

United States Department of the Interior
National Park Service

Approved

20

National Register of Historic Places
Registration Form

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

1. Name of Property

historic name Melrose School
other names/site number Melrose High School, Melrose Junior High School

2. Location

street & number 843 Dallas Street not for publication N/A
city or town Memphis vicinity N/A
state Tennessee code TN county Shelby code 157 zip code 38114

3. State/Federal Agency Certification

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

Herbert L. Hager 3/13/01
Signature of certifying official/Title Date
Deputy State Historic Preservation Officer, Tennessee Historical Commission
State or Federal agency and bureau

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

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

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

Barbara Swase 5/2/01
Signature of the Keeper Date of Action

Melrose School

Name of Property

Shelby County, TN

County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

- private, public-local, public-State, public-Federal

Category of Property

(Check only one box)

- building(s), district, site, structure, object

Number of Resources within Property

(Do not include previously listed resources in count)

Table with columns: Contributing, Noncontributing, Buildings, Sites, Structures, Objects, Total. Values: 5, 0, 5, 0.

Name of related multiple property listing

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

Public Schools in Memphis, 1918 - 1954

Number of Contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: school

Current Functions

(Enter categories from instructions)

VACANT

7. Description

Architectural Classification

(Enter categories from instructions)

MODERNE

Materials

(Enter categories from instructions)

Foundation CONCRETE

walls BRICK

roof ASPHALT

other CONCRETE, METAL

Narrative Description

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

See continuation sheets.

8. Statement of Significance**Applicable National Register Criteria** N/A

(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 N/A

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

Property is:

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

Areas of Significance

(Enter categories from instructions)

Education

Architecture

African American Heritage

Period of Significance

1938 – 1954

Significant Dates

1938 – 1954

Significant Person

(complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Public Works Administration

Narrative Statement of Significance

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

9. Major Bibliographical References**Bibliography**

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

Previous documentation on file (NPS): N/A

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

Primary location of additional data:

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

Name of repository: _____

Melrose School
Name of Property

Shelby County, TN
County and State

10. Geographical Data

Acreage of Property 7.9 acres

UTM References

(place additional UTM references on a continuation sheet.)

Southeast Memphis, TN

1 16 229800 3889000
Zone Easting Northing

2 _____
Zone Easting Northing

3 _____
Zone Easting Northing

4 _____
Zone Easting Northing

See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Judith Johnson, MHI; Levy Frazier, Melrose Alumni Assn.; Jennifer Tucker, MLC
organization Memphis Landmarks Commission date February 19, 2001
street & number 125 N. Main Street, Room 443 telephone 901-576-7191
city or town Memphis State TN zip code 38103

Additional Documentation

submit the following items with the completed form:

Continuation Sheets

Maps

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

A site plan for the Melrose complex and floor plans.

Photographs

Representative **black and white photographs** of the property.

Additional items

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

Property Owner

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

name Memphis City Schools, Board of Education c/o Johnny Watson, School Superintendent
street & number 2597 Avery Ave telephone _____
city or town Memphis State TN zip code 38112 - 38103

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

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

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

Melrose School
Shelby Co., TN

Narrative Description

Melrose School is located on 7.9 acres at 843 Dallas Street in southeast Memphis, Tennessee. The school faces south on a flat, grassy site and is bounded on the east by Dallas Street, on the south by Park Avenue, on the west by Hanley Street and on the north by Douglass Avenue. There are five buildings on the site that comprise the school complex. It is located in predominantly residential neighborhood called Orange Mound. Melrose sits three blocks east of the 1890 subdivision that was developed exclusively for African Americans. The neighborhood has since grown and its eastern borders have expanded, leaving Melrose School near the geographical center of the community. The southern boundary of the Melrose site is along Park Avenue, which is the main commercial area for Orange Mound.

The main building (building #1 on site map) is a three-story red brick and concrete structure with concrete trim including coping along the roofline. Over the main entrance is an Art Moderne stepped parapet of concrete. This raised parapet is one of the main identifiers of the entrance, the others include a slight projection of the entry block, and large fluted door surrounds. The building, which has a reinforced concrete frame, consists of an irregular-shaped wing that is parallel to Dallas Street. Additions to this wing were built over time: a classroom addition in 1952, a gymnasium addition in 1954, and an auditorium addition in 1962. A one-story brick detached cafeteria was constructed in 1950. Three detached one-story brick rectangular classroom buildings were also constructed in 1950. The construction of these buildings occurred over time and reflect an architectural continuity of design.

