

United States Department of the Interior
National Park Service

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 East Nashville High and Junior High Schools
other names/site number East Middle School, East Literature Magnet School

2. Location

street & number 110, 112 Gallatin Road N/A not for publication
city or town Nashville N/A vicinity
state Tennessee code TN county Davidson code 037 zip code 37206

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.)

Hubert L. Hays 10/25/01
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:)

Hubert L. Hays Signature of the Keeper 1/25/02 Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

(Do not include previously listed resources in count)

Table with 2 columns: Contributing, Noncontributing. Rows for buildings, sites, structures, objects, Total.

Name of related multiple property listing

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

N/A

Number of Contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION/school

DOMESTIC/ single dwelling

Current Functions

(Enter categories from instructions)

EDUCATION/school

7. Description

Architectural Classification

(Enter categories from instructions)

Art Deco

Classical Revival

Materials

(Enter categories from instructions)

foundation Brick; Stone

walls Brick; Stone

roof Asphalt

other Glass, Metal

Narrative Description

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

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 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
ETHNIC HERITAGE - AFRICAN-AMERICAN

Period of Significance

1932-1957

Significant Dates

N/A

Significant Person

(complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Marr and Holman
Waller, George D.

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:
Metropolitan Historical Commission

10. Geographical DataAcreage of Property approximately 10 acres Nashville East 311 NW / Nashville West 308 NE**UTM References**

(place additional UTM references on a continuation sheet.)

1	<u>16</u>	<u>522300</u>	<u>4004090</u>	3	<u>16</u>	<u>522060</u>	<u>4003760</u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>16</u>	<u>522080</u>	<u>4003980</u>	4	<u>16</u>	<u>522300</u>	<u>4003730</u>

 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 Bill Kelly/Historic Zoning Administrator and Blythe Semmer/Historical Commission Staff
 organization Metropolitan Historical Commission date 06/01/01
 street & number 209 10th Avenue, S. Suite 414 telephone 615-862-7970
 city or town Nashville state TN zip code 37203

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 locationA **Sketch map** for historic districts and properties having large acreage or numerous resources.**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 Metropolitan Board of Education of Nashville and Davidson County c/o Joe Edgens, Director of Operations
 street & number 2601 Bransford Avenue telephone 615-259-8400
 city or town Nashville state TN zip code 37204

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.

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East Nashville High and Junior High Schools
Davidson County, TN

DESCRIPTION

The East Nashville High and Junior High Schools campus is located at the southernmost end of Gallatin Road in East Nashville. The buildings are arranged in the bend of the road where Main Street becomes Gallatin Road. The campus lies directly west of the East Branch of the Nashville Public Library, built as a Carnegie library in 1919, and the East Nashville National Register Historic District (NR 1982). Gallatin Road continues north from the school and becomes a busy commercial corridor. The campus contains three buildings that contribute to this nomination: the East Nashville High building (Marr and Holman, 1932), the East Junior High building (George D. Waller, 1937) and the Gillespie-Malone House (c.1915). Stone walls (c. 1931, c. 1937), which are also a contributing feature of the 1930s campus design, surround the campus.

The **East Nashville High School** (East High) building was completed and opened in the fall of 1932. Designed by Marr and Holman, a prominent Nashville architectural firm of the time, the building exhibits Art Deco stylistic characteristics. Contractor Nile E. Yearwood constructed the four-story building of dark red brick veneer and stone over reinforced concrete.

The facade is divided into nine bays with a projecting entrance bay constructed of stone and topped by a clock. The clock was added in 1946, immediately following World War II, in honor of the 59 former East High students who died in the war. Three stone eagles are carved in relief on the top portion of the tower at the cornice line. The stone entrance bay rises above the height of the classroom wings to form a short tower. Each corner of the tower is topped with a stylized Art Deco urn. The entrance bay is articulated differently at each floor and exhibits Art Deco detailing. Three arched recessed door openings are highlighted by tall arched transom windows of eighteen lights each and are flanked by decorative stone pillars that extend to the fourth floor. The main entrances consist of three pairs of replacement metal doors. There are frosted glass panes located in the archivolts of the three arched entrance openings. Metal strips that intersect at rosettes divide the panes; a chevron motif borders the glass section of the arches. Art Deco-style stone carving in a leaf motif flanks the entrance bays. The name "East Nashville High School" is placed in raised metal letters on the stone above the arched doorways. The cap on top of this stone area supports three decorative urns, one above each door. The third and fourth floors each contain six window openings with three-pane sash set in the stone facade. These metal-frame sash are recent replacements of historic nine-over-nine sash that fit the original window openings. The top pane of each sash contains a solid panel rather than glass. The addition of modern windows, which replaced the original nine-nine metal sash, and the replacement of glazed wood doors with metal safety doors are the only significant exterior changes to the façade. The replacement windows probably accompanied the addition of central air conditioning. Two original cast bronze light standards flank the entrance.

A stone cornice line tops the fourth floor and serves as a belt course separating the floors from the parapet wall on the entire building. Stone coping caps the parapet wall. Each bay on the wings contains five, three-pane windows for each floor. The center three windows are grouped together, with the outer two set apart slightly. The end bays contain no windows but the brick is laid so that horizontal panels are inset on each floor. The first and second floors are separated by a stone belt course as they are on all bays save for the entrance bay. The end bays are flanked by Art Deco-influenced vertical projections that extend from the belt course through the fourth floor, narrowing by steps as they ascend. The parapet wall contains two decorative vertical stone pieces above and to either side of the decorative pilasters. Identical pilasters and decorations separate the remaining central bays from one another. The entire building has flat asphalt roofs.

The north and south elevations are the ends of the classroom wings. They are three bays wide, with two bays of identical fenestration to those of the façade, which flank a projecting entrance bay featuring stone towers that rise to the third floor. A tall transom window extends from the fourth floor down into the third, providing light for the stairs inside. Decorative stone carving frames the four metal doors. Immediately above the doors the decorative stonework is carved in a folded curtain motif, and a set of three transom windows is inset into the stone between the first and

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second floors. On the south elevation, a glass greenhouse, part of Marr and Holman's 1930 plans, is found on the westernmost corner of the classroom block.

The north and south elevations also contain the auditorium and gymnasium, which are located in the center rear (west side) of the building, forming a T-shape to the main block of classrooms. The auditorium wing rises to the height of the stone string course below the main parapet wall of the main block. It contains three sets of awning windows on the third floor that are arranged in a stepped pattern characteristic of the Art Deco style. Each window is topped with a fin-like stone piece that is centered in stepped brick pattern. The first and second floors of the auditorium contain three sets of paired awning windows. A rectangular projecting stairwell and entrance is placed between the auditorium and the gym to the west. This two-story section contains paired metal replacement doors on the first floor and a multipane window above. The window is placed within a section of brick detailing, where recessed vertical courses create a striped effect.

The rear or west elevation of the building does not contain the bay divisions that the façade does, save for the end bays, which project slightly as on the façade. They also do not have the inset brick sections that echo window placement. Stone detailing on the corners of the end bay is identical to the façade. Moving toward the center from the end bays, there are two pairs of three-pane windows on each floor. To the north of this window arrangement, and located on each floor, is a pair of shorter one-over-one windows. The two windows on each floor closest to the auditorium wing have been boarded up.

To the west or rear of the auditorium is the original three-story gymnasium. Its north and south elevations are comprised of four bays. The bays are delineated by raised and recessed brick work in a geometric pattern. The brick work is a vertical band the same width as the rectangular-pane awning windows found in each bay on the top floor and in the three bays closest to the auditorium on the second floor. On the south elevation, the first floor of the gym reveals a full-width projecting arcade containing a series of bay doors to the basement of the gymnasium. This area is used as a maintenance area for the school. Behind, or to the immediate west of the gym, is a one-story, rectangular section containing the shop classrooms in the original plan. Two twenty-five pane windows on the sides and several along the west side of this section provided light for work inside. The original multipane windows are set within horizontal brick scoring. The rear or west elevation of the gym, visible above the shops, is composed of five bays similar to those on the side elevations. A square brick tower projects from the northwest corner.

A 1964 brick veneer gymnasium addition is located northwest of the East High building. It has a low-pitched metal roof and minimal window openings. The addition is attached to the rear north side of the original gymnasium by a one-story, flat-roofed brick and glass corridor. Paired metal doors open from this corridor on the west side of the building.

The interior is typical of a large school building plan with a central hall lined with classrooms. East Nashville High School, however, retains a high degree of integrity for an active school in continuous use for almost 70 years. Both East High and East Junior High are T-plan schools. This plan, in which the auditorium is usually located perpendicular to a cross hall containing classrooms, was one that progressive educational reformers advocated over older hall type plans.¹ A large portion of significant Art Deco interior details remains. The three sets of doors on the façade lead into an entry hall with marble panels surrounding the handrails on the walls and marble steps up to the second floor, which is the main level of the building. An original hexagonal light fixture with chevron detailing lights the entry hall. Decorative green, silver, and blue painting on the plaster ceiling surrounds the base of the light fixture. Identical fixtures line the second floor hallway in the center of the building outside the auditorium and are placed in every other ceiling panel, with decorative painted hexagons repeating a similar pattern in the panels without fixtures. This area is also embellished with decorative painting on the ceiling that outlines the rectangular areas between beams. A two-tone green chevron pattern terrazzo floor is found in the second floor hallway. The office and principal's office are

¹ Trina Binkley, "The New Deal Era School Building Program in Nashville, Tennessee," n.d., draft paper in files of Metro Historical Commission, Nashville.

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found immediately south of the entrance hall on the east side of the corridor. Stairs are located on either side of the auditorium and at the ends of the long main corridor. Solid terrazzo floors are found throughout the classroom wings of the second floor and in the second floor stairwells. The first, third, and fourth floors, where the cafeteria and most classrooms are located, have plainer linoleum tile floors.

Four sets of twelve-panel wood doors open into the distinctive auditorium, which is similar in plan to Vanderbilt University's Memorial Gym. The stage for the auditorium is also the floor of a gymnasium to the rear. A set of large wood folding doors can be pulled to separate the two areas. On the side walls of the auditorium, the Art Deco stepped window openings are surrounded by scored plaster decoration. Each is located above a set of twelve-pane wood doors. Each set of doors is bordered by the same type of scored plaster and topped with an exit sign inset into a hexagonal plaster medallion. Decorative painting in lines of red, blue, and gold outlines the ceiling panels and forms hexagons at the base of the light fixtures. The fixtures are hexagonal like those in the entrance hall. The auditorium features a sloped hardwood floor and a balcony with additional seating accessed from the third floor. It also retains original wooden seats with Art Deco detailing on the metal end plates of the rows.

