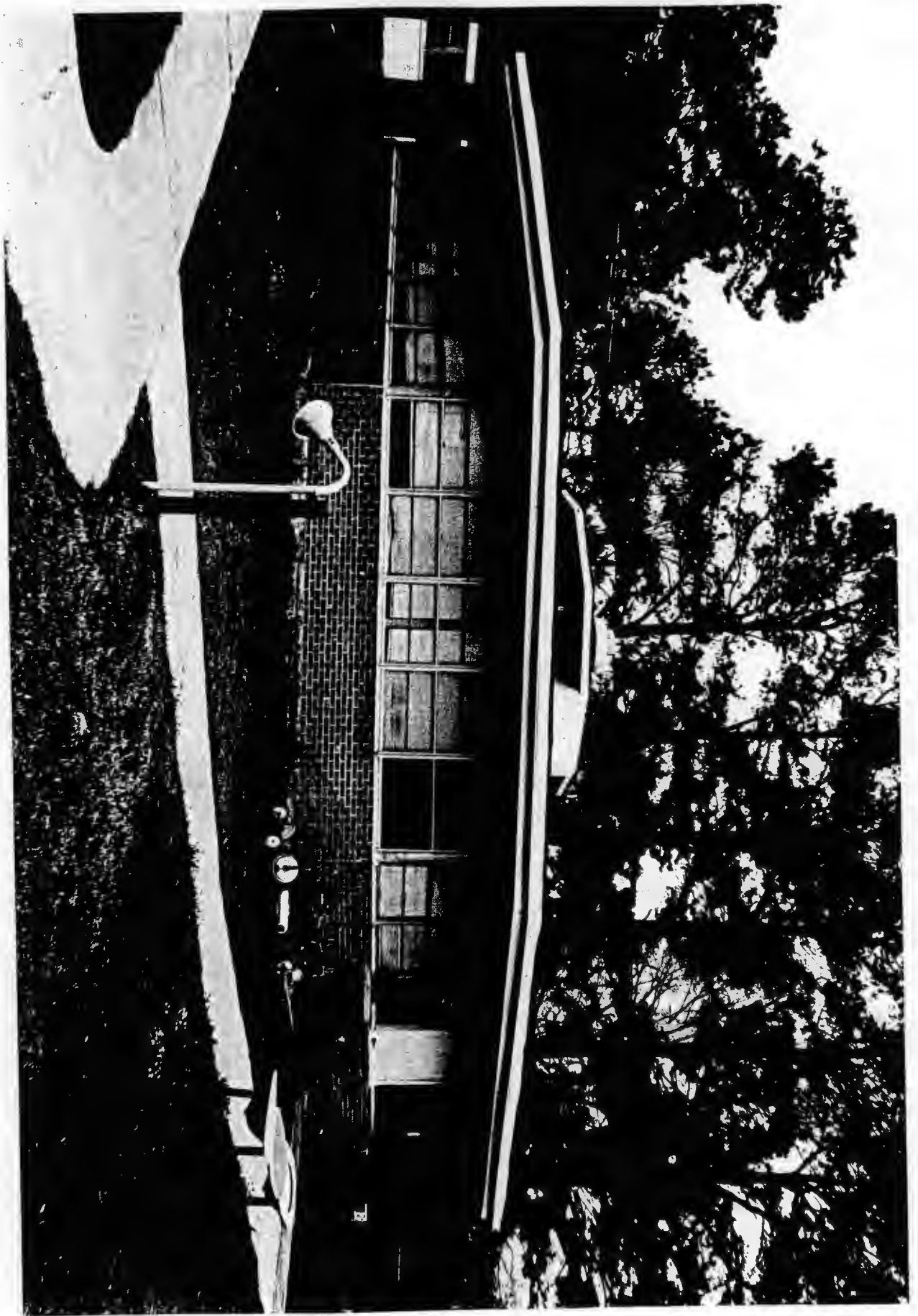




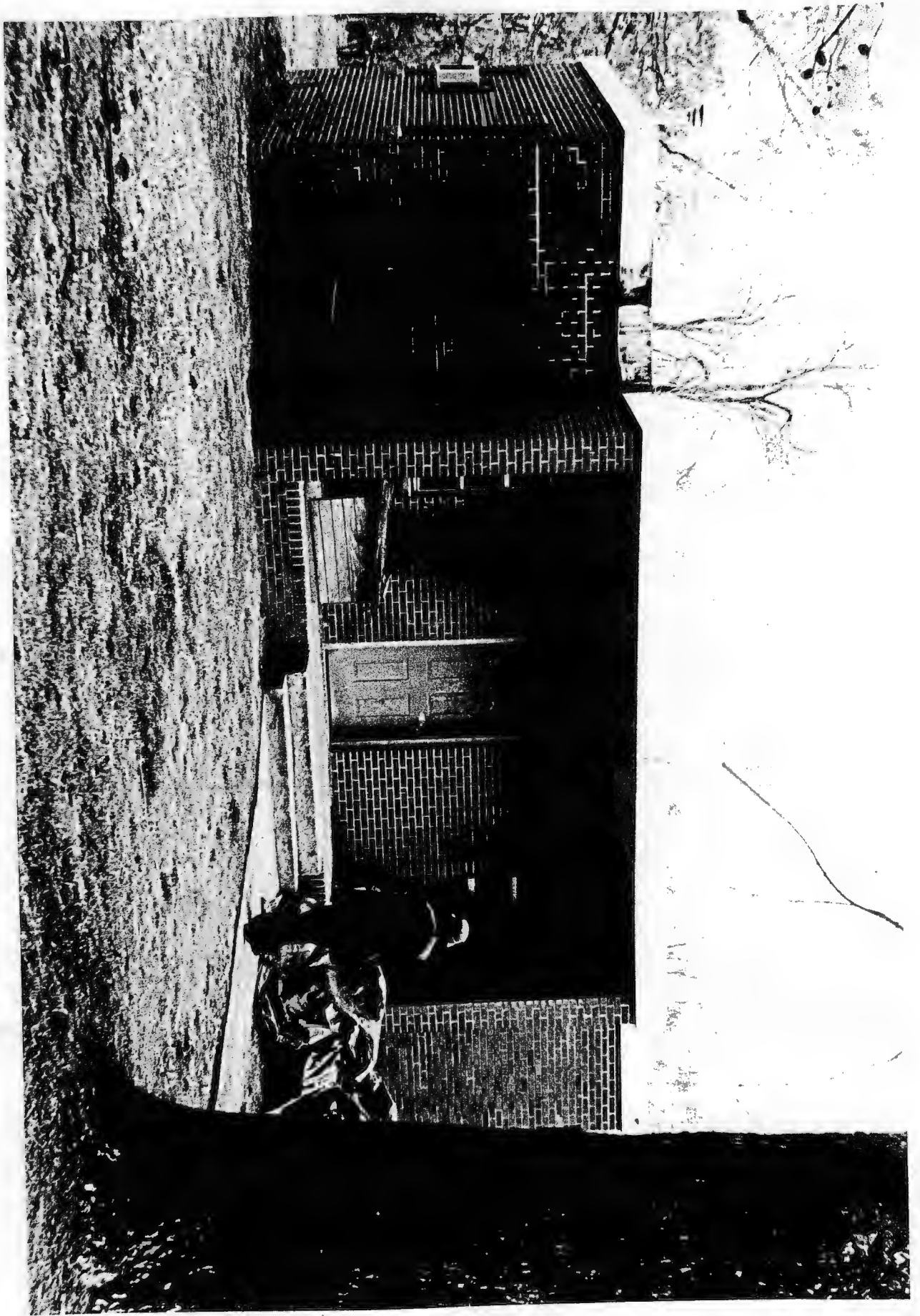


