

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 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: High Point Schools Historic District

Other names/site number: N/A

Name of related multiple property listing:

N/A

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

2. Location

Street & number: 701, 801, 851 Ferndale Boulevard

City or town: High Point

State: North Carolina

County: Guilford

Not For Publication: ☐

N/A

Vicinity: ☐

N/A

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 X 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 X C D

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

North Carolina Department of Natural and Cultural Resources

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

☐

Category of Property

(Check only **one** box.)

Building(s)

☐

District

☒

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Site

☐

Structure

☐

Object

☐

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

5

Noncontributing

1

1

3

buildings

0

1

sites

1

0

structures

7

5

objects

Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

RECREATION AND CULTURE/sports facility

Current Functions

(Enter categories from instructions.)

EDUCATION/school

RECREATION AND CULTURE/sports facility

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19th AND 20th CENTURY Revivals/ Collegiate Gothic
MODERN MOVEMENT

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

foundation **BRICK, CONCRETE**

walls **BRICK, CAST STONE, LIMESTONE**

roof **SLATE, MEMBRANE**

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 High Point Schools Historic District, located in Guilford County, lies just west of the Oakwood Historic District (NR, 1991) and across the railroad tracks from downtown High Point. The district is about thirty-nine acres in size and generally bound by Ferndale Boulevard to the north, Chestnut Drive to the south, Trenton Street/Arbordale Avenue to the west, and Meadow Place to the east. The district includes three school buildings with supporting resources. The contributing resources are High Point Senior High School (1927, 1942, 1962, and 2017), High Point Junior High School (1931, 1950, 1983, and 2007), Charles F. Tomlinson Elementary School (1952-1953, 2004, and 2023), the Gymnasium (1957, 2012), the Cafeteria Building (1957, c. 2000, and 2017), the running track (1957), and masonry entrance gates (1935).¹

Prominent Greensboro architect Harry Barton designed both the senior and junior high schools in the Collegiate Gothic style. The monumental buildings share a “C”-shape form, cast stone ornamentation, and slate roofs. Charles F. Tomlinson Elementary School was designed by Raleigh architect William Henley Deitrick in 1952. The Modernist style elementary school, constructed 25 years after the senior and junior high schools, demonstrates a transition from high-style, ornate school buildings to utilitarian, streamlined buildings designed for functionality rather than venerable tradition and prestige.

¹ In this nomination, the schools will be referred to by their historic names. High Point Senior High School, also referred to early on as Central High School, was later named High Point Central High School in 1962. High Point Junior High School was renamed Ferndale Middle School in c. 1960. Tomlinson Elementary School was renamed Sylvia Mendez Newcomers School in 2023.

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Although originally a significant feature of the district, the landscape, designed by E. S. Draper, has been substantially altered with the introduction of the new athletic fields and parking lots. Noncontributing resources in the district include the Pavilion (2012), Athletic Storage Building (2015), tennis courts (c. 1980), baseball field (c. 1983), and softball field (c. 1990). Additional features of note include a network of historic perimeter brick walls, most notably along Chestnut Street (c. 1930), and an expansive covered walkway at the east entrance of the elementary school (c. 1960). Overall, despite some later additions to the historic resources and landscape, the district retains sufficient integrity to convey local significance for Criterion A: Education and Criterion C: Architecture.

Narrative Description

The High Point Schools Historic District is located in High Point, Guilford County, North Carolina. The City of High Point is part of the Piedmont Triad region along with Greensboro and Winston-Salem and is the ninth-largest city in North Carolina.² It has a population averaging around 120,000, with approximately 44% identifying as white, 32% identifying as Black, 11% identifying as Hispanic, and 9% identifying as Asian.³ The demographics of residents in the area directly surrounding the High Point Schools District are 40.3% Black, 35.9% Hispanic, 18.4% white, 3% other, and 2.5% identifying as multiracial.⁴ Part of four county school systems, Guilford, Davidson, Forsyth, and Randolph, High Point is home to twenty-six public schools, thirteen private schools, five charter schools, and High Point University.⁵

Setting

The High Point Schools Historic District is strategically located in the middle of four historic neighborhoods, Quaker Woods to the north, Oakwood to the east, West End to the south, and Emerywood to the west.⁶ The location of the school was specifically chosen to serve white families located in these established neighborhoods. On all sides, the school district is surrounded by historic residences with ample shade trees, shrubberies, and other vegetation. The topography of the site is relatively flat. The main access road to the school complex, Ferndale Boulevard, is a tree-lined avenue designed by landscape architect Earl S. Draper and dotted by mid-century ranches and minimal traditional residences. Although Ferndale Boulevard is highly trafficked, substantial grassy medians with mature understory trees line the boulevard, which provide ample shade, slow traffic, and provide safe crossings for students into the surrounding residential neighborhoods, with residences dating from the early 20th century to the post war era.

² "Why High Point," City of High Point, North Carolina, accessed November 10, 2025, <https://www.highpointnc.gov/321/Why-High-Point>.

³ "High Point, North Carolina," Data USA, accessed August 9, 2025, <https://datausa.io/profile/geo/high-point-nc>.

⁴ "High Point, North Carolina Neighborhood Map: Income, house prices, occupations, boundaries," accessed November 10, 2025, <https://www.city-data.com/nbmaps/neighborhood-High-Point-North-Carolina.html>.

⁵ "Public Schools," City of High Point, North Carolina, accessed November 10, 2025, <https://www.highpointnc.gov/766/Public-Schools>.

⁶ Samantha Stewart and Benjamin Briggs, High Point Neighborhood History, personal, November 10, 2025; "Story Map Series," highpoint.maps.arcgis.com, accessed November 20, 2025, <https://highpoint.maps.arcgis.com/apps/MapSeries/index.html?appid=e397e52bee5140ac89d8523a28ddd21c>.

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Site

The district is bounded by a rectangular street plan, comprised of Ferndale Boulevard to the north, Chestnut Drive to the south, Trenton Street/Arbordale Avenue to the west, and Meadow Place to the east. Historically, at least until 1980, Locke Street extended south to Chestnut Drive, with houses and commercial buildings lining the east end of the block along Meadow Place. This area was incorporated into the school district when it was acquired by the High Point City Board of Education in 1978.⁷ By 1983, the majority of these buildings were gone along with Locke Street. Today, the only extant building is a physician's office (1951) located at 605 Ferndale Avenue, which has been excluded from this nomination boundary.⁸

Within the district, High Point Senior and Junior High School, two ornate, traditional Collegiate Gothic style buildings, face each other across a 10+ acre swath of land, part of the campus' original landscape design by Draper. The substantial acreage between the two primary schools has few trees and is mostly covered by a mowed, grassy lawn, which allows for ample open space for recreational and leisure activities. Although there are numerous buildings and structures on site, the entire 39-acre lot allows for low development density. The land between the schools encompasses two parking lots, athletic fields, a running track, two baseball diamonds, six tennis courts, and a large blonde brick Gymnasium (1957, contributing).

Charles F. Tomlinson Elementary School, a smaller-scale and streamlined Modernist building, is located behind (west of) High Point Senior High School. The free-standing Cafeteria Building (1954) located behind the high school is still extant but was altered on the southern elevation in 2017 when the building was renovated into a media center. Other structures of note within the district include historic brick entrance gates (1935) on the north side of the district and historic perimeter bricks walls, most notable along Chestnut Drive.

Additional structures include an expansive covered walkway at the east entrance of Tomlinson Elementary, a covered pavilion between the high school and elementary school, and a modern athletic storage building located to the far south of the nomination boundary, just west of the running track. Overall, the appearance of the district and spatial relationship between notable resources from the period of significance (1927-1976) has remained largely unchanged, with most changes occurring to the landscape features and minimal alterations and additions to buildings within the district (e.g. the alteration of the gymnasium entrance). Some resources have been added after 1976, but they are small in scale and do not detract from the significance of the primary buildings or overall district.

