

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

# National Register of Historic Places Registration Form

## 1. Name of Property

historic name Union Station School  
 other names/site number MC-N-566

## 2. Location

street & number 3138 Roosevelt Street (a/k/a Flagman Street)

|    |
|----|
| NA |
| NA |

 not for publication  
 city or town Paducah vicinity  
 state Kentucky code KY county McCracken code 145 zip code 42003

## 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

Signature of certifying official/Title Mark Dennen/SHPO Date \_\_\_\_\_

**Kentucky Heritage Council/State Historic Preservation Office**

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 or Federal agency/bureau or Tribal Government

## 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 \_\_\_\_\_

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**5. Classification**

**Ownership of Property**  
(Check as many boxes as apply.)

**Category of Property**  
(Check only **one** box.)

**Number of Resources within Property**  
(Do not include previously listed resources in the count.)

- private
- public - Local
- public - State
- public - Federal

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

| Contributing | Noncontributing |              |
|--------------|-----------------|--------------|
| 1            | 1               | buildings    |
|              |                 | district     |
|              |                 | site         |
|              |                 | structure    |
|              |                 | object       |
| 1            | 1               | <b>Total</b> |

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

**Number of contributing resources previously listed in the National Register**

NA

0

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions.)

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

**Current Functions**  
(Enter categories from instructions.)

VACANT/NOT IN USE  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Description**

**Architectural Classification**  
(Enter categories from instructions.)

Bungalow/Craftsman  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Materials**  
(Enter categories from instructions.)

foundation: n/a  
walls: Wood  
\_\_\_\_\_  
roof: Asphalt Shingle  
other: \_\_\_\_\_  
\_\_\_\_\_

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## **Narrative Description**

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### **Summary Paragraph**

Union Station School (MC-N-556) is a one-story wood-frame side-gabled craftsman style building, built in 1928. The property stands south of Littleville, a small village on the east side of the Illinois Central Railroad's large network switching track known as its North Yard, and some three miles directly south of downtown Paducah, Kentucky. The Union Station Rosenwald School served as a school for the local African American children from its construction in 1928 until 1966, when the county's schools integrated and the school's students were transferred to Lone Oak schools. The building was abandoned at that time, and continues unused today.

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## **Narrative Description**

### **Character of Site and History of Ownership**

The school sits approximately fifty feet east of Roosevelt street (a/k/a Flagman street) in a primarily wooded area. Across the street is a clearing approximately fifty by one hundred feet. Behind the school on its east side were two outhouses, one for girls, the other for boys.

The property that once belonged to the school is a nearly 2-acre area, now divided into 7 parcels, numbered 23-29, of Block 6 of an area subdivided under the name Illinois Central's South Yards. The school occupies a small portion of lot 24 of Block 6, which remains the largest of the 7 parcels.

### **Exterior Description of School**

The school has balloon frame structure covered by wood clapboards, enclosing a nearly square floor plan. The front door is housed within a recessed porch at the northwest corner of the building, and the entry is on the west face within that recessed corner. The gable roof has asphalt shingles. Narrow louvered vents occupy the top of the walls on north and south sides, beneath the gables. The building sits on brick pillars. Along the eaves are the exposed rafters that are characteristic of craftsman style buildings. The front facade has five sets of double hung windows, two with six-over-six panes, and the other three with nine-over-nine panes. The south side of the building today has a single sash window, with 9 lights. Two windows are visible on the east side, but obscured by a bus which is parked close to that side. The front of the building does not indicate that it had windows; the east side is covered by an addition which has no windows. The exterior dimensions of the building were 30'x32', (see attachment 1.).

### **Interior Description of School**

The interior of the building consists of a large classroom, a "community room", and two small cloakrooms. The class room measures 22'x30' that has a chalk board on the south wall. A coal or wood burning stove sat in the southwest corner of the classroom.

### **Changes to the School over time**

The building has been quite changed over time. Its current owner rehabilitates old school buses, dozens of which are in evidence in a 10-20 acre area surrounding the nominated property. This historic school building has been altered to serve the storage needs of its owner's bus maintenance business.

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Of the four sides, the south side is the most intact, lacking any apparent changes but in need of paint and better nailing of clapboards.

A large hole has been cut into the north wall, covered by two doors, each made of a full plywood sheet, held in place by metal strap hinges. The recessed entryway has been covered by a thin layer of plywood, hiding that recessed porch.

