

# 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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any 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.

## 1. Name of Property

Historic name Townsend School  
Other names/site number Townsend High School; Townsend Center; Townsend Cultural Center  
Name of related multiple property listing N/A  
(Remove "N/A" if property is part of a multiple property listing and add name)

## 2. Location

Street & Number: 913 S. Shepherd Street  
City or town: Winchester State: TN County: Franklin  
Not For Publication:  N/A Vicinity:  N/A Zip: 37398

## 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 at the following level(s) of significance:  
 national  statewide  local

Applicable National Register Criteria:  A  B  C  D

\_\_\_\_\_  
**Signature of certifying official/Title:** **Date**  
Deputy State Historic Preservation Officer, Tennessee Historical Commission  
**State or Federal agency/bureau or Tribal Government**

In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register criteria.  
\_\_\_\_\_  
**Signature of Commenting Official:** **Date**  
\_\_\_\_\_  
**Title:** **State of Federal agency/bureau or Tribal Government**  
**Government**

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**4. National Park Service Certification**

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- 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 the count)

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	Total

Number of contributing resources previously listed in the National Register 1

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions)

EDUCATION/school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**

(Enter categories from instructions)

SOCIAL / civic  
\_\_\_\_\_  
RECREATION AND CULTURE/ museum  
\_\_\_\_\_  
EDUCATION/school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Description**

**Architectural Classification**

(Enter categories from instructions.)

Colonial Revival  
\_\_\_\_\_  
Modern Movement  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: Brick, Concrete; Asphalt; Synthetics/Rubber

**Narrative Description**

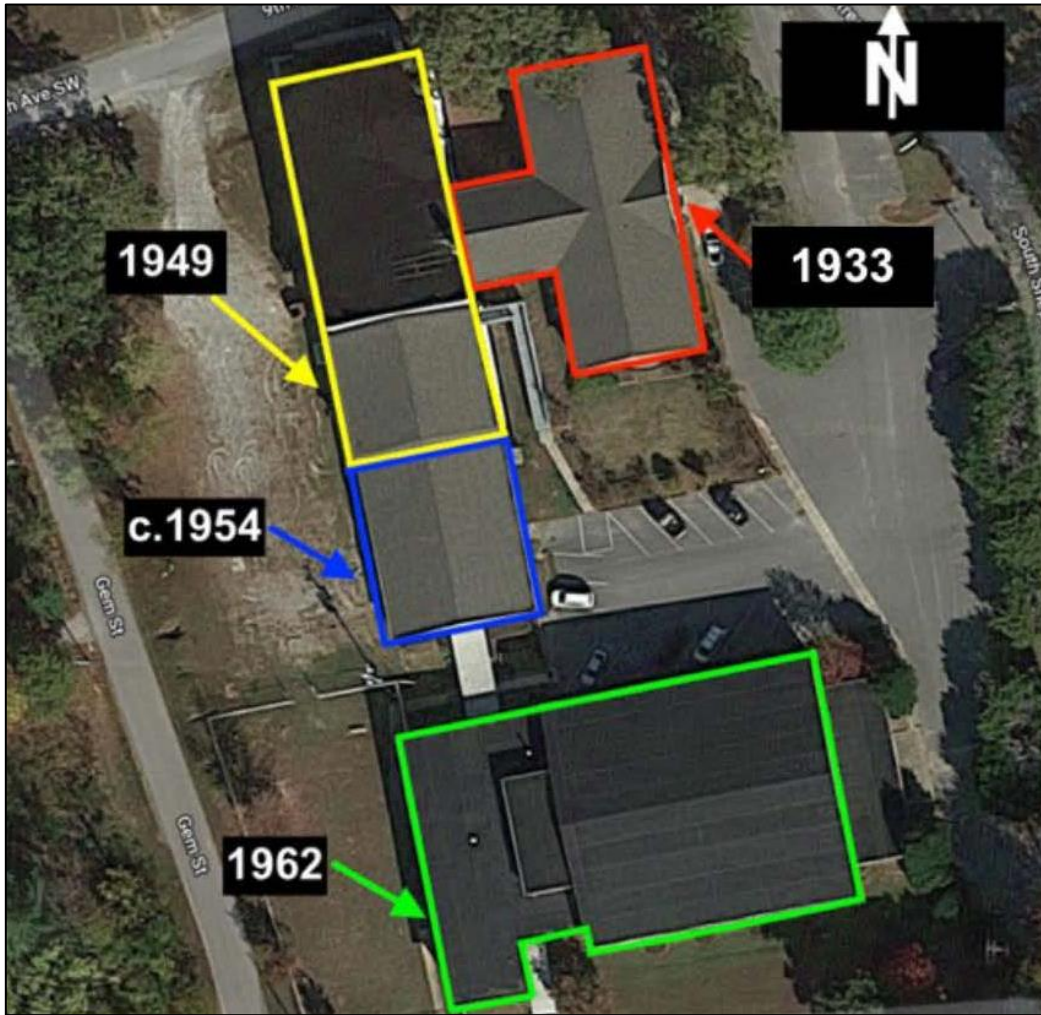
The Townsend School is located in Winchester, Franklin County, Tennessee. The school is located on South Shepard Street, facing east, and is surrounded by a historically African American neighborhood and cemetery. The building is approximately one mile south of the Winchester Public Square. The school building was constructed in several phases starting ca. 1933 with additions in ca. 1949, 1954, and 1962. The original ca. 1933 building is roughly based on the Rosenwald Fund’s Number 4 Community School Plan. It features details that reference the Colonial Revival style, such as cornice returns, but otherwise has few embellishments. The additions follow the principles of the Modern Movement with smooth wall surfaces and a lack of ornamentation. The school’s overall most distinctive design element is its symmetrical placement of multilight windows on all elevations of all sections, which generally all date to the mid-century. The property also has a non-historic memorial, which appears to have formerly held a flagpole.

The building is generally one level but has differing heights with gymnasium sections in the 1949 and 1962 sections rising to a greater height than that of the classroom sections in the 1933, 1949, and 1954 section. The

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1949 and 1962 sections also have basements. Due to the complexity of the school’s current footprint due to various addition, the exterior of each section will be described separately below.



Physical Development Plan of the Townsend School

**Exterior**

**Original Building, ca. 1933**

The ca. 1933 original building is one-story with a T-shaped footprint. The exterior is clad in stretcher bond red brick. The roof is gabled with asphalt shingles. Foundation appears to be concrete block covered in stucco.

The east façade has a symmetrical appearance. The façade’s most prominent feature is a center gable with boxed cornice return. Within the gable is a louvered wood vent with brick sill and white painted metal letters “TOWNSEND SCHOOL.” Below the school name is a small awning with hipped asphalt shingle roof and wood knee brace brackets. The awning shelters the recessed main entrance. The recessed area has original painted wood wainscoting with bead board above on the walls and ceiling. The front doors are replacement



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double-leaf black metal frame with side lights and metal handles. The transom is blacked out. Flanking the recessed front entrance is two insets into the brick.

Flanking the entrance are four groupings of metal-framed multi-light windows, likely installed during the latter half of the Period of Significance. Below some windows are air condition vents. To the north of the front entrance there is metal framed windows one set of three, one small window and one set of five. One of the windows, at the north edge of the façade, has been replaced with a plain single-leaf door with covered transom. There are concrete steps leading to the doorway.

The north elevation has a louvered rectangular vent in the gable with boxed cornice returns. Ghosting and concrete stairs indicates this elevation once had a door way but it has been bricked in and replaced with two three-light windows. Flanking the doorway were two window bays, one of which has been bricked in. The extant bay has paired 6/6 double-hung windows. The concrete block foundation is visible on this elevation due to the slope of the ground.

The west elevation has a series of 9/9 double-hung wood windows.

Extending from the west elevation is the T-extension of the original building. The north and south elevations of the T-extension have groups of triple 9/9 wood windows. Attached to the T-extension on the west is the 1949 addition. A brick chimney extends from the roof of the T-extension.

The south elevation of the building is similar to the north in that it formerly held an entrance, accessed via concrete steps, that has been bricked in and replaced with two small three-light windows. The flanking window bays have been bricked in. A louvered vent is in the gable with a brick still.

### **Classroom and Gymnasium Addition, ca. 1949**

The 1949 addition is attached to the T-extension of the original 1933 building on the east elevation. It is attached to the 1954 addition on the south. The 1949 addition contains classrooms and a gymnasium. The gymnasium section is on the north end and is taller than the classroom section, though both sections have a basement. The gymnasium's roof is curved and appears to be covered by a rubber membrane. The north and south ends of the gymnasium are marked by a parapet. All elevations of the gymnasium have evenly spaced, symmetrically placed original multilight windows on the main level. Window openings on the basement level are evident on all elevations but have all been infilled with wood boards. Pilasters run the height of the building, between each window bay.

The north elevation of the gymnasium has an entrance, comprised of plain double-leaf metal doors with an infilled transom. The doors are at the main level and are accessed via concrete staircase with metal pipe handrailing. Flanking the entrance are narrow multilight windows. To the west of the entrance is a small ticket booth set just above ground level, on a concrete platform with a flat roof, open doorway, and low concrete block walls. The upper section of the walls have been infilled with wood panels.

The classroom section has a gabled asphalt shingle roof. Due to its placement, only its east and west elevations are visible. They are primarily characterized by the evenly spaced multilight windows. On the east elevation is a bay that has been infilled with horizontal vinyl siding and a plain metal single-leaf door, accessed via a wood walkway and low-pitched ramp that connects to a sidewalk to the parking lot.

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**Classroom Addition, ca. 1954**

The 1954 Classroom Addition is attached on the north to the south elevation of the 1949 addition. The east and west elevations are mirrors of each other with several multilight windows and two plain single-leaf metal doors. The doors on the west are accessed via wood platform and staircases.

A double-leaf single-light metal entrance is on the south elevation. The entrance is sheltered by a walkway covered by a metal canopy supported by metal posts. The covered walkway connects the building to the 1962 addition.

**Gymnasium and Classroom Addition, ca. 1962**

The 1962 addition is connected to the rest of the complex via a covered walkway that attaches to the north elevation. Like the 1954 section, the 1962 section has a complex footprint and form due to different heights of the gymnasium section and the classroom section. The entire section has a brick veneer and rubber membrane roof. The gymnasium has a low-pitched gable roof. The north and south elevation of the gymnasium has several groupings of multilight windows, separated by brick pilasters, set high up on the wall directly below the eaves. The gym is accessed on the east elevation by an entrance vestibule that has less height than the gymnasium. The recessed entryway has multiple double-leaf metal doors.

The classroom section is located at the west side of the addition. On the west elevation, the main level is characterized by serial multilight windows. The basement level has several openings, most of which are infilled with metal louvers or HVAC equipment. Two entrances at the basement are sheltered by flat roof vestibule with brick walls. The south elevation has an L-shape with metal louvered basement opening, a covered walkway extending to the south to the gravel driveway, and evenly spaced multilight windows at the main level.

**Interior**

Due to the gradual enlargement of Townsend School, the interior of the school presents as a sprawling labyrinth of classrooms converted into offices (see Floor Plans at end of document). In general, the buildings utilize double-loaded corridors in all classroom sections. All classroom and corridor spaces throughout the school have drop ceilings, which likely postdate the Period of Significance. Doors are generally plain, single-leaf wood.

Common finishes are found throughout each building section. In the original 1933 building, floors are wood with thin slats. Walls are finished, likely with drywall that postdates the Period of Significance. One classroom retains vertical wood paneling on an exterior wall.

The 1949 addition has painted concrete block walls and thin wood slat floors. The gymnasium retains its curved wood ceiling with metal truss structure. The access door into the gym from the interior hallway is double-leaf with three horizontally oriented lights. The stage area, on the south wall of the gymnasium, has been blocked in with panels. Vertical wood cladding is below the stage area. A double-leaf door provides access to the elevated stage area. The kitchen, located north of the gymnasium, retains stainless steel permanently affixed equipment.

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The 1954 addition generally has VCT floors and painted concrete block walls. One classroom retains wood floors, suggesting that the VCT probably was applied over original wood flooring. On the south wall of the corridor are double-leaf metal single-light doors that provide access to the covered walkway to the 1962 addition.

**Site and Setting**

The school is sited on a 5.54-acre lot, roughly bounded by 9<sup>th</sup> Ave SW to the north, Shepherd Street to the east, Gem Street to the west, and 10<sup>th</sup> Ave SW to the south. The school is clustered on the north half of the property, which generally slopes downward to the south, while the south half of the property is a grassy area historically used for outdoor recreation. A non-historic gravel driveway separates to the north and south half of the property. A paved parking lot is located to the east of the school building. A gravel parking lot is located to the west of the school. Some mature trees are located on the peripheries of the property. Near the original building's façade is a stepped flagpole base that functions as a memorial to the school. The date of the memorial could not be determined but it likely dates to the post-Period of Significance era and is therefore non-historic. The flagpole is non-extant except for the portion of the pole that extends from the memorial base. The current setting is consistent with the historic setting. The school is located on the edge of town with residential neighborhoods to the north, a cemetery to the east, and agricultural fields and woods to the south and west.