The cafeteria is found on the first floor, underneath the auditorium above. This utilitarian space is accessed via several steps down from entry doors on the first floor hallway. Pillars throughout the space support the auditorium above. Doorways to the kitchen and service windows are located on the west wall of the space. Three pairs of multipane awning windows on both north and south walls provide natural light.

The third and fourth floors contain classrooms. The hallways are lined with inset lockers. Original paneled wood classroom doors with brass hardware and six panes in the upper portion have been retained throughout the building, as have wood frame chalkboards that were detailed in Marr and Holman's 1930 drawings. Classrooms have retained hardwood floors, and some still feature classroom clocks from the 1930s. Large transom windows above classroom doors and lockers, which once allowed for even more penetration of natural light, have been covered with plywood painted white. The library is located on the third floor in the center of the building across the fourth and fifth bays. It appears little changed when compared to historic photographs dating from the school's opening.² Wood shelves line the interior and end walls, and the banks of windows on the exterior wall provide light for reading tables arranged down the long room. Although light fixtures have been changed to modern fluorescent units, the library still has its distinctive black and white checkerboard linoleum tile floor. Study halls, each also two bays wide, flank the library on the east side of the corridor. These rooms have been adapted to modern educational uses: for instance, the north study hall is now used as a computer lab. (C)

The **East Junior High School** (East Junior High) building was completed in 1937. Designed by George D. Waller, the junior high was part of the first phase of a large school construction project undertaken by Nashville with the aid of Public Works Administration funds. The building is very similar in plan and style to the senior high building and is also constructed of brick veneer over reinforced concrete.

The facade is divided into seven bays with a projecting entrance bay constructed of stone. In lieu of the three stone eagles found on East High, two lions are carved in relief on the top portion of the tower at the cornice line. The stone entrance bay rises above the height of the classroom wings to form a short tower. Each corner of the tower is topped with a stylized Art Deco obelisk. The entrance bay is articulated differently at each floor and exhibits Art Deco and Classical Revival detailing. Three arched doorways are topped by tall arched transom windows and are flanked by decorative stone pillars that extend into the second floor. Art Deco-style stone carving in a stylized leaf and flower motif flanks the entrance bays. The name "East Nashville Junior High School" is placed in raised metal letters on the stone above the arched doorways. The word "Junior" has been removed since the building now houses grades five through twelve as a magnet school. The cap on top of this stone area supports three decorative obelisks, one above

² Michael Fleenor, *Images of America: East Nashville* (Charleston: Arcadia Publishing, 1998), 76.

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each door. The third and fourth floors each contain six, ten-pane tall windows each set in the stone facade. Unlike the high school building, the junior high retains historic multi-light metal sash.

A stone cornice line tops the fourth floor and serves as a belt course separating the floors from the parapet wall on the entire building. Each bay on the wings contains five fifteen-pane windows per floor. The center three windows are grouped together, with the outer two set apart slightly. Each window sash consists of three parts: the upper two-thirds are a fixed sash, while the bottom sash pivots inward. The end bays contain no windows but the brick is laid so that horizontal panels are inset on each floor. On the junior high building these panels are also outlined in stone trim. The first and second floor are separated by a stone belt course as they are on all bays save for the entrance bay. The end bays are flanked by Art Deco-influenced vertical projections that extend from the belt course through the fourth floor, narrowing by steps as they ascend. The parapet wall contains two decorative vertical stone pieces above and to either side of the decorative pilasters. Identical pilasters and decorations separate the remaining central bays from one another. The entire building has a flat roof covered with asphalt.

The north and south elevations contain the classroom wings. They are three bays wide, with two bays of identical detail to those of the façade, that flank a projecting entrance bay featuring stone towers topped with stone obelisks rising to the third floor. A tall transom window extends from the fourth floor down into the third, providing light for the stairs inside. Decorative stone carving frames the four metal doors. Immediately above the doors the decorative stonework is carved in a folded curtain motif, and a set of three transom windows is inset into the stone between the first and second floors. Two decorative urns top this projecting stone section. The auditorium, with gymnasium below, projects from the rear of the classroom block on the north and south elevations. The auditorium section is generally divided into three bays. Two contain two-story multi-pane windows while the westernmost bay has an inset brick section of the same dimension as the large windows. One, fifteen-pane window is found within the inset brick section. All three bays are topped by a fin-like stone piece that terminates just above the roofline in a stepped stone cap. This decoration recalls the more elaborate Art Deco-influenced auditorium windows of the high school.

On the south elevation, the three bays of the auditorium that project outward from the rear of the classroom block are visible above a one-story 1949 addition containing the cafeteria, kitchen, and, on the far west side of this view, a gymnasium. This addition transformed the T-plan school into an L-shape plan. A 1959 Nashville Planning Commission document notes that the wing addition contained the boy's dressing room and gymnasium, since the girls continued to use the gym on the first floor of the 1937 building.³

The rear or west elevation of the building does not contain the bay divisions that the façade does, save for the end bays, which project slightly as on the façade. They also do not have the inset brick panels found on the high school building. Concrete defines the basement level of the building on this elevation, which is down slope from the façade. A large, blocky section that contains the auditorium and a gymnasium below dominates the west elevation. Symmetrically placed awning windows are found on the basement, first, and second floor levels of this block. Three more awning windows are found in the upper portion. A brick chimney projects from this elevation.

The interior of the junior high is less elaborate than its high school predecessor. The economy of Depression-era New Deal building is reflected in the use of glazed tile rather than marble in the entrance hall and the sparser decoration of the auditorium. The simpler overall finish of the building may also reflect its design for junior high students rather than high school students. High schools were the centerpieces of their districts and the location of many events beyond classes that brought the community into the building. Junior high and elementary schools, for smaller and younger student populations, were less likely to have ornate finishes. Ceilings in the hallways of the junior high have been dropped to accommodate services on the third and fourth floors and are now acoustical tile. On the second floor, where the ceiling has not been dropped, eight-light transoms are located over doors to classrooms and offices.

³ Nashville City and Davidson County Planning Commission, "Inventory of Schools, City of Nashville and Davidson County, Tennessee, vol. 2," (December 1959), 36.

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Throughout the classroom block, the doors themselves are similar to those in the high school, with six panes set into the upper portion of a two-panel wooden door. Classrooms, auditorium, and stairwells retain their historic ceiling height. The second, or main, floor has terrazzo floors where the others are linoleum tile. Stair halls are located at both ends of the corridor in the classroom block. They are finished in gold-colored glazed tile to just above the handrail. The walls are plaster and the stair rail is metal with stepped Art Deco-influenced detail on the newel posts.

The auditorium is accessed from the west side of the second floor corridor via four pairs of symmetrically spaced doors. This space lacks the inclined floor or fixed seating of the high school auditorium. Art Deco details enhance the proscenium, which features an acanthus leaf motif in the center and on the upper sides. Stepped plaster details frame the large windows, and more stepped details are found at the intersections of beams on the ceiling. Sixteen pendant light fixtures illuminate the room; some appear to be original.

Classrooms are located on the third and fourth floors. Hallways on these levels feature inset lockers and distinctive inset water fountains, which are surrounded by glazed tile and topped with decorative stepped plasterwork. The classrooms themselves retain hardwood floors and wood framed chalkboards similar to those in the high school. Glazed tile is used on the window sills. The library is located across the three central bays on the east side of the second floor corridor.

The girls' gymnasium is located on the first floor below the auditorium. It extends down into the basement level, and the balcony bleacher seating is accessed from the first floor corridor. (C)

The **Gillespie-Malone House** was moved from its original site to its present site to make way for construction of the East High building beginning in 1931. The c.1915 single-story house originally faced Gallatin Road and was sited approximately in the middle of the East High building's present position. The Classical Revival-styled building has a coursed, rock-faced limestone foundation topped with a limestone belt course. The walls of the building are constructed of smooth, coursed, limestone ashlar blocks topped with another stone belt course and cornice that supports a parapet wall. The full story front porch projects slightly from the façade, which reveals an Ionic entablature supported by four stone Tuscan columns. A balustrade tops the cornice above the porch. The facade contains four sets of triple one-over-one windows topped by vertically divided transoms. Paired sets of casement windows are located on each side between two sets of the triple windows. Decorative stone floral swags are located above the casement windows. The house originally contained three sets of French doors topped with vertically divided transoms on the front porch of which only the center set remains. The original front door is not extant. Side and rear elevations contain one-over-one windows with vertically divided transoms matching those on the front facade. The stone cornice extends on to each side elevation, but is not included on the rear elevation where the plane of the wall extends into the parapet wall. The interior of the Gillespie-Malone House was altered c.1970 for use as classroom and a meeting space for the alumni association. As a result, little original architectural detail remains in the interior. One large room occupies the east side of the building, while the west side contains two symmetrical classrooms. (C)

The campus is surrounded on the north, east, and part of the south and west sides by stone walls approximately three feet high. Alternating half-rounded stones tops the irregular fieldstone blocks of the walls. The walls on Gallatin Road that frame the driveways and sidewalk in front of the high school are shown on a 1931 contour map of the property dating to the construction of East High. This drawing also notes that cut stone urns, once located on either side of the Gillespie-Malone House, were placed on top of stone posts at the sidewalk entrance on Gallatin Road. The continuation of the stone walls in front of the junior high and along parts of the northern and southern boundaries of the campus were probably constructed during the PWA-funded construction of the junior high school c.1937. The stone walls open on the south side at a gate that leads to North Tenth Street and at the driveway and sidewalk entrances to the two schools from Gallatin Road. Stone gates also mark the approach walks to the two school buildings on Gallatin Road on the east side of the campus. The walls generally serve as the boundaries for the nominated property. (C)

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Three rectangular manufactured metal shop buildings sit immediately west of the high school. These buildings are symmetrically spaced and are oriented perpendicularly to the rear (west) wall of the high school. A doublewide portable building, placed on the campus in the last twenty years, is also located on the west side of the high school. All are non-contributing because they are non-historic additions to the campus.

