

United States Department of the Interior National Park Service

National Register of Historic Places Registration Form

RECEIVED MAY 17 1990

NATIONAL REGISTER

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in Guidelines for Completing National Register Forms (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

1. Name of Property

historic name Bradley Academy
other names/site number NA

2. Location

street & number 415 South Academy Street
city, town Murfreesboro
state Tennessee code TN county Rutherford code 149 zip code 37130

3. Classification

Ownership of Property: private, public-local (checked), public-State, public-Federal
Category of Property: building(s) (checked), district, site, structure, object
Number of Resources within Property: Contributing 1, Noncontributing buildings, sites, structures, objects, Total 1

Name of related multiple property listing: NA
Number of contributing resources previously listed in the National Register 0

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, 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. See continuation sheet.
Signature of certifying official: Deputy State Historic Preservation Officer, Tennessee Historical Commission
Date: 5/15/90

In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.
Signature of commenting or other official
Date
State or Federal agency and bureau

5. National Park Service Certification

I, hereby, certify that this property is:
Entered in the National Register. (checked)
determined eligible for the National Register.
determined not eligible for the National Register.
removed from the National Register.
other, (explain:)

Entered in the National Register

Signature of the Keeper: [Handwritten Signature] Date of Action: 6/14/90

Signature of the Keeper: [Handwritten Signature] Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)

EDUCATION: school

Current Functions (enter categories from instructions)

OTHER: school offices

7. DescriptionArchitectural Classification
(enter categories from instructions)

OTHER: school building

Materials (enter categories from instructions)

foundation CONCRETE
walls BRICKroof ASPHALT, ASBESTOS
other WOOD, Aluminum

Describe present and historic physical appearance.

Located at 415 South Academy Street in one of Murfreesboro's (pop. 37,661) oldest neighborhoods, Bradley Academy is a brick, two story building with a flat roof surrounded by a low brick, roofline balustrade. The 1918 building is visible for some distance and dominates the streetscape and the hill above the town on which it is situated. The architectural firm of Manley and Young of Nashville designed the building, while L. N. Yearwood, a local contractor and real estate developer, received the construction contract.

The symmetrical west facade has eight bays with original 6/6-light awning windows capped by six-light transoms on the first story. The first story has a central projecting pedimented bay with a slightly recessed entry containing non-original metal doors, an original arched multi-light transom, and original side lights. The pediment contains decorative concrete details on each end and a rectangular decorative concrete block. This projecting bay is flanked by three windows on each side. These awning windows are also 6/6-light configuration with six-light transoms located above each window. Concrete bands, located at the top of the first and second story windows, encircle the building. Brick stringcourses also encircle the building and are located beneath the first and second story windows and above the concrete band. A soldier course brick stringcourse lies directly above the foundation. All brickwork is laid in an American bond pattern. The roofline eave and cornice are located below the balustrade and project slightly over the second story.

The south elevation contains the original central block and a one story concrete block addition constructed in 1965. The four bay elevation has a fenestration pattern composed of original tripled windows with 6/6-light awning windows flanking a central 8/8-light awning window. Each window has a corresponding six- or eight-light transom. A non-original multi-light entrance is located in the fourth bay of the first floor. A horizontal 6/8/6-light window configuration is located above the doorway. The one story addition is flush with the south elevation and projects off the east elevation. This addition contains an entrance near the original building and three small windows containing glass brick.

**United States Department of the Interior
National Park Service****National Register of Historic Places
Continuation Sheet**Section number 7 Page 2 Bradley Academy

The east elevation contains the one story, flat-roofed concrete block addition (1965) with an aluminum garage door on the left and a gable roof frame addition on the right, constructed in the 1970s. The original windows on the first floor of this elevation were closed when this addition was constructed, except for the middle bay in the northeast classroom which is used as an entrance into the annex. The gable roof addition also contains a garage door opening. The original second story of the main building is visible and contains an original single window, which is located off-center to the right. The window is identical to the other windows with 6/6-light configuration. There is no brick balustrade at the roof line on the east elevation. The flat roof of the main building is visible here.