The historic west side is not visible from the exterior, covered by a non-historic addition. That addition has a shed roof that connects midway down the west slope of the original roof. The west side addition's space is enclosed by 4 full sheets of inverted board-and-batten plywood sheets, along with a small partial sheet of oriented strand board (OSB), an engineered wood product, aligning that addition with the north (front) side. A continuation sheet appended to this nomination contains a historic photograph of the school showing the west side. That side contains 5 double-hung 9-over-9 windows. The two smaller windows are nearer to the entry, and a bank of 3 larger windows are nearer to the southwest corner. The photograph shows that rafter tails appear at the eave level, as well as a chimney rising from the western half of the roof, toward the building's rear.

The eastern side is difficult to observe today, a school bus parked beside the building offers only a small space to view this side of the school. The two windows visible may not be historic, as both are of very different size. Much of the exterior weatherboarding has been removed from this side, exposing the diagonally-oriented decking wood underneath.

The author of this nomination, a former student of the school, wishes National Register nomination for the property as one of several actions that will lead to its preservation. He is in negotiation with the building's owner to purchase the property, and has set up a non-profit entity to raise funds for preservation.

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**8. Statement of Significance**

**Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or 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.)

Ethnic Heritage: Black  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1928-1966  
\_\_\_\_\_

**Significant Dates**

1928  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

NA  
\_\_\_\_\_

**Cultural Affiliation**

NA  
\_\_\_\_\_

**Architect/Builder**

Unknown  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance (1928-1966)**

The Period of Significance begins with the first year that the school opened, ends with the final year it functioned as a school, and all the years in between. These are the years that the property was engaged in its significant activity, educating African Americans in the Paducah Kentucky area.

**Criteria Considerations NA**

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## Statement of Significance: Summary Paragraph

The Union Station School, (MC-N-566) in McCracken County Kentucky meets the National Register eligibility Criterion A. It is significant within the historic context “African American Education in McCracken County, Kentucky, 1920-1966.” The historic solution, the “separate but equal” policy following the 1896 US Supreme Court decision *Plessy v. Ferguson*, led to education of Kentucky’s youth within racially segregated school systems, an arrangement that fell out of favor because African Americans received disproportionate amounts of educational resources. Until the mid-20<sup>th</sup> century, when Kentucky’s public schools began educating classes of racially integrated students, the construction of Rosenwald Schools stood as a positive effort to combat this inequality. The Union Station School is a locally significant instance of this phenomenon. In considering this school among others providing education for African Americans in McCracken County during the first half of the 20<sup>th</sup> century, the Union Station School is an outstanding local resource.

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## Narrative Statement of Significance

### Historic Context: “African American Education in McCracken County, Kentucky, 1920-1966”

#### Challenges to African American Education in Kentucky after the Civil War

After the Civil War, Kentucky had the challenge of providing an education to the children of the newly freed Negro community. In an 1866 act, it was specified that one half of all the money collected from African American property taxes be set aside for the purposes of education, while the other half went to support the African American paupers living in Kentucky. This was not enough to adequately provide an educational system, so the next year, a pool tax on all African Americans over the age of eighteen was implemented, and the county commissioners were ordered to pay \$2.50 to each black child that attended school for three months (McVey, p. 147).

Still, there was not enough money to provide an adequate education. In 1874 the state legislature passed an act that established a uniform system of public schools for the African American children of the state. It created a separate organized school system, one identical to the system governing the Caucasian school system (McVey p.148). Because the proportion of property owned by African Americans in any community was small compared to that owned by whites, restricting black school funding to the meager collection of property taxes from black property owners left those schools woefully underfunded.

Fortunately, there philanthropic efforts existed to provide some relief. Black education benefited in the early part of this century by such agencies as: the General Education Board, the Anna T. Jeans Foundation, the John F. Slater Fund and the Julius Rosenwald Fund (Butler, 1965:42).

#### Rosenwald Schools Nationally and in Kentucky

In May 1911, Julius Rosenwald, who at the time was president of Sears and Roebuck, first met with Booker T. Washington. The two men formed a friendship that would last until Washington’s death in 1915. So close was the friendship that in 1912, Rosenwald became a trustee of Tuskegee Institute. Through his friendship with Washington, Rosenwald learned of the poor state of southern black schools. He helped fund experimental schools proposed by Washington. After Washington’s

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death, Rosenwald carried on with Washington's plans by continuing to build schools based on the blueprints that he had designed with Washington (Turley-Adams 1997:9).