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East Nashville High and Junior High Schools
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STATEMENT OF SIGNIFICANCE

Criterion A: Education

East Nashville High School was the third senior high school built by the City of Nashville and the first expansion high school built when the city began establishing neighborhood high schools in the 1930s. A 1931 survey and report on Nashville's schools written by Dr. Frank Bachman of George Peabody College recommended three new white and one new black high schools. East High was the only one built before the Depression took its toll on Board of Education finances, although others followed during two phases of school building made possible by the availability of Public Works Administration (PWA) funds beginning in 1933. East High benefited from repairs funded by an early New Deal program, the short-lived Civil Works Administration, when it was damaged by a tornado during its first year of operation. It has been used continuously as a school since opening in 1932. East Nashville Junior High School was built in 1937 and has also served continuously as a school to the present. It was constructed in the first of the two PWA school building projects that ultimately added sixteen new schools and six additions to Nashville's educational system by 1940, transforming a physical plant that was languishing with insufficient facilities before the advent of the New Deal.⁴ Both buildings reflect the importance of the 1930s school building projects in modernizing the physical plant of Nashville schools to meet progressive educational standards. They also illustrate how New Deal programs like the Public Works Administration are directly responsible for the dramatic increase in new educational facilities for Depression-era Nashville.

East High holds exceptional significance for education in Nashville because of the role it played in the desegregation of the city school system during the 1950s. When Robert Kelley, Jr., was denied admission to East High in 1955, his father and other parents filed a class action lawsuit against the Board of Education. Represented by notable attorneys Z. Alexander Looby and Avon N. Williams, Jr., Kelley's group won a 1956 victory that obligated the city to devise a desegregation plan. The resulting "Nashville Plan" or "grade-a-year plan" became a model for other southern cities seeking a gradual means of implementing integration orders. Furthermore, the case was part of sustained efforts by the NAACP Legal Defense Fund to dismantle a system of discrimination against blacks in Nashville and throughout the South through litigation. Looby and Williams continued to take a leadership role in Nashville Civil Rights activism for years to come. The effects of the Nashville Plan and subsequent civil rights litigation over Nashville's schools affected three generations of Nashvillians, since the school board remained under court orders relating to desegregation and busing until September 1998. Nationwide, the Civil Rights Movement and actions such as school integration efforts have been recognized as holding exceptional importance for American social history and education. The *Kelley v. Board of Education* case transformed Nashville's school system and fueled the increasing pace of Civil Rights activity in the city in the wake of *Brown v. Board of Education*.

Criterion C: Architecture

The East Nashville High and Junior High Schools campus is eligible for listing on the National Register for its collection of Art Deco and Classical Revival style architecture. Both the East Nashville High and Junior High Schools were designed by Nashville architects Marr and Holman and George D. Waller. Marr and Holman were notable for their building designs that reflect Neoclassical Revival, Art Deco, and Art Moderne styles. East High boasts a collection of Art Deco details remarkable for a school building, particularly on its interior. Waller designed many schools, churches, and other institutional buildings. Waller's 1937 East Junior High building also evidences the influence of New Deal programs like the PWA on school architecture in Nashville. The PWA's involvement in school design and construction insured the adoption of principles of progressive school design, including fireproofing, plentiful windows for natural light, and modern facilities like shop classrooms and gymnasiums that enabled well-rounded curricula. The Gillespie-Malone house predates East High but is historically associated with the school. It is a fine example of Classical Revival residential architecture that was purchased by the city in 1931 and moved a short distance to make room

⁴ Trina Binkley, personal communication to author, 30 May 2001.

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for the new high school building. East High has used it for various purposes ever since, serving as custodian E.B. Malone's residence starting in 1937 for many years and subsequently as classroom space. Today the Gillespie-Malone House is also the headquarters for the East Nashville High School Alumni Association.

The East High and East Junior High buildings have experienced relatively little change over their nearly 70 years of use as public schools. Given the constant renovation and expansion that occurs in many school buildings, the campus retains a high level of integrity. Both retain the most important element of school design, plan, and continue to function as progressive T-plan schools with almost no alteration to the allocation of classroom, auditorium, recreation, and cafeteria space. The campus also has a high level of integrity of materials, workmanship, and design as evidenced by the rich exterior details in stone and brick found on both school buildings and the Gillespie-Malone House as well as the Deco-influenced interior decoration of the first-floor spaces in the East High building. East Nashville High and Junior High Schools continue to express their architects' original designs and siting within a large urban campus.

HISTORICAL NARRATIVE

When the Nashville Board of Education formally requested an assessment of Nashville schools by the Division of Surveys and Field Studies of George Peabody College in January 1930, the system lagged behind the needs of modern education. The physical plant was aging and inadequate for the number of pupils in the system. Dr. Frank Bachman wrote, "In general, the school buildings of Nashville are inadequate, poorly planned and unsanitary. Many children are being subjected to eye strain, unhealthful conditions, and fire hazards. It is impossible to conduct a modern educational program with such poor and inadequate facilities."⁵ In a time of progressive zeal for educational reform, Nashville ranked near the bottom of southern cities in per pupil expenditures and per pupil value of school property and last in teacher salaries.⁶ Bachman's report included six recommendations for bringing the system up to modern standards. In addition to administrative, financial, and curriculum improvements, the report advised the city to update the physical plant of its schools through a building program that would add 240 new white and 100 new black classrooms. Bachman suggested these improvements be phased over two periods of five years each.⁷ The onset of the Depression left the Board of Education without sufficient funds to undertake the planned building project. However, one recommendation was implemented—the construction of East High, begun in late 1930 and opened in 1932. The new high school for east Nashville was already being planned when Bachman authored his report, and he included it in his list of recommended building projects. His advice was that the school be located on Gallatin Road near the city limits and should occupy a campus of twenty acres. Furthermore, Bachman estimated that each of the three new white high schools Nashville needed would cost approximately \$500,000 to construct.⁸ In fact, the cost of the East High project totaled \$413,600.⁹

⁵ Frank Bachman, *Public Schools of Nashville, Tennessee: A Survey Report* (Nashville: Division of Surveys and Field Studies, George Peabody College for Teachers, 1931), 281.

⁶ Binkley paper, 9.

⁷ Bachman, 281.

⁸ *Ibid.*, 308.

⁹ Binkley paper, 13.

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The Bachman report illustrates the importance of modern educational facilities to school reform efforts of the early twentieth century. Not only were older school buildings unhealthful, but modern ideas about broad curricula incorporating industrial education, physical education, and extracurricular activities necessitated new types of rooms and buildings. Therefore, the 1920s and 1930s witnessed a nationwide rebuilding of schools to allow consolidation and the expansion of traditional reading, writing, and arithmetic instruction. The form of progressive schools outwardly expressed their modern curricula. New Deal programs provided funding for financially-strapped local school districts to implement these physical changes at the same time that they created a centralized, federally-sanctioned group of professionals in the national and state offices of New Deal agencies to advise and advocate for the implementation of progressive educational reform. Nashville's New Deal schools are the physical legacy of this important phase of school building.

Bachman summarizes many of the physical characteristics that contributed to a healthful and effective learning environment in his 1931 report. In summary, the school plant should do three things: safeguard the lives and health of children, be adapted to the requirements of modern education (e.g., include facilities such as a library, auditorium, shops, health clinic, and athletic fields), and be economical in that it is well-planned, of sufficient capacity, and located where it can serve the school population adequately for several years. Bachman goes on to call out many of the specific elements that East High and East Junior High incorporate in their designs, including at least two stairways with outside access, recessed drinking fountains that avoid obstructing hallways, fire-resistant construction, banks of windows located on the child's left side in classrooms, and slate blackboards.¹⁰

J.J. Keyes, the first principal of East High, opened the doors to the first students in the fall of 1932. The modern, well-equipped school was hit by a tornado in the spring of 1933 during its first year of operation. Architect George D. Waller supervised the repairs. The tornado had other consequences for East High, since it had destroyed nearby Bailey Junior High School as well. The junior high students shared space in East High's building until 1937, when a new East Junior High building, designed by Waller to complement the high school, opened next door.

The repairs Waller supervised at East High in the wake of the 1933 tornado are notable because they received funding through the Civil Works Administration, a New Deal agency that existed for only four months, from November 1933 to March 1934. In that time, it contributed \$12.7 million to Tennessee relief projects including building repairs and school construction, along with many other projects.¹¹ The tornado did damage principally to the gymnasium at the rear of the building.

Although the city of Nashville was unable to provide its own funds for all of the needed school construction in the 1930s, Depression-era federal assistance programs enabled the implementation of more school improvement projects. The 1930s witnessed the construction of several schools in Nashville. In part, this building boom was made possible by New Deal programs like the PWA. It also reflected the pressure of demographic changes occurring in the 1920s and 1930s, as rural residents came to Nashville seeking jobs in the city's growing industries when times turned hard on Tennessee farms. Availability of PWA funds beginning in 1933 led to the construction of more high schools—West End and Pearl followed in 1935-37 and 1936-37, respectively—as well as several junior high and elementary schools.¹² Beginning in the 1935-36 school year, the annual report of the school system lists either government grants

¹⁰ Bachman, 249, 259-264.

¹¹ West, 17.

¹² Don Doyle, *Nashville Since the 1920s* (Knoxville: University of Tennessee Press, 1985), 94.

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for building or funds for PWA projects as a source of revenue until 1938, when capital outlay on school buildings and grounds came under the purview of the Department of Public Works.¹³ Both of the high schools were recommended in the 1931 Bachman report, which advised the city to build a new white high school near the city limits on Harding Road (West End) and to locate an 800 pupil black high school near the state agricultural and industrial school, which is now Tennessee State University.¹⁴ In 1938, the City of Nashville and the PWA embarked on a new school building project that included eight new schools, three additions, and improvements and renovations at 32 others. Employing different architects and architectural styles, the project totaled \$2.894 million worth of construction.¹⁵ The influx of federal funds before and during this major building project helped rebuild Nashville's school system. Trina Binkley notes that

With the advent of new educational facilities, many school systems were able to plan modern curriculums because they had the necessary facilities to conduct programs in science, art, music, shop work, home economics, dramatics, and recreation. The PWA made no determination [of] what kinds of classroom and type of design these new schools were to have, but it did give them the money needed to create a progressive program....¹⁶

Nashville's and Tennessee's finances in the 1930s required the type of boost that federal funding provided for the improvement of educational infrastructure. The New Deal schools of Nashville, many of which are still in use, formed the foundation for the city's modern school system.