The main contributing Melrose School building was constructed in 1938. (*Note:* The Board of Education plans identify the date of construction as 1937 but the title block on the school says 1938.) It was built as part of the PWA program and designed by an unknown PWA architect. It replaced an earlier 1914 frame two-story building that had formerly served the community. The Art Moderne features are on the east elevation, which is the façade of the building. Poured concrete fluted pilasters frame the three bay main entrance to the building. The ornamentation on the coping at the top of the central wing of the building is smooth poured concrete that steps back adding to the Art Moderne style. Modest ornamentation on both ends of the facade consists of pilasters extending almost three stories high and topped with concrete caps. Fluted poured concrete with horizontal bars are set near the top of the wall between the pilasters. The majority of the metal casement windows are in banks of six, with fifteen panes to each window. Single metal casement windows are on the sides of the projecting entrance and immediately flanking the entrance.

The south elevation consists of the original 1938 building. Its only ornamentation is the concrete coping and sills a single offset window on the southeast and southwest ends. Attached to the rear south end of the 1938 structure is a contributing 1952 addition. The 1952 addition is minimal in style and reflecting the original building with banks of six windows, concrete window surrounds, and concrete coping. These windows were probably five or six horizontal panes with the lowest window an inward opening hopper window. At some point, these windows had glass blocks placed in all but the lower two panes. This addition contains classrooms and a library. It is attached to the rear portion of the main building and assessable via an internal corridor.

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Section number 7 Page 2 Melrose School
Shelby Co., TN

The floor plan of the original building is in the shape of a long rectangle. A broad center hallway runs across each of the three floors, with classrooms on either side. The 1952 addition adds another wing to this configuration and creates an "L" shape plan. The entrance staircase of the building leads to a simple second floor landing. This entry staircase serves only the first and second floors. There are two other smaller enclosed staircases for the rest of the traffic. A formal first floor entrance hall does not exist. From the second floor landing a pair of stairs leads up to the principal's office. The original simple plaster walls and terrazzo floors still exist in the hallways. Major original elements in the interior of the building include wood frame staircases, handrails and balusters at the main entrance. Also remaining are the wood and cast iron newel posts, handrails and balusters throughout the building. The hallways and classrooms are utilitarian in style and have a minimal amount of architectural detailing. However, the original porcelain water fountains, bathroom fixtures and some original slate blackboards remain. Melrose served as a public school until 1981 when it was closed by the Memphis Board of Education.

The connected two-story gymnasium was constructed in 1954 and contributes to the overall significance of the school complex. It is attached to the rear of the 1952 addition but its main façade is oriented to the south, facing Park Avenue. The gymnasium has brick veneer, steel frame construction, with minimal ornamentation. Its style may be best described as Mid-Twentieth Century Modern*. (See below for an architectural definition and rationale)

The 1962 auditorium is attached to the main building by enclosed glass and brick passages to the south elevation of the main structure and to the 1952 addition. Constructed after the period of significance, it is a simple two-story brick structure with poured concrete coping and fixed one light windows flanked by spandrel panels. Besides some small mechanical and utilitarian rooms, the interior space consists of a lobby and a large auditorium with a stage.

The contributing 1950 cafeteria (building #2 on the site map) is a brick veneer, one-story building with an asphalt shingle, modified gambrel roof and fixed light windows. The cafeteria sits directly behind the original building, but there are no connecting corridors. Its interior is one large space with the cooking and serving area partitioned off on the northern end.

The three other buildings were also constructed in 1950 and are contributing. The two larger rectangular plan, one-story buildings have gable roofs, brick veneer walls and fixed light windows. They were used for extra classroom space. The aforementioned additions, the 1952 rear addition and the 1954 gymnasium addition, plus these three 1950 detached classroom buildings illuminate the Board of Education's attempts to avoid integration., as discussed in the statement of significance.

One of the buildings (building #3) sits directly north of the western end of the gymnasium and has served as the Orange Mound Health and Community Clinic. The second contributing building (building #4), is the same square footage of the first, 9,340 square feet, and sits northwest of the gymnasium and is close to Hanley Street. This building currently serves as the Orange Mound Senior Citizen's Building. The third contributing building (building #5) has an irregular plan 1950 building is constructed of brick veneer and an asphalt gable roof. It is 5,630 square feet and sits southwest of the Gymnasium on Hanley Street. It has been converted to a senior's Care Home.

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Melrose School
Shelby Co., TN

There are several medium and large sized trees scattered across the general site. Three surface parking lots also exist. One is located behind the cafeteria building; another is at the northwest corner of the site to serve the Orange Mound Health and Community Clinic and the Orange Mound Senior Citizen's Building; and the third is on the southwest corner of the site and serves the gymnasium, all of which are still in use.