The north elevation is identical to the south elevation with four bays and the tripled window configuration. An entrance is located in the first bay on the bottom floor. The building has a gutter system with two drainage ducts on both north and south elevations which are placed in between the first and second and third and fourth bays, respectively. These drainage pipes extend above the brick, roof line balustrade.

The original section of Bradley Academy has a central hallway and four classrooms on each floor. The first floor hallway contains a central stairway rising toward the front entrance and dividing into two separate stairways which turn toward the center of the building. The rear of the original hallway contains two doorways which lead to restroom facilities. Original arched doorways are located on the north and south walls, creating alcoves on the east and west walls for entrances to the large classrooms. The southeast classroom was divided into two separate office facilities during a 1965 renovation.

The second floor contains a central hallway with a later (1965) restroom facility addition in the middle of the area. The two east classrooms are equal in size to the classrooms on the first floor. Since the hallway does not run the length of the building, the two west classrooms are larger and contain a connecting door. The classrooms contain original plaster ceilings in all rooms except for the two southeast first floor rooms which contain dropped ceilings. All window trim, doors, door trim, plaster, floors, and chair rails are original, but the florescent light fixtures were added in 1965. Original lights remain in the northern classrooms on the first floor.

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

**National Register of Historic Places
Continuation Sheet**

Section number 7 Page 3 Bradley Academy

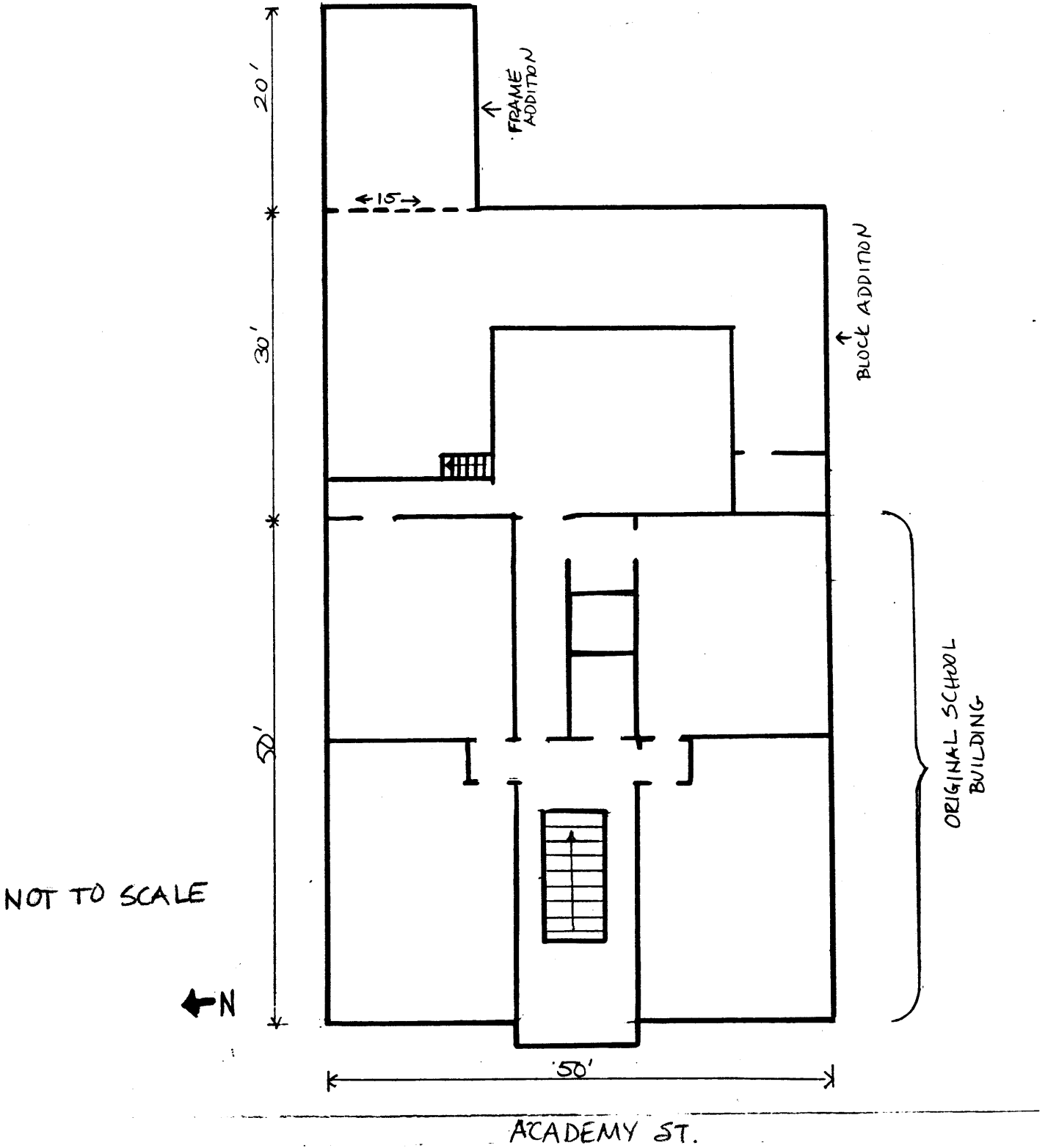
The concrete block addition of 1965 runs the entire length of the rear (west) elevation. The addition is set below the first floor level of the main building and is reached by steps from the original west-side classrooms. The addition is divided into numerous storage and maintenance rooms and contains a large service area for bus repair and service in the northwest corner. The wooden, gable roof addition was constructed at this corner and is open to the concrete block addition.