Buildings

High Point Senior High School, constructed first in 1927, and High Point Junior High School, built next in 1931, were both designed by prominent Greensboro architect Harry Barton. Barton

⁷ Guilford County Register of Deeds, Book 2950 Page 823.

⁸ Sanborn Fire Insurance Map from High Point, Guilford County, North Carolina. Sanborn Map Company; Republished 1956 Vol. 2, 1956. Map. <https://www.loc.gov/item/sanborn06427>.

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designed both three story, brick schools in the Collegiate Gothic style, a highly-sought-after style for educational buildings in the early 20th century. The schools are mirror images of each other, with nearly identical forms and architectural details.

There have been several additions constructed to the rear wings of both schools over the years. The high school underwent an addition in 1942 on the south wing of the building to add additional classroom space. In 1962, an addition was added to the north wing to add more classrooms and labs. In 2017, a large cafeteria and outdoor eating space was added to the rear of the 1941 addition on the south wing, and the Cafeteria Building (1954), located inside the “C” of the high school, was renovated as a media center. Although each addition still used a blonde brick for the exterior, the additions are much more restrained in their detailing, and the materials can easily be distinguished by color and their subdued yet complimentary detail.

The junior high school was expanded in 1950 with an addition to the southside of the building to add additional classroom space.⁹ In 1983, a substantial addition was made to the rear of the 1950 addition to house a massive gymnasium. The interior of the middle school, which has been substantially altered, was likely changed during this 1983 period of construction as many of the interior features seem to date from the 1980s-1990s.

Despite these alterations, the original “C”-shape form of both buildings is maintained: a central block, flanked by four-story entrance towers with two angled wings extending from the north and south of the main block and rear ells. The setting and exteriors of both schools are generally in good condition and have a high level of integrity. Although the middle school’s interiors were substantially altered in the 1980s-1990s, the interiors of the high school have been carefully restored over the years to maintain significant architectural features and materials from its period of significance (1927-1976).

Methodology

All resources share a single tax parcel (Guilford County Tax Map PIN #192106), apart from where a portion of the High Point Junior High School 2007 addition extends onto the neighboring parcels to the east (PIN #187814 and PIN #187815). On Guilford County’s GIS system, all resources share a single address (851 Ferndale Boulevard) because they are all located on the same tax parcel; however, for the purposes of this nomination, addresses for all resources were determined by using their 911 addresses found on Google Maps. The district inventory list is organized by grouping all resources that share a single address together, with the primary resource described first, followed by the ancillary resources in alphabetical order. Each resource has been assigned a letter from A to L, which corresponds to the National Register Historic District Boundary Map included in this nomination.

⁹ Sanborn Fire Insurance Map from High Point, Guilford County, North Carolina. Sanborn Map Company; Republished 1956 Vol. 2, 1956. Map. <https://www.loc.gov/item/sanborn06427>.

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Inventory List

A. High Point Senior High School (801 Ferndale Blvd.)

1927, 1942, 1962, 2017
Contributing Building

Exterior

High Point Senior High School is an imposing brick building, originally built in 1927, with additions from 1942, 1962, and 2017. Initially, the original plan of the 1927 building was shaped like a wide arch. Part of the original 1927 form, the three-story, rectangular main block has two angled, rectangular wings that extend northwest and southwest from the center block. From these angled wings, two front-facing-gable, two-story wings extend at a roughly 45-degree angle to the northeast and southeast. In 1942, a two-story, flat-roofed, brick wing was added to the south end of the original block, extending west. Another addition in 1962 added a three-story, flat-roofed, brick wing to the north portion of the original block, extending west. In 2017, the 1942 addition to the south end of the main block was further extended by a one-story, flat-roofed, brick-veneered cafeteria addition, extending west. That same year, the cafeteria building, a stand-alone building located to the rear of the main building, was renovated as a media center. After all the additions, the form of the building is now roughly shaped like a backwards "C."

The main block of the building is flat roofed with cast stone parapets, and the two wings to the north and south have steep front-facing gable slate roofs with crenelated-inspired parapets and highly decorative cast stone in the center of the gable. Where the wings meet the main block of the school building, there are a total of four, four-story stair towers. The three at the northern portion of the building are from 1927, each topped with decorative stone panels with hidden attic ventilation. A bas-relief panel of an open book with "HPHS" engraved in a decorative script decorates the towers; however, the southernmost stair tower was built in 2017 using the same modern brick material as the contemporaneous additions. The original school building features blonde tapestry brick and striking Gothic Revival details, including cast stone segmental arched entrances, decorative panels with elaborate cast tracery depicting shields between the second and third stories, and cast stone belt coursing between the first and second stories, as well as above the third story windows.

The front (east) elevation of High Point Senior High School reveals the three-story main block, flanking towers, and front (east) elevations of the north and south wings. The facade is highly symmetrical. The recessed stair towers flank the projecting main façade, which contains a total of seven bays. The outermost two bays are a single-window wide, followed by projecting bays with five windows on each floor, then again to a pair of recessed bays with six windows, meeting at the center bay containing a pair of windows. Although the original windows were replaced in 1976, the current windows are wood and, in some ways, replicate the style of the original fenestration; however, the current windows are shorter than the original, and a blank wood panel has been installed at the top of the window opening to make up the difference in sash height (Exhibit A).¹⁰ Typical windows are six-over-six or four-over-four wood sash and feature cast

¹⁰ "Pemican [1975]," North Carolina Digital Collections, accessed November 10, 2025, <https://www.digitalnc.org/>.

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stone sills. The monumental massing of the school is evident from the façade and contributes to its grandeur. Modern entrance doors to the main block, replaced to enhance security on campus, are located at the ground floor of each tower. The angled wings projecting to the northeast and southeast are highly symmetrical and feature similar Gothic Revival details found on the main block, namely cast stone belt coursing above windows and on the and the crenulated-inspired parapets, cast tracery depicting shields, and decorative buttresses with cast stone caps. The southwest/north-west elevation of each wing is largely uninterrupted blonde brick from the foundation to the top of the front-facing gable. Slender windows, cast-stone-capped buttresses, and a decorative cast-stone niche embedded in the center of the gable are reminiscent of Gothic-style religious architecture.

Although the massing, form, and architectural details of the angled wings are identical, the fenestration is not. On the northern wing, the first-floor windows match the fenestration of the main block, with replacement wood windows with wood panels installed above to make up the height difference from the original sash. The second-floor window openings are fully replaced by wood paneling. Only four wood windows, right at the intersection of the angled wing and the main block, have sashes that fit the original window openings. On the southern wing, almost all the windows have wood sashes of the correct size, without any paneling. The window on the third floor of the far southwest side has been replaced by a vent. The first floor (basement-level) windows look to have been replaced sometime in the 1960s with squat one-over-one windows at the top of the window opening and wood paneling blocking the bottom half. The windows have also been covered with metal bars for added security.

The side (north) elevation of the school reveals both the side (northeast) and rear (north) elevation of the northern wing, the north elevation of the 1927 main block, and the north elevation of the 1962 rear addition on the north side. The north elevation of the main block is four bays wide, with the three westernmost bays containing five windows each. The 1962 addition begins with a recessed section that is eight windows wide, followed by a projecting section that is two bays wide, with each bay containing five windows. Although the addition is harmonious with the main block through its use of similar materials (blonde brick and cast stone), the 1962 addition lacks the finesse and artistry of the cast stone detail of the main block. Reflective of mid-century modern design trends, the addition is much more utilitarian and streamlined with rectangular patterns in the terra cotta panels as opposed to the tracery detailing and shields of the 1927 portion.