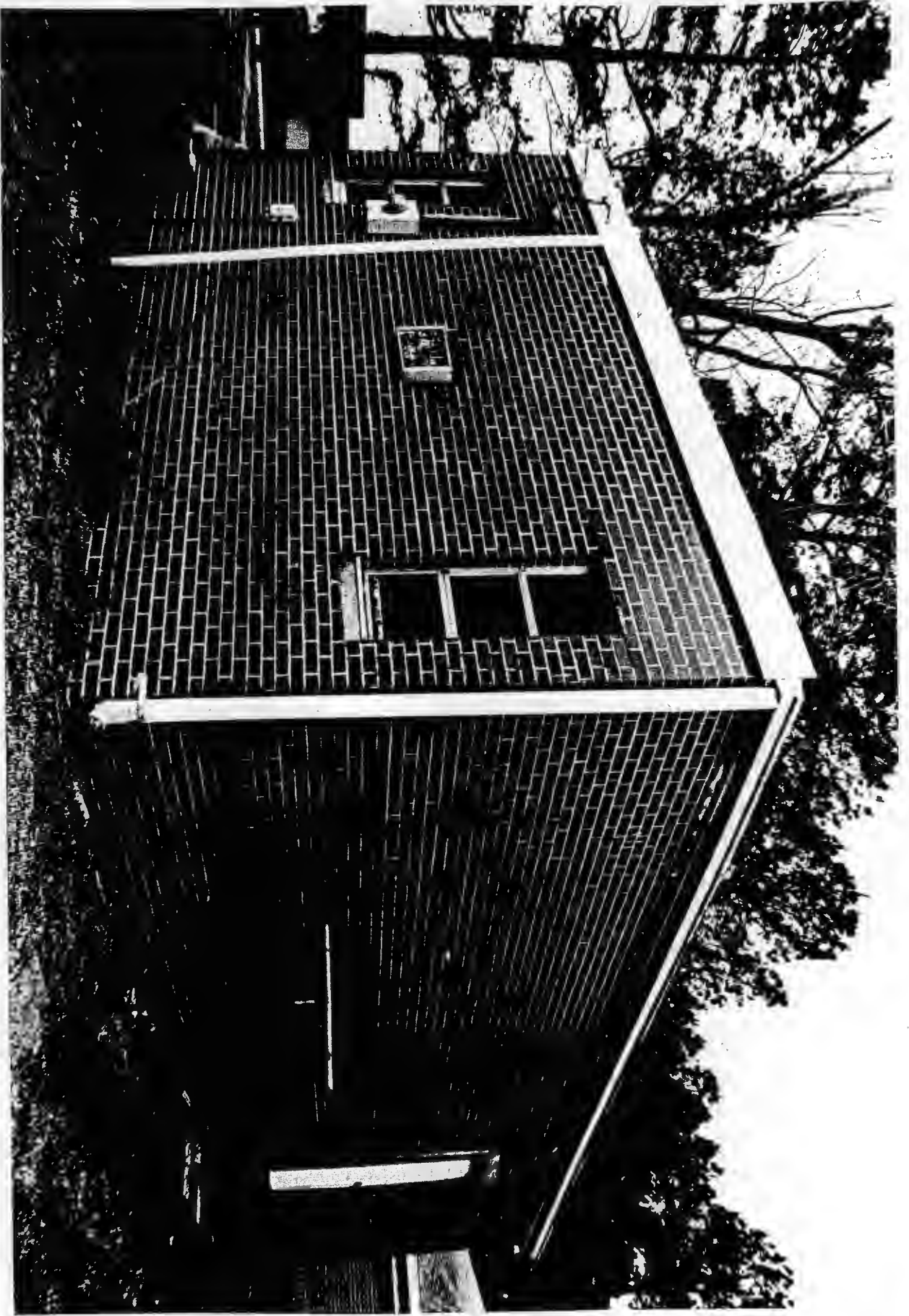






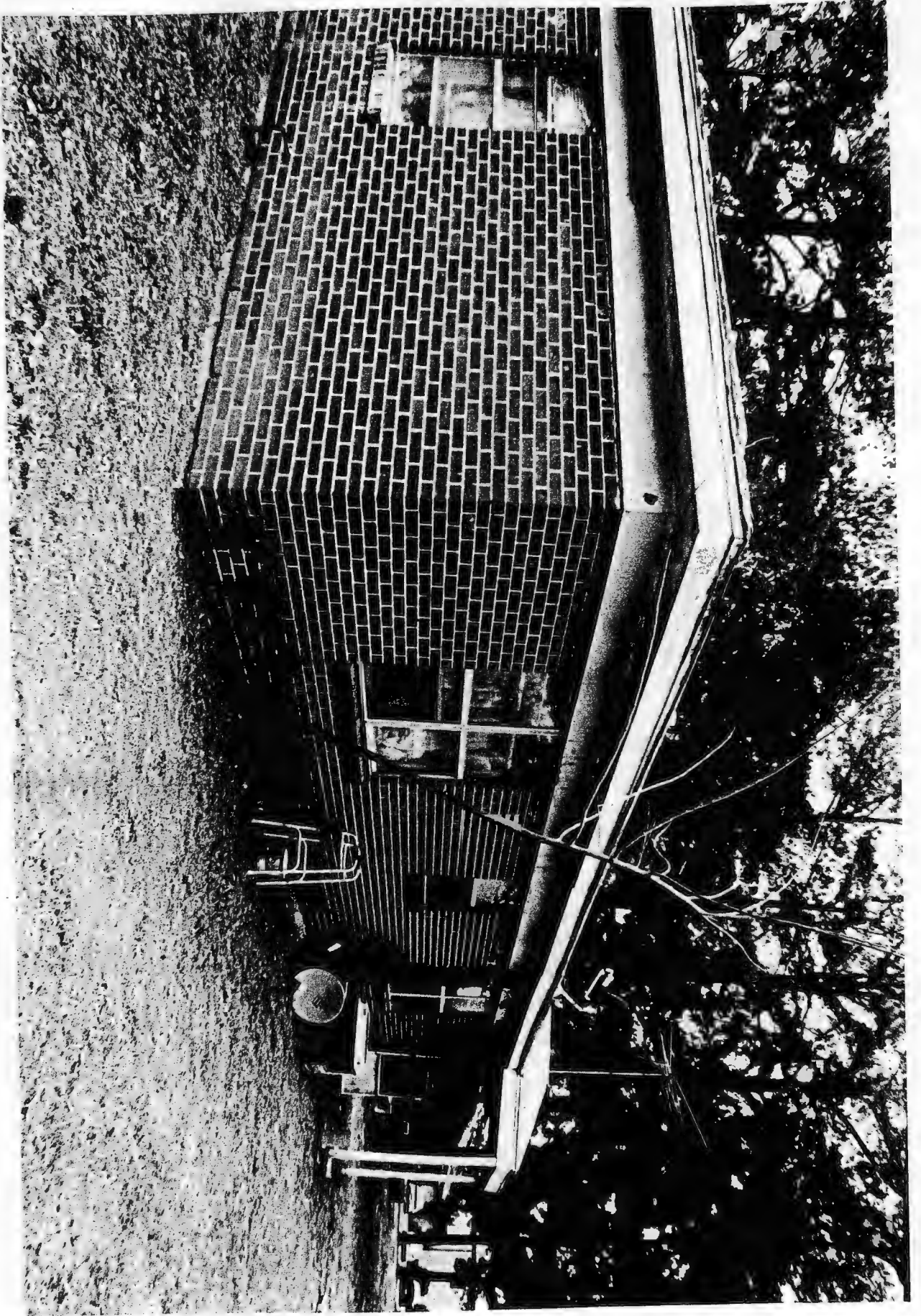






