

# 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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any 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.

## 1. Name of Property

Historic name: Dunbar High School

Other names/site number: Dunbar Intermediate School, Charles England Intermediate School

Name of related multiple property listing:

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

## 2. Location

Street & number: 301 Smith Avenue

City or town: Lexington State: NC County: Davidson

Not For Publication: ☐ Vicinity: ☐

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this   x   nomination        request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property \_\_\_\_\_ meets \_\_\_\_\_ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

**national** **statewide** **x local**

Applicable National Register Criteria:

  x   **A**                             **B**                             **C**                             **D**

**Signature of certifying official/Title: State Historic Preservation Officer      Date**

**State or Federal agency/bureau or Tribal Government**

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In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register criteria.

Signature of commenting official:

Date

Title :

State or Federal agency/bureau  
or Tribal Government

#### 4. National Park Service Certification

I hereby certify that this property is:

- \_\_\_ entered in the National Register  
\_\_\_ determined eligible for the National Register  
\_\_\_ determined not eligible for the National Register  
\_\_\_ removed from the National Register  
\_\_\_ other (explain:) \_\_\_\_\_

Signature of the Keeper

Date of Action

#### 5. Classification

##### Ownership of Property

(Check as many boxes as apply.)

Private:

☒

Public – Local

☐

Public – State

☐

Public – Federal

☐

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**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 the count)

Contributing

1

1

          

          

2

Noncontributing

1

          

          

          

1

buildings

sites

structures

objects

Total

Number of contributing resources previously listed in the National Register           

**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION/School

          

          

          

          

**Current Functions**

(Enter categories from instructions.)

VACANT/NOT IN USE

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENT: International Style

**Materials:** (enter categories from instructions.)

Brick, Concrete, with Cast-Stone elements.

### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

#### Summary Paragraph

The Dunbar School is a 1952 high school that was constructed for the Black community of Lexington before the city school system was desegregated in 1964. The school is located at 301 Smith Avenue in Lexington, North Carolina. The original School building and gymnasium were constructed in 1951-52 by Modernist architect Louis S. Booth of Spartanburg, South Carolina. Later additions were constructed and consist of an auditorium wing built in 1957 by G.L. Wilson Building Company, a classroom addition constructed in 1962, and a media center and classroom designed by architect Paul Briggs in 1973. The Dunbar School is comprised of brick and concrete and is complemented with cast-stone accents. The Dunbar School retains its historic integrity as its exterior appearance and interior layout remain relatively intact.

### Narrative Description

#### *1951 – 1952 Classroom and Gymnasium*

#### *Contributing Building*

##### *Exterior*

The Dunbar School building was constructed in 1951-52 and consists of a one-story, L-shaped classroom and administrative section connected to a double height gymnasium on a full, partially raised basement. The building is constructed of red brick and concrete with cast stone accents and features steel framed ribbon windows and a subtly inverted roof which allows for efficient water shedding.

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The main (south) façade fronts Smith Avenue. At the west end of the façade is the administration section which was altered from the historic design ca. 1990. Originally, the elevation contained banks of steel framed windows; these windows were removed and filled with narrow, aluminum framed units interspersed with EIFS panels. The historic cast stone windowsill and red brick wall of this elevation are intact. The roof overhangs this section and the intersecting walls at the east and west ends extend beyond the façade, creating a frame effect. The east side of the main façade sits several feet back and features the main entrance to the classroom wing of the building. There are two sets of double doors, all of which have been boarded up with plywood. Window fenestration along this part of the elevation is unique.<sup>1</sup> All windows are steel framed with horizontal muntins and an operable awning sash. Each bank of windows is divided by a wide brick section. Windows are laid out in a 2-2-1-2-1-2-2-3 pattern. The building begins to slope downwards beginning at the middle of the elevation; the ground floor/basement level is fully expressed by the time the elevation meets the adjoining gymnasium. Likely there was a lower-level entrance at this point however, it was changed when the auditorium and entry hall was constructed in 1957. The south elevation of the connected gymnasium has been mostly obscured by the auditorium. Only a small portion of the red brick gym façade is visible above the auditorium. The auditorium façade is described in the section below.

The gymnasium is a plain red brick structure consisting of a double-height gym above a basement level. The east elevation begins at the southern side of the parcel with a set of double doors with a metal awning above. The upper level of the elevation features four banks of steel framed, multipaned windows interspersed with louvered metal vent openings. The north end of the elevation has a steel tripartite window with horizontal muntins. The center of each section has an operable hopper window. Along the ground floor, adjacent to the main exterior entrance is a one-story brick addition that runs the remaining length of the gymnasium. This contains the lower-level cafeteria and kitchen. There are three banks of three steel awning windows in the upper section of the addition, near the south end. A steel door with a transom that has been filled with a portable air conditioning unit is located in the center of the addition. The north elevation of the gymnasium is red brick with the lower level covered in painted stucco. Two sets of paired steel framed windows with horizontal lites are located to each side of the main level elevation. The lower level has six, large openings, five of which are covered with painted plywood. One opening is partially covered; the original steel framed window is intact. The double width entrance has been partially infilled with concrete block to create a single width opening, now covered with plywood. An aluminum awning is located above the door. Adjacent to this entrance is a small concrete block addition. The west elevation of the gymnasium is similar to the east. Large, steel-framed, multi-pane windows are located in the upper section of the elevation. The main level has three narrow window openings with steel windows, followed by a door accessed by a concrete and steel staircase. The lower level has three openings, all of which have been covered with painted plywood. In the center of the main level, the north elevation of the classroom section connects to the gymnasium.

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<sup>1</sup> This section may have been the original administration area based on the floor plan and different window fenestration.

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The north elevation of the classroom section is one level on a partially exposed basement. A double width entry is located at the east end. The main level has three sets of three-lite windows with heavier mullions between them. To the right/east of that is an exterior stair leading down to the boiler room. There are multiple metal louvered vent openings at this lower boiler room level. Connected sets of six-lite steel windows in the main story are divided by heavy lites. The roof is flat or slightly pitched and a tall square red brick smokestack vents the boiler room and is visible from both the north and south elevations.