The rear (west) elevation includes the west and south elevations of the 1962 northern wing addition, the rear (west) elevation of the north wing, main block, and south wing, the rear (west) elevation of the 1942 addition, and the side (north) and rear (west) elevation of the 2017 cafeteria addition. Overall, compared to the other elevations, this rear elevation is far less ornamented. Aside from simple cast stone windowsills, this elevation is primarily blonde brick. Similar to windows on the façade of the main block, windows on the rear elevation of the main block are replacement wood windows with wood panels at the top of the window opening to make up for the difference in height. The fenestration pattern is highly concentrated with banks of windows, four or six to a bay, extending along the first, second, and third stories of the 1927 building.

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Although the detailing is minimized compared to the other elevations, the use of brick patterns and cast stone add interest and depth. The window lintels are highlighted by a row of header bricks and sills are composed of limestone blocks. The bays between windows utilize a raised brick pattern to create dimension.

The rear (west) elevation of the 1962 northern wing has a similar fenestration concentration but with window sashes that fill the entire opening. Rectangular cast stone blocks with minimal detailing between the third and second story windows are a sleek, Modernist take on the Gothic-style cast stone detailing on the older portions of the building. As a nod to the original architecture, limestone block sills and cast-stone belt coursing are utilized on the 1962 wing and an additional stair tower, compatible yet not identical to the 1927 stair towers, with brick buttresses, raised brick parapets, and cast stone detail. The rear (west) elevation also reveals the Cafeteria Building (1954), which is connected to the main block via breezeway.

The side (south) elevation of the school is far less ornamented, but the quality of materials and symmetry are reflective of the overall Collegiate Gothic style. The south elevation also reveals both the 2017 cafeteria addition, differentiated by a slightly stylized and modern blonde brick exterior, and the south elevation of the 1942 addition on the south side. The 1942 addition is differentiated yet harmonious with the 1927 main block. Similar to the 1927 building, the windows along the second floor have been replaced with shorter wood sashes and wooden panels. The first-floor windows have maintained their full height. Limestone block sills and a header row of bricks, along with decorative cast stone belt coursing, stylistically connect the 1942 addition to the 1927 building.

Interior

Barton designed the ground floor of the school to be “above grade and therefore well lighted and ventilated.”¹¹ The corridors on all floors of the building are double loaded. The original design of the first floor of the main block housed the administration suite (extant), principal’s office with a large fire-proof record vault (extant), two medical examination rooms, and waiting rooms. Most of the interior doors have been retained and some still have inlaid lettering. The main block still has its plaster ceiling exposed and has retained its decorative molded plaster medallions. Intricate cast plaster molding along the top of the walls of the central hall depict native scuppernong grapes. This main block also retains its original tile and terrazzo floors. The auditorium, located in the northern front-facing-gable wing extending to the northeast and designed to seat more than 1,000 people, is largely unaltered and fully equipped with a projection booth, large stage, and dressing rooms.

The wings to the north and south have acoustical tile drop ceilings but have maintained their tile and terrazzo floors, plaster walls, and wooden classroom doors. The original gymnasium, located in the southern front-facing-gable wing extending to the southeast, is now used as an auxiliary

¹¹ “Work to be Started Monday on High Point Junior High,” *Greensboro Daily News*, February 8, 1931, accessed July 5, 2024, <https://www.newspapers.com/image/937190299>.

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gym. The room retains its wood floors, brick walls, and exposed wooden domed ceiling. The gymnasium was originally designed with “well lighted and ventilated locker and shower rooms” separated by gender (extant) and accessible from the athletic field and interior.¹²

Originally, the cafeteria was located on the first floor and could accommodate 320 people, seated, and had a “well arranged and equipped kitchen.”¹³ There was a woodworking shop and mechanical drawing classroom located directly below the clothing and food laboratories on the first floor. The first floor also housed a music room and classroom for industrial arts.¹⁴ The 1942 addition to the rear south wing accommodated additional classrooms. A separate cafeteria building was constructed to the rear of the main block in c. 1954 and connected by a breezeway. In 1962, an addition was made to the rear north wing of the building to house a “clothing laboratory and food laboratory.”¹⁵ In 2017, a new cafeteria was added to the south 1942 addition, and the old cafeteria was renovated into a new media center.

In the original design, the second floor, along with rows of classrooms on either side of the hallway, housed the science laboratories, a large library, and study hall in the main block. Balconies for the gymnasium and auditorium are also located on this floor.

B. Athletic Storage Building (801 Ferndale Blvd.)

2015

Noncontributing Building

A small, hipped-roof building, located just west of the track was constructed in 2015 to house athletic equipment. The building is vinyl sided and has an asphalt shingle roof. The north (façade) of the building has a central metal door with no lights flanked by two large roll-up garage doors. All other elevations have no doors or windows.

C. Baseball Field (801 Ferndale Blvd.)

c. 1983

Noncontributing Site

The Earle Sumner Draper designed landscape has been altered substantially with the introduction of new baseball and softball fields and parking lots. Very little of Draper’s original landscape design appears to exist. Aerial imagery shows the baseball field emerging sometime around 1983 and it has maintained the same configuration of the baseball diamond and overall shape of the field since its construction in c. 1983. The baseball field has a sandy diamond and a mowed grass field and is surrounded by a chain-link fence. Metal bleachers for spectators are located at the northwest corner near home plate.

D. Cafeteria Building (801 Ferndale Blvd.)

1954, c. 2000, 2017

Contributing Building

The Cafeteria Building is its own separate building connected to the rear of the high school by a blonde-brick breezeway on the rear (west) of the main block. The building is comprised of a central rectangular block (1954), a rectangular entrance block to the east (1954), a rectangular

¹² *Ibid.*

¹³ *Ibid.*

¹⁴ *Ibid.*

¹⁵ “Pemican [1963],” North Carolina Collections, accessed November 10, 2025, <https://www.digitalnc.org/>.

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block to the rear (west) of the main block (1954), a smaller rectangular block addition to the rear of the original building (c. 2000), and an L-shaped block to the southeast (2017).

The flat-roofed, one-story building is constructed of blonde brick. Like other buildings on campus, the multi-light metal windows have cast stone sills; however, unlike other buildings in the district, namely High Point Senior High School and High Point Junior High School, the windows of the Cafeteria Building fit in the original window openings. The entrance to the building is recessed. A substantial addition to the side (south) elevation in 2017 is constructed of a newer blonde brick, identical to the nearby and contemporaneous cafeteria addition. This entire elevation of the L-shaped addition is comprised of a fifty-four-light metal window.

The front (east) façade of the building reveals a recessed entrance supported by four brick piers. The brick breezeway connecting the Cafeteria Building to High Point Senior High School deepens the recession of the entrance block. Double entrance doors and a full-height 10-light window dominate the central block of this elevation. The side (south) portion of the main entrance block, part of the L-shaped addition constructed in 2017, features a more modern blonde brick exterior and one 15-light metal window. The north side of this elevation has a 15-light metal on the central 1954 block and two 54-light windows on the rear (1954) block visible from this elevation.

The side (south) elevation of the original 1954 building includes a pointed, cast-stone archway leading to a recessed side entrance door, two sets of thirty-six-light metal windows. The side (north) elevation reveals the c. 2000 rear addition with a recessed porch, single metal door surrounded by multi-colored brick soldiers, two metal entrance doors, and a single three-light metal door into the 1954 main block. Like the side (south) elevation, the north elevation also has a pointed, cast-stone archway leading to a recessed side entrance door with one full-length light and three full-height, wide sidelights to the right of the door. Two angled buttresses flank this section of the elevation from the middle of the north elevation to the end. The buttresses are connected by a metal parapet. The eastern section of this elevation is filled by four bays of 54-light, full-height, metal windows with cast stone sills. The front block has four bays of 15-light metal windows.

The rear (west) elevation of the 1954 block is highly symmetrical, with six bays of 36-light metal windows. The rear c. 2000 addition has no fenestration on the rear (west) or side (south) elevation and a wooden privacy fence covers this portion of the building which houses HVAC units and other mechanical equipment and systems.