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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:

N/A

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

**Areas of Significance**  
(Enter categories from instructions.)

EDUCATION  
ETHNIC HISTORY: Black  
SOCIAL HISTORY

**Period of Significance**  
1933-1967

**Significant Dates**  
1949  
1954  
1962

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

N/A

**Cultural Affiliation**  
N/A

**Architect/Builder**  
Unknown

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**Statement of Significance Summary Paragraph**

The Townsend School is eligible under Criterion A for its local significance in African American Ethnic Heritage as it relates to Education and Social History. During the era of segregation, the Townsend School provided educational opportunities to local African American students, as well as space for numerous community events. As legal and political battles over segregation intensified in the mid-twentieth century, Franklin County school officials attempted to ‘equalize’ the schools and avoid integration by constructing new facilities at Townsend in 1949, 1954, and 1962. Franklin County schools finally desegregated in 1967, resulting in the closure of Townsend School. The Period of Significance is 1933-1967, corresponding to when the current school was built and ending with integration.

**Narrative Statement of Significance**

**Overview of Early Education for African Americans in Franklin County**

African Americans’ pursuit of education was a major force in post-Civil War Tennessee. Various government agencies and organizations participated to varying degrees in building school facilities for African Americans across the South, including the Freedmen’s Bureau, missionary societies, the Julius Rosenwald Foundation, and countless local school boards, but the common factor was multi-generational persistence of local African American communities demanding their right to a quality education.

Some of the earliest documented school buildings for African Americans in Franklin County, Tennessee, were those supported and overseen in part by the Freedmen’s Bureau. The growing presence of African American men, women, and children at United States’ encampments during the Civil War, the vast majority of which freed themselves by leaving their enslavers, motivated authorities to establish the Bureau of Refugees, Freedmen, and Abandoned Land (commonly known as the Freedmen’s Bureau) in 1865. In addition to helping formerly enslaved people acquire basic healthcare, food, and fair labor contracts, the Bureau helped set up schools for freed people across the South. Missionary societies also helped set up schools for African Americans after the Civil War. While the Bureau and missionary societies often provided some organizational structure and funds to run these early schools, it was the labor and money of the African American communities that enabled them to function, not to mention their overt drive to acquire an education. Authorities at the Freedmen’s Bureau regularly commented on the eagerness of newly freed people in Tennessee and Kentucky to learn. One commissioner for the region wrote that African Americans “will be educated – they imperatively demand it.”<sup>1</sup>

The Freedmen’s Bureau also functioned as somewhat of a clearinghouse for grievances of newly freed people. African Americans could report unfair labor contracts, physical assaults, arson, and other issues to the Bureau. Though the Bureau did not always effectively respond or intervene, reports from all over the state help provide a record of early postwar African American institutions which were often targeted by violence, including an early Bureau school in Franklin County. In 1865, a relief worker in Decherd reported to Freedmen’s Bureau officials: “The teacher of the colored school has been subjected to much inconvenience, and his apprehension of injury...has become greatly increased.” His letter also reported that “armed ruffians” interrupted religious

<sup>1</sup> Paul David Phillips, “Education of Blacks in Tennessee During Reconstruction, 1865-1870,” *Tennessee Historical Quarterly* 46, no.2 (Summer 1987), 100.

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services of local freedmen and robbed them.<sup>2</sup> Shortly after this report, white supremacists burned the African American school in Decherd right after it opened for fall students. The Nashville Daily Press and Times as well as the New York Times picked up the story, which commented, “Burning down a school house is about as low down in rascality as a dirty fellow can fathom. We are sorry to say that some rascals burned down the freedmen’s school at Decherd the other day. The fellows who perpetrated the act deserve to be kicked out of civil society as they will be required to re-build the schoolhouse and will have colored troops sent there by the Bureau forthwith to prevent any further interference.”<sup>3</sup>

The burning of African American churches and schoolhouses by white supremacists was a recurring theme in Reconstruction era Tennessee, making the incident in Franklin County part of a larger wave of violence that sought to keep blacks from obtaining an education. One of the most famous examples of arson targeted at African American schools occurred during the Memphis Massacre of 1866 when white mobs burned at least eight of the city’s African American school buildings. An 1868 Freedmen’s Bureau report indicates that the Bureau helped run a school in Winchester after the burning of the Decherd School. Though the location of the Freedmen’s Bureau school within Winchester is unknown, an 1868 Bureau report indicates a Mrs. C.S. Green taught 66 students enrolled there. This school was among the first documented schools for African Americans in Winchester.<sup>4</sup>

Somewhat encouraging for African Americans in Tennessee, the state’s Reconstruction government passed the Public School Law in 1867 and granted African American men the right to vote. The Public School Law authorized separate public school systems for white and African American children supported by property tax, and called for establishing a superintendent of education in each county. The legislature strengthened the law in 1868, enabling the construction of 628 public school buildings, 456 for white children and 172 for African American children, across the state.<sup>5</sup>

Though the Public School law is often seen as wholly ineffective, any progress seemed hopeful considering the several factors working against free public education for both races: general apathy or wariness regarding public education, mainly among whites; whites’ refusal to fund schools for African Americans; consistent violence and intimidation from white supremacists; and the short life of the Public School Law. For example, in 1869, a Freedmen’s Bureau official working in middle Tennessee reported violence in Winchester and

<sup>2</sup> D. B. Gordon to General Fisk, Sept. 5, 1865, Letters Received by the Office of the Assistant Commissioner. Quoted in Mary Osweiler Powers, *Let Them Work: The Freedmen’s Bureau Labor Contracts of Franklin County* (Xlibris Corporation, 2010), 16.

<sup>3</sup> Same article printed in *Nashville Daily Press and Times* September 9, 1865 and in *New York Times* September 14, 1865.

<sup>4</sup> Troy Lee Kickler, “Black Children and Northern Missionaries, Freedmen’s Bureau Agents, and Southern Whites in Reconstruction, Tennessee, 1865-1869,” (PhD diss., University of Tennessee, 2005), 89; Bobby L. Lovett, “Memphis Riots: White Reaction to Blacks in Memphis, May 1865-July 1866,” *Tennessee Historical Quarterly* 38, no.1 (Spring 1979), 30; Monthly Report to Freedmen’s Bureau District Superintendent, April 1868. Records of the Superintendent of Education for the State of Tennessee. Bureau of Refugees, Freedmen, and Abandoned Land, 1865-1870. National Archives and Records Administration, Washington, DC. Accessed on April 24, 2019 through Middle Tennessee State University’s Freedmen’s Bureau Collection online.

<sup>5</sup> Alruthus Ambush Taylor, *The Negro in Tennessee, 1865-1900* (Washington, D.C. Associated Publishers, 1941), 181.



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Fayetteville, blaming the “operations of the Ku Klux” for the lack of progress (compared to other areas of the state) in building and maintaining schools for African Americans.<sup>6</sup>

Despite intimidation, violence, and lack of funding, an 1869 report to the State Superintendent of Instruction counted seventeen African American teachers (fifteen men and two women) and a total of 625 students enrolled (355 male and 270 female) in Franklin County. Though the buildings were often ramshackle or unfinished, crowded, and school supplies were lacking, they represented the beginning of free public education for both white and African American children in Tennessee after the Civil War. After conservative Democrats gained control of the state government in 1870, they undermined some of the structure set in place by the Republican legislature and placed much of the responsibility for education in the hands of counties with the passage of the 1873 School Law.<sup>7</sup> By this time, the Bureau dissolved, missionary societies’ support fell away, and the state took over many of the schools once supported by the organizations.

Throughout the rest of the nineteenth and early twentieth centuries, the state made modest progress building and maintaining schools for both white and African American students in Franklin County. In August 1907, Franklin County Board of Education minutes noted a decision to purchase a site outside of the city limits to build a new school for African Americans with the cost not to exceed \$1500 but minutes in July 1910 indicated that all bids were rejected due to being higher than the available funds.<sup>8</sup> In April 1911, minutes stated: “Motion carried that a committee...consider the proposition made by the colored people of Winchester concerning purchasing the colored church next to the present colored schoolhouse and exchanging the lot bought by the county board to build the colored school house on, for the lot the above mentioned colored church is in.”<sup>9</sup>

### Early Teacher Training in Franklin County

Building and maintaining school facilities were not the only factors impeding progress in Tennessee’s public education. Locating and retaining qualified educators to instruct public schools for both white and African American children challenged local and state leaders who, in response, organized segregated teachers’ institutes for whites and African Americans. In 1880, Fisk University professor H.S. Bennet led the organization of 12 institutes across the state where teachers could obtain training and certification, including one in Winchester. These institutes became an important tool to improve quality of public education in rural areas of Tennessee. When the General Assembly passed the Public School Law of 1909, which established the

<sup>6</sup> Phillips, “Education of Blacks,” 100; Monthly Report of Operations and Conditions, March 1869. Records of the Superintendent of Education for the State of Tennessee. Bureau of Refugees, Freedmen, and Abandoned Land, 1865-1870. National Archives and Records Administration, Washington, DC. Accessed on April 24, 2019 through Middle Tennessee State University’s Freedmen’s Bureau Collection online.

<sup>7</sup> Report of J.W.C. Bryant to State Superintendent of Instruction, *Report of Public Schools in Tennessee*, 1869, 34. Quoted in John Howard Hunt, “A History of the Development of Negro Public Schools in Franklin County, Tennessee, from 1924 through 1949,” (master’s thesis, Tennessee A & I State College, 1950), 16.

<sup>8</sup> Franklin County School Board minutes, August 7, 1907, and July 1910, microfilm, Tennessee State Library and Archives, Nashville, Tennessee

<sup>9</sup> Franklin County School Board minutes, April 6, 1911, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

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Tennessee Agricultural and Industrial State Normal School for Negroes (now Tennessee State University, NR Listed 6/14/1996), teacher training at the new school gradually replaced the local institutes.

“Doc” Anderson Townsend, the Townsend School’s namesake, co-led the highly-lauded institute in Winchester. Townsend was a United States veteran of the Civil War, educator, and local preacher who lived much of his life in Winchester and had an immeasurable impact on Winchester and Franklin County’s education system. Referred to commonly as “Doc” or D.A., Townsend was born enslaved in Franklin County in September 1848. Though little is known at present about his parents, his 1927 death certificate indicates their names were Maria Robinson and Aldon Dunn. Solomon Coover, a coach trimmer from North Carolina is the man thought to have enslaved Townsend.<sup>10</sup>

During the Civil War, Coover reportedly sent Townsend to northern Alabama to live with his daughter and son-in-law, Sarah and Park Townsend (presumably where D.A. Townsend took his name). In February 1864, one year after President Lincoln issued the Emancipation Proclamation to enslaved people who lived in states still in rebellion – including Alabama – Townsend and another enslaved man who took the Townsend name ran away and enlisted in the United States army in Huntsville, Alabama, specifically the segregated United States Colored Troops (USCT). According to Townsend’s military record, he belonged to the 15th Regiment (organized at Shelbyville, Tennessee) and was promoted to Corporal in June 1864.<sup>11</sup> By the time he was discharged in 1866, he had been promoted to 1st Sergeant.<sup>12</sup>

<sup>10</sup> Leslie Lytle, “Townsend School: A Proud and Determined History,” *Sewanee Mountain Messenger*, August 24, 2017 [http://www.sewaneemessenger.com/headlines/?post\\_id=460&title=%E2%80%8Btownsend-school:-a-proudand-determined-history](http://www.sewaneemessenger.com/headlines/?post_id=460&title=%E2%80%8Btownsend-school:-a-proudand-determined-history). Accessed February 24, 2019; *1860 Federal Census* [database on-line]. Provo, UT, USA: Ancestry.com Operations, Inc., 2009; *1860 Federal Census – Slave Schedules* [database on-line]. Provo, UT, USA: Ancestry.com Operations, Inc. According to the 1860 Slave Schedule, Solomon Coover enslaved four people: a 65 year-old female, a 20 year-old male, a 16 year-old female, and a 12 year-old male – likely D.A. Townsend, since his death certificate indicates he was born in 1848 and would have been 12 in 1860.

<sup>11</sup> Maria C. Brent and Joseph E. Brent, *Ready to Die for Liberty: Tennessee’s United States Colored Troops in the Civil War* (Nashville: Tennessee Wars Commission, 2013), 47.

<sup>12</sup> *U.S. Colored Troops Military Service Records, 1863-1865* [database on-line]. Provo, UT, USA. Ancestry.com Operations, Inc., 2007.