The east classroom elevation is clad with red brick and steel six-lite windows in a nearly continuous pattern of wider windows flanking a narrower window, divided by heavier vertical mullions breaks-up the continuous wall. These windows are separated by concrete pilasters, but the overall effect is that of one continuous horizontal ribbon window. The roof eave projects over the windows, and the pilasters continue under the eave as a bracket. Mechanical-HVAC equipment is primarily situated on this eastern section of the roof. A double width entry is located at the north end of the classroom section; it has been covered with plyboard. An aluminum awning is located above the doors. At this point, the 1962 classroom addition begins. This section will be described below.

The west elevation of the 1962 classroom addition precedes the original classroom section and will be described below. The west elevation of the original classroom section begins at the north end with a single width window opening that is smaller than the other windows at this elevation. Following this single opening, the elevation has the same rhythmic ribbon windows seen on the east elevation. The windows reach to the roofline. Concrete sills are located beneath the units. The dividing pilasters between each window set continue under the eave acting as a bracket.

### ***Interior***

The classroom section contains nine classrooms, two administrative office areas, restrooms, storage rooms, and a teacher's lounge arranged around a single, central corridor. The central corridor contains aluminum framed fixed windows looking out to the hallway in some rooms. At the west end of the administrative offices is the gymnasium connected by way of a stair hall. The finishes for this building include vinyl composition tile flooring, painted brick and CMU walls, and acoustic drop tile ceilings in both the hallways and classrooms. The acoustic tile ceilings are not original and were likely inserted following the end of the period of significance when modern HVAC systems were installed.

The gymnasium doubled as an assembly space before 1956. The gymnasium is a double height space with concrete floors. At the south end is a brick platform accessed by stairs at either end. The ground level of the gymnasium wing consists of the cafeteria, kitchen, and classrooms. Walls throughout these sections of the building are painted concrete blocks. The flooring, notwithstanding the gym, is vinyl composition tile. Some of the original tiles have been removed leaving the original adhesive exposed. Ceilings in the corridors and the classroom section are dropped acoustic tile and conceal the building's mechanical equipment. The dropped acoustic ceilings in the classrooms were added after the installation of the mechanical systems and partially obscure the top sections of the windows.

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## **Additions**

### ***Auditorium Wing (1957)***

#### ***Exterior***

Constructed in 1957, the auditorium is a rectangular brick one-story, double height building adjoining the south side of the gymnasium and the original front doors of the school. The addition includes a single-story enclosed corridor along the west elevation with access doors at the main (south) façade.

The main (south) façade has three sets of four windows divided by concrete pilasters. Each window is divided into seven lites, with the fourth and fifth lites acting as an operable hopper section. The windows have concrete sills. There are five square metal downspouts along this façade.

The west elevation of the auditorium entrance hallway contains steel or aluminum framed windows with horizontal muntins lining the corridor. The continuous ribbon windows are four lites each divided by heavier vertical mullions. Above this entry hallway is solid brick with no openings. As the auditorium adjoins the gymnasium, the north elevation is not visible.

Weep holes are located at regular intervals near the roof on all sides of the auditorium.

#### ***Interior***

A double width corridor connects to the original stair hall between the classroom section and gymnasium. There is exposed painted brick along the west side of the corridor. The east side features banks of steel framed windows. Indoor HVAC units run beneath the windows. The floor is exposed concrete.

The added corridor has tile flooring. The ribbon windows are mostly covered in plywood. A row of vented radiators sits below the windows. The interior wall of the auditorium, once exterior, is painted brick. There are two sets of double doors leading from the corridor into the lobby. Off the corridor is a lobby space with exposed red brick walls and carpeted floors. There are restrooms on either end of the lobby, and a set of steel circular stairs leading to the upper rear. The auditorium is double height space. The flooring gradually slopes toward the wooden stage with wooden and metal chairs with aisles in between. The aisles in front of the stage are carpeted. There are doors and a set of stairs flanking the stage leading to the dressing rooms. Located underneath the stage is a partial unconditioned basement. The finishes include concrete flooring, painted ceilings, and cement block walls.

### ***Classroom Addition (1962)***

#### ***Exterior***

A two-story, eight classroom addition was constructed in 1962 at the west side of the site and connected to the original classroom section at the north elevation. The classroom addition is red brick with cast stone accents. Both the east and west elevations feature banks of the same steel

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framed windows with horizontal muntins found in the original classroom section. The north elevation of the classroom addition is solid red brick and is partially obscured by the two-story connector corridor leading to the media center addition, which is described below.

### *Interior*

The classroom addition features four classrooms on each floor with a central corridor. The classroom addition connects to the original classroom section via a two-story stair hall, which exits into the central, interior courtyard. The finishes are the same as the original classroom section.

### ***Media Center and Classroom Addition (1973)***

#### *Exterior*

The media center wing was constructed in 1973 and connects to the north side of the 1962 classroom addition. The media center addition is masonry construction, comprised of brick and concrete block. The building is two stories with a rectangular corridor leading to the octagonal shaped media center (upper floor) and classrooms (lower floor). The first level of the building is recessed so that the second level protrudes over it to create a cantilevered effect.

The west side of the media center addition consists of the two-story connecting corridor. The elevation is solid brick with a double width steel door entry at the lower level. The north elevation of the media center addition is two stories with four widely spaced window openings at the upper and lower levels. Each opening contains an aluminum framed window divided by vertical muntin. At the end of the elevation, there is an exterior stairhall composed of brick and concrete with steel tube railing. The remaining portion of the north elevation is the octagonal media center. Three faces are visible; the first and third faces have no openings at the upper level; the lower level of each face has a large, multipaned aluminum window above a stucco knee wall pierced by a louvered HVAC vent. The second face features an oversized multipaned aluminum window on the upper level; this window is divided into three sections with eight lites. The center section of the window contains larger lites. The lower level contains the same large multipaned window unit as found on the first and third faces. A window and door combination unit are also located on the lower level of the second face.