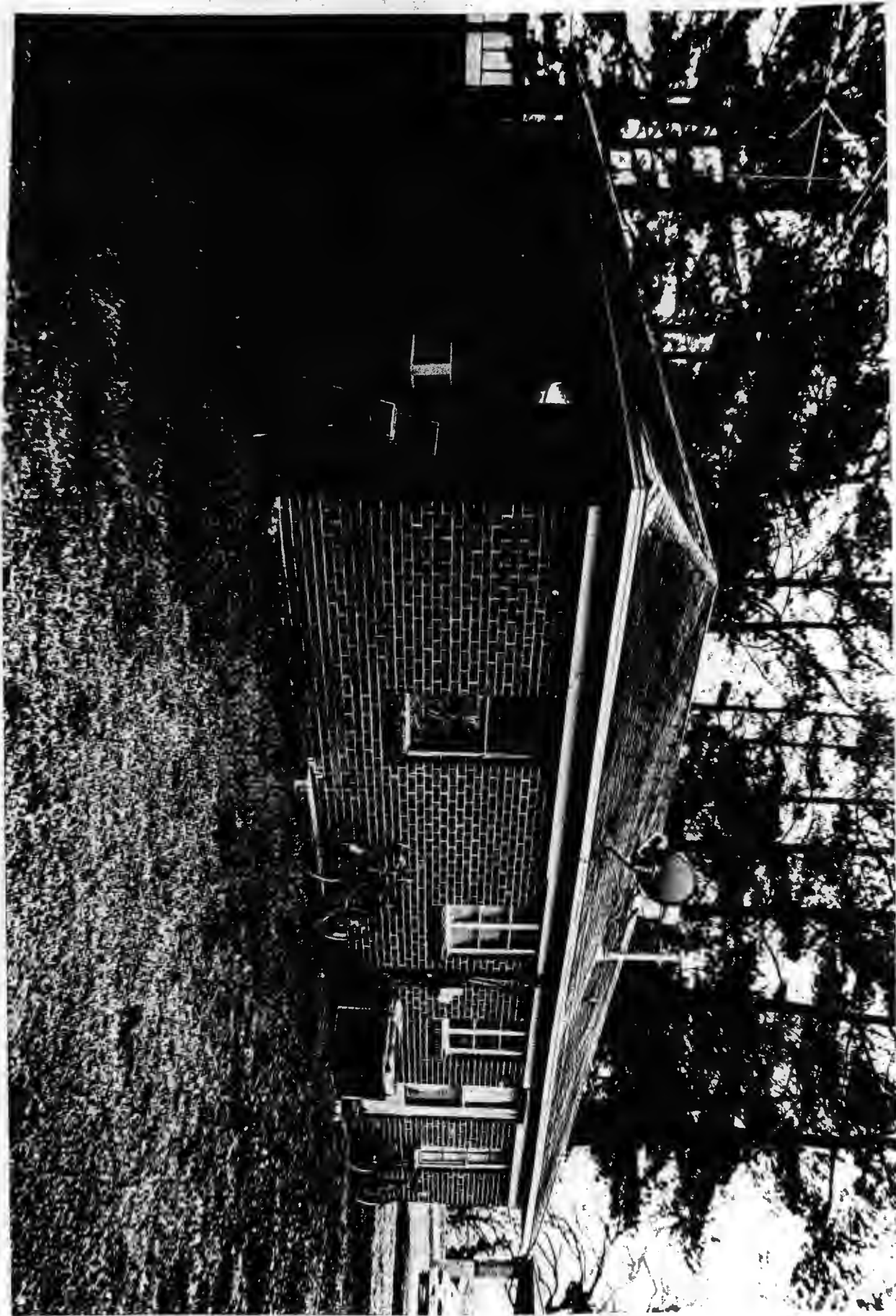


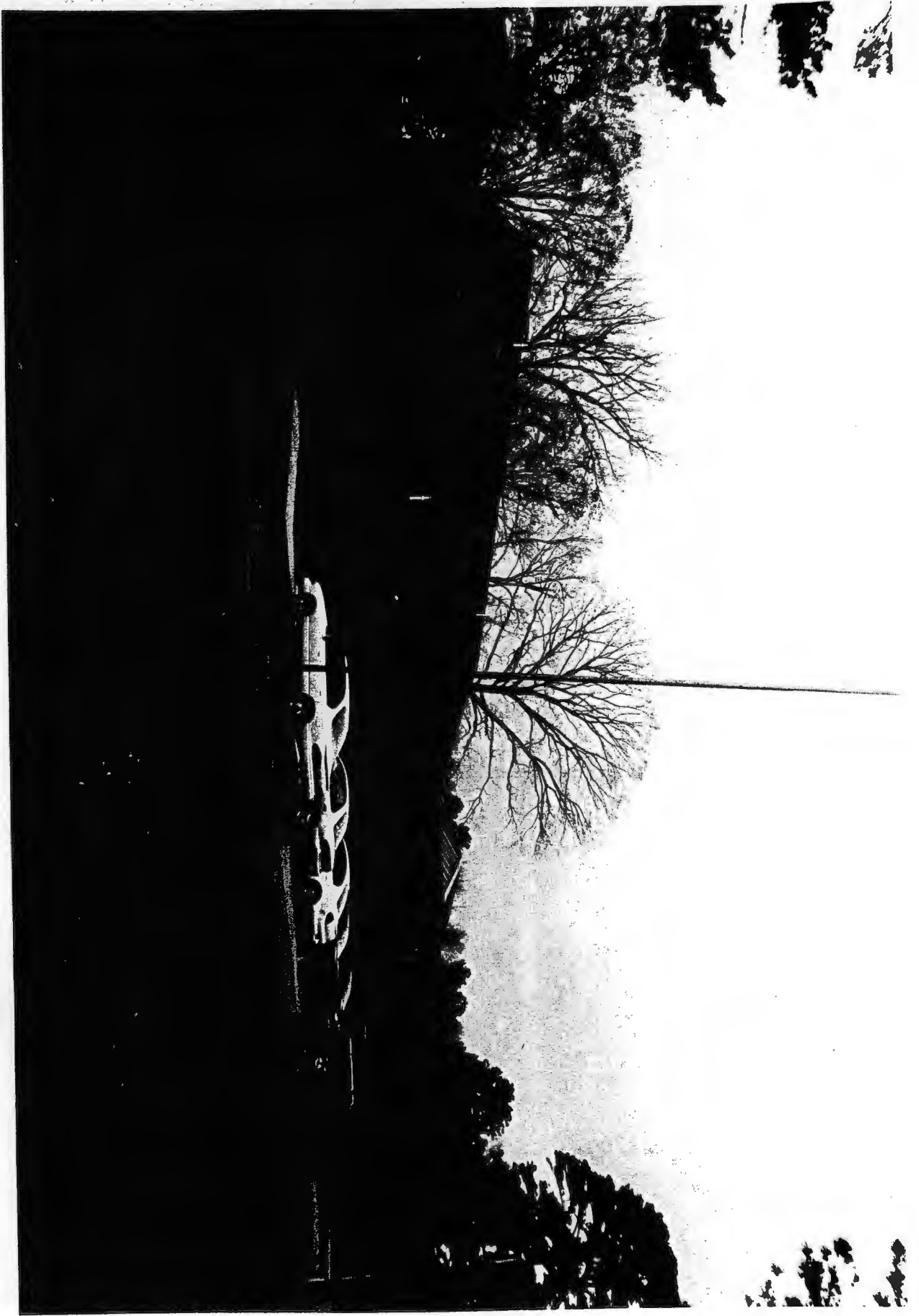