Due to their location and unobtrusive nature, these later additions do not detract from the overall integrity of Bradley Academy. Indeed, from any viewpoint, Bradley Academy still maintains the essence of a school facility, and with regard to the good condition of the interior, could easily be converted back for use as a school building. Bradley Academy is Rutherford County's last remaining African-American school which retains its original character and integrity. It is a symbol of the struggle and progress of the African-American community in the field of education.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number 7 Page 4 Bradley Academy



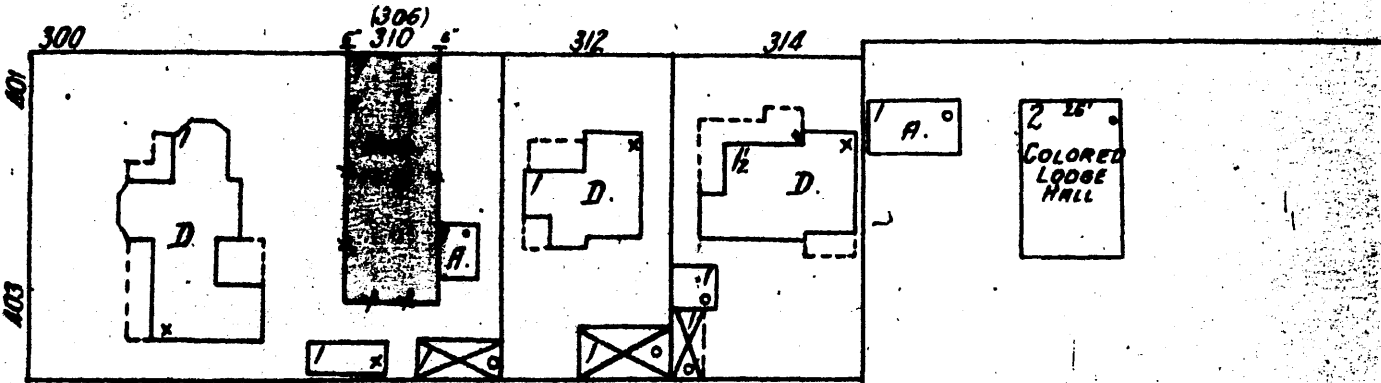
United States Department of the Interior
National Park Service

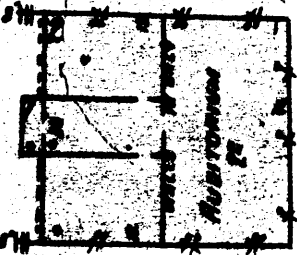
National Register of Historic Places
Continuation Sheet

