

J. A. New Hall

**NATIONAL REGISTER OF HISTORIC PLACES
INVENTORY - NOMINATION FORM**

(Type all entries - complete applicable sections)

STATE: Tennessee
COUNTY: Davidson
FOR NPS USE ONLY
ENTRY DATE

1. NAME

COMMON:
Fisk University - Jubilee Hall

AND/OR HISTORIC:

2. LOCATION

STREET AND NUMBER:
17th Avenue North

CITY OR TOWN:
Nashville

CONGRESSIONAL DISTRICT:

STATE: **Tennessee** CODE: **47** COUNTY: **Davidson** CODE: **037**

3. CLASSIFICATION

CATEGORY (Check One)	OWNERSHIP	STATUS	ACCESSIBLE TO THE PUBLIC
<input type="checkbox"/> District <input checked="" type="checkbox"/> Building <input type="checkbox"/> Site <input type="checkbox"/> Structure <input type="checkbox"/> Object	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Private <input type="checkbox"/> Both	Public Acquisition: <input type="checkbox"/> In Process <input type="checkbox"/> Being Considered	<input checked="" type="checkbox"/> Occupied <input type="checkbox"/> Unoccupied <input type="checkbox"/> Preservation work in progress
PRESENT USE (Check One or More as Appropriate)			
<input type="checkbox"/> Agricultural <input type="checkbox"/> Commercial <input checked="" type="checkbox"/> Educational <input type="checkbox"/> Entertainment	<input type="checkbox"/> Government <input type="checkbox"/> Industrial <input type="checkbox"/> Military <input type="checkbox"/> Museum	<input type="checkbox"/> Park <input type="checkbox"/> Private Residence <input type="checkbox"/> Religious <input type="checkbox"/> Scientific	<input type="checkbox"/> Transportation <input type="checkbox"/> Other (Specify) _____ Yes: <input checked="" type="checkbox"/> Restricted <input type="checkbox"/> Unrestricted <input type="checkbox"/> No

4. OWNER OF PROPERTY

OWNER'S NAME:
Fisk University

STREET AND NUMBER:
17th Avenue North

CITY OR TOWN:
Nashville

STATE: **Tennessee** CODE: **47**

5. LOCATION OF LEGAL DESCRIPTION

COURTHOUSE, REGISTRY OF DEEDS, ETC.:
Register's Office for Davidson County

STREET AND NUMBER:
Metro Courthouse, Public Square

CITY OR TOWN:
Nashville

STATE: **Tennessee** CODE: **47**

6. REPRESENTATION IN EXISTING SURVEYS

TITLE OF SURVEY:
Historic American Buildings Survey

DATE OF SURVEY: **1970** Federal State County Local

DEPOSITORY FOR SURVEY RECORDS:
Library of Congress

STREET AND NUMBER:

CITY OR TOWN:
Washington

STATE: **D.C.** CODE: **11**

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DATE

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7 DESCRIPTION

CONDITION	(Check One)					
	<input checked="" type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Deteriorated	<input type="checkbox"/> Ruins	<input type="checkbox"/> Unexposed
	(Check One)			(Check One)		
	<input checked="" type="checkbox"/> Altered	<input type="checkbox"/> Unaltered	<input type="checkbox"/> Moved	<input checked="" type="checkbox"/> Original Site		

DESCRIBE THE PRESENT AND ORIGINAL (if known) PHYSICAL APPEARANCE

The campus of Fisk University occupies approximately five square blocks in the northwest section of Nashville, Tennessee. The physical plant consists of forty-six buildings ranging in architectural style from 19th century Victorian Gothic to modern glass and concrete. Of the many buildings on the campus, Jubilee Hall, National Register property, is the most historic.

Jubilee Hall is an L shaped six-story Victorian Gothic building. The east front measures 145 feet and the south front 128 feet. Designed by a New York architect named Stephen D. Hatch, Jubilee Hall was constructed between 1873 and 1876.