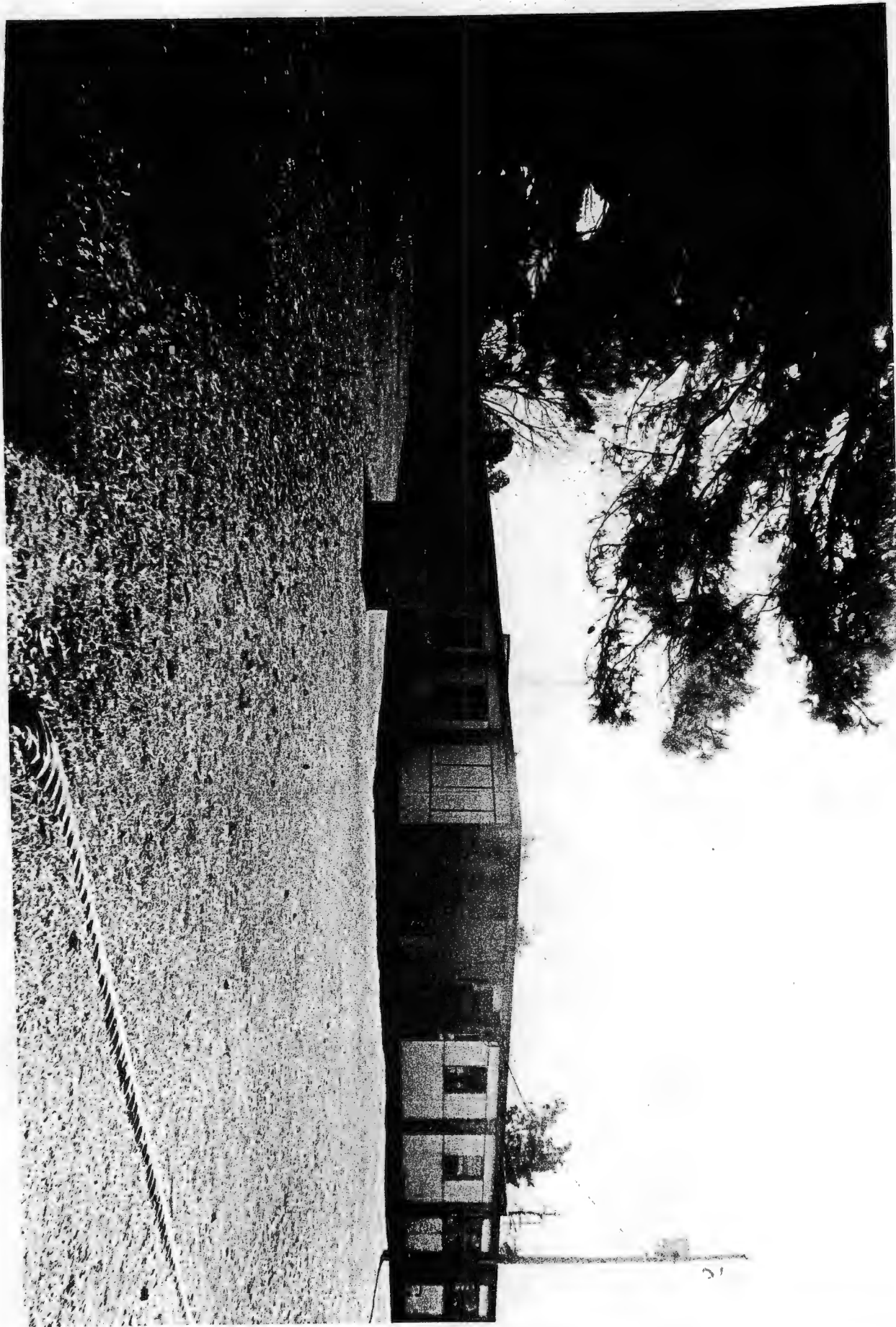




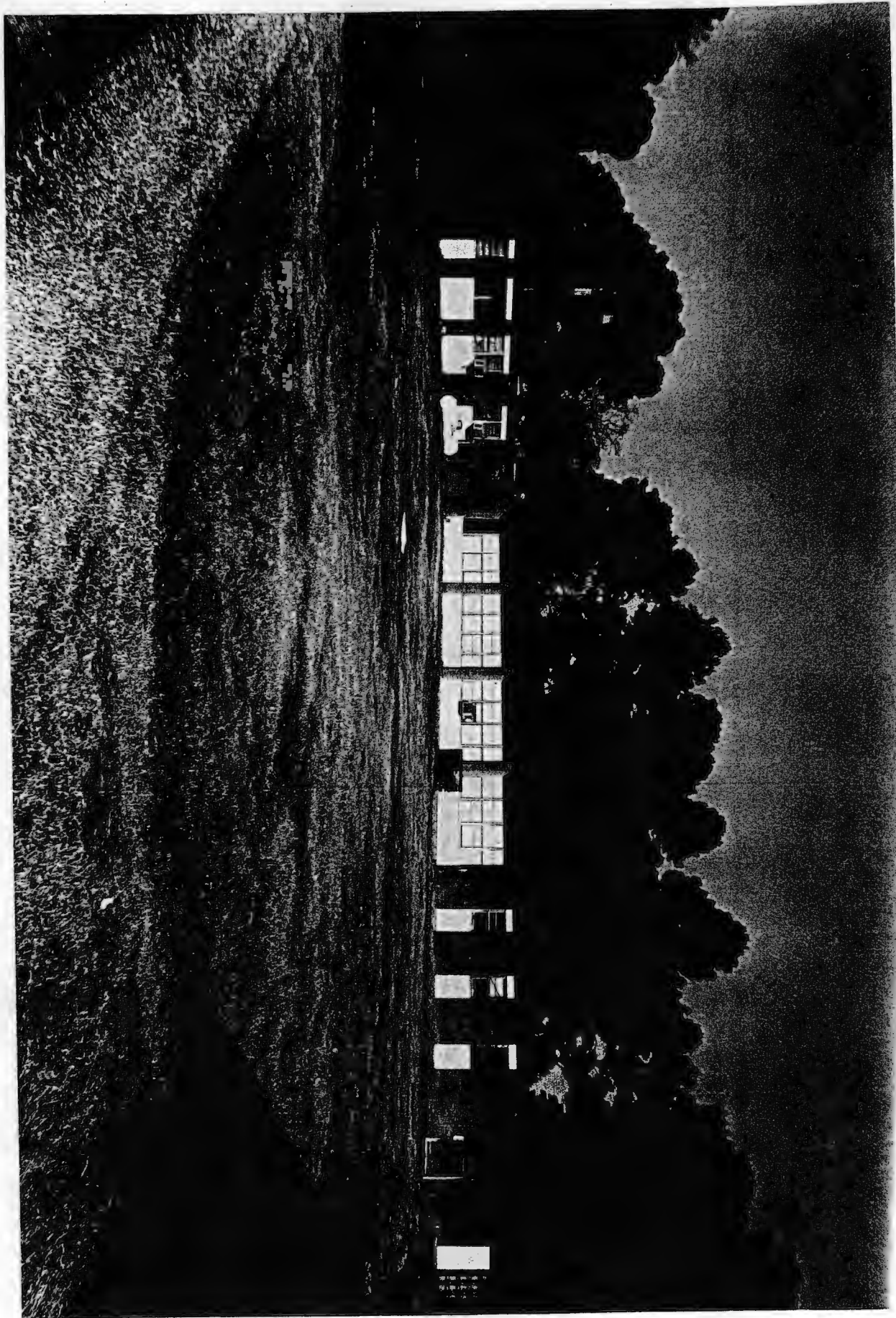