**Mid-Twentieth Century Modern – This style belongs under the Modern Movement category but does not easily fit under the Moderne, International Style, or Art Deco Subcategories. It is later than and different from the Moderne period but does not fit International or Brutalism styles either. It may be best described as “Mid-Twentieth Century Modern”, as was probably considered “modern” by the architects designing buildings in the era between 1940 and 1960. Its form and features tend to be a boxy shape, masonry veneer, broad expanses of solids, very little fenestration, with any sense of ornamentation found in the mass and form of the entry. Title blocks are sometimes found on these structures, but are located just above the entry rather than on the cornice. The names of the buildings tend to be formed out of individual, aluminum, and non-illuminated letters. These characteristics are well represented in many commercial and institutional buildings constructed during this period.*

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Melrose School
Shelby Co., TN

Statement of Significance

Melrose High School is nominated for the National Register of Historic Places for its significance under Criterion A in Education and for its significance to the broad patterns of history in Memphis and specifically the Orange Mound community. Melrose is also nominated under Criterion A for its strong association with African American heritage in the Orange Mound community. The school (both the original Rosenwald and the current) has been an integral part of Orange Mound for well over eighty years. Melrose School is also nominated Under Criterion C for its significance in architecture. Melrose is the only remaining example of a Public Works Administration (PWA) Moderne Style public school in the city. It is also nominated under Criterion Consideration G for being less than fifty years old. Melrose School meets the register requirements as set forth in the Multiple Property Documentation Form for "Public Schools in Memphis, Tennessee, 1918 - 1954."

To understand the importance of Melrose School to the Orange Mound community and their intrinsic relationship, it is necessary to understand the general context of African American history for this region during this period. After the end of the Civil War and the emancipation of enslaved African Americans, many of these individuals migrated to the larger cities to find employment. Before the Civil War, the South's agrarian nature was predominant across the region. Outside of the few large cities in the South, the centers of commerce, there were tens of thousands of African Americans who had been working the farms and plantations. When slavery ended, many opted to migrate to the city in search of a better life rather than remain in the repressive environment of their former slaveholders and work as poorly paid sharecroppers. Geographically, Memphis is the largest city in the tri-state area of Tennessee, Arkansas and Mississippi and consequently many former enslaved African Americans flocked to Memphis for a new life.

In the political milieu of Plessy vs. Ferguson in 1896 that legally established segregation in the United States, the Orange Mound community was unique in that it was the first subdivision in the county developed exclusively for African Americans. Located on the site of the old Deaderick plantation, it was laid out in 1890 by developer E. E. Meecham and contained 892 lots, mostly twenty-five foot 'pony lots.' It was outside the Memphis city limits at that time and the only opportunity for African Americans to own their own homes and live in and build a community where they were truly welcomed. Therefore, Orange Mound provided a place for African Americans to create an autonomous community along with the rights and privileges that homeownership provides rather than be subjected to the whims of a landlord. Although many of the homes were modest, it was a beginning movement towards middle class status that would not have been possible living in rented worker housing near factories or with the under a rural sharecropper system. It was a place to set down firm roots. As with any disenfranchised group with a common cause, the members of this community tended to help each other out and therefore knew each other better and built strong bonds for the collective good.

Segregation created and enforced cultural pluralism whereby the two races each had their own set of institutions and hierarchies under their control. Blacks were not allowed into the white social and political institutions so they created their own. At the heart of any community there are institutions around which life circulates. In the black community, these institutions are the family, church, and school. There were several churches in Orange Mound and one school, Melrose.

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Section number 8 Page 5 Melrose School
Shelby Co., TN

As commonly known, black churches played a large role in the civil rights movement. They were more than just places for religious worship, they were the only places that African Americans had total control and authority so their influence tended to cross over into social and civil rights as holistic community needs. The importance of education for African American advancement was also emphasized at church.

Education and educational rights were hard won in the South for African Americans so schools were held in high regard due to the struggle to have and keep them. As institutions, schools were second only to church in importance in the black community. Educational opportunities were lauded as chances for the younger generations to acquire better jobs and ascend in society. Parents wanted their children to escape the prevalent occupations with poor working conditions and wages offered to African Americans at that time, primarily as laborers and domestic help. The education children received at Melrose paid off as many of the graduates went on to hold positions in the fields of music, science, sports, medicine, government, and the law – several of which were trailblazers in the integration of these fields or have made national names for themselves. Examples include Alvin Crawford, M.D. ('57 graduate) who was the first African American to graduate from the University of Tennessee Medical School in Memphis; Kenneth Cox ('60 graduate) who was one of the first African Americans to graduate from Memphis State University's (now the University of Memphis) School of Law; and Kirk Whalum ('76) who is a well-known contemporary jazz saxophonist.