E. Entrance Gates (801 Ferndale Blvd.)

1935 Contributing Object

Two blonde brick entrance gates with two additional brick piers are located at the north end of the district near the 1957 gymnasium. The gates are common bond, with cast stone caps. The caps of the taller columns are stamped with a clover motif. The masonry gates are mirror images, with tall square columns sloping down to a shorter square column. Both sides also feature a detached, square pier, the same height as the shortest portion of the gate. At the base of the tall

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columns are two cast stone circles, which add visual interest and dimension. A plaque on the western column, stating "Class of 1935," dates the construction of the gates as they were a parting gift from the senior class of 1935.

F. Pavilion (801 Ferndale Blvd.)

2012

Noncontributing Structure

The Pavilion, located east of High Point Senior High School, was built in 1912. The octagonal pavilion is constructed of pressure treated pine and an asphalt shingle roof. The floor is constructed of pressure treated pine boards. Several wooden benches encircle the pavilion and a long ramp for handicap accessibility extends from the east elevation towards the athletic fields.

G. Running Track (801 Ferndale Blvd.)

1957

Contributing Site

The original track was once located where the gymnasium now sits, on the northern end of the district. The first track ran from north to south and had an even larger footprint than the current track. When the Gymnasium was constructed in 1957, the original running track was destroyed, and a new running track was constructed on this location. It has been maintained in this exact location, with various updates to the material of the track itself, since 1957; however, it is not part of Draper's original landscape plan from 1927. The current material is asphalt.

H. Softball Field (801 Ferndale Blvd.)

c. 1990

Noncontributing Site

Aerial imagery shows the softball field emerging sometime around 1990, perhaps earlier. The field has maintained the same configuration of the diamond and overall shape of the field since its construction in 1990. The softball field has a sandy diamond and a mowed grass field and is surrounded by a chain-link fence.

I. Tennis Courts (801 Ferndale Blvd.)

c. 1980

Noncontributing Site

Tennis courts on the north side of the district, west of the Gymnasium, have been extant since as early as 1961, when there were two courts located on the site. The current six-court configuration has been extant since 1980. The tennis courts are green asphalt covered hard-courts.

J. High Point Junior High School (701 Ferndale Blvd.)

1931, 1950, 1983, 2007

Contributing Building

Exterior

High Point Junior High School, built in 1931 with additions in 1950, 1983, and 2007, is a nearly identical mirror image of the high school. The building is two stories high on a raised basement with attic spaces for utilities and storage located at the top of each of the four stair towers. The monumental massing of the school contributes to its grandeur. Initially, the original plan of the 1931 building was shaped like an arch. Part of the original 1931 form, the rectangular main block has two angled, rectangular wings that extend northeast and southeast from the center block.

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From these angled wings, two front-facing-gable, two-story wings extend at a roughly 45-degree angle to the northwest and southwest and, on the north side, a large rectangular rear wing extends east. In 1950, two rectangular blocks were added to the south portion of the building, extending east and further deepening the building's arched form. In 1983, a large rectangular gymnasium addition was made to the east of the 1950 blocks, extending east and north towards the northern wing. In 2007, a rectangular addition was added to the north at the rear of the 1931 wing, extending the building further east. A small, rectangular, shed-roof addition was also added to the south side of the building at the rear of the 1983 gymnasium addition.

The school features blonde tapestry brick and striking Collegiate Gothic details, including cast stone arched entrances, central towers with elaborate cast tracery depicting shields, and cast stone water tables. At the top of each tower are decorative stone panels with hidden attic ventilation. They are decorated with a bas-relief panel of an open book with "JRHS" engraved in a decorative script. Although nearly identical to the 1927 high school, the junior high school building has more decorative detailing. The crenelation in the parapet of the main block is more obvious with the coping following the crenelation pattern. There are projecting bays flanking the central four bays that contain a single window with a flat drip molds over the third story window. There is also an arched cast stone motif above the window with four arches. Like the high school, the windows were eventually replaced sometime after 1975 with new wood windows to replicate the historic windows in design; however, in many cases the new sash was not as tall as the original, and, as a result, wooden paneling has been installed at the top of the window opening to make up for the difference in height.

The front (west) elevation of High Point Junior High School reveals the two-story-on-basement main block, flanking towers, and front (west) elevations of the north and south wings. The 1931 rectangular main block of the building, perpendicular to Ferndale Avenue, is flat-roofed with stepped cast stone parapets, which become crenelated at the top of each tower. Typical windows are six-over-six or four-over-four wood sash and feature cast stone sills. Modern entrance doors to the main block, replaced to enhance security on campus, are located at the ground floor of each tower.

The two wings reaching northeast and southeast from the main block connect the large, rectangular, front-facing-gable wings projecting northwest and southwest. These wings are nearly identical and have steep slate roofs with crenelated parapets and highly decorative cast stone in the gable center. Entrance doors to the main block are located at the ground floor of each tower. The exterior of the northwest angled wing, unlike the high school, has been altered by the bricking in of the large window bays on the side (southwest and northeast) elevations.

The side (north) elevation of the school reveals the northeast elevation of the northern wing, altered by bricking-in the window bays, and north elevation of the rear northern wing and 2007 rear addition on the east side of the wing. Despite the bricked-in window bays, the north elevation of the rear wing has an excellent level of integrity and showcases decorative cast stone paneling and crenelated, stepped cast stone parapets. The 2007 rear addition to the wing is differentiated by the difference in brick color and texture. Although it is still blonde brick,

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compared to the main building, this brick has a slightly reddish hue and is monochromatic. The addition is side gabled with architectural shingles. There is a simple brick detail along the roofline using alternating rows of shiners to mimic a modillioned cornice, though it is much simpler. The windows are a one-over-one sash with all brick sills and surrounds.

The rear (east) elevation of High Point Junior High School is dominated by the 1983 gymnasium addition to the southern wing. From this elevation, the 2007 small square shed-roof addition is visible. The rear (east) elevations of the southern (1983) and northern (2007) blocks are of simple, monochromatic, blonde brick design. The southern side of the 1983 gymnasium addition has a monumental metal window with abstract lighting patterns and metal entrance doors. The 2007 addition on the south side is constructed of blonde brick and has a metal shed roof. This elevation is five-bays-wide with large metal windows. The rear of the main block is also visible from this elevation and, like the high school, is less ornate while still using the same materials and general design patterns as the more public-facing elevations. This elevation is highly fenestrated with many of the replacement windows requiring a wood panel to meet the height of the window surround.

The side (south) elevation of the school reveals the front (southwest) and side (southeast) elevations of the southern projecting wing, the side (south) elevation of the 1950 addition, and the side (south) elevation of the massive 1983 gymnasium addition to the rear ell. The southern wing and ell have a high level of integrity and continuity in materials and design and, like the northern elevation, reveal ornate cast stone decorative paneling and a crenelated, stepped cast stone parapet. The 1983 addition is harmonious yet set apart by its utilitarian design. The addition is seven-bays-wide. On the first story, the entrance is deeply recessed, with a brick wall extending south. There are four large metal windows on the second story. At the east end of the gymnasium, the corner is cut out for a two-story metal window with abstract lighting pattern. A large brick column maintains the rectangular form. The 2007 addition is visible with double entrance doors and a large metal window on the first story and metal vents on the second story.

Interior

Although the exterior has a high level of integrity, the interior of High Point Junior High School has been significantly altered. Most of the doors have been replaced. Some of the original terrazzo flooring remains and a few auxiliary doors like storage areas and bathrooms appear to be original. Like the senior high school building, it has maintained the integrity of its original gymnasium, which is nearly identical to the one found in the high school.

K. Gymnasium (701 Ferndale Blvd.)

1957, 2012

Contributing Building

Designed by Deitrick and constructed in 1957, the gymnasium was built on the north side of the athletic field between High Point Senior and Junior High School, on the original location of the running track. The building was altered in 2012 when the entrance was remodeled to accommodate a modern ticket window and main entrance doors, and a one-story block was added to the rear (south) elevation. Despite these alterations, the building has otherwise retained

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its appearance from its 1957 construction. The monumental, two-story building on basement is constructed of blonde brick and cast stone blocks and comprised of three rectangular blocks: the original 1957 gymnasium makes up the central block, the 2012 one-story ticket booth entrance makes up the northern block, and the 2012 rear one-story addition makes up the southern block.