Although Jubilee Hall is of architectural importance to the city of Nashville, its significance rests primarily in its association with the history of Fisk University. In 1871, five years after Fisk opened its doors, the school found itself in financial trouble. In order to raise funds, school officials decided to form a choir that would tour in the North singing Negro spirituals to white groups sympathetic to the education of the freedmen. The choir's first trip was not a financial success, but during the tour the group did acquire a name, the Jubilee Singers. In 1872 the Jubilee Singers again headed North, where they sang at the World Peace Jubilee in Boston. Acclaim was immediate. In the following years the group toured extensively in the United States and abroad. The money that these tours brought in saved Fisk University. The funds were used to purchase land for the school and construct the necessary buildings. The first building constructed was appropriately named Jubilee Hall after the singers. Through the often difficult years of the school's history, Jubilee Hall has become a symbol of Fisk's determination to endure and to provide a quality education for black Americans.

Jubilee Hall has undergone no major exterior alterations since its completion in 1876. In 1965 the interior was completely rebuilt to provide modern dormitory facilities. Jubilee Hall possess integrity both in its architecture and in its association with the history of Fisk University.

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4. SIGNIFICANCE

PERIOD (Check One or More as Appropriate)

<input type="checkbox"/> Pre-Columbian	<input type="checkbox"/> 16th Century	<input type="checkbox"/> 18th Century	<input checked="" type="checkbox"/> 20th Century
<input type="checkbox"/> 15th Century	<input type="checkbox"/> 17th Century	<input checked="" type="checkbox"/> 19th Century	

SPECIFIC DATE(S) (If Applicable and Known)

AREAS OF SIGNIFICANCE (Check One or More as Appropriate)

<input type="checkbox"/> Aboriginal	<input checked="" type="checkbox"/> Education	<input type="checkbox"/> Political	<input type="checkbox"/> Urban Planning
<input type="checkbox"/> Prehistoric	<input type="checkbox"/> Engineering	<input type="checkbox"/> Religion/Philosophy	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Historic	<input type="checkbox"/> Industry		_____
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Invention	<input type="checkbox"/> Science	_____
<input type="checkbox"/> Architecture	<input type="checkbox"/> Landscape Architecture	<input type="checkbox"/> Sculpture	_____
<input type="checkbox"/> Art	<input type="checkbox"/> Literature	<input type="checkbox"/> Social/Humanitarian	_____
<input type="checkbox"/> Commerce	<input type="checkbox"/> Military	<input type="checkbox"/> Theater	_____
<input type="checkbox"/> Communications	<input type="checkbox"/> Music	<input type="checkbox"/> Transportation	_____
<input type="checkbox"/> Conservation			_____

STATEMENT OF SIGNIFICANCE

Fisk University was founded in 1865 at the close of the Civil War. It was one of the many schools established by the American Missionary Association and the Western Freedmen's Aid Commission. The school is named after General Clinton B. Fisk, who at the time administered the Freedmen's Bureau in Tennessee. The institution opened in 1866 and received its charter in 1867. Since 1867 Fisk has established its reputation as one of the best black universities in the country.

Fisk University's significance in the history of black education is derived from its position as one of the leading Afro-American liberal arts universities in the United States. Although originally established as a normal school for training teachers to serve the freedmen, Fisk slowly evolved into a liberal arts college modeled on similar schools in other parts of the country. As an academically oriented liberal arts college, Fisk, like Atlanta University and Talladega College, formed a counterpoint or counter pole to the vocationally directed schools such as Hampton and Tuskegee.

Fisk was founded by the American Missionary Association, a largely Congregational religious organization established in 1846 to oppose slavery and to assist black Americans. Although many religious denominations actively supported black education after the Civil War, the AMA provided the most support both in quantitative and qualitative terms. The AMA established more schools, staffed them with better educators, and gave them more lasting support than any other organization.

According to Dr. Horace Mann Bond, the AMA rooted its support of black Americans in what he calls a "one blood theory." This bible derived theory held that since God created all men with the same blood, all men were potentially equal. Historical circumstances had led to vast socioeconomic inequalities among races, but inequality and racism could be overcome when all men were given equal opportunities. Race was not a determining factor in human worth or ability. All men had the same potential of achieving intellectual and spiritual perfection.

This basic philosophy guided the AMA in its approach to the black colleges established under its auspices. Since there were no inherent or intrinsic

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9. MAJOR BIBLIOGRAPHICAL REFERENCES

Bond, Horace Mann, "The American Missionary Association Colleges and The Great Society." Inauguration of Herman Lodge Long as Ninth President at Talledega College, 1965.

Bullock, Henry Allen, A History of Negro Education in the South (New York, 1967).

Fisk University History Building and Site, and Services of Dedication at Nashville, Tennessee, January 1, 1876. New York: Trustees of Fisk University, 1876.