The east elevation is brick and consists of a lower level with a multipaned window and a combination window and door system. The upper level has a single door opening accessed by a concrete stair with steel tube railings.

The south elevation is composed of three elevations. The first and second elevations have no openings on the upper level. The lower level of the second elevation has a multipaned, aluminum framed window with HVAC vent beneath. A combination door and window unit are located at the lower level of the second elevation. The remaining part of the south elevation is composed of the two-story connector corridor. There are eleven horizontal, aluminum framed windows along this elevation.

### *Interior*



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The media center is accessed via the two-story corridor from the 1962 Classroom Addition. This corridor has a stair hall as well as a wide concrete ramp which provides access to the lower-level classrooms. The corridor flooring is modern Vinyl Composition Tile (VCT), and the walls are painted cement blocks. An acoustic tile ceiling is located in the corridor. The upper floor consists of the media center. The finishes include carpeted flooring, painted walls, wood paneling, and acoustic ceiling tiles. The lower level contains a central gathering space with eight classrooms radiating off. The floors are carpeted, and the ceilings are finished with acoustic tile grids. Each classroom has a door to provide direct access to the playground and athletic fields.

### ***Athletic Fields***

### ***Contributing Site***

The school's historic athletic fields are located on the east side of the school complex. Currently this area comprises approximately half of the overall site—roughly five acres. The area is operated by the City of Lexington as the Smith Avenue Park. At the south end of the site, along Smith Avenue, are two tennis courts surrounded by a ten-foot-high chain-link fence. The perimeter of the site features a concrete walking path, accessed from an entrance on Smith Avenue. The west side of the park has a playground and a covered picnic shelter on a concrete pad.

### ***Modular Classroom Structure (ca. 1983)***

### ***Non-Contributing Building***

A small rectangular building with a concrete block foundation and metal siding sits between the rear of the gymnasium and the media center. The exact date of construction is unknown although based on Historic Aerials the building was in its current location by 1983. The interior space is divided up into classroom space. The finishes of this space are tile flooring, acoustic ceiling tile, and painted wall paneling.

## **Integrity Statement**

### **Location**

The Dunbar School remains in the same location in which it was constructed, thus it retains integrity of location.

### **Setting**

The Dunbar School is located in a residential area just outside of Downtown Lexington. The area during construction was mainly underdeveloped with some residential areas throughout. The biggest changes to the surrounding area consist of the increase in residential housing. Based on historic aerials, the residential density in the neighborhood began to increase ca. 1961. Overall Dunbar School retains its integrity of setting.

### **Design**

Dunbar School was constructed in three phases over time and by different architects. The original school building was designed by Louis S. Booth and Paul Briggs. The building illustrates the prevailing Modernist style of the 1950s through the 1970s. The interior design is

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relatively intact with the majority of the classrooms retaining their original volume while the original circulation corridors have remained as originally designed. The gymnasium and auditorium also retain their full volume and appear as originally constructed. The overall design is intact and retains integrity.

### Materials

The Dunbar School retains the majority of its original construction materials with some exceptions. The brick veneer is intact and clads the majority of the building. The west end of the elevation of the administration section has been altered from the historic design. Originally, this area served as a library and contained banks of steel and glass windows. In 1990, the library was converted to an administration area; the original windows were removed, and the space filled with EIFS panels and new aluminum framed windows.

Interior finishes include vinyl composition tile, flooring, carpeting, and sealed concrete flooring. Some of the vinyl composition tiles have been removed, leaving the mastic adhesive exposed.

### Workmanship

The original workmanship of the building is represented by the masonry veneer exterior; thus, integrity is intact.

### Feeling

The school's buildings were constructed during the Modernist period and represent the International Style. While the school includes the typical double loaded corridor arrangement, this traditional school plan was easily adapted and updated by the principles espoused by the Modern movement. The U-shaped building was designed around a large, interior courtyard. This arrangement created a cohesive link to the outdoors, which was one of the components used by Modernist architects. A sense of openness was also a focus of Modernist architecture. At Dunbar, the banks of glass and steel windows found on the major elevations of the school building helped create this feeling. Additionally, these long rows of windows speak to the Modernist architect's desire to create pleasing exterior architecture through regularity as well as uniformity of materials. While an auditorium was added in 1957, a new classroom wing in 1962, and in 1971, an octagonal library and classroom wing, the school in its entirety still forms a U-shape with ample access to the interior courtyard. The feeling engendered by the school's Modernist design is intact.

### Association

Dunbar School was constructed during a period of mounting challenges to segregation; thus, it was meant to provide equal accommodations for Lexington's Black students. Despite desegregation of the local school system in 1964, Dunbar School retained its majority Black student population. In 1969, all students, regardless of race, began attending Lexington Senior High School, and Dunbar became an intermediate school dedicated to the education of sixth and seventh graders. The school continued to operate for many years under the Dunbar name until becoming the Charles England Intermediate School in 1999. The school continued to operate

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until 2008 when the completion of the new Charles England Elementary School closed the facility. The building has been vacant for over fifteen years; despite the decline of the facility, the abandonment has preserved the school's integrity. Therefore, the building's association to education remains intact.

## 8. Statement of Significance

### Applicable National Register Criteria

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

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

### Criteria Considerations

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

- ☐ A. Owned by a religious institution or used for religious purposes
- ☐ B. Removed from its original location
- ☐ C. A birthplace or grave
- ☐ D. A cemetery
- ☐ E. A reconstructed building, object, or structure
- ☐ F. A commemorative property
- ☐ G. Less than 50 years old or achieving significance within the past 50 years

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**Areas of Significance**

(Enter categories from instructions.)

EDUCATION

ETHNIC HERITAGE: Black

\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1951-1967

\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1951

1956

1962

1967

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

N/A

\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

Booth, Louis S.