Melrose was a central gathering point that involved generations of Orange Mound families no matter which neighborhood church they attended. Much like in small towns, the athletic activities at Melrose involved the whole community. It was unifying place both physically and emotionally. It was used as a meeting place, for sporting events, community fundraising, and for organizations such as the Orange Mound Civic Club.

Melrose was the social center of the Orange Mound community and a source of community pride. Although many did, not all graduates went on to college so there was a unifying identity of Melrose as an alma mater. It was the school everyone went to, generation after generation. To this day there are alumni chapters in major cities across the United States, which is usually only seen with college and universities. Even after former students relocated in other cities and other integrated neighborhoods that exist now in Memphis, Melrose still represents the tangible link to their roots in the Orange Mound community.

The segregation laws required a dual system of education that required separate school systems. The historical effects of these laws are distinguishable in Melrose School. Melrose School had its beginnings in 1914 as a county school under the auspices of Julius Rosenwald, President of Sears and Roebuck and a trustee of Tuskegee Institute. Rosenwald began the "Crusading Zeal" fund to build schools for African Americans in the South. To obtain a Rosenwald School, communities had to provide the manpower to construct the school, as well as part of the money. The original building was a two-story, wooden school serving the first eight grades that was built in 1914. Despite African American population growth and annexation of this area into the City of Memphis in 1929, it was not until 1938 that the current school was constructed using the federal PWA program that was established out of President Franklin Roosevelt's New Deal.

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Section number 8 Page 6

Melrose School
Shelby Co., TN

PWA often used the Modern style in the construction of their later buildings. Two of the best remaining examples of this style of architecture are both historically linked to African American institutions Melrose School and the Dixie Homes Public Housing Project. The austere poured concrete detailing of Melrose is appropriate for the federally funded, Depression era construction project.

The school remained the same until 1950 when the first expansion happened with the addition of the three detached classroom buildings. The school increased again in 1952 with a rear addition of 27,000 feet. In 1954, at the same time that Brown vs. the Board of Education declared separate educational facilities was inherently unequal, a last expansion occurred with construction of a 35,000 square foot gymnasium. By 1954 the new construction tripled the size of the school facility.

The large amount of construction between 1950 and 1954 had several underlying reasons. One was the post World War II baby boom where the Memphis population, both black and white, exploded. This large population explosion created an urgent need for more facilities to educate the city's youth. This population growth caused over twenty-five thousand new housing units to be built in Memphis in the post World War II period.

The second reason for the new construction was due to an attempt by the Memphis City School administration to provide more equitable facilities without having to face the upcoming integration. In the pre-federally mandated desegregation period, when "separate by equal" was deemed acceptable for the education of students, the additions to Melrose were an attempt to prove that separate educational facilities were indeed equal and that the Memphis City School administration was providing a quality education for African Americans.

The Sanitation Worker's strike of 1966 made the citizens of Memphis fully aware of racism and discrimination. During the 1960's civil rights movement, the school became the central rallying point for students and residents in the community. The students were asked to participate in the activities but not to neglect the importance of their education. Mary Hunt ('67 graduate) and Gwendolyn Glover ('59 graduate) were local Civil Rights activists during this period. Ms. Hunt became the student coordinator for the student activities and Ms. Glover was instrumental in organizing the first sit-in in Memphis that resulted in the desegregation of all public facilities.

Melrose School is nominated for the National Register of Historic Places for its significance under Criterion A for Education and with African American heritage in the Orange Mound Community. The current school has been an integral part of Orange Mound since 1938. Melrose School is also nominated under Criterion C for architecture as an excellent example of a PWA Modern style building and under Criterion Exception G for its growth as a larger school in the early 1950s as an attempt to avoid segregation.

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Melrose School
Shelby Co., TN

Bibliography

Arnett, Alcine, '51 graduate of Melrose High School. Interviewed by Levy Frazier on February 12, 2000, Transcription in possession of the author.

Dorse-Hunt, Ernestine, Judge – Memphis City Court Division I. '70 graduate of Melrose High School. Interviewed by Levy Frazier on April 5, 2000. Transcription in possession of the author.

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The Development of School Facilities in the Memphis City School System 1865 to Present.” Division of Research Services, Memphis City Schools. Memphis: Memphis City Schools, 1987.

Hopkins, John Linn, *Historic Residential Resources in Memphis, Shelby County 1865-1950 M.P.D. F.*, December 17, 1998

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Wiley, Robert. “Caretakers of a Legend.” *Memphis Magazine*, February 1984, p.32.