Becoming more than could be handled by Rosenwald and Tuskegee Institute, Rosenwald soon established the Julius Rosenwald Fund to oversee planning and construction of the schools. Rosenwald agreed to pay one third of the cost of each school if the community could raise the other two thirds and find two acres of land suitable for the facility. His intentions were to slowly phase out his portion of the contribution so that it would eventually fall on the shoulders of the public to raise all the money. Funding would be provided only in areas where the school year lasted five consecutive months or longer. Financial assistance would be for the construction alone, once built, the upkeep and furnishing of the facility was the community's responsibility (Turley-Adams 1997:17).

In Kentucky Rosenwald helped to build 158 facilities, 155 of which were schools. These schools had 18,090 pupils pass through their doors between 1914-1932. Of course, many of the schools remained open much later than 1932. Of the \$1,081,710 it took to build the facilities, Rosenwald donated \$130,590; \$88,897 came from the black community; \$13,475 came from the white community; and \$848,748 came from general taxation. Rosenwald died in 1932, and in 1937, the funding to the schools ceased, as Rosenwald had requested before his death. He felt that the generation that had been educated in the schools he helped to build should now take on the responsibility of helping to fund further educational facilities (Turley-Adams 1997:23).

Between 1917 and 1920, thirty-three schools were built in Kentucky under the supervision of Rosenwald and Tuskegee Institute, using Rosenwald funding. Many of these were replacements for schools that were in a state of disrepair. In this period, four facilities were built in McCracken County:

- Sanders School –Application 5-D, one-teacher facility, 1926-27.
- Grahamville School – Application 11-E, one-teacher facility, 1925-26.
- Union Station School – Application 11-1, one-teacher facility, 1929-30.
- Woodland School – Application 12-1, one-teacher facility, 1929-30.

According to the Rosenwald files located at Fisk University, the total cost for the construction of Union Station School was \$4,145. Rosenwald contributed \$200; the black community contributed \$1,200; the white school system contributed \$1,200; and the general fund gave the remaining \$1,545.

According to Ms. Ellee Peoples, who taught at the Woodlawn Rosenwald School, only grades one through eight were taught at Union Station School. The census records of McCracken County are presently being researched for the Historical record of Union Station School.

### **General African American Education in Paducah and McCracken County**

According to Caron's *Paducah, Kentucky City Directory*, 1941-1942, there were a total of at least six schools for African Americans, compared to twenty white schools at the same time. The bigger schools were naturally located in Paducah:

- Lincoln Jr. and Sr. High School, 1715 South Eighth Street
- Rowlandtown School, 1400 Thompson Avenue

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- Dunbar School, 2510 Yeiser Street
- Lincoln Elementary, west side of 8<sup>th</sup> Street
- Garfield Elementary, Harris Street at the southeast corner with Ninth Street
- Sanders Elementary, east side of Levin Avenue, north of 32<sup>nd</sup> Street

By 1995, only Lincoln High School still was extant, and then in condemned condition (Goforth, p. 8-3). Of the schools in McCracken county available for Negro students to attend prior to the local schools integrating in 1956, only Union Station School is still standing in any shape or form.

### **Evaluation of the historic significance of Union Station School within the Historic Context**

Collectively, all the schools provided to the African American population of McCracken County were significant to that population. Within any African-American community in Kentucky, the church and the school tend to stand out as having greatest significance in maintaining the community's identity and strength. Both properties symbolized pathways to freedom, one spiritual and the other intellectual, during an era of social oppression and blacks' exclusion from many public spaces. The nominated property functioned as one of several public education centers for African Americans in McCracken County until it closed in 1966, shortly after Paducah's schools had begun to racially integrate its school population.

The story told by historic African American schools provides a powerful contrast to the current thinking in America about the relationship between school funding and educational quality. That is, most of the current discussion views educational quality as a function of financial funding: raising educational quality cannot occur without greater input of money into the existing educational system. Knowing that historically black schools graduated numerous students who went on to professions in all fields of study, and did this with much less funding per student than the white schools in the same community did, makes the achievements of these institutions all the more impressive. The value of black schools in general is that they challenge current notions about what is necessary for educational success, demonstrating that a quality education can be attained even with very low funding. The lesson provided by these facilities is that other factors—strong student work ethic, determined parents, supportive community, and a willingness among all participants to make maximum use of available resources—can also produce success in school systems.