Section number 7 Page 5 Bradley Academy



E. STATE

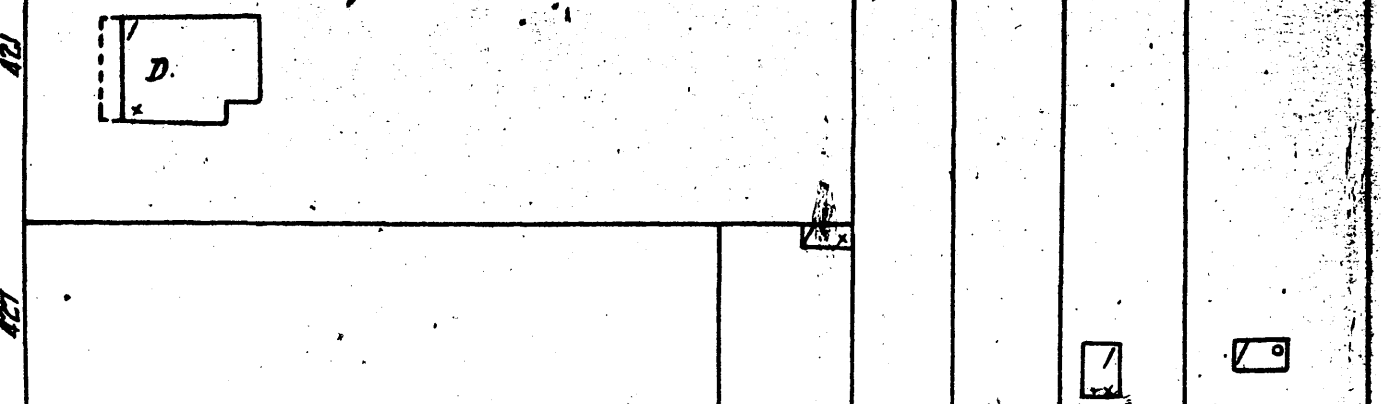



BRADLEY ACADEMY
PUBLIC SCHOOL
(COLORED)
 HEAT: FURNACE - LIGHTS: ELEC.

1924
Sanborn
map

S. ACADEMY

131



8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G NA

Areas of Significance (enter categories from instructions)

EDUCATION
ETHNIC HISTORY/BLACK

Period of Significance

1918-1940

Significant Dates

1918

Cultural Affiliation

NA

Significant Person

NA

Architect/Builder

Manley and Young, architects
Yearwood, L.N., contractor

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

Bradley Academy is eligible for listing in the National Register of Historic Places under criterion A for its association with the development of African-American public education in Murfreesboro from 1918 to 1940. No other building in Murfreesboro's history matches the significance of Bradley Academy. Until its construction, facilities for African-American education were very inadequate, consisting of an extremely overcrowded and antiquated nineteenth-century frame school building. The new, modern, brick, two-story school symbolized the beginning of a new era in African-American public education, and the local African-American community responded warmly to the new opportunities. The school was not only an important contributor to the educational development of the African-American community, it also played a significant role in the social life of Murfreesboro's African-Americans.

In 1811, a small log cabin school was erected on the site where Bradley Academy now stands. The Hardee Murfree heirs donated the land to the City of Murfreesboro for educational purposes. One of the first principals of the school was Professor Bradley; however, the institution's leading scholar was Dr. Robert Henderson. Dr. Henderson was a private tutor for the illustrious Polk family. After he relocated to Murfreesboro, James K. Polk followed his tutor and attended Bradley Academy. Professor Samuel P. Black directed the school for twenty-seven years.

Bradley Academy continued to serve as an important educational institution in Murfreesboro until 1848, when its significance diminished due to the prominence of Union University (established in 1834) and the increasing popularity of the Banks sisters' "Female Academy" (which became Soule College in 1852). In 1848, Union University, which stood in the fashionable downtown residential district of East Main Street (NR7/11/85), absorbed Bradley Academy. Evidence suggests that the old school site was abandoned for the next thirty-six years, although the possibility exists that the site was used as a Freedman Bureau's school during Reconstruction.

See continuation sheet

9. Major Bibliographical References

Previous documentation on file (NPS): NA
 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 # _____

See continuation sheet

Primary location of additional data:
 State historic preservation office
 Other State agency
 Federal agency
 Local government
 University
 Other
Specify repository: _____

10. Geographical Data

Acreeage of property less than one acre

UTM References

A

1	6	5	5	5	2	1	0	3	9	6	6	4	0	0
Zone				Easting				Northing						

C

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

B

Zone				Easting				Northing						

D

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

See continuation sheet

Murfreesboro 315 SW
Verbal Boundary Description

Bradley Academy occupies lot 24 of Block "A" and is 125' by 230' in size.