The façade of the original building has been obscured by the 2012 entrance, which is a five-bay wide one-story addition constructed with reddish blonde brick and cast stone. From west to east, the façade is comprised of a metal sixteen-light window which wraps around the corner of the building, a bank of four metal double-door entrances, two glass ticket booths with a cast stone surround, another bank of identical double entrance doors, and a wrap-around sixteen-light window. The original building is two stories, so the eight, twenty-light windows, cast stone parapet, and chimney are still visible from this elevation. An entrance door to the 1957 building, covered by a shed-roof metal awning, is accessible east of the 2012 entrance.

The side (west and east) elevations of the 1957 main block are identical. Six bays of brick walls are delineated by cast stone pilasters. There is no fenestration on the second floor; however, there is a continuous row of single-light windows and vents on the recessed first floor. A brick wall extends east to a stepped blonde-brick smokestack. The one-story 2012 block has a boarded one-light window and a recessed entrance door before intersecting with the 1957 main block.

The rear (south) elevation of the building, from west to east, is comprised of the smokestack, metal double doors, a covered facilities area, another set of metal double doors, a recessed rear entry followed by two additional metal doors. The rear of the building has a set-back one-story block added in 2012. The one-light window openings have been boarded with wood panels. The center of this block features a wide, deeply recessed porch opening followed by more paneled windows. The second story of the 1957 central block is also visible from this elevation and is comprised of nine bays. The central five bays are massive multi-light boarded windows.

L. Charles F. Tomlinson Elementary School (851 Ferndale Blvd.) 1952-1953, 2004, 2023
Contributing Building

Exterior

Charles F. Tomlinson Elementary is from a later period of construction in the district. Designed by William Henley Deitrick in 1952-1953, the exterior of the school has maintained an overall good level of integrity as a Modernist educational building. The exterior is veneered in red common bond brick with a row of five runners to one header row. The school's two-story, flat-roofed, rectangular classroom block is at the west end of the building and extends north to south, while the smaller, one-story-on-basement, flat-roofed, rectangular block housing the auditorium, gymnasium, and cafeteria sits to the east perpendicular to the classroom block, and the two are connected at the south end of the building by a connector to create an L-form. In 2004, a second story portion was added to the one-story connector.¹⁶ The second-story addition is relatively

¹⁶ "Historic Aerials: Viewer," High Point, North Carolina, accessed November 10, 2025, <https://www.historicaerials.com/viewer>.

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seamless as the builders did an excellent job matching the existing brick. In 2023, the building underwent a substantial renovation which resulted in the replacement of its original windows.

The front (south) elevation is where the main entrance of the school was located historically. This elevation has the highest level of integrity, though it has been altered by the addition of a two-story portion to the originally one-story connector between the classroom block and auditorium wing. All blocks of the building have a flat roof with a simple metal parapet. The south side main entrance is minimally but effectively framed by limestone blocks, contributing to the building's distinct mid-century modern aesthetic. A connector between the two buildings runs west and south. The exterior of the connector is comprised of matching red brick with cast stone detailing and metal parapet, identical to the main blocks. The connector is highly fenestrated with two, large, 15-light metal windows on either side of the corridor. The auditorium/gymnasium/cafeteria block is minimally yet effectively detailed with six three-light metal windows with simple cast stone block window surrounds on the main floor and eight smaller three-light metal windows on the raised basement level with no surrounds.

The side (east) elevation of the elementary school is dominated by a covered breezeway leading from the parking lot to the connector between the two blocks. The topography of the site allows for a raised basement below the gymnasium wing and a basketball court between the breezeway and gymnasium. This elevation of the gymnasium wing has minimal fenestration, with two windows on the main level with replacement metal windows/vents and cast stone window surrounds and five metal replacement windows and vents on the raised basement level.

The side (east and west) elevations of the main classroom block of Charles F. Tomlinson Elementary School are identical; however, the two-story connector addition on the east side of the classroom block is covering four window bays. These elevations have 21 bays of 9-light metal walled replacement windows separated vertically by brick columns and horizontally by cast stone. When the building was renovated in 2023, metal entrance doors and concrete steps were added to several classrooms on the west elevation and windows were replaced. The original sash was nine-over-nine metal windows.¹⁷ On the west elevation, from the north end, bays six, ten, and fourteen have added entrance doors with steps. On the east elevation, from the north end, bays three, eight, twelve, and fourteen have added entrance doors with steps.

The rear (north) elevation is where the main entrance to the school is currently located, as it is the most convenient access for children getting on and off busses. This elevation has been significantly altered by the installation of new double entrance doors and a glass surround.

Interior

From 2022-2023, the building underwent significant remodeling when it became Sylvia Mendez Newcomers School. Drastic alterations were made on the interior, which may have already been

¹⁷ "Google Maps Streetview, 2022," Google maps, accessed November 10, 2025, <https://maps.app.goo.gl/7ZfcgFnytMGgKLoMA>.

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significantly remodeled since the school's initial construction. The contractor replaced interior doors and floors and constructed new offices, a community area with residential kitchen, and new cafeteria.

INTEGRITY STATEMENT

Collectively, the High Point Schools Historic District has a high level of historic integrity. The district retains the integrity of location because, although the athletic fields have been moved and the original landscape design has been altered, none of the buildings have been moved from their original locations. Setting and feeling have been retained as many of the houses, streets, and landscape features built around the complex have been retained. Integrity of materials, design, and workmanship have experienced some losses over time due to additions after the period of significance to both the senior and junior high school buildings, the bricking in of High Point Junior High School's window bays on the north wing, and a significant alteration to the gymnasium in 2012. Although the additions are substantial, they are primarily relegated to the rear elevations of each building, are easily distinguishable from the earlier portions of the building and constructed using materials and designs that are harmonious with the earlier designs. None of these changes detract from the district's overall integrity of design or workmanship. The materials have been altered, as the windows and doors of all the buildings have been changed; however, the fenestration patterns remain. The district retains the integrity of feeling and association as a school campus first established in 1927 that grew to meet local educational needs through the mid-20th-century.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

Period of Significance

1927-1976

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Significant Dates

1927

1931

1952-53

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Barton, Harry

Draper, Earle Sumner

Deitrick, William Henley

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.)

The High Point Schools Historic District in Guilford County, North Carolina meets National Register Criterion A at the local level for Education because the district is associated with the consolidation era of North Carolina public schools, a transitional period of public education in Guilford County during and after segregation. The high school (1927) and junior high school (1931) buildings were some of the first to be built after public pressure from white parents demanded a more “centralized” school than the one downtown, meaning closer to white neighborhoods on the west side of town. The completion of the 1952-1953 elementary school completed the consolidation of the school district, offering elementary school education in a streamlined and well-equipped building. The period of significance, continuing until 1976, includes the end of segregation and the start of a new era in North Carolina educational history. Along with the main school buildings, the Cafeteria Building (1954) and Gymnasium (1957) are contributing buildings in the district, the running track (1957) is a contributing site, and the entrance gates (1935) on the north side of the district are a contributing object.

The district is also significant at the local level under Criterion C in the area of Architecture as a collection of educational buildings from the 1920s through the mid-twentieth century that embody the distinctive characteristics of the Collegiate Gothic style and Modernism, illustrating the evolution of architectural trends in educational building design on a single school campus. The Collegiate Gothic style was prolific from the 1920s-1930s because of its association with medieval English universities and a desire to engage with that tradition and prestige. Between the 1940s and the 1950s, as society looked away from the past and towards the future, the style and form of education buildings underwent a drastic transition from ornate, high-style Revivals to sleek, streamlined Modernism.