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Undated image of D.A. Townsend provided by direct descendant Dr. Arthur M. Townsend, III

After his discharge, Townsend entered the Nashville Normal and Bible/Theological Institute (established by the American Baptist Missionary Society in 1866 – later changed to Roger Williams University). He returned to Winchester in 1869 and began teaching, his first school being at Rocky Point. In 1874, Townsend married schoolteacher Emma Alice Singleton, daughter of Minerva Porter and carpenter Henry Singleton. They had three children: Arthur Melvin, “B”, and Laura Maria.<sup>13</sup>

Townsend taught school throughout the county until he retired in 1919. During his nearly 50-year tenure as an educator, Townsend taught hundreds of students and advocated for better education and school facilities for African American children in Franklin County. Regarding the institute in Winchester, an *Annual Report of the State Superintendent of Public Instruction* noted:

“The Institute for colored teachers, conducted by D. A. Townsend and T.J. Townsend, was well attended and much interest was shown, the teachers claiming this to be the most profitable meeting they have ever had. Arrangements for monthly meetings to be held at different places in the county were agreed upon, at which time such questions will be discussed as concern the school interests in the various localities. The colored teachers are very well organized and are doing a good work in the county.”<sup>14</sup>

<sup>13</sup> 1870 *United States Federal Census* (Provo, Utah: Ancestry.com Operations, Inc., 2009), Accessed January 28, 2019; 1880 *United States Federal Census* (Provo, Utah: Ancestry.com Operations, Inc., 2009), Accessed January 28, 2019.

<sup>14</sup> Mattie Arledge in Morgan C. Fitzpatrick, *Annual Report of the State Superintendent for Public Instruction in Tennessee* (Nashville, Tennessee: Press of the Gospel Advocate Publishing Company, 1901), 187.

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A *Nashville Globe* article from 1910 called Townsend one of the county’s “most prominent and substantial citizens” whose former students held reunions of “Townsend’s scholars.”<sup>15</sup> As a local education leader, he also played a major role in county institutes for African American teachers where they obtained training, certification, and networked with other educators. After his retirement, he played a large role, along with other local African American leaders, in securing support for the construction of a new school building (with high school department) with support from the Julius Rosenwald Fund. The building was finished about one year before Townsend passed in December 1927.<sup>16</sup>

As many prominent African American leaders were, Townsend was heavily involved in his local church congregation and was referred to as a “leading factor” of the Baptist Church in Tennessee. Townsend also participated in fraternal organizations. He was Grand Worth Chief Templar in the Grand Lodge of Good Templars of Tennessee (Equal Rights) and was also reportedly a Pythian, Mason, and Odd Fellow.<sup>17</sup>

### Townsend School’s Predecessor: A Rosenwald for Winchester

The first quarter of the twentieth century was a decisive time for African Americans in Franklin County and across the southern states. Lack of opportunity and violence moved many African Americans to leave the rural areas and towns of the South to pursue new lives in cities, especially those in the Northeast and Midwest. The county’s last documented lynching of an African American occurred in 1918 when white mobs tortured and burned Jim McIlherron (printed in some texts as McLehan) at the stake in Estill Springs. The National Association for the Advancement of Colored People (NAACP) sent Walter White to investigate the murder. After gathering details and questioning members of McIlherron’s family and other community members, White found McIlherron was the object of consistent abuse, suspicion, and envy due to his economic success.<sup>18</sup>

According to one source, Ku Klux Klan membership in Franklin County in the 1920s was in the hundreds. Contributing to the Great Migration, which lasted roughly from 1918 to the late 1960s, black World War I and II veterans often returned to open hostility. Their exposure abroad lowered tolerance for economic and social discrimination back home. One historian who chronicled African American history in Franklin County noted, “Franklin County’s black World War I veterans, having seen beyond the Cumberland Mountain, returned home with a mindset that was uncompromisingly bitter. They were disappointed and they were angry for having sacrificed so much and yet receiving so little in return.”<sup>19</sup>

<sup>15</sup> W.L. Miller, “Winchester and Franklin County,” *Nashville Globe*, August 26, 1910.

<sup>16</sup> Dr. Arthur M. Townsend, “A Brief Biography of Doctor Andrew Townsend,” (unpublished, Nashville, Tennessee 1941) mentioned in Hunt, “A History of the Development of Negro Public Schools,” 12-13.

<sup>17</sup> W.L. Miller, “Winchester and Franklin County,” *Nashville Globe*, August 26, 1910; Charles P. Wellman, “Good Templar,” *The Christian Recorder* (November 17, 1881) Philadelphia, PA. Accessed through African American Newspapers of Accessible Archives on April 2, 2019.

<sup>18</sup> Christopher Waldrep, *African Americans Confront Lynching: Strategies of Resistance from the Civil War to the Civil Rights Era* (Lanham, Maryland: Rowman and Littlefield Publishers, Inc., 2009), 157-164; Arthur Cyrus Hill, “The History of the Black People of Franklin County, Tennessee,” (PhD diss., University of Minnesota, 1982), 215-220.

<sup>19</sup> Hill, “The History of the Black People”, 225.

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By the mid-1920s, “black parents, particularly in the towns of Cowan, Decherd, and Winchester, almost as if by prearranged signal, began pressuring the black teachers to make equipment demands on the white school superintendent and indirectly to the county board of education.”<sup>20</sup> The parents and teachers organized themselves, “working through the black mothers, some of whom were cooks, washerwomen, and maids in the homes of the school board’s members, black teachers spearheaded a drive for new schoolhouses...black mothers went to work on their white employers and obtained their support; albeit some support was lukewarm, no white actively opposed the idea openly.”<sup>21</sup> Though he had retired from classroom teaching around 1919, Townsend was also instrumental in building support for a new school building for African Americans.

In April 1924, the Franklin County Board of Education agreed to work with the Rosenwald Fund to construct a new school building in Winchester.<sup>22</sup> The Julius Rosenwald Fund was a northern philanthropic organization that helped build modern school buildings for rural African Americans across the southern states. Booker T. Washington at Tuskegee Institute and Julius Rosenwald of Sears, Roebuck, and Company began the school building program in rural Alabama in 1912 before extending it to the entire South. In order to receive aid, African American communities contributed an amount approaching, though usually exceeding, that given by the Rosenwald Fund, and public funds often accounted for the approximately third or more of the building cost.

Though the majority of rural public schools of the time relied heavily on the labor and funds of the local communities in order to operate, African Americans were particularly adept at raising funds from within their communities to provide better school buildings for their children. The nearly \$2,000 contributed to the building’s construction by local African Americans was largely raised through subscription where individuals pledged to give a certain amount of money over a set amount of time. A local newspaper covered the progress on the building:

“The subscribers to the colored school fund are slowly but surely paying their pledges...The work on the building is being pushed right along and there is every possibility that it will be completed in time for the commencement exercises to be held here in May. There is to be held at the new school building a School Rally, Sunday, April 5 at 2:30 P.M., at which time the roll of all paid subscriptions will be read, also the roll of unpaid subscriptions.”<sup>23</sup>

The same local newspaper reported the building completed in June 1925, noting “At last Winchester has a modern school plant for her colored children,” and went on to recognize the efforts of Rev. D.S. Ransaw, Rev. G.T. Word, and Rev. J.T. Ridley, and the Franklin County Board of Education on the project.<sup>24</sup> Once construction was finished, the school moved from “the church building that had been the second home of the First Baptist Church.”<sup>25</sup>

<sup>20</sup> Ibid., 234.

<sup>21</sup> Ibid., 235.

<sup>22</sup> Franklin County School Board minutes, April 12, 1924, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>23</sup> “Coming Slowly But Surely,” *The Truth and Herald*, Winchester, Tennessee, March 26, 1925.

<sup>24</sup> “Colored School Completed,” *The Truth and Herald*, Winchester, Tennessee, June, 11, 1925.

<sup>25</sup> John H. Hunt and Grant Moss, “History of the First Baptist Church (Negro) in Winchester, Tennessee,” *Franklin*



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Winchester Colored School. Photo courtesy of Fisk University, John Hope and Aurelia Franklin Library, Special Collections, Rosenwald Database.

The new Winchester Colored School (also called Townsend Training School) was the first of two school buildings in Franklin County funded in part by the Rosenwald Fund (the other was built 1927-1928 in Cowan).<sup>26</sup> Builders erected the “four-teacher type” school in Winchester on four acres at the cost of \$6,695: \$1,700 from the black community, \$3,895 from public funds, and \$1,100 from Rosenwald Fund.<sup>27</sup>

The Winchester School and others built with Rosenwald Funds followed professionally drawn architectural plans specific to the number of teachers and a community’s need. The school plans also incorporated modern design concepts aimed at improving the school experience for students, the teaching experience for educators, as well as attracting and retaining more of both. The aesthetic on the schools’ exterior was simple in an effort to apply rationality and order to the educational experience. The buildings were always painted on the exterior, an immediate upgrade in itself as most rural schools for both white and African American children were often unpainted. Rows of double hung windows that could be raised from the bottom or lowered from the top were a hallmark of Rosenwald planned schools and an important part of the design concept as they ensured well-lit and ventilated interior spaces. In order to maximize sunlight, the orientation of the schools to the north and

*County (Tennessee) Historical Review*, 3 no.2 (June 1972), 24-29.

<sup>26</sup> Cowan School was a “three-teacher type” funded as follows: Public funds (\$4,300), the Rosenwald Fund (\$700), and African Americans (\$600). Application 5-D, Fisk University Rosenwald Fund Card File Database online, accessed April 24 at <http://rosenwald.fisk.edu>

<sup>27</sup> Franklin County School Board minutes, November 10, 1925, microfilm, Tennessee State Library and Archives, Nashville, Tennessee. These minutes noted that the Board refused to install electric lights in the building.



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south, or east and west, was also important as architects designed different plans for east-west facing school buildings and north-south facing ones.

Architects designed the interiors with the same care: separation of classrooms to facilitate better quality instruction for multiple grades, a separate room for industrial activities, and movable partitions to accommodate various school and community events. Designers and architects even suggested specific color schemes for the interiors of the buildings, designed to reflect and maximize natural light while also minimizing glare and eyestrain. The Rosenwald-plan schools were “more affordable, modern in appearance when compared to the vernacular buildings they replaced, and modest in comparison with most white schools.”<sup>28</sup> As a result of their thoughtful design, schools like Winchester’s that were funded in part by the Rosenwald Foundation became models for the construction of white schools and challenged notions of racial equality by suggesting that “all students could and should learn in professionally designed instructional environments.”<sup>29</sup>

As was the tradition with African American school buildings, the new school became a community building where plays, fundraisers, and even funerals were held. In turn, the educators and students at Townsend were deeply involved in Winchester’s African American community. Local residents sometimes held “informal teas” and receptions at their homes for students and faculty of Townsend; local reverends occasionally delivered commencement addresses for the school in church buildings; and the Townsend high school chorus often provided the song service at local congregations on Sundays.<sup>30</sup>

Despite having a new, modern school building, African Americans in Franklin County had to travel elsewhere if they wanted an education beyond junior high school. By 1931, the community began soliciting support from within their networks while pressuring the Board of Education and the county court to appropriate \$1000 to establish full high school curriculum for African Americans in Franklin County.<sup>31</sup>

By fall of 1932, the school included grade 11 and its principal L.W. Johnson had launched a bus campaign to transport students from Sewanee, Decherd, and Cowan, so they could access the high school department at Townsend.<sup>32</sup> The new, modern school building never held a full high school. The school burned during the Great Depression in December of 1932, with *The Chicago Defender* reporting, “The Townsend Training school was totally destroyed by fire Friday afternoon. The origin of the fire is unknown. The loss of the school

<sup>28</sup> Mary S. Hoffschwelle, *The Rosenwald Schools of the American South* (Gainesville: University Press of Florida, 2006), 99.

<sup>29</sup> *Ibid.*, 113.

<sup>30</sup> A December 20, 1930 article in *The Chicago Defender* noted a funeral for Charles Stewart being held at Townsend Training School. “Tennessee State News: Winchester, Tenn.” December 20, 1930, and May 23, 1931, *The Chicago Defender (National Edition)*. Accessed through MTSU’s Walker Library website and newspaper database.

<sup>31</sup> Franklin County School Board meeting minutes, June 25, 1931, microfilm, Tennessee State Library and Archives.

<sup>32</sup> Franklin County School Board meeting minutes, July 10, 1931, microfilm, Tennessee State Library and Archives; “Tennessee State News: Winchester, Tenn.” September 24, 1932, *The Chicago Defender (National Edition)*. Accessed through MTSU’s Walker Library website and newspaper database.

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building will be felt keenly throughout the county as the school had accommodated pupils from all the nearby towns for the high school department.”<sup>33</sup>

### **Rebuilding: The Current Townsend School**

In May of 1933, the Franklin County Board of Education appointed a committee “to take up the plans & etc. toward rebuilding the colored school building in Winchester that burned.”<sup>34</sup> Fortunately, the Board kept \$4,000 worth of insurance on the school, which helped expedite the rebuilding process. By June, a blueprint had been selected for the new school and by early July 1933, newspapers reported that it was being reconstructed.<sup>35</sup> Though the Franklin County Board of Education began working with the Civil Works Administration (an early New Deal agency) on school building projects in November 1933, it is believed the current Townsend School had already been finished by this time.<sup>36</sup>



c.1939 image of Townsend School façade. Image courtesy of Tennessee State Library and Archives.