See continuation sheet

Boundary Justification

The boundary includes the city lot that has historically been associated with the property.

See continuation sheet

11. Form Prepared By

name/title Jeff Mansell
organization Center for Historic Preservation date March 1990
street & number 1421 E. Main Street telephone 615/898-2947
city or town Murfreesboro state TN zip code 37130

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number 8 Page 2 Bradley Academy

After emancipation, the 300 and 400 blocks of South Academy Street developed into an almost exclusively African-American neighborhood, further isolating the old Bradley Academy site from the then all-white school system of Murfreesboro. In 1884, reorganization of the Rutherford County and Murfreesboro school systems resulted in the exclusive use of Bradley Academy for the education of African-Americans. The creation of this segregated educational system came twelve years prior to the landmark Supreme Court decision of Plessy vs. Ferguson (1896) which allowed for "separate but equal" public facilities. Initially, in 1884, the Bradley faculty consisted of three teachers and the student body numbered 150. During its early period, the school carried elementary grades only and the enrollment increased steadily to reach 250 in 1890. The first class was graduated in 1893 with a total of five students. Unfortunately, during the early years, the physical plant of Bradley Academy lacked many features, such as sanitary drinking water, restroom facilities, a lunchroom, an adequate library, and musical instruments. A dilapidated hall with three rooms was rented to accommodate the ever-increasing numbers of students.

African-American education in Murfreesboro during the twentieth century has been a continuous struggle of change and modification. In 1910, 2,030 African-Americans lived in Murfreesboro. Of these, 1,672 were over ten years of age, and 521 were illiterate. This is thirty-five percent of the over-ten age group of African-Americans in the city. In 1910, there were only 179 African-Americans attending school in Murfreesboro in the six-to-fourteen-year age group. Therefore, Bradley Academy was the first step toward formal education in the African-American community.

The increased enrollment necessitated the addition of a junior high school curriculum. The African-American community demanded a new, modern building to replace the dilapidated school of the nineteenth century. These demands reflected good timing on behalf of Murfreesboro's African-Americans because, in 1917, the state legislature had approved new laws to strengthen the elementary and secondary school system in Tennessee. Also in 1917, the Rosenwald Foundation established its program to build schools for the education of the lower classes of southern society. Julius Rosenwald created a foundation with twenty million dollars to fund a variety of philanthropies, especially African-American education. From the establishment of the foundation in 1917 until 1921, thirty-seven Rosenwald schools and teachers' cottages were built in the state at a cost of \$211,784. By 1928, Tennessee had 300 Rosenwald schools, and the foundation had constructed a total of 5,537 school buildings in fifteen Southern states.

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number 8 Page 3 Bradley Academy

Bradley Academy was not a Rosenwald school, but it was one of the first schools built in Tennessee taking advantage of the new state educational reform program. The present Bradley Academy building was constructed from 1917 to 1918. The architectural firm of Manley and Young designed the building while local developer, L. N. Yearwood, undertook the actual construction. Manley and Young were the architects of a number of public and commercial buildings in Middle and Eastern Tennessee and Central Kentucky. Besides their numerous tobacco warehouses, the firm designed grade and high schools, banks, theaters, athletic stadiums, office buildings, and city fire halls. The firm had offices in Knoxville, Tennessee, and Lexington, Kentucky.

With its opening in 1918, Bradley Academy became a significant social center in the African-American community of Murfreesboro, the location of not only the community's educational facilities, but the scene of community social events, such as musicals, dances, glee club recitals, and community fairs. In the 1920s, the Commonwealth Fund of New York funded four model public health programs in the United States. Murfreesboro and Rutherford County were selected as the site for one of the Child Health Demonstrations. Weekly clinics were held at Bradley Academy for parents and their children to receive information regarding health, nutrition, and hygiene, and to receive physical examinations. Bradley was the project's local center for the African-American community, with the newly-constructed Colonial Revival public health clinic (at 303 North Church Street) reserved for whites.