The schools built during the 1930s educated a generation of Nashvillians before the next dramatic change in the school system arrived. The improved and consolidated schools of the 1930s would play a leading role in desegregation events during the 1950s. East Nashville High School is recognized as a starting point for the integration for Nashville's schools, not because of a confrontation that took place on its property, but for the role it played in beginning a long series of legal challenges that resulted in integrated city schools. The Tennessee Historical Commission recognized East Nashville High School's significance in 1998 when a state historical marker discussing the importance of *Kelley v. Board of Education of Nashville* was erected on the campus. When Robert W. Kelley tried to enroll his son, Robert, Jr., a black teenager, in East Nashville High School in 1955, Principal William H. Oliver "politely but firmly" refused him. Kelley's family lived nearby in east Nashville, and he wanted to avoid the inconvenience of sending his son to Pearl High School, the only city high school for blacks, in a distant section of north Nashville. Authors Pride and Woodard cite a newspaper interview in which Kelley, Sr., explained that " 'This had to be done. It was time. And the only question was who would do it.' "¹⁷ In response to the refusal, Robert W. Kelley, Sr., filed a class action lawsuit with twenty-one other parents on behalf of African-American students who were denied enrollment in schools in their neighborhoods because of race. The lawsuit challenged the constitutionality of a state law mandating segregation in schools. A companion case against Davidson County schools was filed by Henry C.

¹³ *Annual Report of the Public Schools of Nashville, Tennessee, 1935-36, 1936-37, 1937-38.*

¹⁴ Bachman, 308, 316.

¹⁵ Carroll Van West, *Tennessee's New Deal Landscape* (Knoxville: University of Tennessee Press, 2001), 100.

¹⁶ Binkley paper, 16.

¹⁷ Richard A. Pride and J. David Woodard, *The Burden of Busing: The Politics of Desegregation in Nashville, Tennessee* (Knoxville: University of Tennessee Press, 1985), 54.

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Maxwell in September 1960, and the two were ultimately consolidated after the establishment of a metropolitan government in 1963.¹⁸

The National Historic Landmarks program in a recent theme study has developed a context for racial desegregation in public education.¹⁹ The study describes the extreme limitations of public education for black children in the South in the early twentieth century, citing that “by the mid-1930s, while 54% of all southern white children attended public high school, less than 20% of school age black children did.”²⁰ When they did attend, it was in physical circumstances well below the standards of those for white children. Kelley’s sense that the time for a desegregation challenge had come arose in part from the sense of frustration with which leaders of Nashville’s African-American community viewed the city’s response to 1954’s *Brown v. Board of Education* decision and the high court’s directive that American school systems address integration “with all deliberate speed.” Historian Hugh Davis Graham writes that the Nashville school board’s interpretation of this statement placed emphasis on the adjective rather than the noun. In 1955 the board asked its instruction committee to consider the problem of desegregation, but no action had yet been taken.²¹

The lawsuit was backed by the NAACP, of which Kelley, Sr., was a member, and the legal team assembled to argue it included two of Tennessee’s most notable civil rights lawyers, Z. Alexander Looby and Avon N. Williams, Jr., along with Thurgood Marshall. Marshall had helped lead NAACP’s legal assault on separate but equal for twenty years, building the organization’s litigation strategy as the NAACP grew in numbers and reach during the World War II era. The authors of the theme study note that a shift occurred after 1950, when the organization began to seek integration rather than equalization to realize the mandate of *Plessy*.²² Looby was a veteran of civil rights litigation, having contested Jim Crow laws across the state. He had served for the NAACP before on a case in Columbia, Tennessee, in which he represented a group of blacks accused of murder in the wake of race riots (1946). Looby won a significant civil rights victory when he succeeded in having twenty-three of the defendants acquitted. The Kelley case came early in Williams’ practice with Looby, only two years after Williams returned to Nashville. The two attorneys had collaborated on desegregation cases even while Williams was in solo practice in Knoxville. There, Williams filed *Gray v. University of Tennessee*, a Supreme Court case that resulted in the admission of black graduate students to the state university, and he worked with Looby on the Anderson County desegregation case (1950) that was the first of its type in the state.²³

¹⁸ Joye Haven Hood, “An Historical Study of Court-Ordered Integration in Metropolitan Nashville-Davidson County Schools,” Ed.D. diss., Tennessee State University, 1985, 52.

¹⁹ Susan Cianci Salvatore et al., “Racial Desegregation in Public Education in the United States Theme Study.” National Register of Historic Places Multiple Property Documentation Form, 2000, U.S. Department of the Interior, National Park Service, Washington, D.C.

²⁰ *Ibid.*, 41.

²¹ Hugh Davis Graham, *Crisis in Print: Desegregation and the Papers in Tennessee* (Nashville: Vanderbilt University Press, 1967), 171.

²² Salvatore, et al., 72.

²³ Linda T. Wynn, “Z. Alexander Looby” (1984) and “Avon Nyanza Williams, Jr.” (1985) Leaders of Afro-American Nashville series (Nashville: Local Conference on Afro-American Culture and History) and “Zephaniah Alexander Looby” in *Tennessee Encyclopedia of History and Culture*, 554; Lewis Laska, “Avon N. Williams, Jr.” in *Tennessee Encyclopedia of History and Culture*, 1060-61.

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When federal district judge William E. Miller heard the case in 1956, he instructed the Nashville Board of Education to develop a desegregation plan by January 1957. The school board decided on a gradual approach, integrating one grade per year, beginning with the first grade in September 1957. The plan also included a liberal transfer policy as well as a reworking of school districts, both of which were intended to limit the impact of desegregation. As historian Don Doyle notes, "The Nashville Plan was undeniably a deliberate program of gradual and token desegregation formulated by people who had no enthusiasm for integration." However, it signified a level of compliance with the law lacking in other southern cities, such as the Virginia school districts that mounted a campaign of massive resistance. Although tense moments punctuated this period, Nashville did not succumb to militant segregationist activity as some other cities did, and the battles over desegregation played out primarily in the courts. After the grade-a-year plan was approved, Looby and Williams initiated a series of appeals, but did not immediately succeed in overturning the decision or having it heard by the Supreme Court. The plan then became a model followed by numerous other southern municipalities.²⁴

The Nashville Plan was merely a beginning, rather than an answer, to solving the problem of desegregating Nashville's schools. Subsequent litigation challenged other problems with the local desegregation process, including plans in which parents would have the "freedom" to choose the school their children attended and the volatile issue of busing to achieve court-ordered racial compositions. A long series of legal challenges faced Nashville's public schools. Only in the last decade did the system finally emerge from the various court orders that were intended to achieve school integration. The lawyers involved in the desegregation case went on to fight other civil rights battles in Nashville and beyond. Looby provided legal assistance to students involved in the Nashville sit-ins, and Williams continued a long practice of advocating for the rights of African-Americans. Both men also played significant roles in local and state politics in their elected positions. Participation in *Kelley v. Board of Education* was a significant moment in the sustained civil rights activism and distinguished legal careers of both.

Apart from the campus's significance to the educational history of Nashville, the East Nashville High and Junior High Schools remain notable for their architecture. East High was designed by the prominent Nashville architectural firm Marr and Holman. Thomas Scott Marr started the firm in 1897 after training at the Massachusetts Institute of Technology and working in the office of several local architects. Joseph Holman began work as an office boy in Marr's firm but soon proved his abilities as a manager and became a partner. Holman's business acumen served the partnership well, and Marr and Holman eventually developed a profitable relationship with the Caldwell and Company real estate mortgage bond empire that led to numerous contracts before the collapse of Caldwell in November 1930.²⁵ They designed many prominent Nashville landmarks including the Federal Reserve Bank of Atlanta (1922/NR 1984), James Robertson Apartments (1929/NR 1984), Noel Hotel (1930/NR 1984), Tennessee Supreme Court Building (1937/NR 1984), and the United States Post Office on Broadway (1934/NR 1984) along with other commercial and government buildings throughout the Southeast. Among their 61 theater designs were several for the Crescent Amusement Company, owned by Nashvillian Tony Sudekum. The firm is credited with some of the best examples of Neoclassical Revival, Art Deco, and Art Moderne architecture in Nashville, including Nashville's best expression of Art Deco design, the Sudekum Building (1932/NR 1984/demolished). Their work downtown was recognized in a 1984 thematic resources nomination. That nomination notes, "Marr and Holman was one of the most important architectural

²⁴ Doyle, 237-243.

²⁵ James Draeger, "Marr and Holman Architectural Firm," in *Tennessee Encyclopedia of History and Culture* (Nashville: Rutledge Hill Press, 1998), 573, and "The Art Deco Architecture of Nashville Architects Marr and Holman," M.A. thesis, Middle Tennessee State University, 1985; Joseph L. Herndon, "Architects in Tennessee Until 1930: A Dictionary," M.S. Thesis, Columbia University, 1975, 123.

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firms in Tennessee during the early twentieth century. They were one of few firms to design large buildings in the Art Deco and Moderne styles and were also only one of several companies to remain in business during the Depression.²⁶ Marr and Holman avoided the remodeling contracts that kept many struggling architectural firms afloat during the Depression. Rather, their largest projects were funded through federal programs that offered assistance to local and state governments for building infrastructure. They won Nashville's largest building contract of the decade in 1931 when they were chosen to design the new post office, which was funded by a special Congressional appropriation.²⁷

East High was one of six schools that Marr and Holman designed in the 1930s, when school construction was a mainstay of their architectural practice. East High was the only high school in the group, which also included junior highs and buildings for both the Tennessee Agricultural and Industrial State College (TSU) and Middle Tennessee State Teacher's College (MTSU). Throughout the life of the firm, Marr and Holman produced a total of 43 schools.²⁸ In tight economic times, the firm boasted that East High was constructed for \$10,000 less than the contract price with 90 percent local materials. Marr and Holman weathered the Depression well and emerged with several landmark Nashville buildings to their credit. Although the firm continued to design and build prolifically in the 1940s and 1950s before closing in 1963, their work of the 1920s and 1930s is generally considered more significant than that of the postwar period.²⁹

East High includes elements of Art Deco style in its essentially symmetrical design. Marr and Holman applied a rich variety of Art Deco details to what was essentially a standard, progressive T-plan school. Exterior stonework enlivens the brick block and adds elements of vertical interest to the mainly horizontal structure. The central tower, in particular, creates a characteristically Art Deco vertical emphasis on the building. The entry area and auditorium, however, are the areas where Art Deco details are most concentrated. Marr and Holman carried their expertise with decorative details over to their only high school of the 1930s. The light fixtures and decorative painting on these most public spaces of the school, as well as the bold, green, chevron-patterned terrazzo floor, use geometric patterns popular in Art Deco design. The windows of the auditorium and the scoring of brick on the secondary elevations of the school also show Art Deco influence. The applied decoration, however, exists in harmony with what is essentially a symmetrical building with an arched entrance that reflects Marr and Holman's expertise with the Classical Revival idiom. East High's architecture contrasts with the next high school built in the city, West End High School (1937). West End High is a notable local example of Colonial Revival style designed by Donald Southgate, and its tall cupola is an easily identifiable local landmark. Although the main blocks of both East High and West End High are similar in plan, the application of a different but equally popular style for New Deal institutional buildings shows how different architects lent variety to essentially standardized floor plans. East High contrasts with Pearl High School, which was also completed in 1937. McKissack and McKissack's Pearl is described as "the most modernist in style of the city's New Deal schools, with the façade's stripped classicism highlighted by creative, abstract grillwork in an Art Deco manner above the central entrance."³⁰ East High's central entrance incorporates a more classical feel with its triple arched doorways.