Briggs, Paul

**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Construction of the Dunbar School began in 1951. After opening in 1952, the school served as Lexington's segregated school for Black students from that time until 1967. The Dunbar School is significant at the local level under Criterion A in the areas of Education and Ethnic Heritage: Black. Dunbar is noted for its function as a segregated school which resulted from the discriminatory policies of the early-to-mid-twentieth century when most southern states allowed for strict separation between whites and Blacks. By the mid-twentieth century, the segregation of

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public facilities was being challenged across the nation. Beginning in the 1950s, the need for segregated schools was being called into question. In response, many states, including North Carolina, attempted to bolster their arguments for segregated educational facilities by constructing new and improved schools for Black students. The construction of Dunbar School resulted directly from these efforts to maintain the status quo. While the Lexington school district was de-segregated in 1964, the school continued to serve only Black students until 1967 when the last high school class of students graduated. Dunbar was closed for the 1967 – 1968 school year as all high school students, regardless of race, began attending Lexington Senior High School. While Dunbar was eventually re-opened as an intermediate school, the first phase of its history as a segregated education facility had come to an end. The period of significance for Dunbar School is 1951, when construction began on the building, to 1967, when the last high school class graduated and the building closed.

**Narrative Statement of Significance** (Provide at least **one** paragraph for each area of significance.)

### *Origins of Segregation*

Segregation shaped life in many American cities following the Civil War, persisting until the Civil Rights Act of 1968. During the Reconstruction era, three constitutional amendments and numerous laws were passed by Congress to affirm the rights of Black Americans. However, through a series of court cases, these rights were slowly dismantled, particularly after the end of Radical Reconstruction in 1877. Racial discrimination victims were told to seek relief from the individual states and not the federal government. State governments during this time were already passing legislation that solidified the inequality between races. Many of the laws required the establishment of separate schools for children of each race. Segregation became much more apparent in most all public and semi-public facilities through the establishment of the “Jim Crow” laws.<sup>2</sup> These statutes and ordinances were established to separate Americans based on race and were often used to condemn Black citizens to inferior treatment and facilities. “Jim Crow” laws required that public schools, water fountains, toilets, public transportation, and public recreational facilities were segregated.<sup>3</sup>

In 1896, this division of the races would be upheld by the landmark Supreme Court case, *Plessy v. Ferguson*. Justice Henry Brown of Michigan delivered the Courts’ decision, which sustained the constitutionality of Louisiana's Jim Crow laws. He spoke for the majority saying, “We consider the underlying fallacy of the plaintiff’s argument to consist of that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because of the colored race chooses to put the construction upon it...The argument also assumes that social prejudice may be overcome by

<sup>2</sup> Plessy vs. Ferguson, Judgement, Decided May 18, 1896; Records of the Supreme Court of the United States; Record Group 267; Plessy v. Ferguson, 163, #15248, National Archives.

<sup>3</sup> “Jim Crow Laws and Racial Segregation”, Social Welfare Project, 2011, <https://socialwelfare.library.vcu.edu/eras/civil-war-reconstruction/jim-crow-laws-and-racial-segregation/>

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legislation, and that equal rights cannot be secured except by an enforced commingling of the two races...If the civil and political rights of both races be equal, one cannot be inferior to the other civilly or politically. If on race be inferior to the other socially, the Constitution of the United States cannot put them on the same plane". This ruling solidified the "separate but equal" standard which supported the racial segregation of all public facilities across the nation.<sup>4</sup>

In Lexington, North Carolina, this system of enforced racial separation defined everyday experiences for the Black community. They were regularly required to enter private businesses - such as stores, restaurants, and theaters - through back doors or were denied access or service. For instance, the local movie theater also imposed restrictions that allowed Black patrons to attend the theatre only on designated days and at limited times. Publicly owned spaces reflected this divide as well, with separate water fountains and swimming pools, and educational institutions were similarly segregated, reinforcing systemic inequality throughout Davidson County.<sup>5</sup>

The number of segregated schools increased due to the *Plessy vs. Ferguson* ruling which stipulated that segregation could be enforced when equal facilities were provided to Black citizens. As a result of this landmark legislation, many states and municipalities enacted a wide range of laws which legalized segregation. In the realm of education, separate schools for Black children were established, though many of these facilities were rarely used.<sup>6</sup> In 1903, North Carolina solidified its discriminatory stance against Black students when the legislature passed a law stating that no North Carolina<sup>78</sup>

### *Legalized Segregation in the Schoolhouse*

While the North Carolina legislature began funding public education for Black students in 1910, there still existed disparities between white and Black educational facilities, particularly in rural counties.<sup>9</sup> This situation was not confined to North Carolina as many southern states maintained the bare minimum in terms of providing educational facilities for Black children. Julius Rosenwald, president of Sears, Roebuck, and Co., took note of the situation and provided funding for better schools. As a result, over 8,300 schools were built for Black students across the United States. North Carolina had more than any state with over 800 projects.<sup>10</sup> In the early

<sup>4</sup> IBID.

<sup>5</sup> Lockhart, Kassandra Shanette, "Preserving Dunbar: Involuntary Integration", Davidson Local, <https://www.davidsonlocal.com/news/preserving-dunbar-involuntary-integration>

<sup>6</sup> Bo Bennett, *Lexington*, (Charleston, SC: Arcadia Publishing, 2006), 82.

<sup>8</sup> Benjamin R. Justesen and Scott Matthews, "Part IV: Expansion, Consolidation, and Public Education," *NCpedia*, accessed December 5, 2024, <https://www.ncpedia.org/public-education-part-4-expansion#:~:text=In%201907%20Asheville%20city%20schools,statewide%20law%20compelling%20school%20attendance.>

<sup>9</sup> Justesen and Matthews, "Public Education: Part IV."

<sup>10</sup> Claudia R. Brown, "Rosenwald Schools," *North Carolina State Historic Preservation Office*, accessed December 4, 2024, <https://www.hpo.nc.gov/historic-preservation/rosenwald-schools>.