<sup>33</sup> “Tennessee State News: Winchester, Tenn.” December 17, 1932, The Chicago Defender (National Edition). Accessed through MTSU’s Walker Library website and newspaper database.

<sup>34</sup> Franklin County School Board meeting minutes, May, 19, 1933 microfilm, Tennessee State Library and Archives.

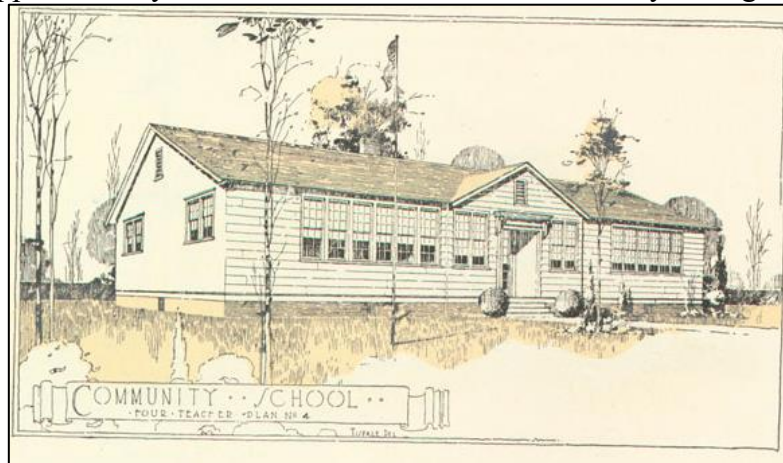
<sup>35</sup> “Tennessee State News: Winchester, Tenn.” July 8, 1933, The Chicago Defender (National Edition). Accessed through MTSU’s Walker Library website and newspaper database.

<sup>36</sup> Franklin County School Board meeting minutes, November 25, 1933, microfilm, Tennessee State Library and Archives.

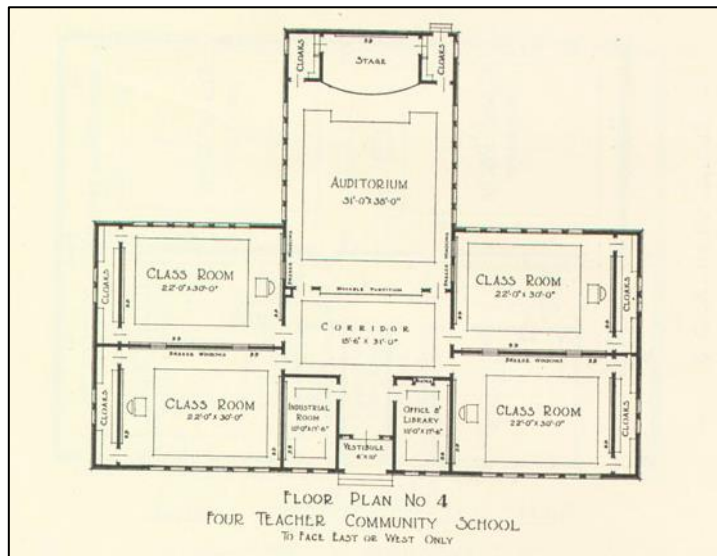
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Completed in the latter half of 1933, the new school building, which housed a combined elementary and four-year high school, was valued at \$6,000.00. Though the school was not rebuilt with Rosenwald funds – the Rosenwald building program ended in 1932 – Townsend School, similar to other New Deal era school buildings, was built on a plan clearly inspired by the four-teacher community school plan no. 4 published by the Rosenwald Fund. Similar to the earlier school that burned, the new Townsend School contained four classrooms but also had an auditorium which the earlier school lacked. In April 1936, two years after it was built, Nashville’s *Tennessean* reported a tornado that blew through Winchester causing \$20,000 worth of damage to buildings on the courthouse square. The newspaper reported the same storm hit Townsend School, which was “damaged approximately \$500 when a tornado drove a chimney through the roof.”<sup>37</sup>



Community school plan no. 4 on which the Townsend School is roughly based



Floorplan of community school plan no. 4 on which Townsend School was based

<sup>37</sup> "April 7, 1936 (Page 5 of 16)." *Nashville Tennessean* (1923-1972), Apr 07, 1936.  
<https://search.proquest.com/docview/1899102271?accountid=33208>.

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**Townsend Grows**

Due to a number of factors, the Townsend School building grew substantially throughout the middle of the twentieth century. Pressure to improve education facilities often came from local African Americans, who, especially after World War II, continued to demand better. These local forces were in addition to the nearly two decades-long efforts of the NAACP to expose the disparities apparent between education for white and African American students in the South under “separate but equal” school systems.<sup>38</sup> In addition to this, the federal government continued to support vocational education through Congressional legislation that partially reimbursed school districts for funds spent on vocational classes. For example, the George-Barden Act of 1946 authorized spending for the New Farmers of America and the Future Farmers of America, funds for home economics, and classes for trade and the industrial arts. Though these funds were not specifically for African American education, that the money was restricted to vocational education enabled state and local boards of education to spend on African American schooling in ways that aligned with the prevalent, racist idea that blacks were especially suited for careers in agriculture and trades.<sup>39</sup>

Another factor that affected school building projects for both African American and white students in Tennessee in the late 1940s, was the Tennessee General Assembly’s passing of a new law that strengthened the state’s segregated public education system by establishing a salary schedule for educators; providing money for education materials, pupil transportation, school maintenance, and operation; and authorized a statewide school building survey. This survey resulted in recommendations that led to Tennessee’s first retail tax, 80% of which was allocated for the state’s segregated school system.

In addition to the general increase in spending for public education across the state, Franklin County – with its proximity to Arnold Air Force Base - and other places such as Milan, Tennessee, where federal defense activity employed hundreds if not thousands of people, were eligible for direct funding for education from the federal government. Passed by Congress in 1950, Public Laws 81-815 and 81-874 authorized aid to local school building projects as well as regular school operations as a way to offset the burden of increased student enrollment whose parents worked on the base. These “impact laws” also took into account the effect a major military operation could have on the local tax base, since many employees lived on the base and did not pay local property taxes and other municipality fees that made up a portion of local public school funding.

A study of the Franklin County Board of Education records indicate the Board applied for and received federal aid for school building projects throughout the 1950s, however, a closer examination of the appropriate annual budgets is needed to determine exactly which school building projects received aid. Regardless, the receipt of federal funds for any school building under the School Board’s jurisdiction decreased the overall financial burden of maintaining two separate school systems.

<sup>38</sup> Mark V. Tushnet, *The NAACP’s Legal Strategy Against Segregated Education, 1925-1950* (Chapel Hill: University of North Carolina Press, 1987), 5.

<sup>39</sup> Howard R.D. Gordon, *The History and Growth of Career and Technical Education in America*, Fourth Edition (Longrove, Illinois: Waveland Press, Inc., 2014), 108.



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In this regard, Townsend School and other African American schools in Franklin County were similar to the National Register-listed Gibson County Training School (now the Polk-Clark Enrichment Center, NR Listed 3/12/2012) in Milan, Tennessee.<sup>40</sup> Due to the presence of the Milan Arsenal, and the ongoing tensions of the Cold War, Gibson County’s school board used federal money “to take steps toward ‘equalization’ of black and white public school facilities” by adding on to the existing building several times. While the Gibson County Training School saw more additions than Townsend School (GCTS had new gym in 1951, auditorium improvements in 1952, new classrooms in 1953, new wings in 1955, 1958, and 1961), the timing of the additions to the school buildings was not a coincidence. Similar to the Franklin County Board of Education, Gibson County’s local authorities fretted over “need construction at the Gibson County Training School” into the late 1950s and used federal money to help offset the costs.<sup>41</sup> Indeed, while these federal laws providing direct support for public education systems did not explicitly support or condemn the racially segregated school systems in the South, even after the *Brown v. Board* decision of 1954 some of the money the laws provided was spent to maintain the segregated facilities until 1962.<sup>42</sup>

In 1949 and 1950, John Howard Hunt, a graduate student from Tennessee A&I College (today Tennessee State University) and principal at Townsend, surveyed education facilities for African Americans in Franklin County and found that, “The Negro school buildings in Franklin County have not been on the whole adequate for school purposes. This has been apparent for quite some time, but steps are being taken to provide better housing for the Negro children of this county. However, this is generally true for the entire school system.”<sup>43</sup>

These “steps taken” to better African American school facilities included an addition worth \$75,000 to the Townsend School building in 1949, the same year a new Franklin County High School building for whites was being built.<sup>44</sup> The additions to Townsend included a gymnasium, cafeteria, three classrooms, dressing rooms, and a central heating plant. When the expansion was completed, the school board valued the Townsend School property at \$175,000. Despite these improvements, Hunt noted, “This school does not yet have the space that is needed nor all of the needed equipment for a school enrollment of its size.”<sup>45</sup> Hunt further observed that the school’s grounds needed landscaping and an athletic field. He continued, “Assurances have been made that these conditions will be remedied in the near future as soon as the County Board of Education can do something for the other schools of the county.”<sup>46</sup> Hunt’s observations are echoed in a statewide survey of school facilities completed in 1949-1950: “The [Townsend] building even with the new additions is not

<sup>40</sup> Mary Hoffschwelle et al., “Gibson County Training School” National Register of Historic Places Documentation Form, Milan, Gibson County, Tennessee, listed October 2012.

<sup>41</sup> Minutes of meeting, Mayor and Board of Alderman, City of Milan, February 1958, Gibson County Training School Polk-Clark Alumni Association files, Polk-Clark Enrichment Center, Milan, Tennessee.

<sup>42</sup> David Carleton, *Landmark Congressional Laws on Education* (Westport, Connecticut: Greenwood Press, 2002), 102.

<sup>43</sup> John Howard Hunt, “The History of the Development of Negro Public Schools in Franklin County, Tennessee, from 1924 through 1949,” master’s thesis, (Tennessee A & I State College, 1950), 44.

<sup>44</sup> Franklin County School Board meeting minutes, April 2, 1949, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>45</sup> Hunt, “A History of the Development of Negro Public Schools,” 51.

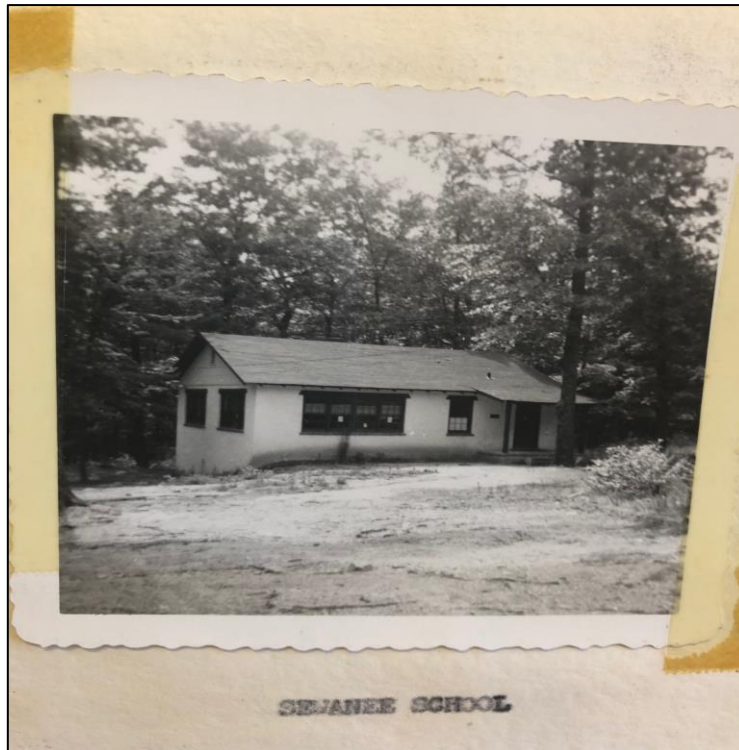
<sup>46</sup> *Ibid.*

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adequate in size. The estimated 4 acres of grounds do not present adequate level play space. The science, home economics, and shop equipment were not adequate at the time of visit.”<sup>47</sup>

Other efforts of the local school board to improve facilities for African American students in Franklin County include the erection of a new building for the Sewanee School in the eastern portion of the county. The concrete block building was dedicated in 1949 and noted as “one of the most modern one teacher schools in the county” with toilets, hot air heat, and a lunch room.”<sup>48</sup> In 1950, the School Board was overseeing the construction of a new two-teacher building for the African American school at Mt. Zion. After the new building opened, the students at Mingo were consolidated into Mt. Zion. Other new school buildings for African Americans in Franklin County built around the same time include the ca.1950 Center Point School, and the ca.1952 Asia School.<sup>49</sup>



ca.1949 photograph of new Sewanee School for African Americans from Hunt’s thesis.