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Melrose School
Shelby Co., TN

Boundary Description

The Melrose School complex encompasses 7.9 acres at 843 Dallas Street. The School is bounded on the north by Douglass Avenue, on the east by Dallas Street, on the south by Park Avenue and on the west by Hanley Street.

Boundary Justification

These are the physical boundaries set by the Memphis Board of Education when the school was constructed. The boundaries have not altered since that time.

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Section number photos Page 9

Melrose School
Shelby Co., TN

Photographs

Melrose School
843 Dallas Street
Memphis, Shelby County, Tennessee

Photographs By: Judith Johnson
Date: January 22, 1996
Negatives: Tennessee Historical Commission

East facade, facing northwest
1 of 18

Detail, main entrance on east facade, facing northwest
2 of 18

North elevation, facing southwest
3 of 18

North elevation of main building and cafeteria, facing southeast
4 of 18

Unattached 1950 building (3), facing northeast
5 of 18

Unattached 1950 building (4), facing southeast
6 of 18

Unattached 1950 building (5), facing southeast
7 of 18

Gymnasium, facing north
8 of 18

Auditorium, facing east
9 of 18

Auditorium attachment, facing northeast
10 of 18

Auditorium attachment, facing west
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Melrose School
Shelby Co., TN

Interior detail, stairs and entrance doors
12 of 18

Interior detail, stairs
13 of 18

Interior detail, windows
14 of 18

Interior detail, classroom
15 of 18

Interior detail, hallway
16 of 18

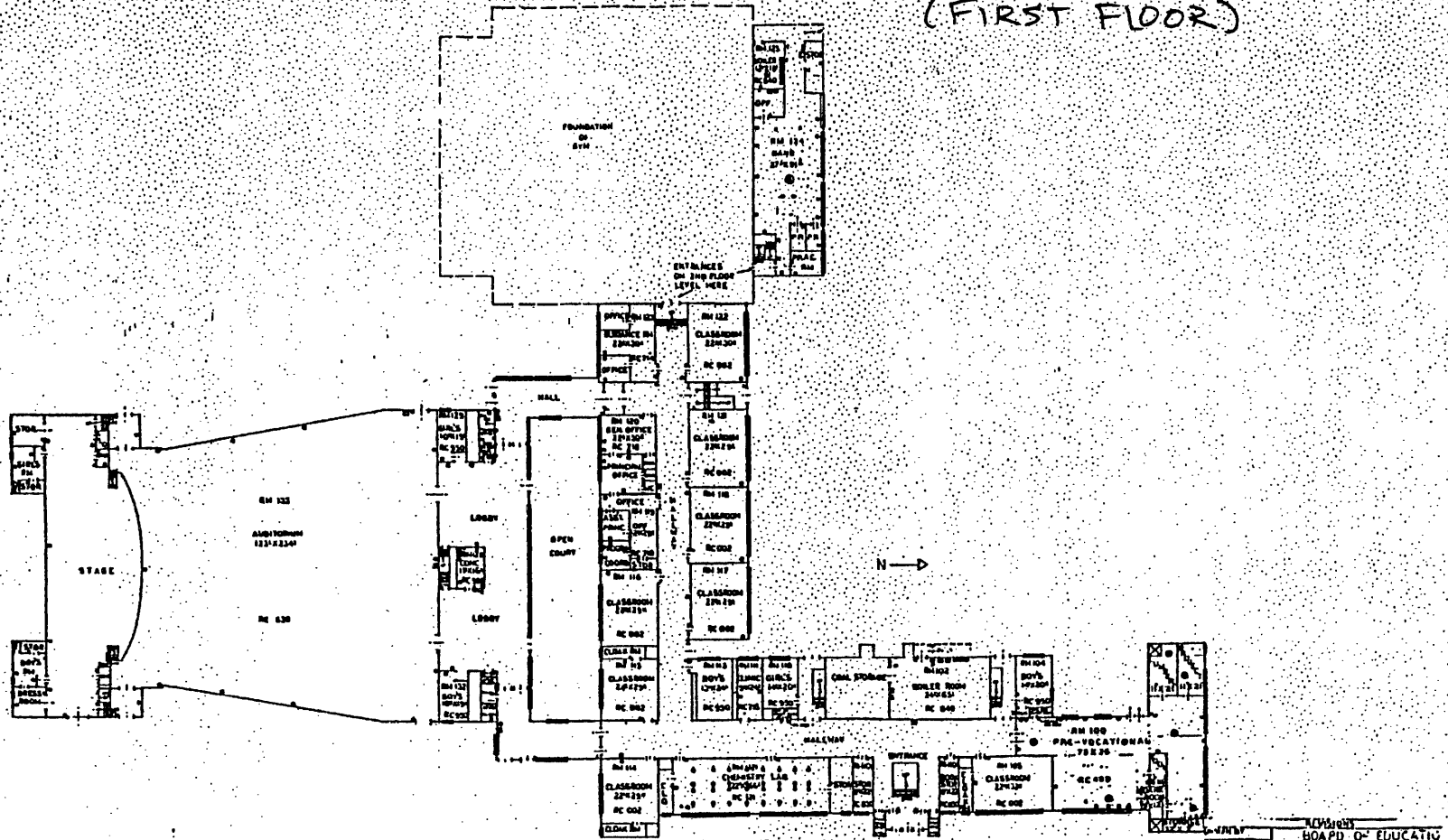
Interior detail, hallway
17 of 18

Interior detail, cafeteria
18 of 18

RECEIVED JUN 2 1974

MELROSE SCHOOL - FLOOR PLANS FOR BUILDING # 1

(FIRST FLOOR)



FIRST FLOOR PLAN
Drawing No. 1

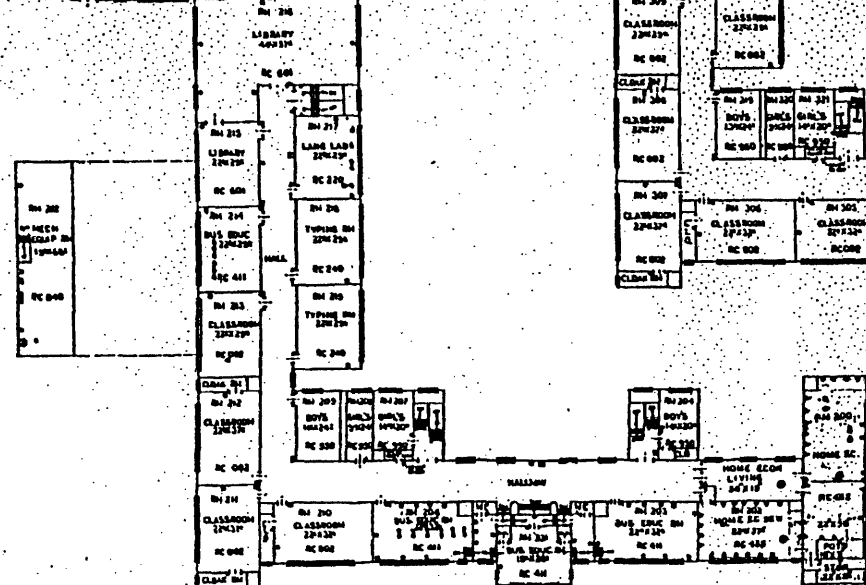
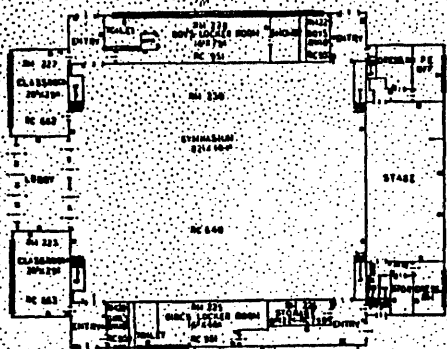
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DO NOT SCALE

REVISED	DATE	BY

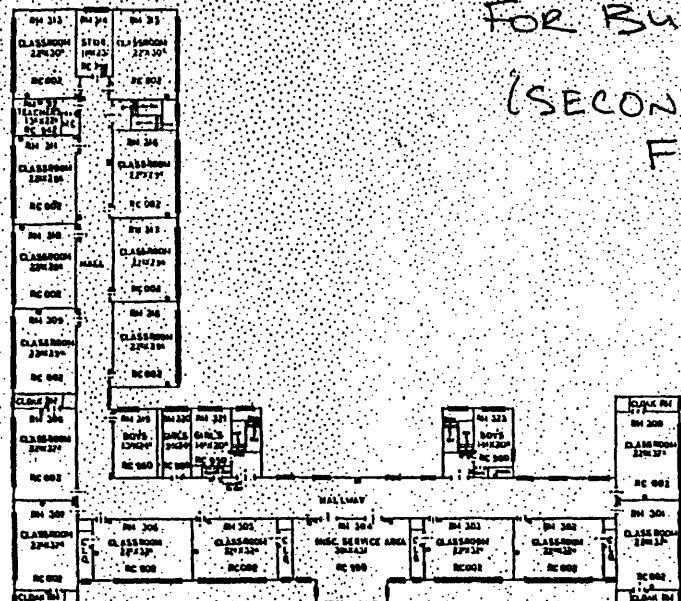
BOARD OF EDUCATION
 OF THE
 MEMPHIS CITY SCHOOL
 DISTRICT NO. 2
 200 SOUTH MAIN STREET, MEMPHIS, TENNESSEE 38102