One of the public health nurses employed for the project was Mary Ellen Vaughan, a graduate of Tuskegee Institute. Ms. Vaughan remained in Murfreesboro and became a leader in the African-American community, creating Murfreesboro's first African-American newspaper, The Murfreesboro Union. This paper lasted for over thirty years and was a major force in promoting unity and progress among the African-American community at a time when African-Americans were generally ignored. Ms. Vaughan also founded Vaughan's Training School to provide basic education and training in manual skills.

In 1928, Mr. P. S. Jones, a young college graduate of Lincoln University, Pennsylvania, was named principal of Bradley Academy. He organized a high school department in a unit with seventeen pupils who had completed coursework in the elementary and junior high schools. The resulting high school was Rutherford County's first three-year accredited high school for African-Americans, recognized by the Southern Association of Secondary Schools and Colleges. Interestingly, in 1928, while the county contained

**United States Department of the Interior
National Park Service****National Register of Historic Places
Continuation Sheet**Section number 8 Page 4 Bradley Academy

eight public all-white high schools, only one, Central High, was also accredited by the Southern Association. Bradley boasted a strong Domestic Science program and fielded athletic teams for football, basketball, and baseball. The school maintained an excellent orchestra and one of the best glee clubs in the area.

The success of Bradley Academy renewed African-American participation in the educational process, and enrollment soared. Once again, recognizing the cramped conditions and limited facilities for African-American education, the Murfreesboro School Board, in 1928, authorized the construction of an additional school building, Holloway High School. A grant from the Rosenwald Foundation aided in the construction of the new facility. Holloway High School relieved the crowded conditions of Bradley Academy somewhat, but did not suffice for the increased enrollment in the years to come.

In the 1960s, in the wake of desegregation, Bradley Academy lost its African-American identity, and was changed to offices and storage for the city school system. Its counterpart, Holloway High School, was later converted into a vocational/technical training school for high school students. Unfortunately, Holloway has been much altered over the years and it no longer retains its historic integrity. Bradley Academy was discontinued as a public education facility, but it is used today by the Murfreesboro School Board as an office and maintenance facility.

The years between 1918 and 1949 were important for African-Americans in Murfreesboro and Rutherford County. In their struggle for educational rights, African-Americans have tried to close the gap of illiteracy within the African-American population. Bradley Academy represented the means through which African-Americans could reach this goal and, consequently, obtain greater economic freedom. For many, the Bradley Academy building constructed in 1918 represented a new era in African-American education, an era of quality facilities, programs, teachers, and equipment. The recognition of the Academy by the Southern Association illustrated the progress of educational leaders and the eagerness of students, who had long been denied the quality educational instruction found in the local white public schools. Through the establishment of the health clinic by the Commonwealth Fund, Bradley Academy broadened its mission to include health instruction for all ages. Finally, through the creation of athletic teams, the domestic science curriculum, and the music and glee clubs, Bradley Academy became a dominant social, cultural, and educational facility, not only for children, but for adults as well. From 1918 to 1940, Bradley

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

**National Register of Historic Places
Continuation Sheet**

Section number 8 **Page** 5 Bradley Academy

Academy was a physical document of the tremendous progress African-Americans achieved in the educational systems of Murfreesboro and Rutherford County.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number 9 Page 2 Bradley Academy