<sup>47</sup> 1949-1950 Inspection Report, Commissioner of Education Records, 1913-1970, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid., 50; Franklin County Board of Education meeting minutes, September 14, 1950, microfilm, Tennessee State Library and Archives, Nashville, Tennessee; Katherine Merzbacher O’Bryan, Asia School National Register of Historic Places Nomination Form, Franklin County, Tennessee, (listed August 2011); Other African American schools across the state that received new facilities or improvements to existing buildings in the late 1940s and early 1950s include but are not limited to the McAdoo School in Clinton, Tennessee (c.1947-1948 addition of cafeteria and indoor restrooms) and the Ward School in Hartsville (new school building c.1949).



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The Asia School was listed in the National Register of Historic Places on July 13, 2011, for its local significance in education and African American history. Similar to Townsend and Sewanee Schools, the origins of Asia School far predate the existing building and both institutions saw “improvements” to their facilities as the Franklin County Board of Education sought to prepare for any threat to segregated school systems. Similar to the Sewanee School, an entirely new building of molded concrete block was constructed for Asia students. The school operated in its new building for less than a decade. After closing in 1961, Asia’s educator, Ms. Mattie Lou Ward, and students transferred to Townsend and the Asia School property reverted back to Macedonia Primitive Baptist Church.<sup>50</sup>

Recognizing efforts of the school board to improve education facilities, Hunt went on to write that, “Although the buildings and grounds are not ideal as a whole, progress is evidenced in the building program that has already begun in the county.”<sup>51</sup> A telling observation soon followed his acknowledgement of improvements: “However, the progress that is evidenced in the Negro public schools of Franklin County does not mean that the people are satisfied and contented with their schools...There is still much to be done so that they may not fall behind the forward march of time.”<sup>52</sup>

Despite the *Brown v. Board Supreme Court* decision handed down in May 1954 that declared segregated schools unconstitutional, because there were no deadlines for integration of schools, county school boards across Tennessee continued to spend large amounts of money on improving the segregated school system. In July 1954, just two months after the *Brown* decision, the Franklin County Board of Education discussed improvements needed at Townsend. A committee appointed by the Board to survey school facilities noted: “This committee has found that two classrooms are badly needed. One wing of the existing structure was erected in the year 1949 but because of insufficient funds, the ceiling and the basement floor were never completed.”<sup>53</sup> The report goes on to note “several items” that should be remedied “without delay,” such as one wall of the new wing leaking badly “to the extent that the water is damaging the building.”<sup>54</sup> It continues to critique the shoddy work from five years earlier: “We found that some of the floors are bad and the facilities in the dressing room were never completed.”<sup>55</sup>

After consultation with an architect, the Board of Education estimated spending \$22,000 on repairs. The committee felt the funds were “reasonable and justified” since Townsend was considered a “permanent center.”<sup>56</sup> In October 1954, the board approved the funds and the Chattanooga-based architecture firm of Bianculli and Palm was contracted for the work on Townsend as well as other school building projects throughout the county.<sup>57</sup> The Franklin County Board of Education continued to spend money on the county’s

<sup>50</sup> O’Bryan, Asia School Nomination Form.

<sup>51</sup> Hunt, “A History of the Development of Negro Public Schools,” 58.

<sup>52</sup> Ibid.

<sup>53</sup> Franklin County School Board committee report, July 1954, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>54</sup> Ibid.

<sup>55</sup> Ibid.

<sup>56</sup> Ibid.

<sup>57</sup> Mario Bianculli was an Italian immigrant and student of architecture and engineering who came to the United

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segregated education facilities throughout the late 1950s. In September 1956, the board called for \$10,000 for improvements to the elementary school for African Americans in Cowan, noting: “It is the opinion of the Board of Education that \$10,000.00 is the minimum amount required to provide the Cowan Negro School with facilities equal to other schools of this size in the county.”<sup>58</sup> In August 1957, the Board authorized entering into a contract with the Elk River Public Utility District to run natural gas to Clark Memorial, Townsend, Decherd, Franklin County High, and Estill Springs schools.<sup>59</sup> These improvements support Tennessee historian Bobby L. Lovett’s assertion that “Franklin County...was a notable example of how Brown was disregarded in some school districts...In anticipation of Brown having ‘adverse social effects’ on Franklin County, public school officials hurriedly repaired the dilapidated Negro schoolhouses.”<sup>60</sup>

While school boards were modernizing and expanding school facilities, they had also been consolidating smaller schools into larger ones since the 1920s. After smaller school buildings (for both whites and African Americans) were shuttered due to consolidation, the school board turned the properties over to a person (such as an appointed attorney) or entity (such as the county court) that could sell the buildings and land and return the proceeds to the local school fund. A 1954 resolution of the School Board approved the sale of former school properties at Penile, Awalt, and Maxwell, and earmarked a portion of the proceeds to purchase band equipment for Franklin County High School, Clark Memorial, and Townsend. In 1958, the School Board formally changed the name of the school from Townsend Training School to Townsend High School. It is unclear if this name change was an effort of the School Board to suggest equality between the separate white and black high schools, or if the push to change the name came from the African American community itself.<sup>61</sup> Regardless of the intent behind the name change, the Board spent the rest of the 1950s planning for more improvements on its segregated school system instead of planning for integration.

In 1960, after meeting jointly with the School Building Committee of the Franklin County School Board and the Finance Committee of the County Court, the architecture firm Burkhart-Hickerson & Associates out of Nashville provided a report that included “buildings that are to have additions or alterations or heating plant improvements” and the estimated costs of the work. Townsend High School was one of the 17 schools (a mixture of black and white) slated for substantial improvements and the firm summarized the work needed

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States in 1924. He was hired by the Tennessee Valley Authority in 1936 and eventually became the agency’s chief architect. Other works he was involved in include the c.1954 Tullahoma Municipal Building. Tim Culvahouse, *The Tennessee Valley Authority: Design and Persuasion* (New York: Princeton Architectural Press, 2007), 50.

<sup>58</sup> Franklin County School Board meeting minutes, September 13, 1956, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>59</sup> Franklin County School Board meeting minutes, August 10, 1957, microfilm, Tennessee State Library and Archives, Nashville, Tennessee; Franklin County School Board meeting minutes, December 11, 1958, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>60</sup> Bobby L. Lovett, *The Civil Rights Movement in Tennessee: A Narrative History* (Knoxville: University of Tennessee Press, 2005), 74-75.

<sup>61</sup> One example of consolidation, closure, and resale of property is seen in Franklin County School Board minutes from the spring of 1951 when the Estill Springs “colored school” and the Spring Creek School were turned over to a Joe Hickerson to sell. Minutes signed and approved March 30, 1951, microfilm, Tennessee State Library and Archives, Nashville, Tennessee; Franklin County School Board meeting minutes, September 28, 1956, microfilm, Tennessee State Library and Archives, Nashville, Tennessee; Franklin County School Board resolution, October 5, 1954, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

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on the building:

“Provide a new gymnasium – physical education building, new science room and new library, space to be complete with toilets, locker and shower rooms and connected to present building with covered walkway. Remodel the present gymnasium space into a cafeteria with kitchen. (See sketch)  
 Estimated cost.....\$200,000.00

The above estimated cost for Townsend School does not include any work on the athletic field. If a stadium to seat 500 persons is added and the installation of the light fixtures (light fixtures now on hand) complete with pole, wire, transformer, etc., is added and necessary grading and seeding done then an estimated cost should be added of.....\$32,000.00

The above estimate does not include the cost of land that would be required for Townsend School. The cost of additional land is estimated to be .....\$4,000.00”<sup>62</sup>

Though it is apparent some of these “improvements” never happened at Townsend, such as the transformation of the original gymnasium to a cafeteria or the construction of a stadium, the separate gym facility was completed by contracting company Finos Eley & Co. in late 1961 or early 1962.<sup>63</sup> Built just south of the original school building on land recently purchased from William Cunningham and Fred Blackwell, the new gym at the African American high school appeared to be a blatant affront to any notion of integrating the local school system in the near future. While some locals supported the Board’s attempt to prevent integration by spending more money on the segregated buildings, others saw pouring money into segregated facilities as wasteful use of tax dollars.

**Townsend as Center of Community**

Despite the physical disparity between black and white high schools in Franklin County, Townsend nourished a vibrant and close-knit African American community and served as a center of pride and empowerment. Community members continued to host teas and picnics at their homes for Townsend students and the students themselves hosted events such as fish fries at smaller elementary schools around the county. Townsend students also celebrated homecomings and put on plays and musicals in the gym that were open to the public and the glee club performed for community events. During World War II, the local Twentieth Century Club held patriotic banquets including one with the theme “Woman In Defense.” A Chicago Defender article described the scene: “Decorations were patriotic in color and design, with United States flags dominating the scene...The program was given by the club members, the highlight of which was an address by Mrs. C.M.

<sup>62</sup> Faulkner Hickerson, report addressed to Franklin County Board of Education, Winchester, Tennessee, November 22, 1960, Franklin County School Board meeting minutes, November 28, 1960, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>63</sup> Franklin County School Board meeting minutes, May 18, 1961, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

Townsend School  
Name of Property

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Denny, NYA [National Youth Administration] supervisor of Tennessee State College, Nashville, Tenn. Miss Virginia Ferrell played for the grand march.”<sup>64</sup>



1964 Homecoming Court and Miss Townsend. Photo provided by Mrs. Karen Morris



Undated photo of Townsend High School's women's basketball team. Photo provided by Mrs. Charoline Simmons

<sup>64</sup> "Tenn. Club in Banquet at Winchester: 'Woman in Defense' is Theme in Strong Patriotic Setting," *The Chicago Defender*, January 3, 1942.



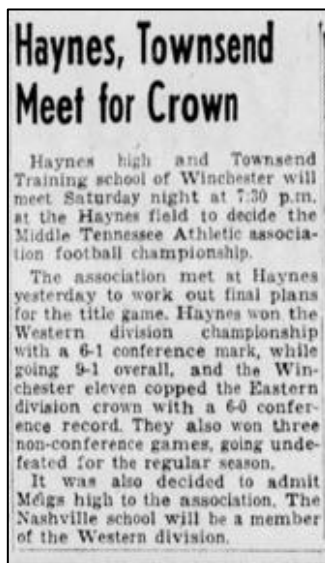
Townsend School  
Name of Property

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As the only high school for African Americans in Franklin County, and certainly the most spacious of the buildings constructed for black schools, Townsend High School also hosted teacher conferences, pre-term orientations, and meetings for parent-teacher associations. Football, basketball, and cheerleading were major extracurricular activities for the students at Townsend and the “Tigers” and “Tigerettes” sports teams were competitive around the region. Other clubs and activities included Biology Club, Future Homemakers of America, and Sewing Club.



Undated year book photo of Science Club at Townsend. Photo provided by Mrs. Karen Morris



November 19, 1958 *Nashville Tennessean* article announcing a championship game between Townsend School and a regional rival

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### Integration & Closing of Townsend School

In July 1963, soon after the erection of a new gymnasium for Townsend High School, four African American families and four white families from Franklin County initiated a lawsuit in federal court to force the Franklin County school system to create a “unified, nonracial educational system.”<sup>65</sup> Between 1951 and 1971, the Franklin County Board of Education was one of 43 school boards in Tennessee sued for not desegregating schools in their respective jurisdictions.<sup>66</sup> It is this legal action that finally pushed the Board of Education to adopt a plan for desegregation in October 1963. The resolution divided the county into eight zones and indicated desegregation would begin with academic year 1964-1965 with one zone and by 1970, all zones would be desegregated.

In 1964, a court ordered the desegregation of the county’s schools by zones, acknowledged the segregated system’s effect on education for African American students, and anticipated hostility to integration: “The Franklin County educational system has traditionally deprived Negro children of rights secured to them by the Fourteenth Amendment to the Constitution of the United States...While the law has been stated by the Supreme Court, nevertheless, its application depends on the facts of each particular case...Full implementation of these constitutional principles require solution of varied local school problems...As the difference between delay due to hostility and delay to allay hostility is indistinct, the Court will be sensitive to any overlapping of the two.”<sup>67</sup>

The Board filed objections to the court order and ended up changing its initial segregation plan. In January 1965, the Board of Education adopted a resolution in response to the passage of the Civil Rights Act of 1964. In it, the Board noted the progress made so far in integrating a “portion” of the school system. By 1966, the families who sued the board in 1963 reinstated the case and sought further action from the federal court. This led to the Franklin County Board of Education adopting a final desegregation resolution in February 1966, including a clause that indicated Franklin County public schools had to be completely desegregated by the 1966-1967 school year. The resolution also called for the closing of Townsend High School as one of the last segregated schools open in the county.