MELROSE SCHOOL - FLOOR PLANS

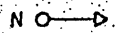
FOR BUILDING # 1
(SECOND + THIRD FLOORS)



SECOND FLOOR PLAN

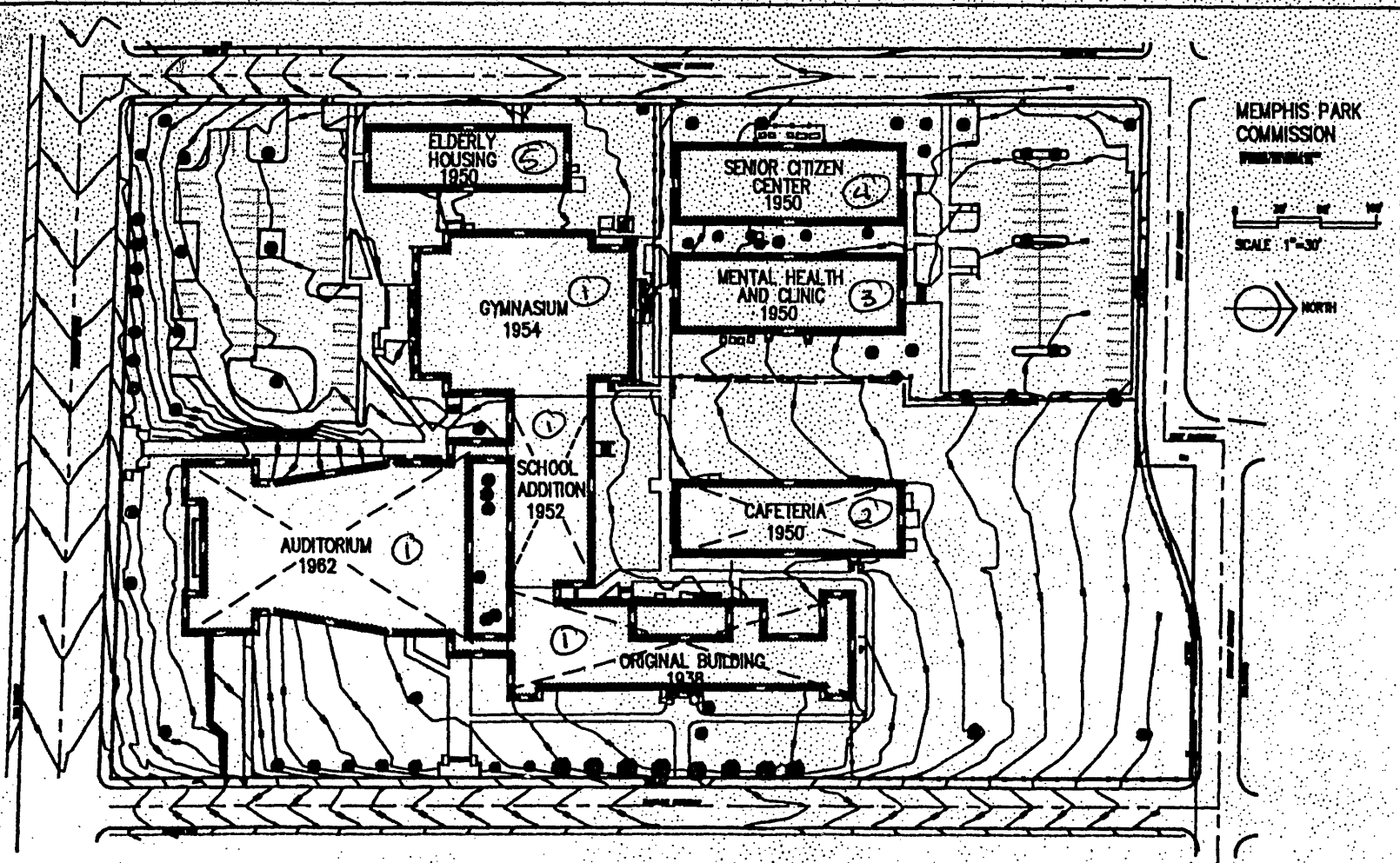


THIRD FLOOR PLAN



REDUCED DRAWING
DO NOT SCALE

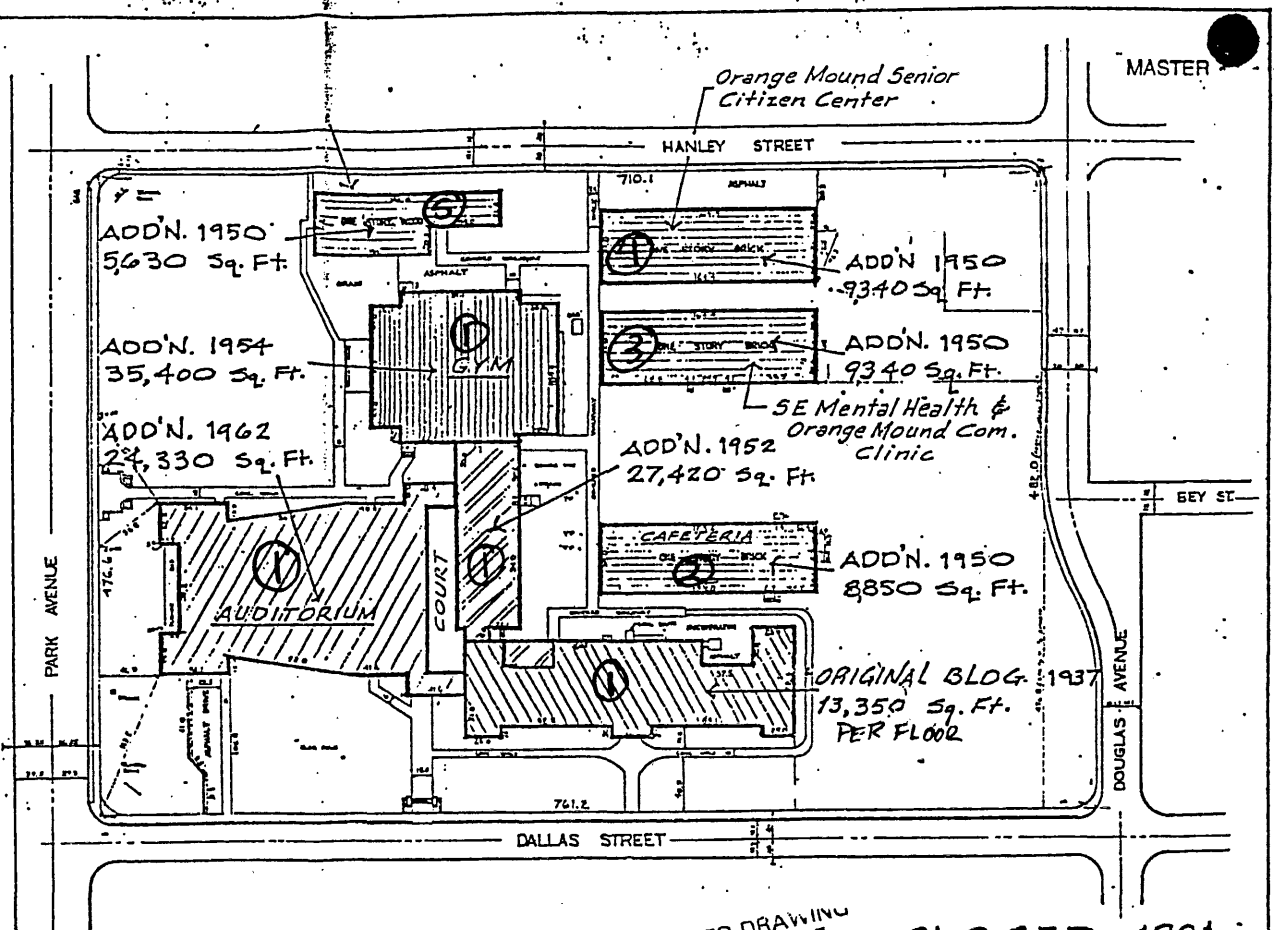
MEMPHIS BOARD OF EDUCATION OF THE MEMPHIS CITY SCHOOLS			
DESIGNED BY	DATE	SCALE	DRAWING NO.
BY	11/11/54	AS SHOWN	ME 17274 - E



MEMPHIS PARK
COMMISSION
PRINTING
SCALE 1"=30'
NORTH

EXISTING CONDITIONS MAP
ORANGE MOUND COMMUNITY SERVICES COMPLEX

MELROSE SCHOOL



REDUCED DRAWING
DO NOT SCALE

CLOSED - 1981

BLDG'S. - 135,660 Sq. Ft.
SCH. PROP. 7.9 AC.

APPROX SCALE 1" = 8.9'

DRAWN BY		BOARD OF EDUCATION OF THE MEMPHIS CITY SCHOOLS	
DATE		BUILDING LOCATION PLAN	
APR '78			
MAY '78			
JUN '78			
JUL '78			
AUG '78			
SCALE	SHEET	SCHOOL MELROSE JR-HC	DRAWING P.O. ACBAM-175-74 E

Snelby Co., TN