²⁶ Draeger and Thomason, 1.

²⁷ Christine Kreyling, "History of the Building," in *From Post Office to Arts Center: A Nashville Landmark in Transition*, (Nashville: Frist Center for the Visual Arts, 2001), 24-25.

²⁸ Draeger and Thomason, 4.

²⁹ Kreyling, 49.

³⁰ West, 102.

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The East Junior High building was designed by Nashville architect George D. Waller. Waller began his independent practice in 1912 and soon took in a partner to form Waller and Hinze by 1913. Waller first designed residential and commercial buildings but gradually began to work on schools and churches. Schools constituted a large part of Waller's practice; he had designed over 25 in Tennessee, Alabama, Georgia, and Kentucky before 1930.³¹ His design for East Junior High is notable for the degree to which it respects and echoes the earlier Marr and Holman high school building. The junior high mirrors the high school almost exactly, although small decorative details give each building a separate identity. The principal difference is that the junior high is one bay less wide on either side of the central tower. It therefore has two fewer classrooms across the length of the building. The basic form, use of a central tower with three entry doors, and application of decorative brickwork and stone Deco details is identical. In plan, the junior high differs in that its gymnasium was located in the basement rather than behind the auditorium. East Junior High was a progressive and modern school design. It incorporated both a gymnasium and an auditorium, two features the PWA considered key to better schools.³² The junior high building was designed and sited to make a harmonious campus with the existing high school. Together they form one of the most notable public school campuses in the city.

East High and East Junior High harmonize with the Gillespie-Malone House, which faces the two school buildings on the south side of the campus. The Gillespie-Malone House is a notable example of Classical Revival architecture in Nashville. It visually relates the west side of Gallatin Road and the campus with the East Branch Carnegie library (1919) across the street. Fleenor notes that "On 1920 fire insurance maps of the area, a post office is shown across the street from a large Victorian-style house on the East site. [The Gillespie-Malone House] resembles the post office and could have been part of a civic grouping popular during the City Beautiful Movement."³³ While there is no further explanation of the Gillespie-Malone House's origins in the deed transfers that preceded construction of East High, it was indeed built at about the same time that the Carnegie library (NR 1982 East Nashville Historic District) was constructed across the street. It is similar to the library in materials and in the rigid classical symmetry that characterizes both buildings. Classical Revival style marked a retreat from the asymmetry and detailed decoration of the Queen Anne popular in east Nashville's historic early suburbs.

Today, the East Nashville High and Junior High Schools campus continues to anchor the beginning of Gallatin Road's northward route and is an important visual and community feature of its historic east Nashville neighborhood. In its present role as a magnet school, the campus will continue to provide a progressive education for future generations of Nashvillians.

³¹ Herndon, 191.

³² West, 96.

³³ Fleenor, 78.

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GEOGRAPHICAL DATA

Verbal Boundary Description

East Nashville High and Junior High Schools are located at 110 and 112 Gallatin Road in Nashville, Tennessee. The parcel identification number is 08309000200 on Davidson County tax records. The nominated property includes approximately 10 acres of this parcel. The school driveway opposite South Tenth Street forms the western boundary of the nominated property. A stone wall located south of the Gillespie-Malone House forms the southern boundary. The eastern boundary is formed by Gallatin Road, and the northern boundary matches the parcel boundary.

Boundary Justification

The nominated property includes the core of the original campus acreage acquired by the City of Nashville in 1930 except for the westernmost section, where a modern elementary school has been built on what were once playing fields. Historic stone walls generally delineate the boundaries, which include all of the historic buildings of the East Nashville High and Junior High Schools.

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PHOTOGRAPHS

East High and Junior High Schools
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Photographer: Blythe Semmer

Date: May 9, 2001

Location of negatives: Tennessee Historical Commission
2941 Lebanon Rd.
Nashville, TN 37243-0442

1. East Nashville High School, façade facing southwest
2. East Nashville High School, façade facing southwest
3. East Nashville High School, south elevation facing north
4. East Nashville High School, auditorium and gymnasium, south elevation facing north
5. East Nashville High School, second floor interior, entry hall facing east
6. East Nashville High School, second floor interior, corridor facing northwest
7. East Nashville High School, second floor interior, auditorium facing northeast
8. East Nashville High School, second floor interior, gymnasium and auditorium facing northeast
9. East Nashville High School, third floor interior, corridor facing northwest
10. East Nashville High School, interior, stairwell facing south
11. East Nashville High School, third floor interior, typical classroom facing west
12. East Nashville High School, third floor interior, library facing north
13. East Nashville High School, first floor interior, cafeteria facing northwest

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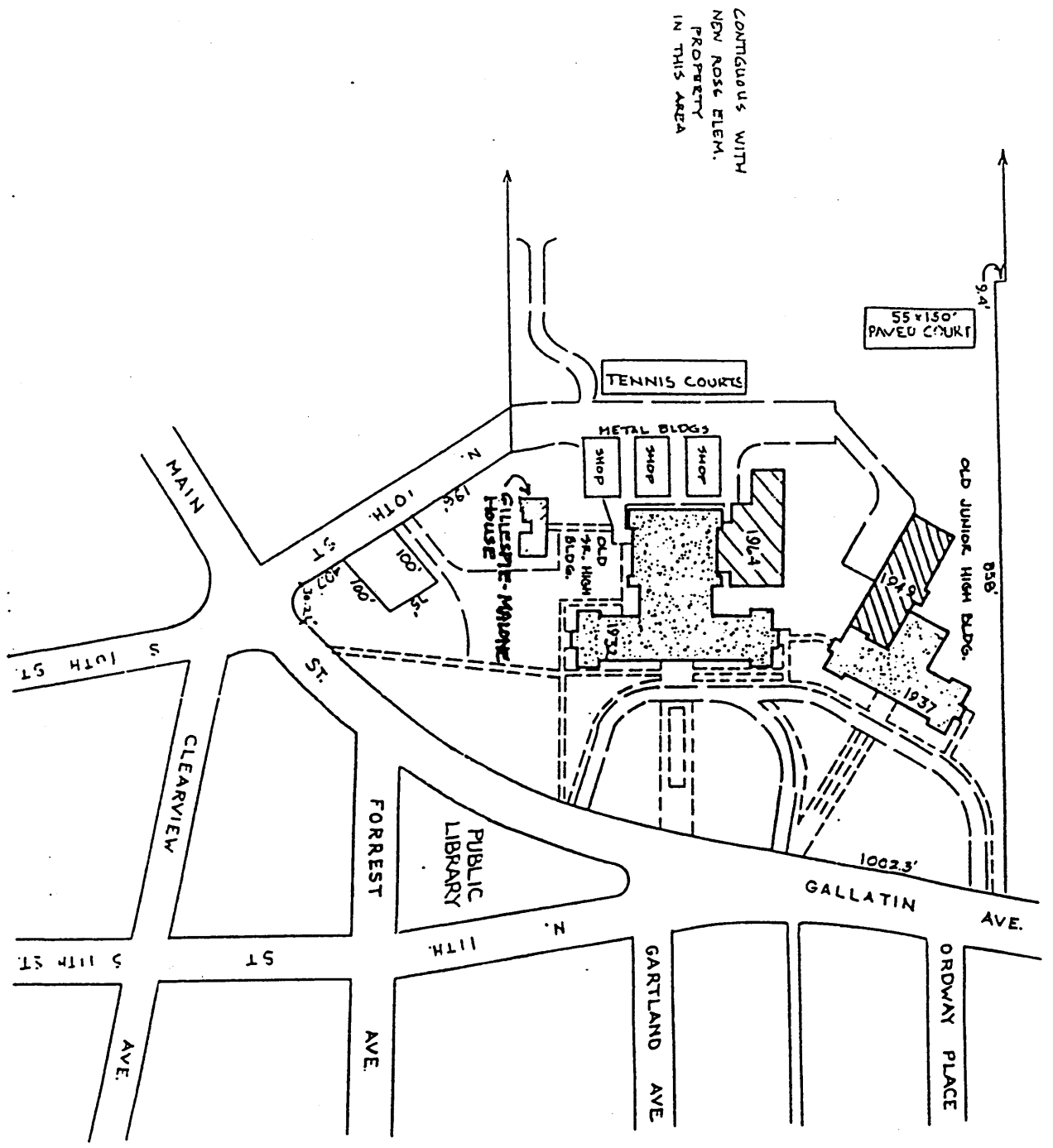
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14. East Nashville Junior High School, façade facing west
15. East Nashville Junior High School, façade facing west
16. East Nashville Junior High School, south elevation facing north
17. East Nashville Junior High School, 1949 addition, south elevation facing northwest
18. East Nashville Junior High School, west elevation facing east
19. East Nashville Junior High School, interior, entry hall facing southeast
20. East Nashville Junior High School, interior, auditorium facing west
21. East Nashville Junior High School, interior, south stairwell facing northeast
22. East Nashville Junior High School, third floor interior, corridor facing north
23. East Nashville Junior High School, third floor interior, water fountain facing west
24. East Nashville Junior High School, third floor interior, typical classroom facing northwest
25. East Nashville Junior High School, first floor interior, girls' gymnasium facing northwest
26. Gillespie-Malone House, façade facing south
27. Gillespie-Malone House, south elevation facing north
28. Stone walls and gates surrounding campus facing east

SOURCE: EAST NASHVILLE HIGH ALUMNI ASSOCIATION, Alumni House Committee Booklet



EAST MIDDLE SCHOOL
PLOT PLAN
SCALE: 1"=200'