February 28, 1966 meeting minutes also included plans to close Townsend: “A motion was made by Mr. W.D. Allen and seconded by Mr. Rufus Smith that a resolution be drawn by the Executive Committee to close Townsend School, Hillcrest School, and Mt. Zion School by the opening of the 1966-1967 school year, thereby establishing a uniraical school system in Franklin County. Students now attending Townsend High School will be allowed to make application to Franklin County High School or Huntland High School, generally according

<sup>65</sup> *Hill et al. v. County Bd. of Educ. of Franklin County, TN, et al.*, C.A. 668 (E.D. TN 1963). The eight families: Hill, Sisk, Staten, Turner, Bates, Cameron, Goodstein, and Camp.

<sup>66</sup> Tennessee Advisory Committee to the United States Commission on Civil Rights, “School Desegregation in Tennessee: 12 Districts Released from Desegregation Orders, 17 Remain Under Court Jurisdiction,” (April 2008), 6. <https://www.usccr.gov/pubs/docs/TNDESEGFULL.pdf>, accessed April 18, 2019.

<sup>67</sup> *Ibid.*



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to transportation plans presently in operation. Students in grades 1-8 will be allowed to enroll in a school of their choice according to the Court Order of 1965.”<sup>68</sup>

The spring of 1966 was the last school term of Townsend High School. The School Board made plans to divide the athletic equipment and typing machines at Townsend with Huntland and Franklin County High Schools. It has been widely reported by various community members in Winchester, that when Townsend closed, authorities threw away much of the memorabilia inside the school building, including documents, photographs, and trophies, in retaliation.<sup>69</sup>

By the time the high school closed, the Townsend School was a large building constructed in several phases over the last two decades with a new gymnasium that was barely five years old. The architecture firm Burkhalter-Hickerson & Associates valued the building at \$213,000.<sup>70</sup> In 1967, when the Board failed to secure the old Winchester post office building for their offices, it moved all administration and staff spaces to a section of the Townsend School building. The Winchester Recreation Committee used the athletic field at Townsend to provide outdoor activities to the Townsend community and in fall of 1966 a Rev. Jones appeared before the Board to request using Townsend School building for church services. The Reverend’s request was tabled, and it is unclear if the Board ever granted it.<sup>71</sup>

In addition to the building’s continued used by the Board of Education and Winchester Recreation Committee, some of the newly integrated schools in Franklin County bused students to Townsend’s new gym for physical education classes. The building, now known as Townsend Center, has also served as an alternative school and most recently as a kindergarten facility. In 2018-2019 the Center for Historic Preservation at Middle Tennessee State University worked with community members to create a Townsend School Heritage Development Plan. In 2019, a portion of the building became the Townsend Cultural Center. Two classrooms were converted into a museum with interpretive panels and artifacts. Community members hope National Register designation will facilitate the continued preservation and interpretation of the Townsend School and its significant history.

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<sup>68</sup> Franklin County Board of Education meeting minutes, February 28, 1966, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>69</sup> Franklin County Board of Education meeting minutes, August, 11, 1966, microfilm, Tennessee State Library and Archives, Nashville, Tennessee; information about careless disposal of memorabilia came from personal communications between the Committee at Townsend Cultural Center in meetings in November 2018 and February 2019. Personal communications with members of the Franklin County Historical Society corroborated this information during a February 2019 meeting as well.

<sup>70</sup> Franklin County School Board meeting minutes, December 8, 1966, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

<sup>71</sup> Franklin County School Board meeting minutes, September 8, 1966 and January 1967, microfilm, Tennessee State Library and Archives, Nashville, Tennessee.

Townsend School  
Name of Property

Franklin County, TN  
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Townsend School  
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[http://www.sewaneemessenger.com/headlines/?post\\_id=460&title=%E2%80%8Btownsendschool:-a-proud-and-determined-history](http://www.sewaneemessenger.com/headlines/?post_id=460&title=%E2%80%8Btownsendschool:-a-proud-and-determined-history)

<b>Previous documentation on file (NPS):</b>		<b>Primary location of additional data:</b>	
<input type="checkbox"/>	preliminary determination of individual listing (36 CFR 67 has been requested)	<input type="checkbox"/>	State Historic Preservation Office
<input type="checkbox"/>	previously listed in the National Register	<input type="checkbox"/>	Other State agency
<input type="checkbox"/>	previously determined eligible by the National Register	<input type="checkbox"/>	Federal agency
<input type="checkbox"/>	designated a National Historic Landmark	<input type="checkbox"/>	Local government
<input type="checkbox"/>	recorded by Historic American Buildings Survey #	<input type="checkbox"/>	University
<input type="checkbox"/>	recorded by Historic American Engineering Record #	<input type="checkbox"/>	Other
<input type="checkbox"/>	recorded by Historic American Landscape Survey #	Name of repository:	
Historic Resources Survey Number (if assigned):			



Townsend School  
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**10. Geographical Data**

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**Acreage of Property** 5.54 **USGS Quadrangle** WINCHESTER

**Latitude/Longitude Coordinates**

1. Latitude: 35°10'30.83"N Longitude: 86° 6'40.49"W

**Verbal Boundary Description**

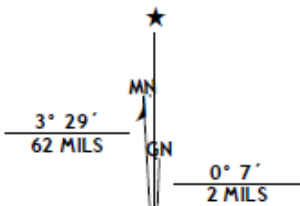
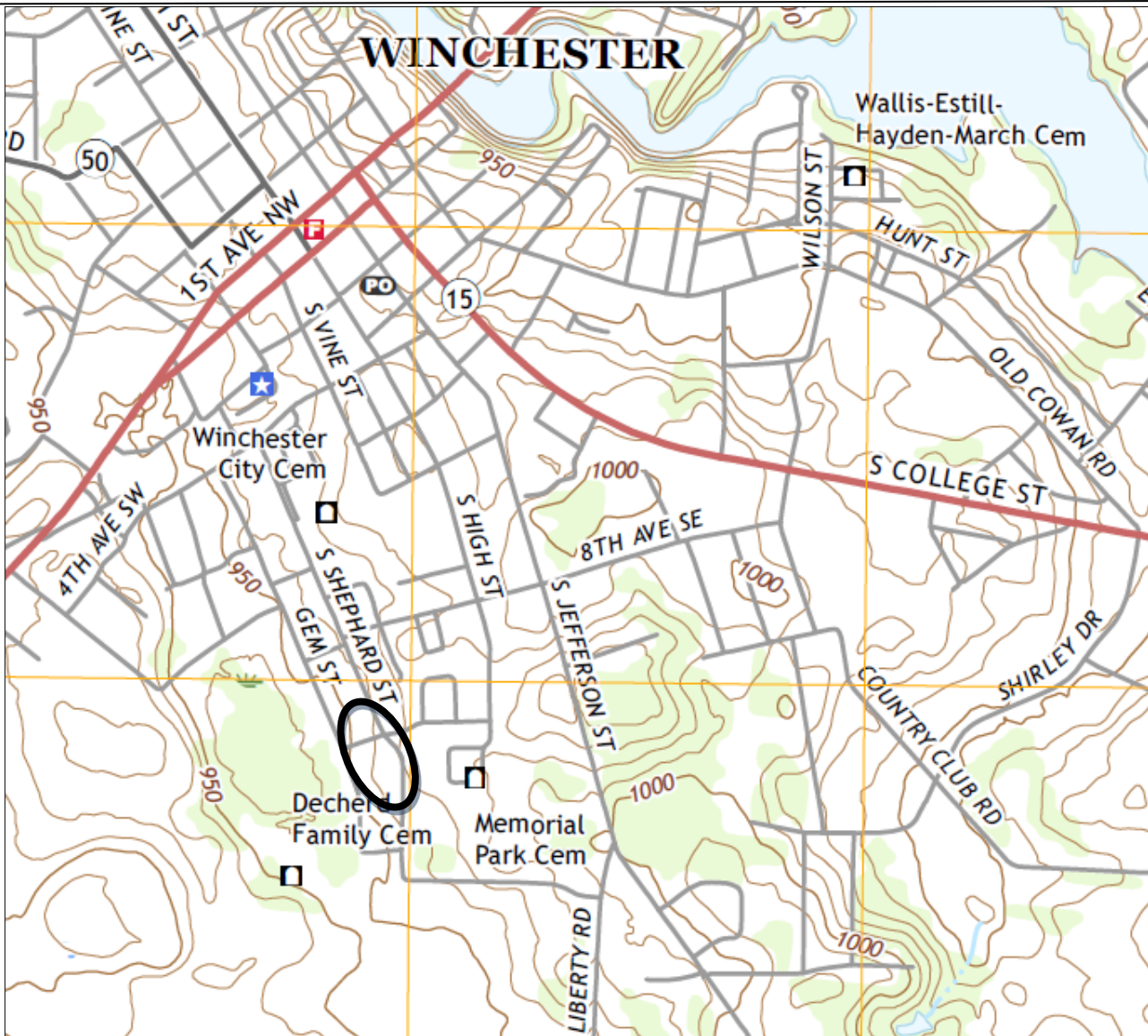
The Townsend School is located on the corner of South Shepard Street and 9<sup>th</sup> Avenue South West in Winchester, Tennessee. It adjoins parcels that are bordered by Gem Street and 10<sup>th</sup> Avenue South West to the west and south and South Shepard Street to the east. There is a driveway through one of the fields that connects 10<sup>th</sup> Avenue South West to South Shepard Street. These boundaries correspond to the legal parcel boundaries for Franklin County Parcel 075 F F 004.00 & Parcel 075F F 003.00. These boundaries are depicted on the enclosed property tax maps.

**Boundary Justification**

The selected boundary is consistent with the historic and current legal parcel boundaries. These boundaries enclose the property's single contributing resource and exclude non-historic parking lots and streets.

Townsend School  
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UTM GRID AND 2016 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET

Winchester Quadrangle  
Tennessee-Marshall Co.  
7.5 Minute Series

Townsend School  
Name of Property

Franklin County, TN  
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Franklin County - Parcel: 075F F 004.00



Date: August 2, 2021  
County: Franklin  
Owner: FRANKLIN COUNTY TENNESSEE  
Address: 9TH AVE SW  
Parcel Number: 075F F 004.00  
Deeded Acreage: 0  
Calculated Acreage: 0  
Date of Imagery: 2018

Esri, HERE, Garmin, (c) OpenStreetMap contributors  
TN Comptroller - OLG  
TDOT  
State of Tennessee, Comptroller of the Treasury Office of Local Government  
(OLG)

This parcel's data was compiled from information published by local county assessors.

Townsend School  
Name of Property

Franklin County, TN  
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Franklin County - Parcel: 075F F 003.00



Date: August 2, 2021  
County: Franklin  
Owner: FRANKLIN CO BOARD OF EDUCATION  
Address: GEM ST 910  
Parcel Number: 075F F 003.00  
Deeded Acreage: 0  
Calculated Acreage: 3.54  
Date of Imagery: 2018

Esri, HERE, Garmin, (c) OpenStreetMap contributors  
TN Comptroller - OLG  
TDOT  
State of Tennessee, Comptroller of the Treasury, Office of Local Government  
(OLG)

The property lines are compiled from information maintained by your local county Assessor's office but are not conclusive evidence of property ownership in any court of law.



Townsend School  
Name of Property

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County and State

**11. Form Prepared By**

Name Savannah Grandey Knies, MTSU / Sarah Elizabeth Hickman-McLeod, SCTDD /  
Rebecca Schmitt, THC

Organization MTSU-Center for Historic Preservation / South Central TN Development District /  
Tennessee Historical Commission

Street & Number 101 Sam Watkins Blvd. Date

City or Town Mt. Pleasant Telephone 931-379-2944

E-mail [smcleod@sctdd.org](mailto:smcleod@sctdd.org) State TN Zip Code 38474

**Additional Documentation**

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to map.
- **Photographs** (refer to Tennessee Historical Commission National Register *Photo Policy* for submittal of digital images and prints)
- **Additional items:** (additional supporting documentation including historic photographs, historic maps, etc. should be included on a Continuation Sheet following the photographic log and sketch maps)

**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.460 et seq.).  
**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



Townsend School  
Name of Property

Franklin County, TN  
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**Photo Log**

Name of Property: Townsend School  
City or Vicinity: Winchester  
County: Franklin State: Tennessee  
Photographer: Sarah Elizabeth Hickman-McLeod  
Date Photographed: February 16, 2022

Description of Photograph(s) and number, include description of view indicating direction of camera:

- 1 of 80. Front façade of Original Building. Photographer west.
- 2 of 80. Oblique view of Original Building North Elevation. Photographer facing southwest.
- 3 of 80. Oblique view of Original Building North Elevation. Photographer facing southwest.
- 4 of 80. Oblique view of Original Building North Elevation. Photographer facing southwest.
- 5 of 80. Oblique view of Original Building North Elevation and East Elevation. Photographer facing south.
- 6 of 80. Oblique view of Original Building North Elevation. Photographer facing southeast.
- 7 of 80. Oblique view of Original Building and Additions. Photographer facing south.
- 8 of 80. North Elevation and Additions. Photographer facing east.
- 9 of 80. North Elevation and Additions. Photographer facing east.
- 10 of 80. Oblique of North Elevation and Additions. Photographer facing northeast.
- 11 of 80. South Elevation. Photographer facing north.
- 12 of 80. Oblique of South Elevation and façade of gym. Photographer facing northwest.
- 13 of 80. Façade of Gym. Photographer facing southwest.
- 14 of 80. Oblique of Gym. Photographer facing southwest.
- 15 of 80. Oblique of Gym and walkway. Photographer facing southwest.
- 16 of 80. Oblique of Additions. Photographer facing northwest.
- 17 of 80. Oblique of Façade. Photographer facing North.