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1920s, the Rosenwald program assisted in the construction of a new Lexington Colored School, located on 4<sup>th</sup> Street. The school's first graduating class voted to rename the school after Paul Laurence Dunbar (1872-1906), one of the first African American poets to establish an international literary reputation.<sup>11</sup> Dunbar proved to be a popular, if not unofficial patron of segregated Black schools following his early death from Tuberculosis in 1906; schools in over ten states including Kentucky, Illinois, Maryland, Alabama, Arizona, and his home state of Ohio bear his name.<sup>12</sup>

The 4<sup>th</sup> Street Dunbar School would have educated children through age 14, as per the state's compulsory attendance policy. The school also housed the segregated branch of the Lexington Public Library with students using the library during the day and adults in the afternoon and early evening hours.<sup>13</sup> Upgrades to segregated school facilities stalled during the Great Depression, with white schools receiving priority for upgrades or new facilities when federal funding for the New Deal was issued.<sup>14</sup> The North Carolina legislature eventually took control of the various county organized school systems, making it a basic governmental unit and enacting a sales tax to support it.<sup>15</sup>

Changes during the 1940s would create crowded conditions at the 4<sup>th</sup> Street Dunbar School. In 1942, 12<sup>th</sup> grade was added to schools and in 1946, the compulsory age of attendance was increased to 16.<sup>16</sup> On a national level, the National Association for the Advancement of Colored People (NAACP) was leading the charge to challenge "separate but equal" mandates. In 1951, Black families in Topeka, Kansas filed suit against the Board of Education, citing that segregation of schools was unconstitutional. A federal court ruled against the families, and with the help of Thurgood Marshall, the NAACP's chief legal counsel, the case was taken to the supreme court.

Meanwhile, the State of North Carolina passed a new school bond program that created millions of dollars in funding for new schools. With Dunbar School serving as the facility for all ages of Black children, overcrowding was an issue.<sup>17</sup> In 1951, the city of Lexington announced a plan for two new high schools in the area, one for white students and one for Black students. By March, an advertisement was placed in the local newspaper calling for drawings and specifications for the construction of both Lexington Senior High School for white students and Dunbar High

<sup>11</sup> Kassaundra Shanette Lockhart, "Preserving Dunbar: The Culture and Legacy," *Davidson Local*, accessed December 5, 2024, <https://www.davidsonlocal.com/news/preserving-dunbar-the-culture-and-legacy>.

<sup>12</sup> "Dunbar Schools," *National Park Service*, accessed December 5, 2024, <https://www.nps.gov/daav/learn/historyculture/dunbarschools.htm#:~:text=Symbolizing%20his%20success%20are%20the,positive%20effects%20of%20Paul's%20life>.

<sup>13</sup> "Lexington Library Timeline," *Davidson County Public Library*, accessed December 6, 2024, <https://ils.unc.edu/nclibs/davidson/Lexington%20Library%20Timeline.htm>.

<sup>14</sup> There was one school built in Lexington during the Great Depression (Grimes School). This school served the white children of workers at Erlanger Mill.

<sup>15</sup> Dr. William H. Huffman, "Grimes School," *National Register of Historic Places*, October 28, 1988.

<sup>16</sup> Justesen and Matthews, "Public Education: Part IV."

<sup>17</sup> Davidson County Historical Museum Staff, "Virtual Tour: Exploring Black History in Lexington", YouTube, 2021, video, 4:00, <https://www.youtube.com/watch?v=Z9wvCY13H4A&t=1420s>.

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School for Black students. The square footage for each school reflected the prevailing racial bias: Lexington Senior High School was approximately 67,500 sq ft., while Dunbar High School was only 35,300 sq ft.<sup>18</sup> Yet, it is likely that the plan to build two new, but separate school facilities was an attempt to prove that Black students were not being disadvantaged.

Louis S. Booth, a Modernist architect from Spartanburg, South Carolina, was chosen to design the school, as well as Lexington Senior High School. Booth worked for Lockwood-Greene Engineering, a firm with a long history of designing industrial and institutional buildings throughout the southeast. For Dunbar, Booth employed elements of the International style to design the school including a flat roof line with deeply recessed eaves, banks of glass windows, and a system of open corridors connecting the various areas of the school.

In September of 1952, the school's construction was almost complete, and the first picture of the school was released in newspapers.<sup>19</sup> By October of 1952, Dunbar High School was nearing the end of construction. The Dunbar school constructed by Booth was considered to be the "finest" educational plants for Black students.<sup>20</sup> The Dunbar School officially opened for operation on November 10, 1952. The school housed grades eight through twelve.<sup>21</sup> Dunbar High School was dedicated by Dr. S. E. Duncan of the State Department of Education on May 10<sup>th</sup>, 1953.<sup>22</sup> On May 17, 1954, the landmark *Brown vs. Board of Education of Topeka, Kansas* ruled against the separate but equal principle that had mandated racial segregation in all public facilities since *Plessy vs. Ferguson* case in 1896.<sup>23</sup> Despite the overturning of the laws, the Dunbar School remained in operation as a segregated facility due to the slow implementation of desegregation in Lexington.

Over the next decade, two additions were made at Dunbar to accommodate the growing student population. In 1957, G.L. Wilson Building Company of Statesville was hired to construct a new wing with eight classrooms at the ground level and an auditorium on the main level.<sup>24</sup> This expansion was followed by an additional wing with four-classrooms, which was constructed in 1962.<sup>25</sup>

During the early 1960s numerous civil rights demonstrations and protests were taking place in the American south. These events were mostly peaceful sit-ins, however there were some cases where the demonstrations and protests escalated. On June 6<sup>th</sup>, 1963, a civil rights activism event escalated after approximately fifteen Black residents were denied entry to the Carolina Theater

<sup>18</sup> "Public Notice", 30 March 1951, *Winston-Salem Journal* (Winston-Salem, NC).

<sup>19</sup> "Workmen", 28 September 1952, *Winston-Salem Journal*.

<sup>20</sup> "New School In Davidson Is hailed", 14 October 1952, *Winston-Salem Journal*.

<sup>21</sup> "Lexington to Open Dunbar High School", 6 November 1952, *Winston-Salem Journal*.

<sup>22</sup> "Dedication of School Planned in Lexington", 6 May 1953, *Winston-Salem Journal*.