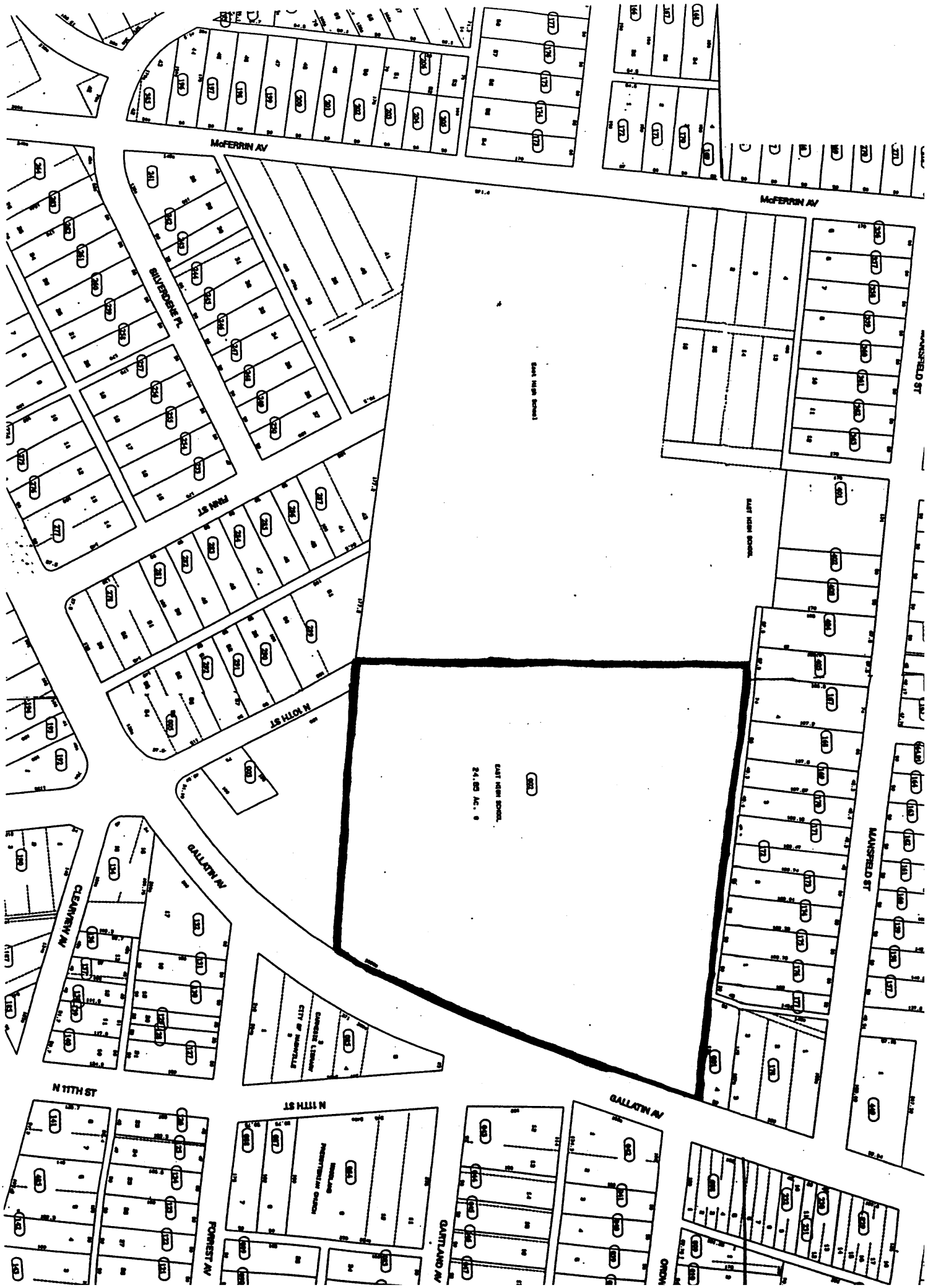
(6)

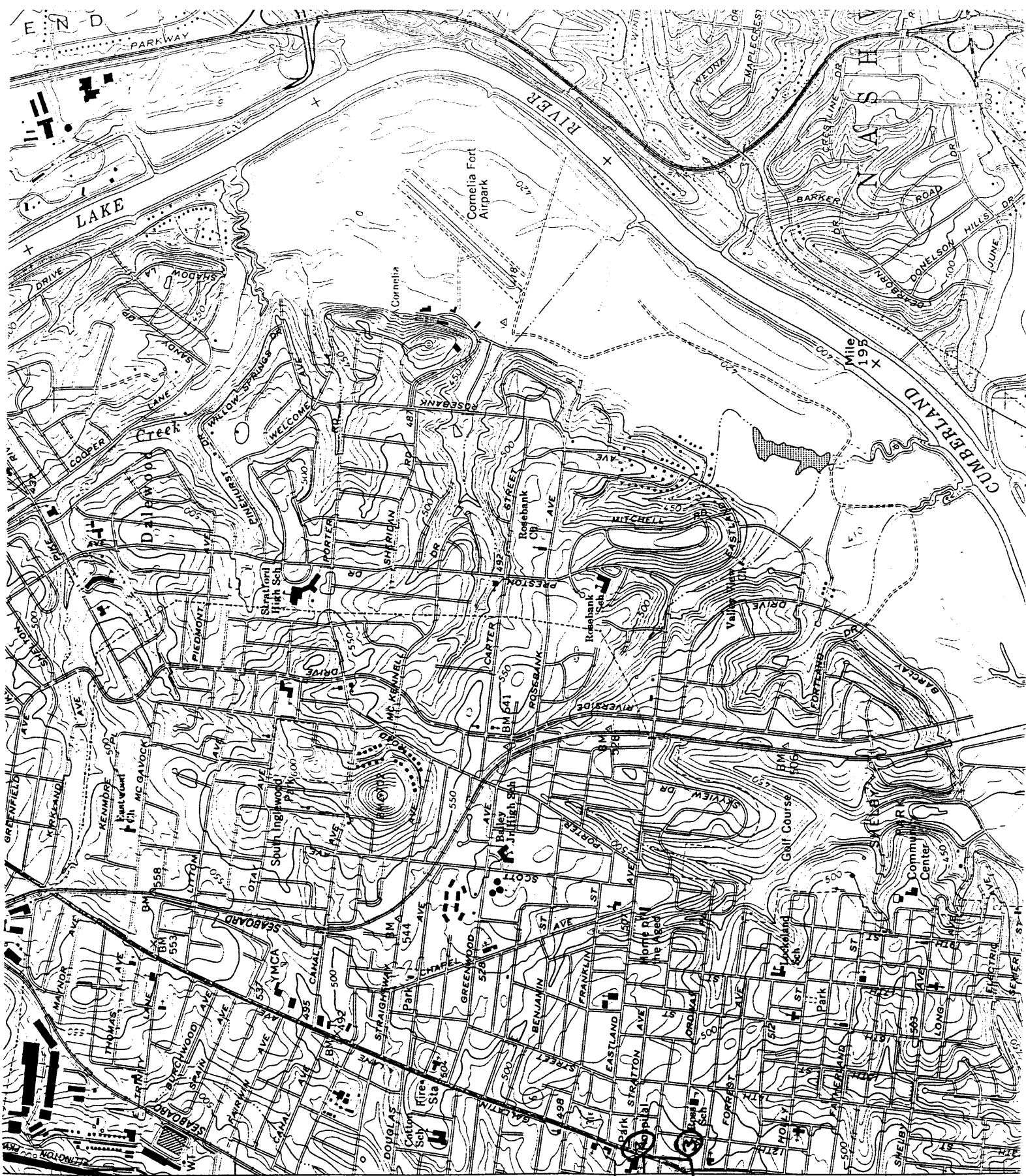
224 11-11-76

(REDUCED ORIGINAL)



DAVIDSON COUNTY TAX MAPS
82-12 83-5
82-8 83-9





4007 12'30" 906 4005 3656 III NE (NASHVILLE WEST) 500 STATE CAPITOL 2.3 MI.

ST NASHVILLE
 17611 JUNIOR
 1564 4400 LS
 116140039 80/52 408
 16140037 50/62 230



EAST NANTLLE
HIGH SCHOOL
HIGH SCHOOLS

052251510409052230

041003730522300

105

103

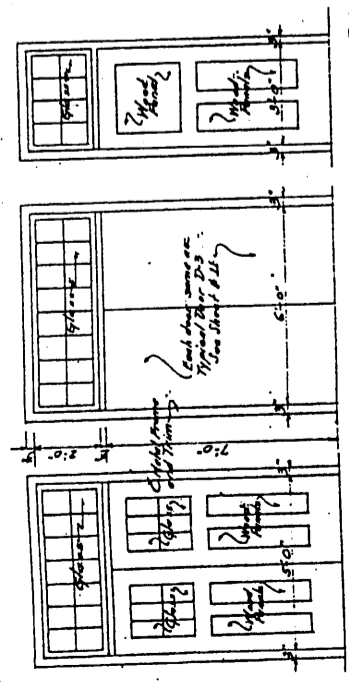
101

102

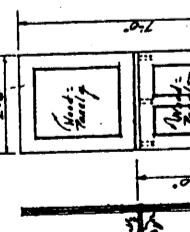
101

SCHEDULE OF DOORS

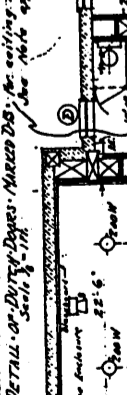
Symbol	Material	Size or Kind (Each)	Quantity (Each)	Remarks
D-1	Double	5'0" x 7'0" - 814	1	Stair #14
D-2	Single	5'0" x 7'0" - 814	1	Stair #14
D-3	Single	5'0" x 7'0" - 814	1	Stair #14
D-4	Single	5'0" x 7'0" - 814	1	Stair #14
D-5	Single	5'0" x 7'0" - 814	1	Stair #14
D-6	Single	5'0" x 7'0" - 814	1	Stair #14
D-7	Single	5'0" x 7'0" - 814	1	Stair #14
D-8	Single	5'0" x 7'0" - 814	1	Stair #14
D-9	Single	5'0" x 7'0" - 814	1	Stair #14
D-10	Single	5'0" x 7'0" - 814	1	Stair #14
D-11	Single	5'0" x 7'0" - 814	1	Stair #14
D-12	Single	5'0" x 7'0" - 814	1	Stair #14
D-13	Single	5'0" x 7'0" - 814	1	Stair #14
D-14	Single	5'0" x 7'0" - 814	1	Stair #14
D-15	Single	5'0" x 7'0" - 814	1	Stair #14
D-16	Single	5'0" x 7'0" - 814	1	Stair #14
D-17	Single	5'0" x 7'0" - 814	1	Stair #14
D-18	Single	5'0" x 7'0" - 814	1	Stair #14
D-19	Single	5'0" x 7'0" - 814	1	Stair #14
D-20	Single	5'0" x 7'0" - 814	1	Stair #14
D-21	Single	5'0" x 7'0" - 814	1	Stair #14
D-22	Single	5'0" x 7'0" - 814	1	Stair #14
D-23	Single	5'0" x 7'0" - 814	1	Stair #14
D-24	Single	5'0" x 7'0" - 814	1	Stair #14
D-25	Single	5'0" x 7'0" - 814	1	Stair #14