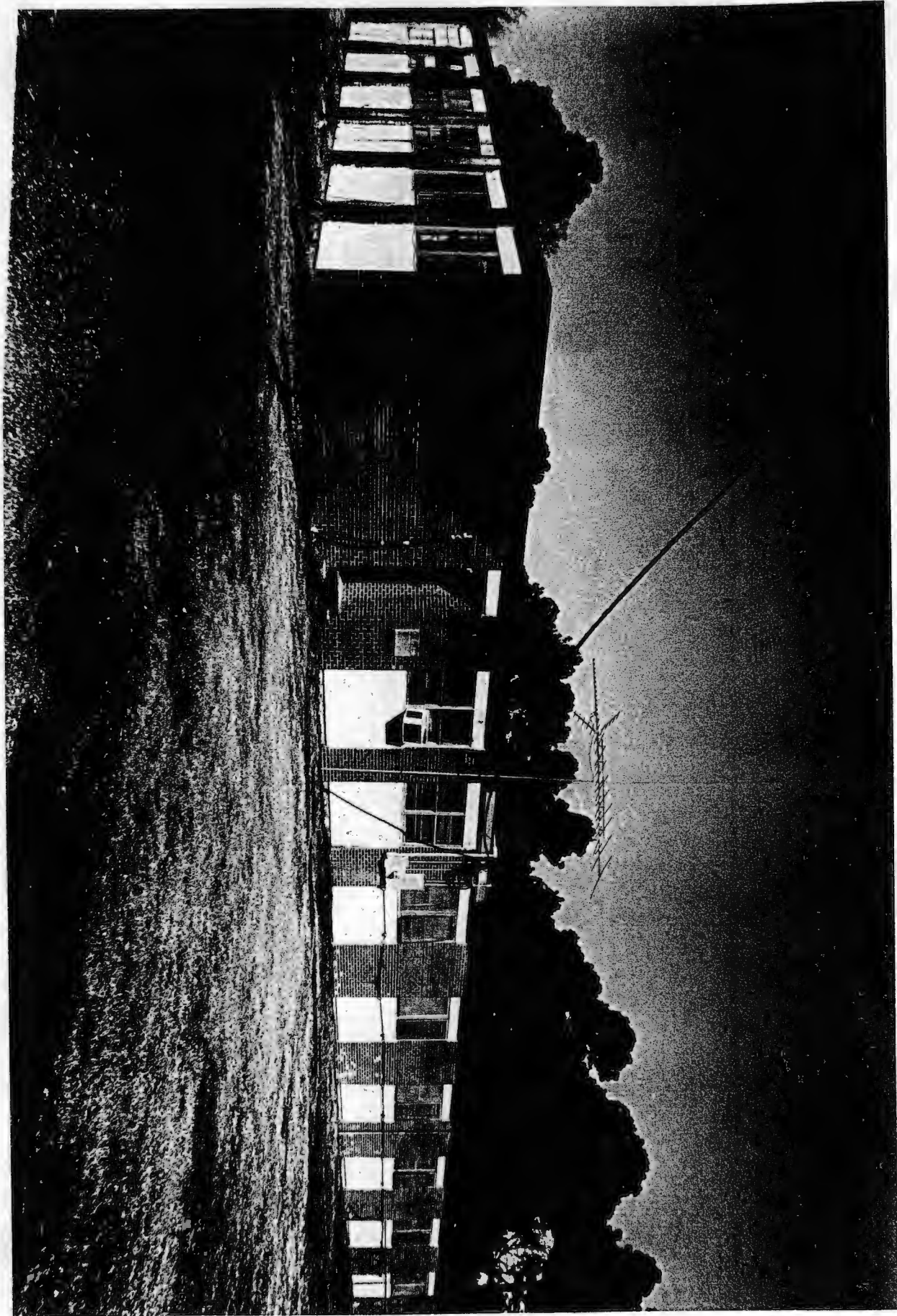




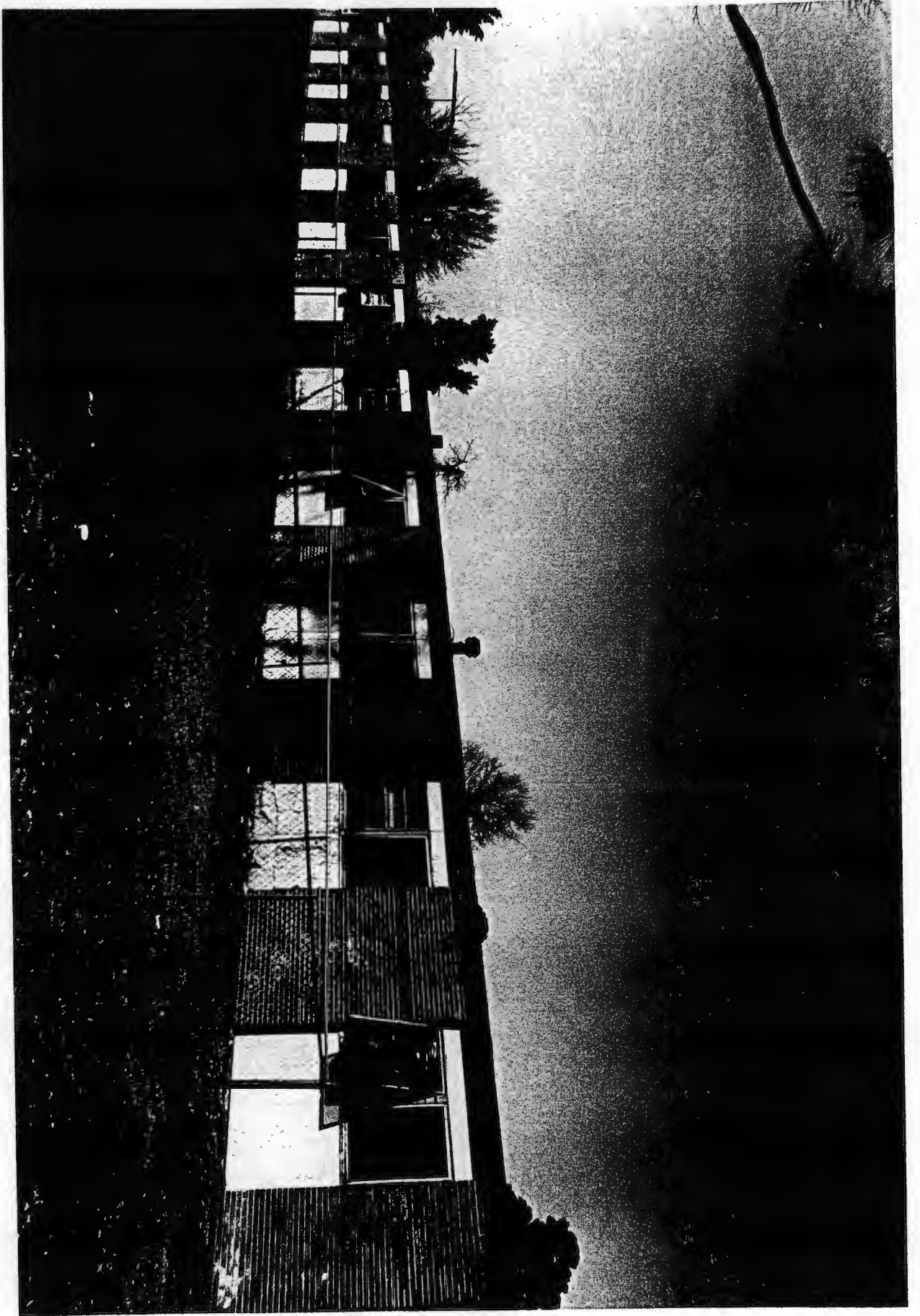


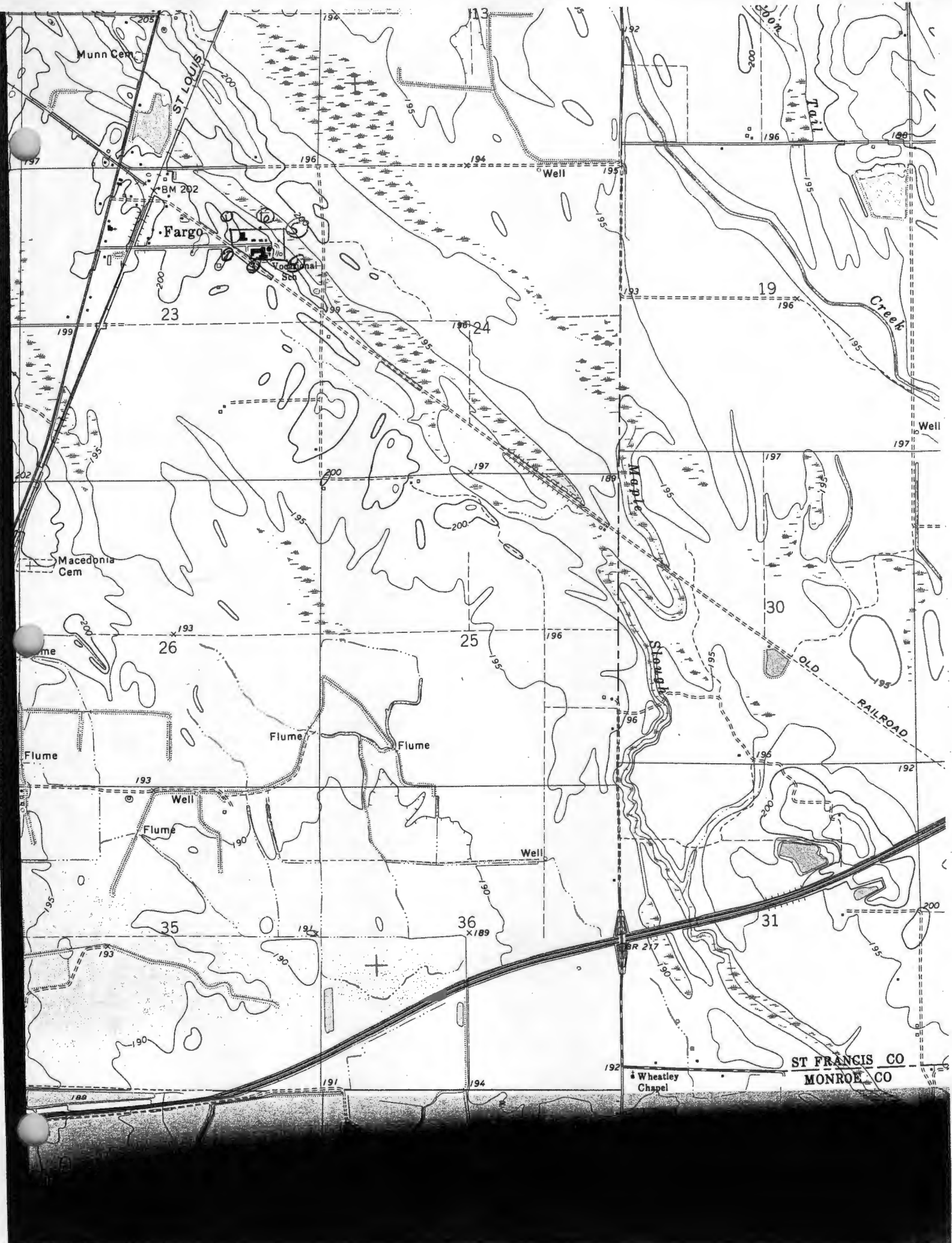














FARGO TRAINING  
SCHOOL DIST.  
FARGO, MONROE  
COUNTY, AR

- 1) 666697 E 3869232 N
- 2) 666699 E 3869137 N
- 3) 666811 F 3869051 N
- 4) 666929 E 3869049 N
- 5) 666928 E 3869193 N
- 6) 666819 E 3869232 N

14.8 MI. TO ARK. 38  
7753 IV NE  
(DE VALLS BLUFF NE)