<sup>23</sup> "Brown vs. the Board of Education (1954)," *National Archives*, accessed October 14, 2024, <https://www.archives.gov/milestone-documents/brown-v-board-of-education#:~:text=On%20May%2017%2C%201954%2C%20U.S.,amendment%20and%20was%20therefore%20unconstitutional.>

<sup>24</sup> "New School Contracts Are Awarded", 31 July 1957, *Winston-Salem Journal*.

<sup>25</sup> "Financing of Schools Adopted", 18 January 1962, *Winston-Salem Journal*.



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and Lexington Lanes Bowling Alley on June 5<sup>th</sup>. The first night a large crowd gathered but later dispersed. The night of the 6<sup>th</sup> started with a mob of white civilians throwing rocks and other items at Black civilians in the crowd and retaliation began. The incident ended with two men suffering gunshot, one victim whose life was lost and the other victim severely injured.<sup>26</sup> This event led to the governor of North Carolina, Terry Sanford, establishing a Good Neighbor Council by executive order. In addition to this motion, Sanford also called for the creation of Good Neighbor councils by mayors and chairmen of county commissions. Nearly fifty-five municipal groups comprised of mixed-race groups were created by 1964.<sup>27</sup> The mayor of Lexington created its committee in January 1963. The white members of the council included Reverend Marlin T. Schaffer, Howard Wilkinson, and Everett Siceloff while the Black community was represented by George Singleton, David Mosse, and Woody Neal. It was recommended by the newly established council that “the City Council take action toward immediate desegregation of all public facilities in Lexington”.<sup>28</sup> This civil rights event led to the city of Lexington making changes to desegregate all public facilities and institutions; however, it does not appear that this mandate extended to the school system.

In November of 1963, a petition was presented by a local chapter of the NAACP calling for the immediate action toward the integration of local schools which had previously been rejected by the local school board. The petition stated that Lexington schools had been operating on a racial basis prior to and since 1954 and called for immediate steps to cease the operation of schools on a racial basis and to come forth with a plan to operate the schools without regard to race, as to teachers, students, and other personnel.<sup>29</sup> By March of 1964, a suit was filed asking the Lexington City Board of Education to desegregate its school system by the beginning of the 1964-65 academic year. The suit was filed in U.S. Middle District Court by the parents of nine Black students, James Sowers, Mary E. Curry, Allona Henderson, Gilvon Henderson, Kathryn Murphy, Debra Nichols, Natalie Nichols, and Hazel M. Arnett. The suit alleged that all schools in Lexington were segregated, and that racially based attendance zones were used to force segregation. This practice also extended to the assignment of teachers and other personnel.<sup>30</sup>

The Lexington Board of Education answered the school desegregation suit in the United States District Court, claiming that racial discrimination was not used to assign students or teachers. The board stated that any parents not satisfied with the assignments of their children could apply for transfers in accordance with state laws.<sup>31</sup>

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<sup>26</sup> Heather Fearnbach, Fearnbach History Services, Inc. National Register of Historic Places, St. Stephen Methodist Church, Lexington, Davidson County, North Carolina, 100006812.

<sup>27</sup> “Good Neighbor Council District Workshop, 1966”, Regional Meetings File. Human Relations Council Record Group. State Archives of North Carolina.

<sup>28</sup> National Register of Historic Places, St. Stephen Methodist Church, Lexington, Davidson County, North Carolina, 100006812.

<sup>29</sup> “NAACP Seeks Fast Action in Schools”, 14 November 1963, *The High Point Enterprise*, (High Point, NC).

<sup>30</sup> “Integration Suit Filed in Court”, 5 March 1964. *News and Record*, (Greensboro, North Carolina).

<sup>31</sup> “Lexington School Board Denies Use of Discrimination”, 22 April 1964, *The Greensboro Record*, (Greensboro, North Carolina).

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By May of 1964, Lexington city schools reached an agreement with the plaintiffs in the suit by filing a formal plan for integration. The plan essentially stipulated that a pupil's parents or guardians could request reassignment to a school of their choice. For the 1964-1965 academic year, the plan would be disseminated amongst all students via their report cards. Reassignments would take effect during the 1965-1966 school year.<sup>32</sup> While this plan enacted desegregation on the surface, the school system's dual system was still in effect. In 1966, the Justice Department filed a suit asking the District Court to outlaw the dual school system. A spokesman for the Justice Department said the action was taken after a parent complained about the implementation plan and that the schools should be forcibly integrated without Superintendent H. Odelle Harman's ability to approve or deny the request.<sup>33</sup>

By the fall of 1966, Lexington Schools were integrated. It was reported that all but three schools in the city had integrated faculties or student bodies as a result of the Justice Department's action. The school board approved the integration of three full time Black teachers and 105 students at Lexington Junior High School. The 105 Black students represented roughly ten percent of the total school population of 1,191. Lexington Senior High added one full-time and two part-time Black teachers, and sixty-three Black students bringing the student body, comprised of both Black and white students to 845 total. Cecil School added fifty-three Black students into its population along with one full-time Black teacher. The Eanes School integrated five Black students and one Black teacher. Holt School added one part-time Black educator and twenty-seven Black students. The Dunbar Elementary and High Schools integrated their faculties by adding five full-time white teachers and four part-time white teachers respectively to its formerly all-Black faculty. The Grimes School, Pickett School and Robbins School would be the only schools to have an all-white student body and faculty.<sup>34</sup>

The integration of the Lexington County schools would eventually lead to the closure of some schools, of which Dunbar High School was one. The class of 1967 was Dunbar's last group of seniors to graduate from the school.<sup>35</sup> In a recent interview, Charles Owens, a 1967 graduate of Dunbar, reflected on his years at Dunbar and the difference between his experiences in Lexington versus his time as a student in New York City. Owens recalled that in New York there were no segregated schools. When Owens moved to Lexington before the start of third grade, he was enrolled at Dunbar Elementary, formerly the 4<sup>th</sup> Street School. Even though he was quite young, he quickly realized that Lexington was vastly different from New York City. He noted that schools and other facilities in North Carolina remained segregated while integration had already taken effect in many northern cities. Owens also recalled how his cousin, Jimmie Henderson, was the first Black student to attend Lexington Junior High. He was the only Black student in a population of white students at that school and endured a lot of hardship as a result. Despite the many challenges that came with attending the segregated Dunbar School, Owens persevered and went on to attend City University of New York in Brooklyn; he was later

<sup>32</sup> "Integration Held Likely in Lexington", 15 May 1964, *News and Record*.