Holmes, Dwight O.W. The Evaluation of the Negro College. (N.Y., 1969).

10. GEOGRAPHICAL DATA

LATITUDE AND LONGITUDE COORDINATES DEFINING A RECTANGLE LOCATING THE PROPERTY			O R	LATITUDE AND LONGITUDE COORDINATES DEFINING THE CENTER POINT OF A PROPERTY OF LESS THAN TEN ACRES		
CORNER	LATITUDE	LONGITUDE		LATITUDE	LONGITUDE	
	Degrees Minutes Seconds	Degrees Minutes Seconds		Degrees Minutes Seconds	Degrees Minutes Seconds	
NW	° ' "	° ' "		86° 48' 17"	36° 10' 08"	
NE	° ' "	° ' "				
SE	° ' "	° ' "				
SW	° ' "	° ' "				

APPROXIMATE ACREAGE OF NOMINATED PROPERTY:

LIST ALL STATES AND COUNTIES FOR PROPERTIES OVERLAPPING STATE OR COUNTY BOUNDARIES

STATE:	CODE	COUNTY	CODE
STATE:	CODE	COUNTY:	CODE
STATE:	CODE	COUNTY:	CODE
STATE:	CODE	COUNTY:	CODE

11. FORM PREPARED BY

NAME AND TITLE:
James Sheire, Historian

ORGANIZATION **Office of Archeology and Historic Preservation,
National Park Service** DATE **July 1974**

STREET AND NUMBER:
1100 L Street NW.

CITY OR TOWN: **Washington** STATE **D.C.** CODE **11**

12. STATE LIAISON OFFICER CERTIFICATION

NATIONAL REGISTER VERIFICATION

As the designated State Liaison Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service. The recommended level of significance of this nomination is:

National State Local

Name _____

Title _____

Date _____

I hereby certify that this property is included in the National Register.

Director, Office of Archeology and Historic Preservation

Date _____

ATTEST:

Keeper of The National Register

Date _____

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Jubilee Hall -
Fisk University

(Continuation Sheet)

STATE	
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8. Significance

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racial differences in the educational potential of all men, the black colleges would be guided by the same goals and curriculum as the best schools of higher education in the United States. Black Americans would be instructed in the natural and physical sciences, in the liberal arts, and in the professions.

The liberal arts approach to Negro education at Fisk placed the school in direct contrast to the vocationalism of Tuskegee and Hampton. At the latter schools emphasis was placed on educating Afro-Americans to become useful citizens within the social and economic environment of white supremacy and caste.

The curriculum was dominated by the industrial arts and agricultural training. At Fisk the traditional disciplines dominated the curriculum. In his "A History of Negro Education in the South" Henry Allen Bullock claims that the two types of schools educated two different classes within the caste system, one middle class and the other proletarian.

Fisk's accomplishments are documented in the university's graduates. First, they, and their counterparts from schools such as Atlanta University and Talladega College, formed the beginnings of an educated black middle class. As such they assumed leadership positions in black communities throughout the South and helped ameliorate many of the worst conditions among the black poor. Second, many Fisk graduates attained national recognition in their disciplines and professions. Among them were scholars and educators such as W. E. B. DuBois, historians such as John Hope Franklin and Charles Wesley, judges of the caliber of L. Howard Bennett and Constance Baker Motley, and writers like today's Nikki Giovanni. In their work black Americans such as these helped provide all Americans with a better understanding of black history and identity and they demonstrated a black potential to contribute to the shared culture and civilization. Third, and perhaps most importantly, Fisk graduates constituted a direct challenge to the caste system and white supremacy itself. In proving that race was not a determining factor in educational potential, they undermined the basic tenets of a special-vocational education that trained blacks to assume an inferior socio-economic position in American society based on supposed racial inferiority. The products of Fisk's emphasis on academic excellence contradicted, and thus helped make untenable and irrational, the ideology of white supremacy. Led by W. E. B. DuBois, many Fisk graduates rebelled against special education and insisted instead on education of a "talented tenth," to use DuBois' conception, that would lead black Americans to a position of racial identity and social and economic equality. If the Battle of Waterloo was won on the playing fields of Eaton, then future civil rights victories were conceived in part in the classrooms and around the fireplaces of black universities such as Fisk. In the late 19th and early 20th centuries Fisk University participated in educating the leadership and cadre that would become the civil rights movement.

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