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Both High Point Senior High School (1927) and High Point Junior High School (1931), designed by architect Harry Barton, are outstanding examples of Collegiate Gothic architecture in Guilford County, with cast stone arched entrances, towers with elaborate cast tracery, cast stone water tables, crenulated-inspired parapets with cast stone niches, stone belt coursing, and steep slate roofs. In contrast to this ornate, traditional style, Charles F. Tomlinson Elementary, designed by Raleigh architect William Henley Deitrick and constructed in 1952-53, is a fine example of the Modernist style, with its streamlined, monochromatic brick exterior, flat roof with a simple metal parapet, and restrained limestone and cast stone detail.

The period of significance ranges from the construction of High Point Senior High School in 1927, beginning with construction of the High Point Senior High School and extends to 1976, fifty years from the current date. The Guilford County School System continues to use the complex as a school campus, but its educational significance is not exceptional after 1976.

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

Architecture Context

The High Point Schools Historic District embodies the distinctive characteristics of the Collegiate Gothic style and Modernism by illustrating the evolution of these architectural trends in educational building design on a single school campus. In the 1920s and 1930s, the Collegiate Gothic style emerged as a popular adaptation of the 19th century Gothic Revival style. While Gothic Revival (1830-1890) was used for many different building uses, from churches to institutional buildings, the Collegiate Gothic style was reserved for educational buildings only.¹⁸ The style gained popularity in the 1920s and 1930s for both graded, secondary, and collegiate education buildings, with prominent universities such as Duke University, Boston College, Yale, and Princeton employing the Collegiate Gothic style to create “an atmosphere of respected antiquity.”¹⁹ As the popularity of Collegiate Gothic was on the rise, school boards across the United States were spearheading the construction of new, consolidated public-school campuses, with specialized areas for cafeterias, gymnasiums, and athletic fields.²⁰ Along with its association with medieval English universities, which evoked provenance, prestige, and tradition, the masonry construction of the Collegiate Gothic form established “a sense of permanence and substance, a fitting image for the public education system, especially as it strove for even greater academic offerings.”²¹

¹⁸ “Pennsylvania Historical & Museum Commission Collegiate Gothic Style (1890 - 1940).” Pennsylvania Architectural Field Guide. Accessed November 20, 2025.
<https://www.phmc.state.pa.us/portal/communities/architecture/styles/collegiate-gothic.html>.

¹⁹ *Ibid.*

²⁰ Bishir, Catherine W. *North Carolina Architecture*. Chapel Hill, NC & London: University of North Carolina Press, 1990, 464.

²¹ “Pennsylvania Historical & Museum Commission Collegiate Gothic Style (1890 - 1940).” Pennsylvania Architectural Field Guide. Accessed November 20, 2025.

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As a nod to that tradition, several graded and secondary schools in Guilford County were designed in the Collegiate Gothic style, including Greensboro Senior High School (1929, NR 2005), James Benson Dudley Senior High School (1929, NR 2003), Ceaser Cone Elementary (1935, SL 1990), and John Van Lindley Elementary School (1928, Demolished in 2025). A search of HPOWeb reveals that no other Collegiate Gothic resources have been identified in High Point through architectural survey to date.

Located at, 801 North Josephine Boyd Street, Greensboro Senior High School, also known as Grimsley High School, was designed by prominent local architect Charles C. Hartmann and erected by Angle-Bickford Company, general contractor, in 1929. The building has good integrity, though the windows were replaced in 1977. Features of note include cast stone trim, a crenellated parapet, buttresses, and “a central entrance composed of three double-leaf glass-and-metal-paneled doors (1981 replacements nearly identical to the original glass-and-wood doors) headed by fixed round-arched transoms and surrounded by slender columns supporting a round arch, all in cast stone and ornamented with medieval motifs such as vegetative column caps, tablet flowers, and diapered and vegetative arch bands.”²² Similar to the High Point Schools Historic District, Greensboro Senior High School also has a Modernist building on its campus, Kiser Middle School (1957, DOE 2019).

Also constructed in 1929 and designed by Charles Hartmann, James Benson Dudley Senior High School, located at 1200 Lincoln Street in the Nocho Park Historic District of Greensboro, was the first high school built for Black students in the city. The building exhibits several Collegiate Gothic architectural features, including stair towers crowned by battlements, cast stone detailing, and crenulated stair towers. The windows were replaced in the early 1960s with vinyl sash windows. The Gymnasium of Dudley Senior High School (1959), designed by architect W. Edward Jenkins, a graduate of North Carolina Agricultural and Technical College, is an excellent example of Modernist architecture on the school’s campus. Although Dudley High School has historic ties to the Modernist East Washington Street Elementary School (1915, Rebuilt in 1951, SO 2020), the schools are not located on the same campus and are located about one mile apart.

Ceaser Cone Elementary School was designed by Harry Barton, the same architect of High Point Senior and Junior High Schools, in the Collegiate Gothic style. The school was built in 1935 for the children of mill workers at Cone Mills. Located at 2501 North Church Street in Greensboro, the building was constructed with Works Progress Administration (WPA) funds along with support from the Proximity Management Company. Architectural features of note are brick buttresses with stone capstones, belt coursing, pointed-arch hood molding accented with quatrefoils, stone quoins, and a stone plaque engraved with the name “Ceasar Cone Public School.” The windows have been replaced with non-historic, one-over-one vinyl-clad sashes.²³

²² Laura A. W. Phillips, “Greensboro Senior High School,” National Register of Historic Places Nomination Form, (Washington, DC: U.S. Department of the Interior, National Park Service, 2005), Section 8.

²³ CALYX Engineers and Consultants, “Historic Structures Survey Report for U-5851, Widen SR 1001 (Church Street) from US 220 to East Cone Boulevard, PA 18-02-0018, Guilford County, Environmental Review 19-0982,”

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John Van Lindley Elementary School, demolished in 2025, was located at 2700 Camden Road in Greensboro. Built in 1928, the building included restrained Collegiate Gothic stylistic elements including a parapet and pointed arched entrances. Of these examples, High Point Senior High School and High Point Junior High School are among the most ornate, embodying the characteristics of Collegiate Gothic design through their stair towers, crenulated-inspired parapets, cast stone segmental arched entrances, decorative panels with elaborate cast tracery, flat drip molds, and cast stone belt coursing, and decorative buttresses with cast stone caps. Moreover, the High Point Schools Historic District as a whole includes a Modernist elementary school within its campus, demonstrating the evolution in popular architectural styles for education buildings between the 1920s and 1950s.

By the mid-20th century, Modernism had taken over educational building design across the United States as progress, function, and utility became prioritized over architectural detail and tradition. “Modernist principles of simplicity, efficiency, flexibility, affordability, and intrinsic material expression were inherently applicable to educational buildings,” because of their emphasis on functionality, their horizontal massing, and importance on spatial use rather than symmetry.²⁴ Along with functionality, these new school buildings were built at a more domestic scale and were designed with standardization in mind with new materials that could support large auditorium and gymnasium spaces. Architects and engineers began utilizing masonry, glass, and steel to break with tradition and “reflect the period’s seemingly progressive post-World War II mindset.”²⁵ New interior materials as well, like concrete tile floors, and concrete block walls, were rugged and easier to clean on a mass scale, making them more hygienic and suitable for schools.

Due to the influence of prominent architecture schools at North Carolina State College in Raleigh and North Carolina Agricultural and Technical College in Greensboro, the popularity of Modernist design and accessibility to the architects who studied it, was easily within reach. As a result, construction of Modernist graded and secondary schools in Guilford County soared between the late 1940s and early 1950s. Along with Charles F. Tomlinson Elementary School (1952-1953), other Modernist schools built in Guilford County include the school building at Christ the King Catholic Church and School (1941, 1949-50, SL 2009), Alfred J. Griffin Elementary School (1953) in High Point, located behind William Penn High School, Kiser Middle School (1957, DOE 2019) located behind Greensboro Senior High School, and Washington Street School (1915, Rebuilt in 1951, SO 2020) in the Nocho Historic District in Greensboro.