Townsend School  
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- 
- 18 of 80. Photo of Monument in front of school. Photographer facing south.
  - 19 of 80. Entrance to Townsend School. Photographer facing southwest.
  - 20 of 80. Interior view of office. Photographer facing northeast.
  - 21 of 80. Interior view of main entrance. Photographer facing west.
  - 22 of 80. Interior view of hallway. Photographer facing north.
  - 23 of 80. Interior view of office. Photographer facing northwest.
  - 24 of 80. Interior view of hallway. Photographer facing north.
  - 25 of 80. Interior view of classroom. Photographer facing northeast.
  - 26 of 80. Interior view of office. Photographer facing northwest.
  - 27 of 80. Interior view of office. Photographer facing east.
  - 28 of 80. Interior view of office. Photographer facing west.
  - 29 of 80. Interior view of hallway. Photographer facing west.
  - 30 of 80. Interior view of hallway. Photographer facing south.
  - 31 of 80. Interior view of classroom. Photographer facing southeast.
  - 32 of 80. Interior view of classroom. Photographer facing southeast.
  - 33 of 80. Interior view of classroom. Photographer facing southwest.
  - 34 of 80. Interior view of classroom. Photographer facing west.
  - 35 of 80. Interior view of classroom. Photographer facing west.
  - 36 of 80. Interior view of hallway. Photographer facing west.
  - 37 of 80. Interior view of bathroom. Photographer facing north.
  - 38 of 80. Interior view of bathroom. Photographer facing north.
  - 39 of 80. Interior view of doors to gym. Photographer facing north.
  - 40 of 80. Interior view of gym. Photographer facing north.

Townsend School  
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- 
- 41 of 80. Interior view of cafeteria in gym. Photographer facing northeast.
  - 42 of 80. Interior view of cafeteria in gym doors. Photographer facing north.
  - 43 of 80. Interior view of cafeteria in gym. Photographer facing northwest.
  - 44 of 80. Interior view of gym. Photographer facing west.
  - 45 of 80. Interior view of gym stage. Photographer facing south.
  - 46 of 80. Interior view of gym stage. Photographer facing east.
  - 47 of 80. Interior view of hallway to basement stairs. Photographer facing west.
  - 48 of 80. Interior view of hallway to addition. Photographer facing south.
  - 49 of 80. Interior view of classroom. Photographer facing south.
  - 50 of 80. Interior view of classroom. Photographer facing southwest.
  - 51 of 80. Interior view of classroom. Photographer facing northeast.
  - 52 of 80. Interior view of classroom. Photographer facing northwest.
  - 53 of 80. Interior view of stairs hallway. Photographer facing south.
  - 54 of 80. Interior view of classroom. Photographer facing northwest.
  - 55 of 80. Interior view of classroom. Photographer facing southeast.
  - 56 of 80. Interior view of hallway. Photographer facing south.
  - 57 of 80. Exterior view of canopy walkway. Photographer facing south.
  - 58 of 80. Interior view of hallway. Photographer facing south.
  - 59 of 80. Interior view of hallway. Photographer facing south.
  - 60 of 80. Interior view of classroom. Photographer facing southwest.
  - 61 of 80. Interior view of classroom. Photographer facing southwest.
  - 62 of 80. Interior view of hallway. Photographer facing east.

Townsend School  
Name of Property

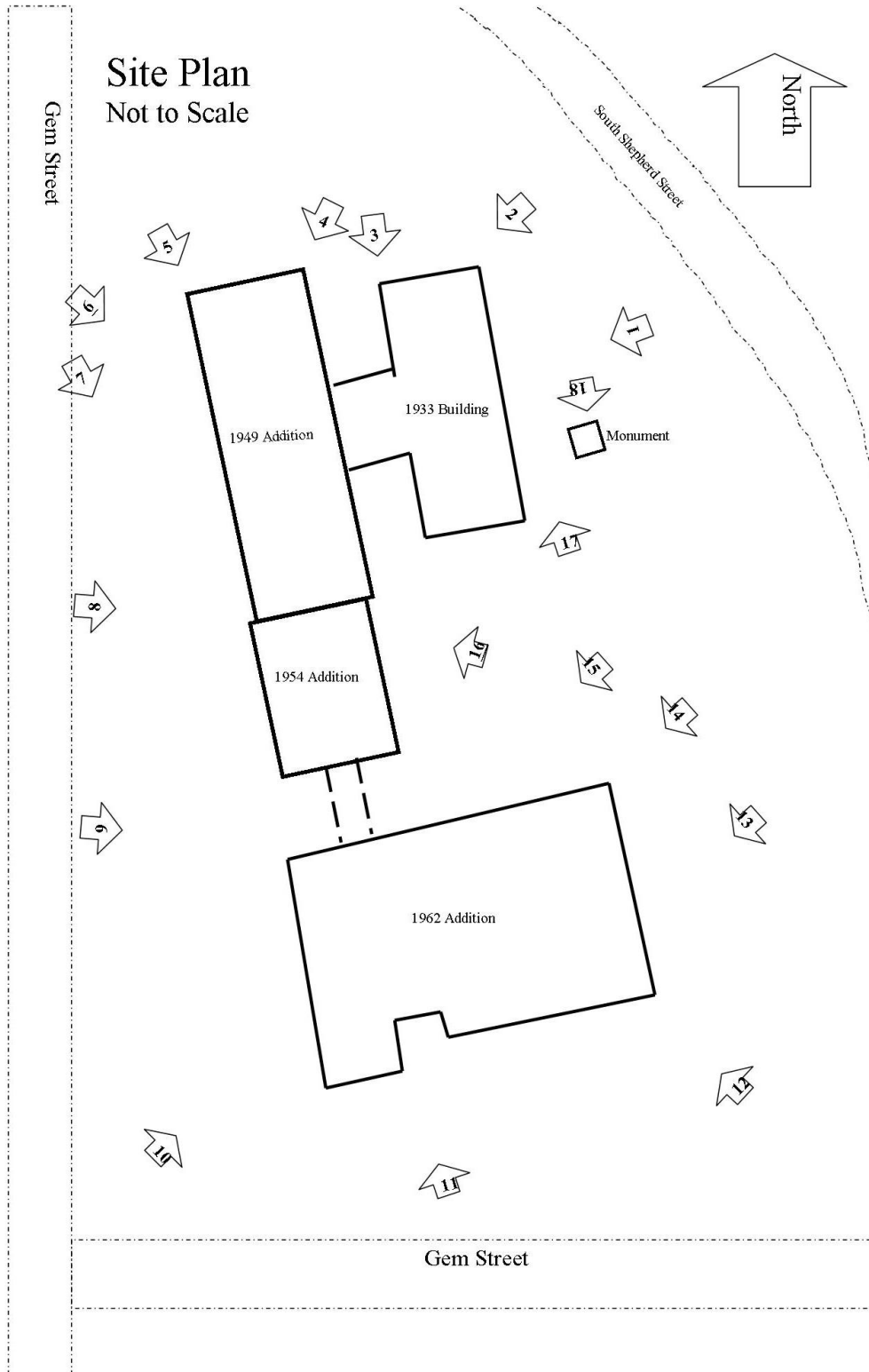
Franklin County, TN  
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- 
- 63 of 80. Interior view of gym. Photographer facing northeast.
  - 64 of 80. Interior view of gym. Photographer facing southeast.
  - 65 of 80. Interior view of gym stage. Photographer facing west.
  - 66 of 80. Interior view of hallway. Photographer facing southeast.
  - 67 of 80. Interior view of gym. Photographer facing northwest.
  - 68 of 80. Interior view of stairwell to basement. Photographer facing southwest.
  - 69 of 80. Interior view of basement closet. Photographer facing northwest.
  - 70 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 71 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 72 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 73 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 74 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 75 of 80. Interior view of hallway in basement. Photographer facing northwest.
  - 76 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 77 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 78 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 79 of 80. Interior view of classroom in basement. Photographer facing southwest.
  - 80 of 80. Interior view of hallway in basement. Photographer facing northwest.

Townsend School  
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**Site Plan** (insert site plan with photo locations keyed to plan)



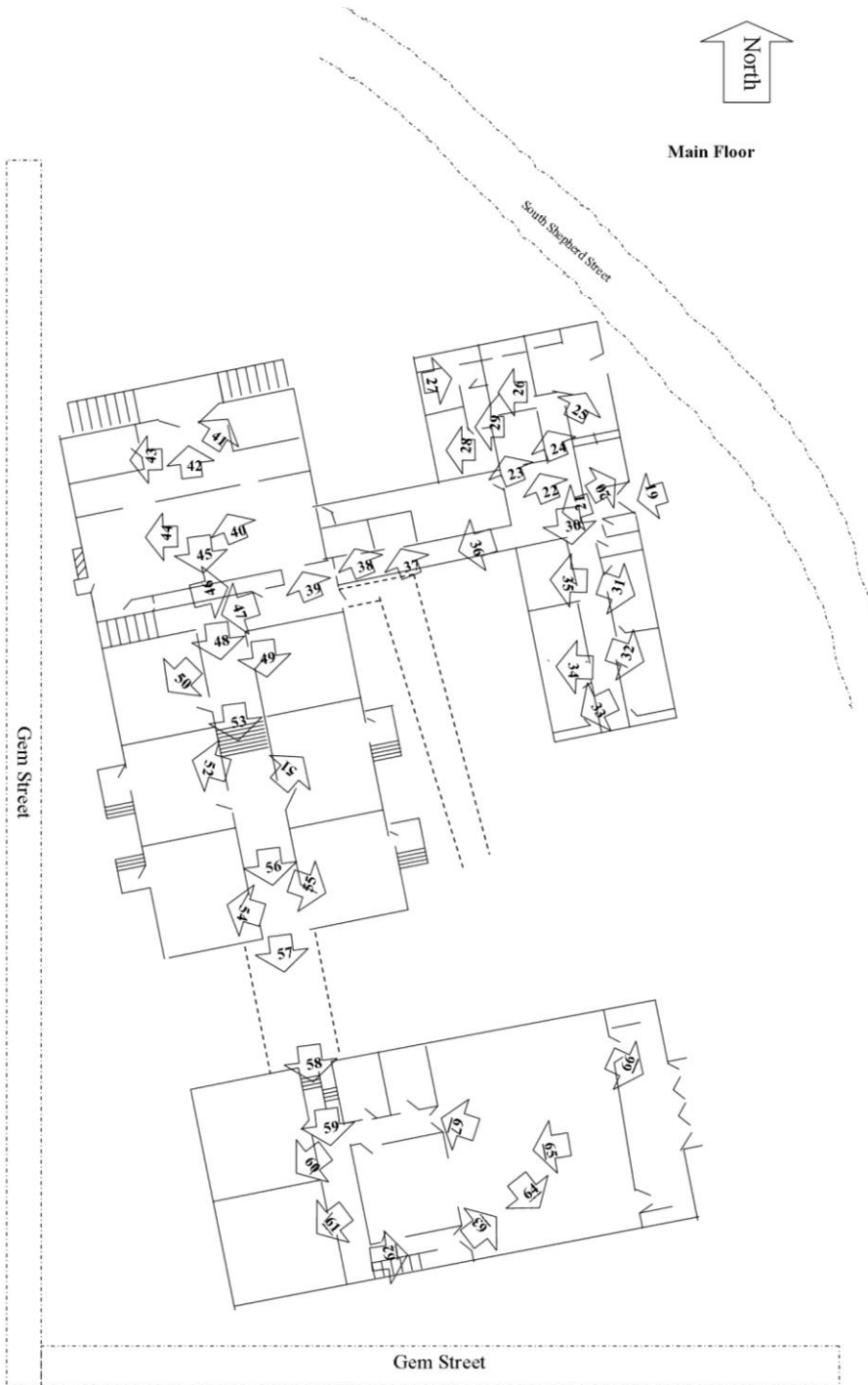


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**Floor Plan** (insert floor plan with photo locations keyed to plan)