<sup>33</sup> "Palmetto School Leader Blasts Integration Suit", 6 February 1966, *The Greensboro Record*.

<sup>34</sup> "Lexington Schools Integrate in Fall", 16 June 1966, *News and Record*.

<sup>35</sup> Lockhart, Kassaundra Shanette, "Preserving Dunbar: Involuntary Integration", Davidson Local, <https://www.davidsonlocal.com/news/preserving-dunbar-involuntary-integration>.

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recruited by International Business Machines (IBM) for its groundbreaking training program for high school educated minorities.<sup>36</sup> In 2008, Owens formed the Dunbar Preservation Society, which is comprised of Dunbar Fourth Street and Dunbar Smith Street Alumni who are passionate about the preservation of Dunbar High School.

Dr. Arnetta Beverly, a 1964 Dunbar High School alumnus also spoke to her experience at Dunbar High School. Dr. Beverly's experience at Dunbar started at the original Dunbar school on 4<sup>th</sup> street. She matriculated to the sixth grade at the Dunbar School located on Smith Avenue. She recalled the original layout of the school including which teachers taught in the specific classrooms and where the library was located, as well as where the marching band practiced (in the basement of the auditorium). She also recalled many of the teachers and subjects taught at Dunbar including home economics, industrial arts, English, mathematics, physics, biology, and library sciences. Dr. Beverly reminisced about the exhibition dances that were hosted by the biology teacher "Doc" Moose and his wife Helena. The students learned many popular dances including the Waltz, Tango, Foxtrot, and Samba. In addition to attending after school dances, Dr. Beverley participated in many extracurricular activities including the Glee Club and the marching band. Dr. Beverly graduated before integration but reflected on the integration of schools and its effect on the Black community of Lexington. She observed that many of the Black students who integrated at formerly all-white schools were not embraced by the white students, faculty, and administration. She stated that integration needed to happen and was a good thing but also recognized the strong sense of community that was lost after the closure of Dunbar High School. Dr. Beverly believes that reincorporating Dunbar back into the community will help to keep the memory of Dunbar High School alive.<sup>37</sup>

The Dunbar School continues to be an important example of pre and post segregation education in Lexington, North Carolina. The school reflects a time of injustice in the local Lexington County School system. The Dunbar School, while having gone through alterations and additions, reflects important changes to the local education system in terms of available resources and later, how desegregation impacted school facilities. The Dunbar School has remained a landmark for the Black community of Lexington that should be preserved as a testament to the hardships endured by Lexington's Black community in the years prior to desegregation and immediately thereafter.

#### *Additional Context – The Post-Dunbar High School Years*

By 1971, Dunbar High School had been fully integrated into the originally white Lexington Senior High School. In 1967, the Lexington school system had planned to permanently close Dunbar High School. However, due to the influx of students at Lexington Senior High, plans to

<sup>36</sup> Charles Owens, "Interview with 1967 Graduate Charles Owens," by Caroline Wilson and Tessia Robison, Voice Memo, April 29, 2025.

<sup>37</sup> Dr. Arnetta Beverley, "Interview with 1964 Graduate Dr. Arnetta Beverley", by Caroline Wilson and Tessia Robison, Voice Memo, April 29, 2025

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re-open Dunbar as an intermediate school were necessary to relieve the overpopulation of students in the city's schools.<sup>38</sup>

The school reopened in 1969 and quickly needed to be expanded to accommodate the number of students filling its classrooms. Completed in 1973, an octagonal wing containing eight classrooms and a media center was added, providing additional space for the growing student population.<sup>39</sup> The architect of the media center and corridor was Paul Briggs of Lexington.<sup>40</sup>

Dunbar Intermediate School continued to educate students under that name until 1999. For the 1999 – 2000 school term, the school was renamed Charles England Intermediate School.<sup>41</sup> It was named after former football coach Charles England, who led the school to multiple state championships. The Charles England Intermediate school continued to operate until 2004, at which point the school which was deemed too hard to renovate and was closed, leaving the building at 301 Smith Avenue to face an uncertain future.<sup>42</sup>

In August of 2008, the Dunbar name was restored to the Smith Avenue Property.<sup>43</sup> In 2009, Lexington City Schools sold the school to an entity that hoped to convert the facility into senior apartments. However, these plans fell through, and the building continued to fall into disrepair. Finally in 2022, the owner donated Dunbar School to Preservation North Carolina, the state's historic preservation non-profit.<sup>44</sup> While previous attempts to renovate the building into apartments had failed, a new plan to renovate the school into apartments was accepted by Preservation North Carolina and the City of Lexington. Now the building will be sensitively restored with the interior classrooms and corridors being retained in their historic configuration. The auditorium and gymnasium will be restored to their historic uses and opened to the public for community events and sports activities. The future of the Dunbar School appears to be bright with its rich and important history preserved for generations to come.

<sup>38</sup> "Ronald Walser Plays Dual Role", 12 November 1971, *The Salisbury Role* (Salisbury, NC).

<sup>39</sup> "School Systems, College List Priorities for Construction", 31 October 1971, *Winston-Salem Journal*.; "Dunbar School-Under Contract", Preservation NC, 11 October 2024, <https://www.presnc.org/properties/dunbar-school/>.

<sup>40</sup> "2 School Projects Advance", 10 August 1972, *Winston-Salem Journal*.

<sup>41</sup> "School name changed to honor coach", 16 February 1999, *Winston-Salem Journal*.

<sup>42</sup> "Bits and Pieces", 3 April 2004, *Winston-Salem Journal*.

<sup>43</sup> Lockhart, Kassandra Shanette, "Preserving Dunbar: Involuntary Integration", Davidson Local, <https://www.davidsonlocal.com/news/preserving-dunbar-the-relocation>.