The school building at the Christ the King Catholic Church and School (1941, 1949-50) in High Point was originally a Colonial Revival church and rectory, and a Modernist school was added in

(Raleigh, North Carolina: North Carolina Department of Natural and Cultural Resources, State Historic Preservation Office, April 14, 2019).

²⁴ Heather Fearnbach, “West Southern Pines School,” National Register of Historic Places Nomination Form, (Washington, DC: U.S. Department of the Interior, National Park Service, 2005), Section 8.

²⁵ Jennifer Martin, “Cedar Grove School,” National Register of Historic Places Nomination Form, (Washington, DC: U.S. Department of the Interior, National Park Service, 2005), Section 8.

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1949-50 to serve Black students. The flat-roofed brick building has deep overhanging eaves. The school is comprised of a one-story and two-story block of monochromatic masonry veneer in a horizontal orientation. The exterior brick was painted c. 2022.

The Alfred J. Griffin Elementary School (1953) is a flat-roofed, brick L-shaped building very similar in appearance to Charles F. Tomlinson School. The building contained nine classrooms, a library, offices, and a cafeteria/auditorium. The building expanded in 1956 with the addition of ten classrooms. In 1959, a massive gymnasium and classroom wing was added to the building. In the late 1970s, the original red brick veneer exterior and large steel-frame casement windows were obscured, which resulted in the building's exclusion from the Washington Street Historic District (NR 2010).

Claude Kiser Middle School (1957) is one of several educational buildings on a 130-acre campus that also includes Grimsley High School (formerly Greensboro High School) and Brooks Global Studies School (formerly Brooks Elementary School) (demolished in 2025).²⁶ A new Kiser Middle School building was completed on site in 2025. The school, named for former Greensboro mayor Claude Kiser, opened its doors in September of 1957 to white students. The building is two-story constructed with brick veneer. It has a flat roof and many of its original steel frame windows remain on its historic block. The building embodies the horizontal form and materials of Modernist design.

Washington Street School (1915, Rebuilt in 1951, SO 2020) is a large, multi-block brick veneered building with a flat roof and metal windows with cast concrete sills. The school has a high level on integrity and, like Tomlinson, features an expansive covered breezeway. Of these examples, Charles F. Tomlinson Elementary School is set apart because of its connection to the campus of the High Point Schools Historic District. Moreover, Tomlinson Elementary embodies the characteristics of Modernist design through its horizontal massing, monochromatic brick exterior, simple limestone block framing and cast stone molding, and simple metal parapet on flat roof. Although other mid-century Modernist schools in Guilford County may have higher integrity, all the schools, including Charles F. Tomlinson, are good examples of educational building design in Guilford County in the postwar period.

Education Context

White North Carolinians experienced monumental improvements to public education during the Progressive Era of the 1890s to early 1900s. At the turn of the century, Governor Charles B. Aycock was elected based on his platform of public education reform for white students. Although he was a Democratic candidate, his political platform, like many others following the Reconstruction Era, was based in white supremacy. The success of his campaign was largely due

²⁶ Kleinfelder, "Historic Structures Survey Report for U-5852, WBS #47163.1.1, PA #18-04-0001, Widen SR 2085 (Benjamin Parkway/Bryan Boulevard), From W. Wendover Avenue to N. Holden Road in Greensboro, Environmental Review 18-4253," (Raleigh, North Carolina: North Carolina Department of Natural and Cultural Resources, State Historic Preservation Office, February 19, 2019).

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to his ability to cloak his white supremacist platform with the veil of universal education.²⁷ For Black North Carolinians, public education was severely underfunded, poorly resourced, and often held in inadequate facilities. Despite significant challenges, Black communities prioritized education for their children and actively pursued opportunities through their own community efforts and through partnerships with philanthropic programs like the Rosenwald School Initiative, which helped build hundreds of new schools for Black students across North Carolina during the early 20th century.²⁸

As governor, Aycock introduced a successful bill in 1903 to provide loans to North Carolina counties with the express purpose of building public schools for white students, which led to a boom in public school construction across the state.²⁹ Guilford County became one of the first counties in North Carolina to accept funding from the state loan program, build public schools across its major cities, and offer tax-funded public education to its residents. Within a decade, in 1913, North Carolina passed the Compulsory Attendance Act, which required all children between the ages of 8 and 12 to attend school at least four months out of the year.³⁰

While public education offerings boomed county-wide, the City of High Point was experiencing an industrial boom of its own. Known as the “Furniture and Hosiery Capital of the South,” High Point boasted over twenty-six textile plants and a prolific furniture industry. By 1923, High Point surpassed Greensboro’s population by 3,000, and became the sixth largest municipality in North Carolina.³¹ As the population grew and more investment was made in public education, additional municipal and civic facilities were needed to support High Point’s economic growth. Between 1920 and 1930, the City of High Point approved over \$20,000,000 in building permits. Along with the construction of more public schools, there were vast infrastructure improvements to support the city’s growth, including new roads and parks, the construction of a Y.M.C.A, the Southern Furniture Exposition Building, the Sheraton Hotel, many churches, and other civic and service projects.³² In September of 1924, High Point College opened, marking High Point’s participation in the statewide trend to attract institutions of higher learning for cultural and economic enhancement in their communities.

It was during this industrial, municipal, and educational boom that white High Point citizens began to advocate for a new high school with more amenities and opportunities for their young students. Along with technological advancements, parents advocated for the school to be located closer to several established white neighborhoods, Quaker Woods, Oakwood, West End, and Emerywood. Although High Point City Schools had been established since 1897, there was only

²⁷ Bob Ethridge, *The History of Education in North Carolina*, United States Department of Education, North Carolina Department of Public Instruction, 1993, 12.

²⁸ “The Rosenwald Schools: Progressive Era Philanthropy in the Segregated South (Teaching with Historic Places),” National Parks Service, accessed November 10, 2025, <https://www.nps.gov/articles/the-rosenwald-schools-progressive-era-philanthropy-in-the-segregated-south-teaching-with-historic-places.htm>.

²⁹ Bob Ethridge, *The History of Education in North Carolina*, United States Department of Education North Carolina Department of Public Instruction, 1993, 12.

³⁰ *Ibid.*

³¹ Robert Marks, *High Point, Reflections of the Past* (North Carolina: High Point Historical Society, Inc., 1996), 54.

³² High Point Chamber of Commerce, *The Building and the Builders of a City* (High Point, NC: Hall Printing Company, 1947), 78-79.

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one distinct high school for white students in the city, South Main Street High and Graded School (demolished 1931), located downtown at the corner of East Green Drive and South Centennial Street. Along with South Main Street High and Graded School, there were nine other graded and secondary schools for white students, Ada Blair Elementary School, Cloverdale School (for the Highland Mill Village community), Elm Street School, Emma Blair School, Johnson Street School, Oak Hill School, and Ray Street School.³³

On the east side of town, Black students often suffered worse conditions than white students in cramped and inadequate buildings. Severe underfunding and lack of state and county resources resulted in drastically overcrowded classrooms. A newspaper article from 1922 reported 720 children occupying 14 classrooms, averaging about 50 students per class.³⁴ For lower school education, Black students had only two options, Fairview Street School or Leonard Street Graded School.³⁵ Despite these challenges, William Penn High School (1910-1911, NR, 1978) was the pride of the community and excelled in academic, vocational, and spiritual training. Many community businessmen and intellectual leaders taught or were educated at William Penn, and “skills learned in the institute were put to work in the community also. A shoe repair shop served citizens of High Point as well as students; the carpentry class repaired houses in town and built at least one eight room residence; a blacksmith shop was established; and the masonry students built chimneys and foundations for several houses in High Point...”³⁶ Young women “were taught sewing, cooking, basketmaking, and dressmaking. Many girls also used their skills to make extra money for their education.”³⁷

A Call for School Expansion and Modernization

White North Carolina citizens were the catalyst for an improved public school system for white students from the advent of progressive policies at the turn of the century to the eve of the Great Depression. The growing student population and attendance in high schools bolstered these bond bills. In 1910, there were 14,401 enrolled North Carolina students and by 1921, the population had grown to 45,084.³⁸ In 1920, 35 counties did not have “a single good four-year high school and 85 counties did not have such a high school in the rural districts.”³⁹ State Superintendent E.C. Brooks wrote in “Building of the Public School System” on August 6, 1922, that local communities were the ones who introduced most bond bills to the General Assembly. These bills

³³ “Hill’s High Point (Guilford County, N.C.) City Directory [1927] : Hill Directory Company,” Internet Archive, January 1, 1970, <https://archive.org/details/highpointnccityd09mill/page/534>.