The Union Station School tells this story, as do the other schools in McCracken County, and so each is a valuable resource by definition. The miserly funding given to these schools meant that their buildings were not constructed to survive for several generations. The continued existence of Union Station School today, in view of the disappearance of nearly all of McCracken County's other schools that served the African American community during the era of segregation, offers some evidence that it has value for the members of Littleville's African American community, and to citizens in the county at large.

### **Evaluation of the Integrity of Union Station School**

The Union Station School offers us a challenge to evaluate it as having sufficient integrity to be seen as eligible. It has suffered numerous changes since its Period of Significance, as many such resources have. The Supreme Court ruling that schooling that segregated students according to race was unconstitutional, leaving the former all-black schools unvalued resources. These buildings stood

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as evidence of white racism and of second-class status for African American citizens. It would not be surprising that neither group cherished these buildings after they had outlived their original purpose.

In National Register integrity assessments, there seems to be a willingness to accept greater integrity loss within some properties, where we will evaluate very changed properties as eligible, when two conditions apply:

Some or all members of the resource population were very significant in the past.  
That population of resources today has dwindled to nearly 1 or 2 members.

Most historic African American schools in McCracken County have disappeared; the few that remain above ground are very fragile resources. This assessment of integrity will be undertaken in light of that reality.

A historic African American school in McCracken County will be eligible if it retains integrity of **associations**. The possession of integrity of associations is the primary integrity factor which confirms that the school meets the terms of Criterion A: it is a property “**associated** with events that have made a significant contribution to the broad patterns of our history.” The historic context, “African American Education in Early Twentieth Century McCracken County, Kentucky,” explains those significant broad patterns of events as they occur locally. In short, there is no other school in McCracken County to provide a better understanding of this context than the Union Station School. But identifying this building as the only remaining element of this contextual story does not explain how it physically can maintain those associations. The Union Station School possesses additional integrity factors which support the conclusion of integrity of association: integrity of location, setting, materials, and design.

Union Station School maintains integrity of **location**. It has not moved. More enlightening than that small fact, though, this location contains much to understand the African American community in McCracken County. The school property rests just south of Littleville, a small community lying east of the huge switching yard for the Illinois Central Railroad. The north-south running tracks of the ICRR defined Paducah’s eastern boundary as a town, which means Littleville, and the school, literally stood on the other side of the tracks. Railroads were historically one of Kentucky’s largest employers of blacks. Many railroad workers lived in Littleville; others lived along the track itself; still others lived in proximity to the school. The name “Union Station School” points to the important nearby landmark, the ICRR’s main depot, which stood in Littleville, a facility from which many people began their journey. Union Station School not only connects with African American education, but with African American work patterns, with a particular community’s development, and an important transportation system. The Rosenwald fund did not provide full financial support for the construction of schools; the local community had to provide a substantial part of that funding as well. A location such as Littleville and the area to the south had a critical mass of residents with relatively good paying jobs, whose incomes, property tax collections, and black children together made the placement of a Rosenwald school in this spot both desirable and feasible. With this building in its original location, the relationships between the school and the community have tangible form.

Union Station School maintains integrity of **setting**. The surrounding land continues to remain in rural use, not being developed for higher density uses, such as a residential subdivision. The ICRR tracks,

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some 1500 feet to the west, remain as the dominant landscape element, around which all other land use is organized. Though not nominated in its entirety, the school's original 2-acre site remains more or less intact and undisturbed by construction of buildings since 1966. Much of the land use outside of the school's historic 2-acre setting has not changed a great deal.

Union Station School possesses a modest amount of integrity of **materials**. There has been some loss of windows and clapboards on the school. The school appears to retain some 80-85% of its historic materials. The extant materials indicate that this Rosenwald school was built with a bit more enduring quality than other black schools within the county. Subtractions of materials, as well as addition to the building of non-historic building materials, have been done by the owner, to reuse the building for a different purpose, that of machine part storage. What materials remain on the Union Station School allow people today to know the historic resource well, and this building benefits from having more documentation than most extant black schools have, documentation that can answer questions today about what were its original materials, when they are missing.