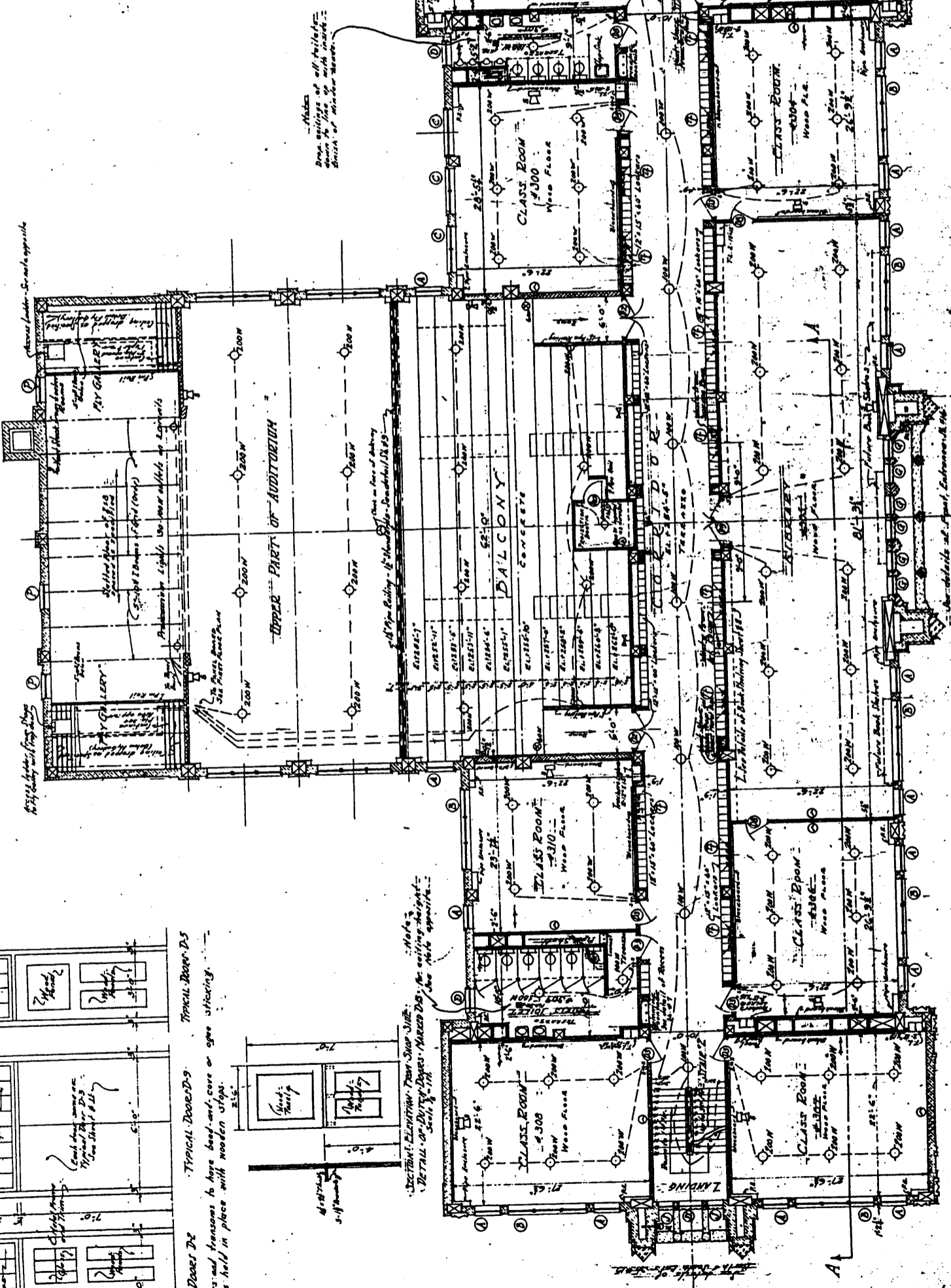
TYPICAL DOORS D-2
 - All doors and transoms to have lead-and-core or open sticking.
 - All glass held in place with wooden stops.



TYPICAL DOOR D-9
 - Lead-and-core or open sticking.
 - All glass held in place with wooden stops.



TYPICAL DOOR D-5
 - Lead-and-core or open sticking.
 - All glass held in place with wooden stops.



Notes:
 1. Drawings of all doors to be checked with the architect.
 2. Check of minor details.

Upper Part of Auditorium

DALLY

CONCRETE

CLASS ROOM #300

CLASS ROOM #301

CLASS ROOM #302

CLASS ROOM #303

CLASS ROOM #304

CLASS ROOM #305

CLASS ROOM #306

LANDING

STAIR #14

AUDITORIUM

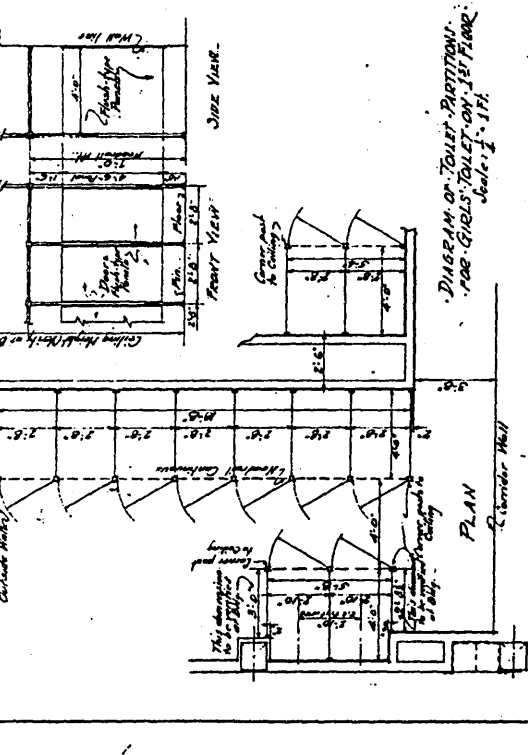
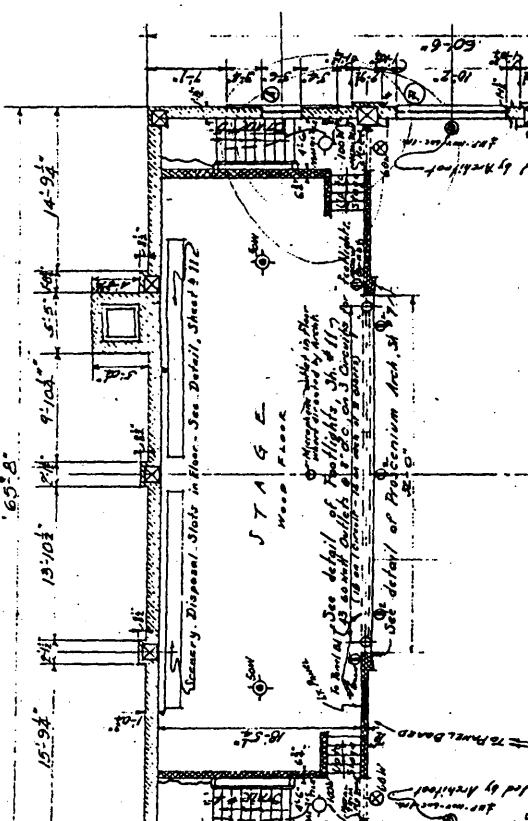
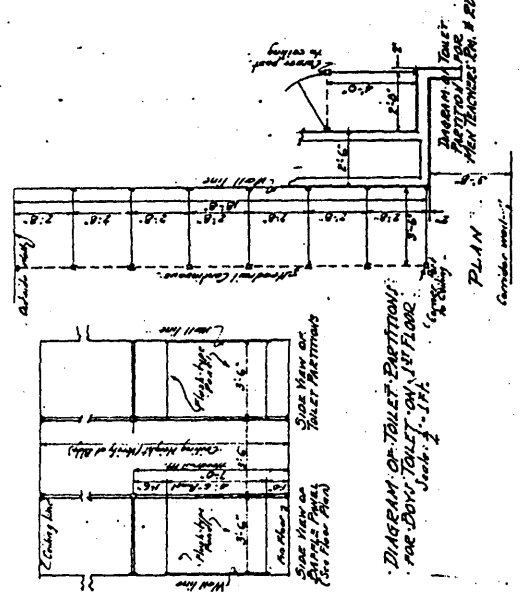
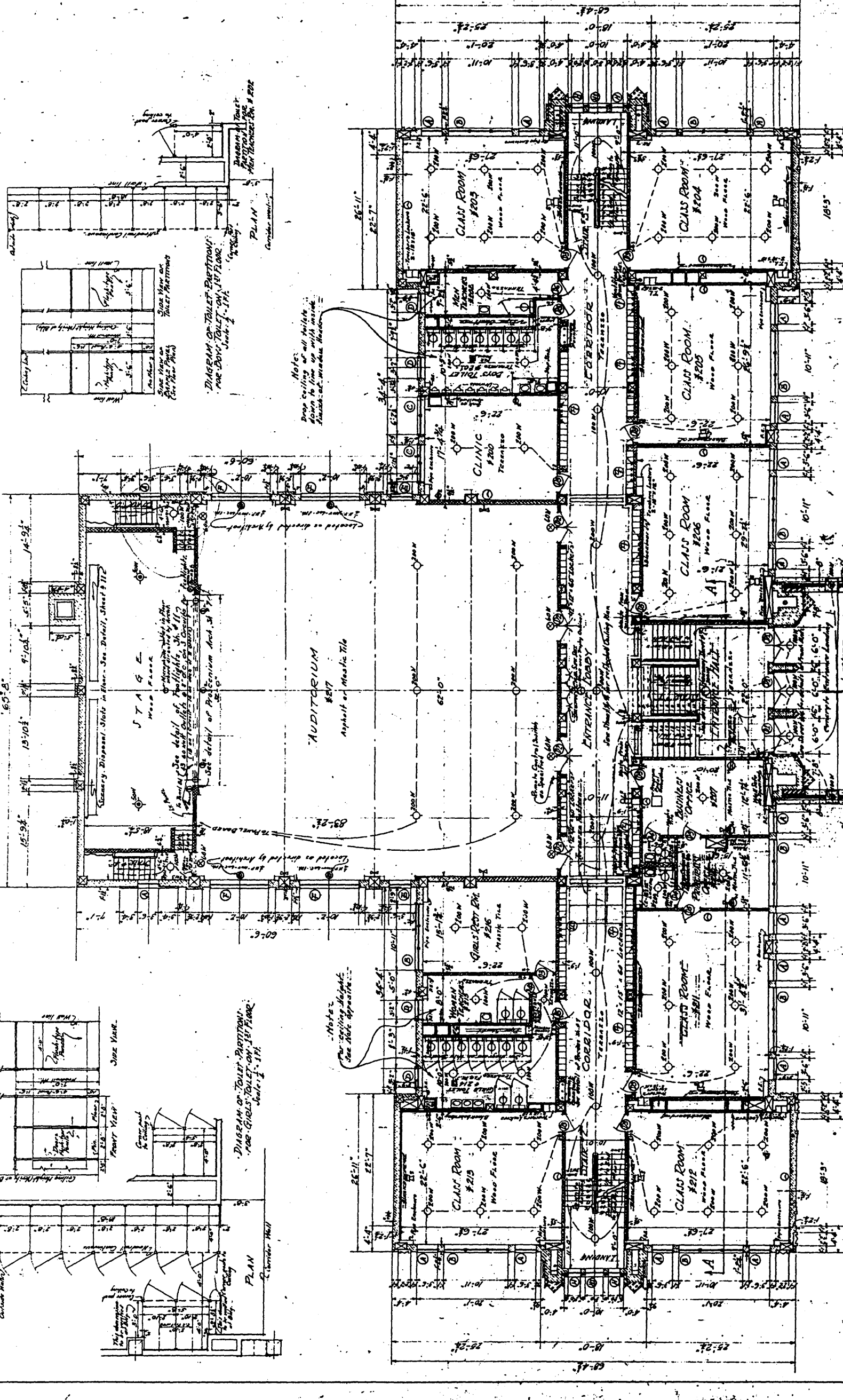
PLANNING
 JUNIOR HIGH SCHOOL
 FOR CITY OF INDIANAPOLIS