MAJOR BIBLIOGRAPHICAL REFERENCES

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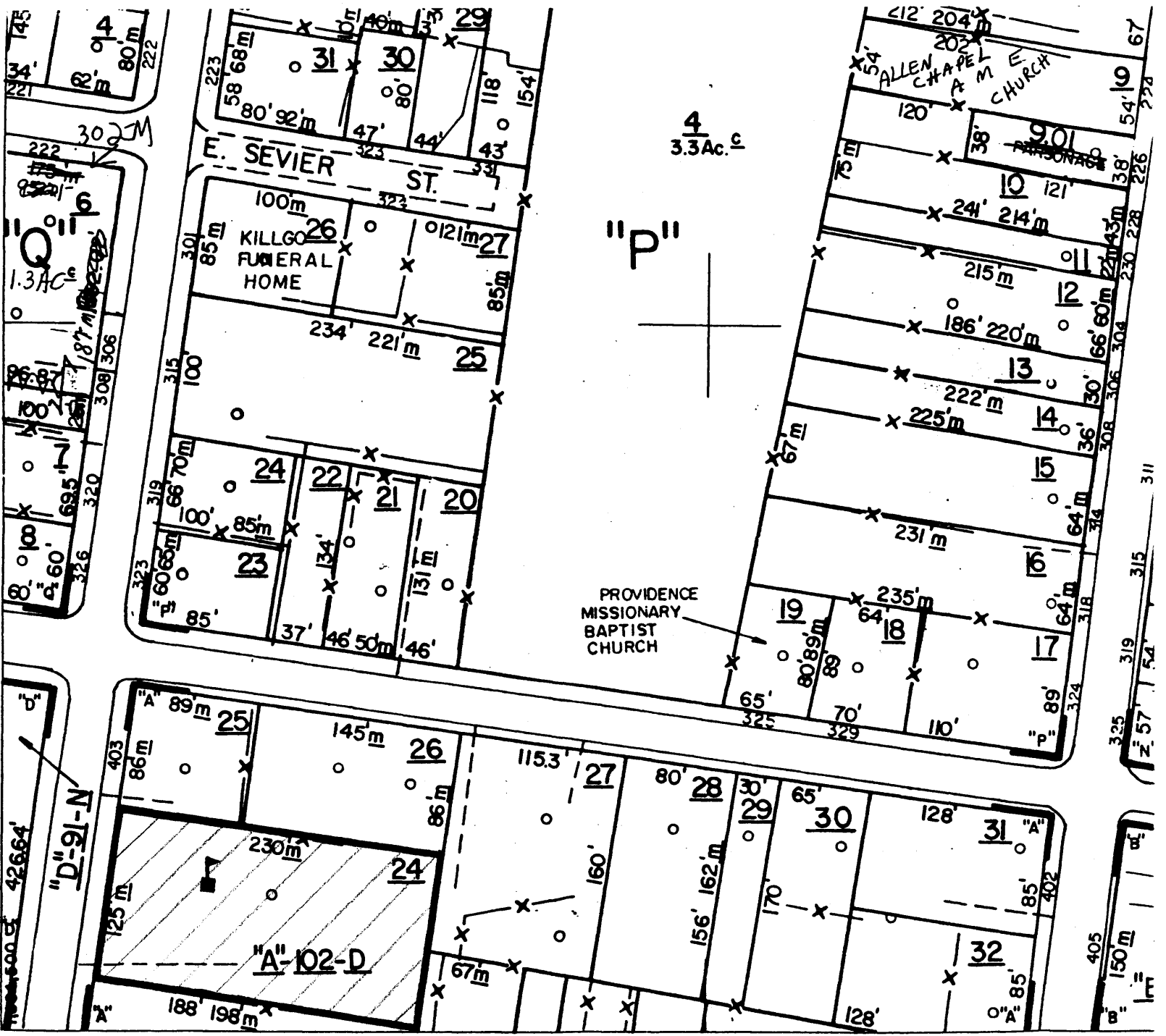
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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number 10 Page 2 Bradley Academy



↑ 1" = 100'

PREPARED FOR
TENNESSEE STATE BOARD OF EQUALIZATION

BY

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number Photos Page 1 Bradley Academy

Bradley Academy
415 South Academy Street
Murfreesboro, Rutherford County, Tennessee
Photos by: Jeff Mansell
Date: October 1989
Negs: Tennessee Historical Commission
Nashville, Tennessee

Facing northeast, southwest corner of the building
1 of 11

Facing east, west (front) facade showing entrance detail
2 of 11

Facing southeast, northwest corner showing front facade and north elevation
3 of 11

Facing north, south elevation of original section of building
4 of 11

Facing northwest, southeast corner showing south and east (partial)
elevations
5 of 11

Facing west, east elevation
6 of 11

Facing west, second floor classroom
7 of 11

Facing east, interior first floor hallway
8 of 11

Facing east, stairwell from first landing
9 of 11

Facing west, stairwell, first floor
#10 of 11

Facing east, second floor classroom
#11 of 11