<sup>44</sup> "Preservation NC to Take Over Dunbar Property after Prior Project Falls Through", 4 July 2023, *The Dispatch*, (Lexington, NC).

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### Statement of Archaeological Potential

The North Carolina Historic Preservation Office solicited feedback about any potential for archaeological significance by the Office of State Archaeology. Cassandra Pardo, Archaeological Technician, and with the NC Office of State Archaeology offered the following statement:

I have reviewed the National Register of Historic Places (NRHP) nomination for Dunbar High School, at 301 Smith Ave. in Lexington, Davidson County. The school was constructed in 1951 and subject to several additions afterwards: auditorium (1957), classroom (1962), media center and classroom (1973), and modular classroom (1983). It was closed in 2004. The nomination includes the athletic fields on the east side of the complex. Historic aerials indicate this field was previously utilized for agricultural purposes. It is currently serving as a city park, with tennis courts, playground, picnic shelter, paths, and fencing. There are no previously recorded archaeological sites within the school grounds. Due to historical farming practices and successive additions, the property is unlikely to contain intact and significant archaeological resources below the surface that either predate or contribute to the period of significance. As a result, I do not recommend a statement of archaeological potential for this National Register eligible property

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**Acreeage of Property** 10.03

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_  
(enter coordinates to 6 decimal places)

- |                        |                       |
|------------------------|-----------------------|
| 1. Latitude: 35.803607 | Longitude: -80.260013 |
| 2. Latitude: 35.803511 | Longitude: -80.257840 |
| 3. Latitude: 35.801932 | Longitude: -80.257899 |
| 4. Latitude: 35.802019 | Longitude: -80.261053 |

**Or**

**UTM References**

Datum (indicated on USGS map):

☐ NAD 1927 or ☐ NAD 1983

- |          |           |           |
|----------|-----------|-----------|
| 1. Zone: | Easting:  | Northing: |
| 2. Zone: | Easting:  | Northing: |
| 3. Zone: | Easting:  | Northing: |
| 4. Zone: | Easting : | Northing: |

**Verbal Boundary Description** (Describe the boundaries of the property.)

The National Register boundary contains the historic school complex including the adjacent athletic field. The property is approximately 10.03 acres as recorded by the city of Lexington, NC. The true and correct historic boundary is shown on the attached location map, sketch map, and tax parcel map.

The property is located at 301 Smith Avenue, Lexington, North Carolina, tax PIN # 1115900000001. The lot is bounded by Smith Avenue to the north, Rat Spring Branch Creek

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to the south, Hoover Drive to the east, and to the west by several properties facing Dixie Street. The buildings sit on the east half of the lot with recreational fields, courts and a playground on the western half.

**Boundary Justification** (Explain why the boundaries were selected.)

The historic boundary coincides with the lot associated with PIN # 1115900000001 which contains the entire property of the former Dunbar School. The property's historic setting and all known associated resources are included in the historic boundary.

**11. Form Prepared By**

name/title: Tessia Robison  
organization: Ryan, LLC  
street & number: 850 Morrison Drive, Suite 675  
city or town: Charleston state: SC zip code: 29403  
e-mail tessia.robison@ryan.com  
telephone: (843) 291-6013  
date: 6/2/2025

**Additional Documentation**

Submit the following items with the completed form:

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

**Photographs**

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Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

### Photo Log

Name of Property: Dunbar School

City or Vicinity: Lexington

County: Davidson

State: NC

Photographer: Caroline Wilson

Date Photographed: October 2024

Description of Photograph(s) and number, include description of view indicating direction of camera:

1 of 24 Dunbar High School, 1951 Classroom Wing, South Elevation, facing north.

2 of 24 Dunbar High School, Auditorium, South and East Elevations, facing northwest.

3 of 24 Dunbar High School, Auditorium/Gymnasium, East Elevation, facing southwest.

4 of 24 Dunbar High School, Modular Classroom Bldg., East and North Elevation, facing southwest.

5 of 24 Dunbar High School, 1951 and 1962 Classroom Wings, East Elevation, facing northwest.

6 of 24 Dunbar High School, Media Center Addition, East Elevation, facing southwest.

7 of 24 Dunbar High School, Media Center Addition, North Elevation, facing southeast.

8 of 24 Dunbar High School, Media Center Addition, North Elevation, facing southeast.

9 of 24 Dunbar High School, Media Center (North Elevation) and 1962 Classroom Addition (West Elevation), facing southeast.

10 of 24 Dunbar High School, 1962 Classroom Addition, West Elevation, facing southeast.

11 of 24 Dunbar High School, Auditorium Entrance, South Elevation, facing north.

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- 12 of 24 Dunbar High School, Auditorium Corridor, facing north.  
13 of 24 Dunbar High School, Auditorium, facing east.  
14 of 24 Dunbar High School, Gymnasium, facing northeast.  
15 of 24 Dunbar School, Basement Corridor, facing north.  
16 of 24 Dunbar School, Basement, Cafeteria, facing southeast.  
17 of 24 Dunbar School, Main Level, 1951 Classroom Wing Corridor,  
facing west  
18 of 24 Dunbar School, 1951 Classroom Example, facing north.  
19 of 24 Dunbar School, 1951 Classroom Wing, Corridor, facing north.  
20 of 24 Dunbar School, 1962 Classroom Example, facing northeast.  
21 of 24 Dunbar School, 1973 Media Center Addition, Corridor, facing  
east.  
22 of 24 Dunbar School, 1973 Media Center Addition, Library, facing east.  
23 of 24 Dunbar School, 1973 Media Center Addition, Lower Floor Classrooms Corridor,  
facing east.  
24 of 24 Dunbar School, 1973 Media Center Addition, Lower Floor, Classroom Example,  
facing southwest.

**Paperwork Reduction Act Statement:** This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

**Estimated Burden Statement:** Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

- Tier 1 – 60-100 hours
- Tier 2 – 120 hours
- Tier 3 – 230 hours
- Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.