Finally, Union Station School maintains a low integrity of **design**, but still retains a sufficient amount of its historic design to allow us to recognize its basic identity as a Rosenwald school, and conveys a sense of African American education in McCracken County. Recognizing its identity comes from a comparison between the current building's design and the original design on drawings. While that comparison allows us to recognize it as the historic resource, there also is a great distance between the historic and current condition. The building's original footprint is discernible; the west-side addition is clearly non-historic, and so, not an element that suggests itself as part of the historic building. The building's simple gable roof form reads clearly, despite that addition. Its other major changes leave no question about whether they might have been done during the Period of Significance—they were not. The author was not given access to the inside of the building, but it is believed that much of the interior space can be reconstituted, as it was rather unadorned and open historically. When one looks beyond those changes, the historic form, massing, texture, and image of the building is detectable. The building's historic form is obscured by the west side addition, by moveable objects that obscure its east side, and by plywood applied to the north side. Perhaps the best that can be said of this factor is that the changes do not seem so severe that the historic design is beyond restoration. The building was originally a plain straightforward construction: a space to provide the basics of education.

Taken together, the amount of location, setting, design, and materials that the building still possesses, the property still retains sufficient integrity of **association** to be said to be eligible. In summary, there is still much that this property can tell us about its role in local education and about the black community whose children were educated there.

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**Developmental history/additional historic context information** (if appropriate)

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## 9. Major Bibliographical References

**Bibliography** (Cite the books, articles, and other sources used in preparing this form.)

Union Station School  
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McCracken County, KY  
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Butler, Wendell

1965 *History of Education in Kentucky, 1939-1964*. State Department of Education.

Caron Directory Co

1941? *Caron's Paducah Directory*. Taylor, Michigan: R.L. Polk, & Co.

Goforth, Becky

1995 Augusta Tilghman High School. National Register nomination. Copy available on line or in the State Historic Preservation Office, Frankfort, Kentucky (Kentucky Heritage Council).

McVey, Frank L.

1949 *The Gates Slowly Open: A History of Education in Kentucky*. University of Kentucky Press, Lexington.

Turley-Adams, Alicestyne

1997 *Rosenwald Schools in Kentucky, 1917-1932*. Prepared for the Heritage Council and the Kentucky African American Heritage Council, Frankfort, Kentucky.

**Previous documentation on file (NPS):**

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

**Primary location of additional data:**

- State Historic Preservation Office
  - Other State agency
  - Federal agency
  - Local government
  - University
  - Other
- Name of repository: \_\_\_\_\_

Historic Resources Survey Number (if assigned): \_\_\_\_\_ MC-N-566 \_\_\_\_\_

**10. Geographical Data**

**Acreeage of Property** Less than 1 acre

**UTM References**

**Paducah East quad**

**UTM Coordinates expressed according to NAD 27**

**Coordinate values captured from GIS: KYGEONET**

1 16 357 211 4100 215  
Zone Easting Northing

3 \_\_\_\_\_  
Zone Easting Northing

2 \_\_\_\_\_  
Zone Easting Northing

4 \_\_\_\_\_  
Zone Easting Northing

**Verbal Boundary Description**

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The property proposed for listing is a parcel described by McCracken County Property Valuation Assessor (PVA) with the reference number 21-18C-23 and 24. That area has recently been replatted, and on its deed of transfer it is identified as Lot 5 in Block 6 of South Yards Addition near Paducah, Kentucky, as shown in McCracken County Plat Book "A", pages 258-259.

That parcel contains an area of 150 feet frontage, extending to the rear 250 feet. This lot contains a Rosenwald Historic School structure, known as the Union Station School. The parcel lies east of Roosevelt Street (a/k/a Flagman Street) .

#### Boundary Justification

The boundary selected includes the focal resource—a historic school—and sufficient acreage surrounding it to convey its identity and significance as an African American school. The historic acreage of the property was larger—2 acres. The owner of the nominated area differs from the owner of the remainder of the historic 2 acres. The owner of the additional acreage is using the land in a way that does not reinforce the property's historic identity as a school. There are plans by the author of this form, and the organization he directs, to purchase the entire 2 acres and restore the school and the grounds to that historic appearance. When that change is complete, it would be appropriate to expand the boundary of the listed area.