**Main Floor- Not to Scale**



**Basement Level- Not to Scale**

United States Department of the Interior  
National Park Service

# National Register of Historic Places Continuation Sheet

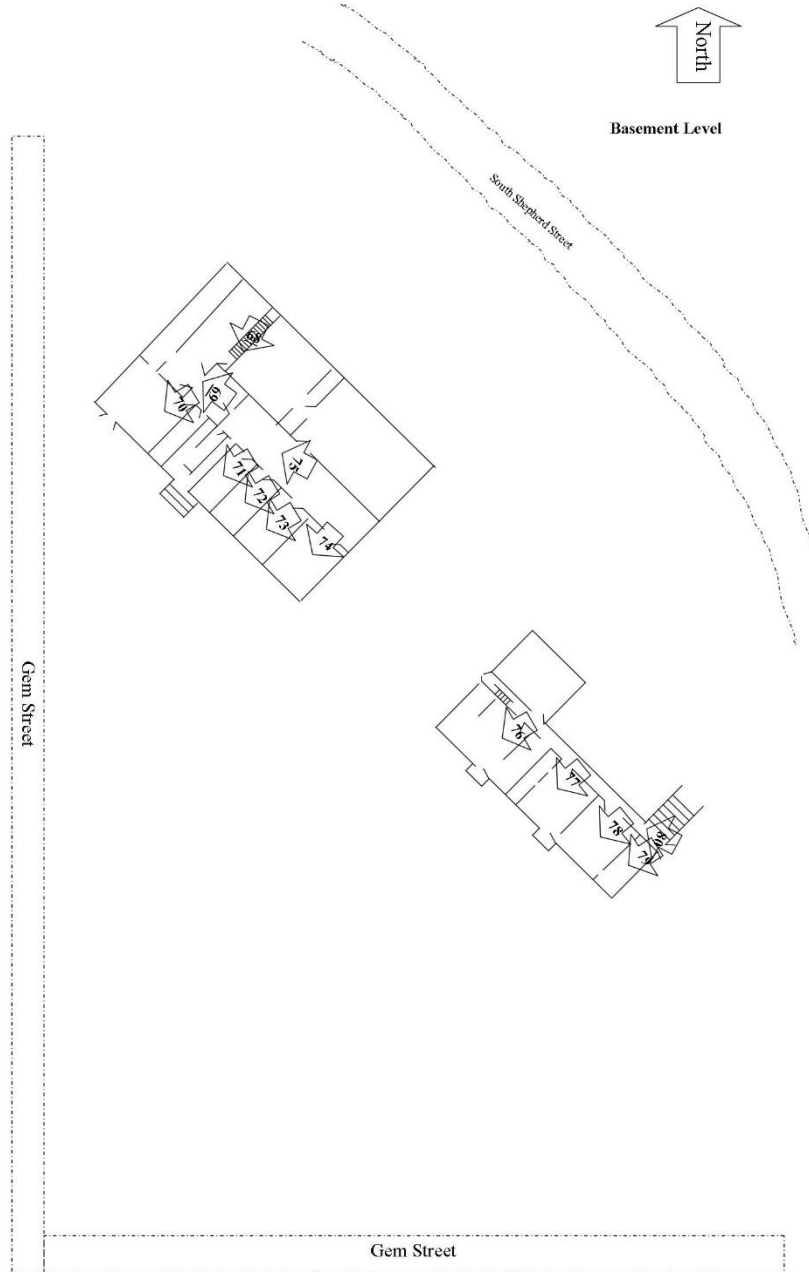
.....  
Name of Property

.....  
County and State

.....  
Name of multiple listing (if applicable)

Section number \_\_\_\_ Page 45

## Basement Level- Not to Scale



**United States Department of the Interior**  
**National Park Service**

**National Register of Historic Places**  
**Continuation Sheet**

..... Name of Property
..... County and State
..... Name of multiple listing (if applicable)

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The N.R. Continuation Sheet should be used for additional supporting documentation such as historic photographs, maps, and addendum documentation. Do NOT imbed supporting documentation and/or images within the text of Sections 7 and 8.

---

**Property Owner:**

(This information will not be submitted to the National Park Service, but will remain on file at the Tennessee Historical Commission)

---

Name	<b>Franklin County Tennessee</b>		
Street & Number	<b>855 Dinah Shore Blvd, Suite 3</b>	Telephone	<b>931-967-2905</b>
City or Town	<b>Winchester</b>	State/Zip	<b><u>TN 37398</u></b>





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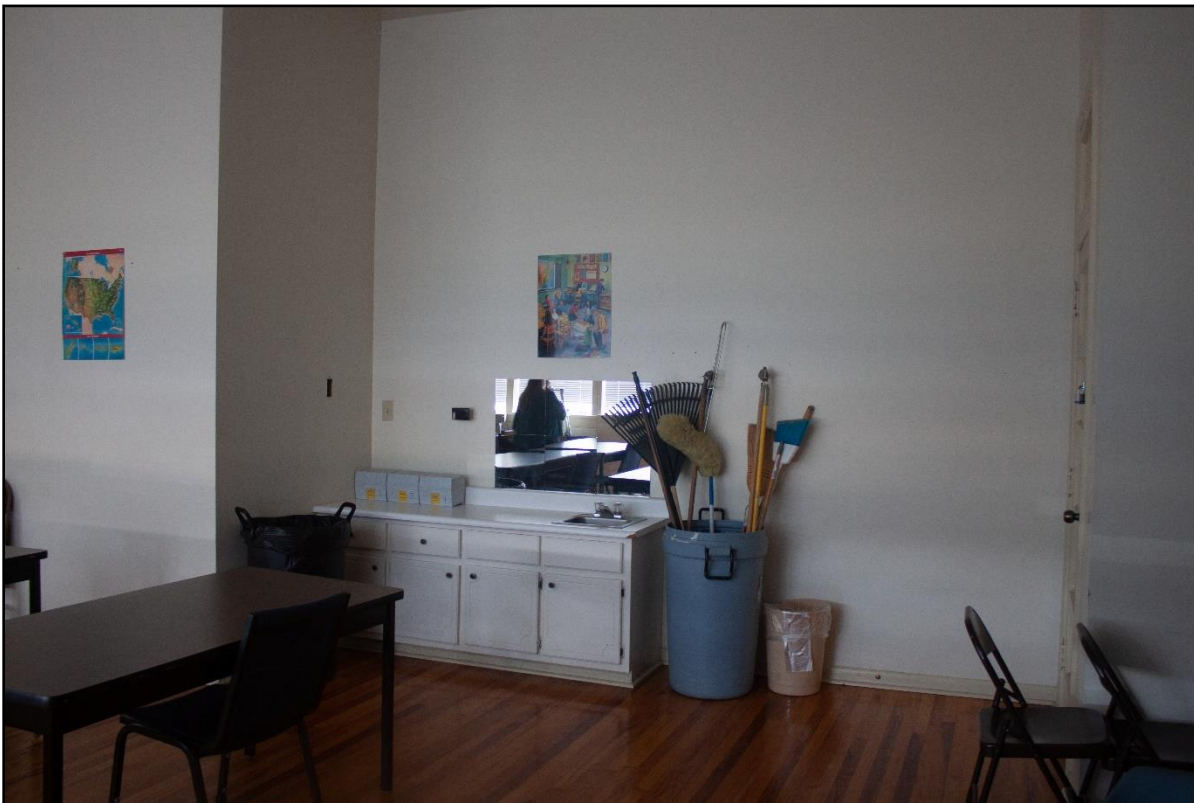
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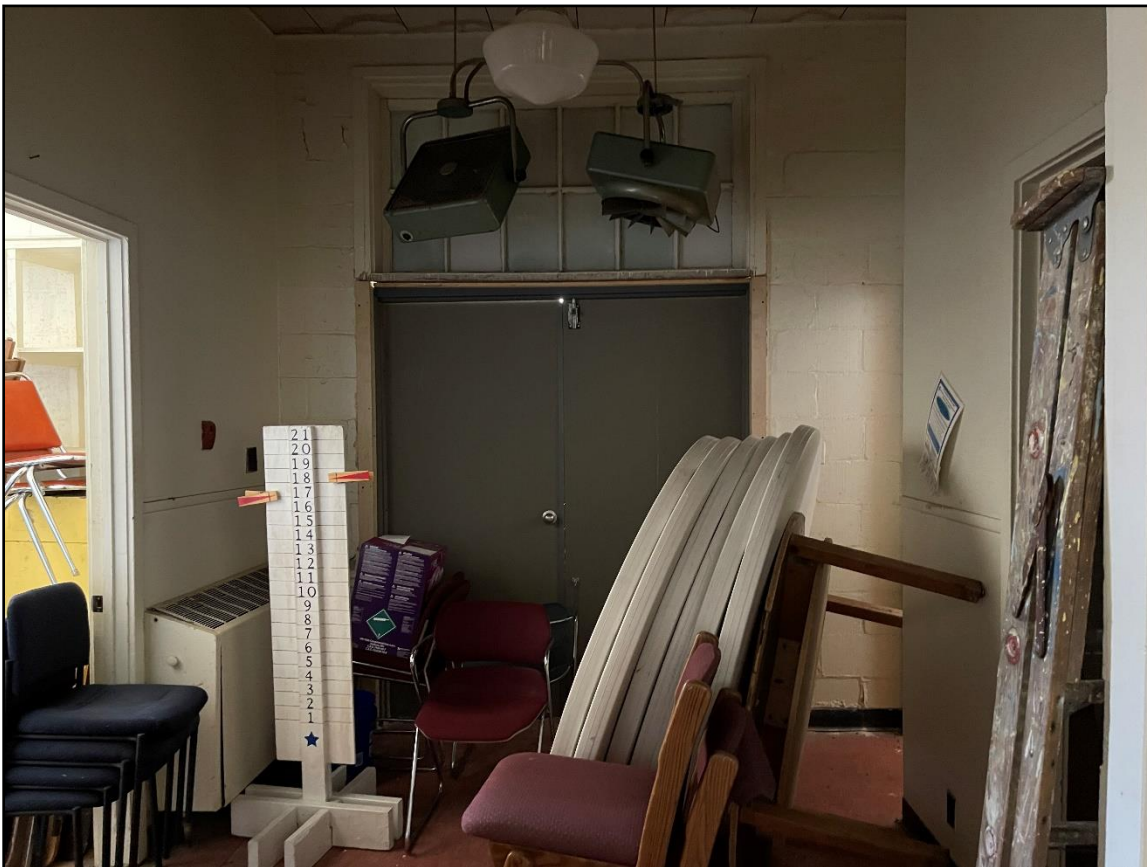
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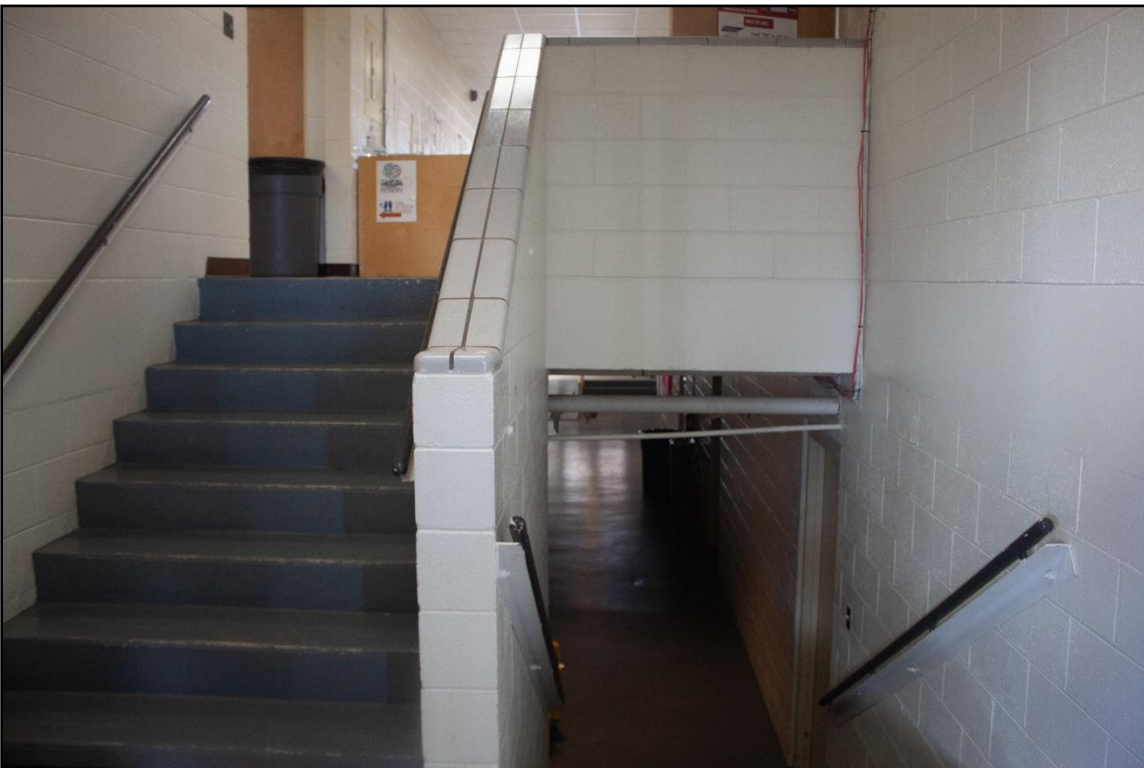


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