SECOND FLOOR PLAN

13

JUNIOR HIGH SCHOOL
FOR CITY OF WASHINGTON
C. P. WALSH
ARCHITECT

USE WITH REMODELING PLANS 1979



Notes:
Drop ceiling of all toilets
down to line up with inside
finish of window heads.

Notes:
See detail of Partition
Arch. # 112

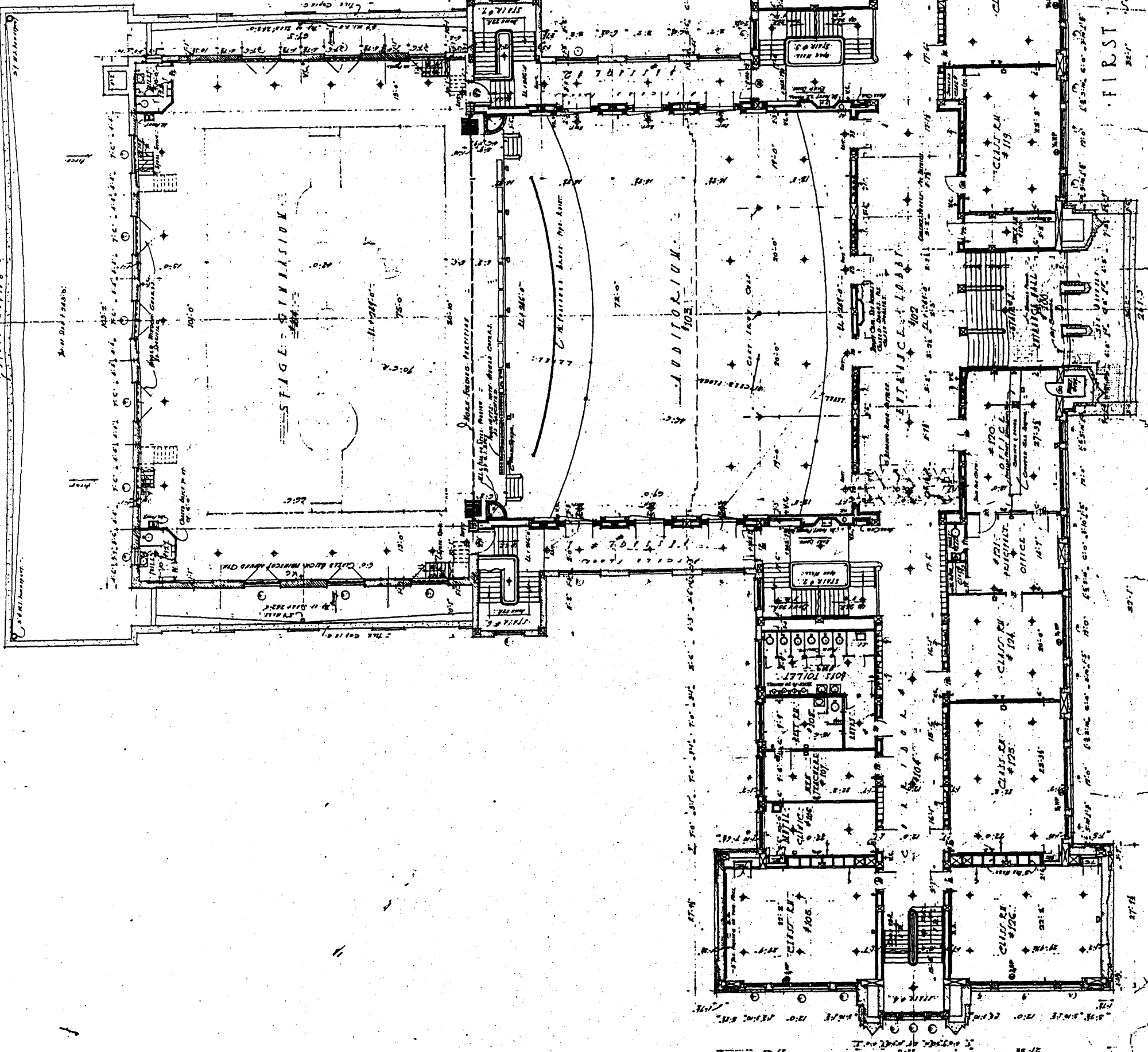
Notes:
See detail of Partition
Arch. # 112

Notes:
See detail of Partition
Arch. # 112

DOOR SCHEDULE

NO.	SIZE	TRUSS	DESCRIPTION
1	3'0" x 7'0"	SPECIAL	SEE DETAILS
2	3'0" x 7'0"	STANDARD	SEE DETAILS
3	3'0" x 7'0"	STANDARD	SEE DETAILS
4	3'0" x 7'0"	STANDARD	SEE DETAILS
5	3'0" x 7'0"	STANDARD	SEE DETAILS
6	3'0" x 7'0"	STANDARD	SEE DETAILS
7	3'0" x 7'0"	STANDARD	SEE DETAILS
8	3'0" x 7'0"	STANDARD	SEE DETAILS
9	3'0" x 7'0"	STANDARD	SEE DETAILS
10	3'0" x 7'0"	STANDARD	SEE DETAILS
11	3'0" x 7'0"	STANDARD	SEE DETAILS
12	3'0" x 7'0"	STANDARD	SEE DETAILS
13	3'0" x 7'0"	STANDARD	SEE DETAILS
14	3'0" x 7'0"	STANDARD	SEE DETAILS
15	3'0" x 7'0"	STANDARD	SEE DETAILS
16	3'0" x 7'0"	STANDARD	SEE DETAILS
17	3'0" x 7'0"	STANDARD	SEE DETAILS
18	3'0" x 7'0"	STANDARD	SEE DETAILS
19	3'0" x 7'0"	STANDARD	SEE DETAILS
20	3'0" x 7'0"	STANDARD	SEE DETAILS
21	3'0" x 7'0"	STANDARD	SEE DETAILS
22	3'0" x 7'0"	STANDARD	SEE DETAILS
23	3'0" x 7'0"	STANDARD	SEE DETAILS
24	3'0" x 7'0"	STANDARD	SEE DETAILS
25	3'0" x 7'0"	STANDARD	SEE DETAILS
26	3'0" x 7'0"	STANDARD	SEE DETAILS
27	3'0" x 7'0"	STANDARD	SEE DETAILS
28	3'0" x 7'0"	STANDARD	SEE DETAILS
29	3'0" x 7'0"	STANDARD	SEE DETAILS
30	3'0" x 7'0"	STANDARD	SEE DETAILS
31	3'0" x 7'0"	STANDARD	SEE DETAILS
32	3'0" x 7'0"	STANDARD	SEE DETAILS
33	3'0" x 7'0"	STANDARD	SEE DETAILS
34	3'0" x 7'0"	STANDARD	SEE DETAILS
35	3'0" x 7'0"	STANDARD	SEE DETAILS
36	3'0" x 7'0"	STANDARD	SEE DETAILS
37	3'0" x 7'0"	STANDARD	SEE DETAILS
38	3'0" x 7'0"	STANDARD	SEE DETAILS
39	3'0" x 7'0"	STANDARD	SEE DETAILS
40	3'0" x 7'0"	STANDARD	SEE DETAILS
41	3'0" x 7'0"	STANDARD	SEE DETAILS
42	3'0" x 7'0"	STANDARD	SEE DETAILS
43	3'0" x 7'0"	STANDARD	SEE DETAILS
44	3'0" x 7'0"	STANDARD	SEE DETAILS
45	3'0" x 7'0"	STANDARD	SEE DETAILS
46	3'0" x 7'0"	STANDARD	SEE DETAILS
47	3'0" x 7'0"	STANDARD	SEE DETAILS
48	3'0" x 7'0"	STANDARD	SEE DETAILS
49	3'0" x 7'0"	STANDARD	SEE DETAILS
50	3'0" x 7'0"	STANDARD	SEE DETAILS

EAST NASHVILLE SENIOR HIGH SCHOOL
 115 N. ST. LOUIS ST. NASHVILLE, TENN.
 ARCHITECTS: J. H. HARRIS & SONS
 1009
 14



FIRST FLOOR PLAN