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#### 11. Form Prepared By

name/title Manuel H. Jones, Director / L. Martin Perry, National Register Coordinator  
organization Union Station School Historic Park, Inc./KY SHPO date April 11, 2011  
street & number 600 Rosewood Drive/ 300 Washington Street telephone 270-554-1686 (Jones)  
city or town Paducah/ Frankfort state KY zip code 42003/40601  
e-mail [Union Station School@yahoo.com](mailto:Union_Station_School@yahoo.com) / [marty.perry@ky.gov](mailto:marty.perry@ky.gov)

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#### Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.  
A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

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#### Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

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**Name of Property:**

**City or Vicinity:**

**County:** McCracken **State:** Kentucky

**Photographer:** Terry Jones

**Date Photographed:** March 2011

**Description of Photograph(s) and number:**

- 1 of 6: North face of the building, shot to the southeast**
- 2 of 6: North face and west side addition, shot to the southeast**
- 3 of 6: West side addition and south side, shot to the east**
- 4 of 6: West side addition and south side, shot to the northeast**
- 5 of 6: South side and small portion of east side (covered by trailer), shot to northwest**
- 6 of 6: East side (obscured by free-standing trailer), shot to the west**

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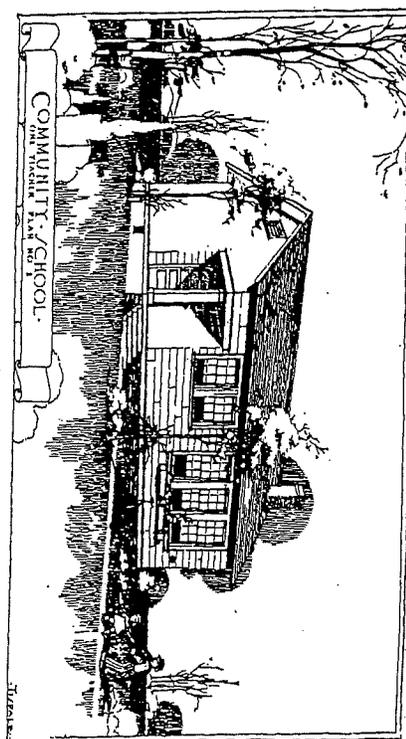
**Property Owner:**

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

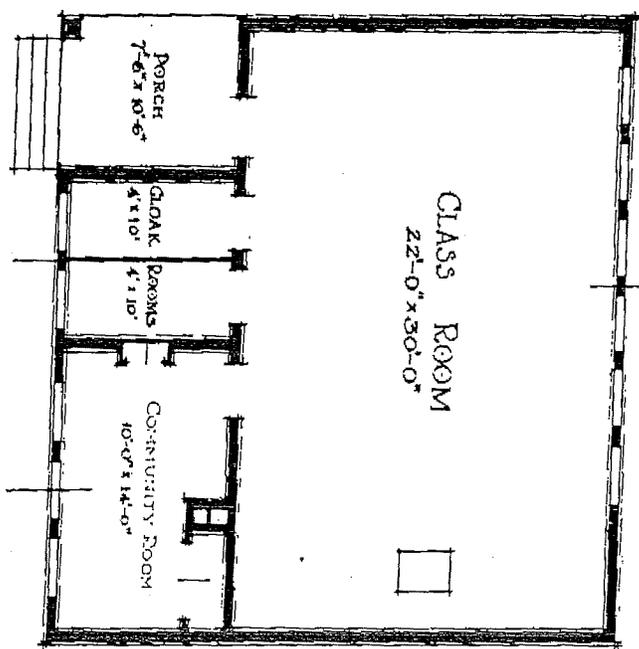
name Kevin Lund  
street & number 517 Oak Crest telephone 270 554 5767  
city or town Paducah state KY zip code 42003



Union Station School, McCracken County, Kentucky, circa 1930. Photo courtesy Fisk University Archives, Nashville, Tennessee.



One Teacher School



FLOOR PLAN  
 COMMUNITY SCHOOL - PLAN - No. 1  
 TO BE BUILT EAST OR WEST ONLY















ROOSEVELT

LANE ROAD

BLOCK 6  
ELABORATE

ROOSEVELT

29

27

26

25

30

32

31

33

34

35