³⁴ Kathleen Snyder, “Our Present School Facilities,” *The High Point Enterprise*, May 12, 1922, accessed June 26, 2024, <https://www.newspapers.com/image/74198352/>.

³⁵ *Ibid.*

³⁶ H. McKelden Smith and Jerry L. Cross, “William Penn High School (High Point Normal and Industrial Institute),” National Register of Historic Places Nomination Form, (Washington, DC: U.S. Department of the Interior, National Park Service, 1978), Section 8.

³⁷ *Ibid.*

³⁸ E.C. Brooks, “Building of the Public School System,” *Greensboro Daily News*, August 6, 1922, accessed February 12, 2024, North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/sn83008209/1922-08-06/ed-1/seq-69/>.

³⁹ *Ibid.*

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were for the construction of modernized school buildings and improved teacher training. Local communities “voted bonds amounting to over ten million dollars,” while the State added to “the Special Building Fund of \$5,000,000,” boosting “the value of the school property by about \$40,000,000.” The people voted for \$24,000,000 for permanent improvements in about four years.”⁴⁰ Citizens also made donations to build new schools when bond elections failed. *The Pointer* student newspaper reported comparative statistics on white school enrollment in different cities across North Carolina from 1923-1924. High Point’s student body enrollment was 5th highest in the state at 4,367 and followed by Raleigh, Greensboro, Durham, and Salisbury. Charlotte and Winston-Salem had the highest number of students. In High Point, a projected 350 new students were entering the city school system yearly, but High Point spent less on their student’s educational facilities.⁴¹

At the end of the 1910s, the white student population of High Point, North Carolina was outgrowing its educational facilities.⁴² From 1918 to 1926, the citizens, students, and the Board of Education tirelessly pursued special elections to pass bonds for construction of a “centralized” high school (i.e. further from Black neighborhoods and closer to white neighborhoods) to replace the South Main Street High and Graded School (demolished in 1931) located downtown. School Superintendent W.M. Marr, High Point School Board member C.F. Tomlinson, and the Guilford County Board of Commissioners, strongly advocated for voters to pass bonds that would pay for the construction of a new high school to support the growing student population with modernized educational facilities. According to Tomlinson, the existing manual training and laboratory equipment was insufficient and the physical size of the building was too small.⁴³ Many voters believed the existing infrastructure could not be modified without compromising quality.⁴⁴ From 1918 to 1922, the school population experienced a 25% increase from 3,600 to 4,514 pupils.⁴⁵ The *High Point Enterprise* reported, “while there are only two modern buildings, neither...[have] adequate capacity [and are] far below the proper standard.”⁴⁶ Despite public support for expansion and modernization, the city and its students suffered many setbacks before securing a new high school in 1927 and junior high school in 1931.

Court Battle and Special Elections

The City of High Point and the North Carolina General Assembly pursued an innovative approach to fund building modernization, but these first efforts failed. On August 20, 1920, the

⁴⁰ *Ibid.*

⁴¹ “City School Tax Election,” *The Pointer* (High Point, NC), May 4, 1925, accessed February 13, 2024. North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/2016236526/1925-05-04/ed-1/seq-1/>.

⁴² *Ibid.*

⁴³ “High Point Leaves City School Behind,” *The High Point Enterprise*, January 1, 1920, accessed August 5, 2024, <https://www.newspapers.com/image/74217717/>.

⁴⁴ Nady Cates, “Central High School,” *The High Point Enterprise*, January 22, 1920, accessed August 8, 2024, <https://www.newspapers.com/image/74217882/>.

⁴⁵ Kathleen Snyder, “Our Present School Facilities,” *The High Point Enterprise*, May 12, 1922, accessed June 26, 2024, <https://www.newspapers.com/image/74198352/>.

⁴⁶ *Ibid.*

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North Carolina General Assembly vested authority in the Board of Commissioners: “An act to establish a high school district of High Point Township, Guilford County, and to issue bonds with which to build and equip a high school building and to provide for the payment of said bonds and for the maintenance and government of said school.”⁴⁷ The High Point Township planned to hold new voter registration and hold a special election on January 18, 1921, for voters to decide on issuing bonds not exceeding \$600,000.⁴⁸ If approved, the Guilford County Board of Commissioners would act as a corporation to prepare, issue, and sell bonds on behalf of the “High Point Township Central High School District and shall be signed by the chairman of the board of county commissioners.”⁴⁹ C.F. Tomlinson, a High Point school board member at the time, was a champion for the bond program. Several days before the election, 100 citizens met with “enthusiasm and optimism [to discuss] the proposed school bonds for the erection and equipment of a central high school.”⁵⁰ The majority of voters approved the county commissioners’ selling of bonds, and the future looked bright for this new construction opportunity.⁵¹

Before the election, the Supreme Court had passed a constitutional amendment on January 10, 1917, prohibiting passage of “any local, private or special act or resolution (among others) relating to or establishing or changing the lines of school districts.”⁵² The North Carolina State Supreme Court claimed the election violated the state’s constitution and voided the Township election results for the bonds, stating “therefore no new high school building can be erected in High Point by this method.”⁵³

On June 6, 1922, High Point residents voted for \$250,000 in bonds for “needed improvement and extension of its present school system.” The *High Point Enterprise* stressed to readers that without bond approval “one thousand children...will be without public school facilities when school opens next fall. This is not an exaggerated statement, but a known fact.”⁵⁴ The bond passed the special election with 994 for and 519 against; however, by 1925, there was no new High Point Senior High School, despite public interest. One bill introduced in March 1925 opted

⁴⁷ “Notice of Election on Bond issue with which to build and equip a high school building for High Point township Central High School District,” *The High Point Enterprise*, December 14, 1920, accessed August 5, 2024, <https://www.newspapers.com/image/77063052/>.

⁴⁸ *Ibid.*

⁴⁹ “The Township High School Act as Ratified by the General Assembly,” *The High Point Enterprise*, January 13, 1921, accessed April 29, 2024, <https://www.newspapers.com/image/77063265/>.

⁵⁰ “High Pointers Met and Discussed the Bonds Last Night,” *The High Point Enterprise*, January 15, 1921, accessed June 26, 2024, <https://www.newspapers.com/image/77063282/>.

⁵¹ “High Point Gives School Bonds a Majority of 319,” *The High Point Enterprise*, January 19, 1921, accessed September 6, 2024, <https://www.newspapers.com/image/77063306/>.

⁵² “Violation of Constitution,” *Greensboro Daily News*, June 8, 1921, accessed April 29, 2024, <https://www.newspapers.com/image/936849098/>.

⁵³ “School Bond Act held Invalid by Supreme Court,” *The High Point Enterprise*, June 8, 1921, accessed June 26, 2024, <https://www.newspapers.com/image/74224422/>.

⁵⁴ “School Bond Election a Brief Month Away,” *The High Point Enterprise*, May 8, 1922, accessed August 26, 2024, <https://www.newspapers.com/image/74198291/>.

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to merge the High Point School District, while another bill would permit citizens to vote for school bonds not exceeding \$750,000 at the state level.⁵⁵

Once again, High Pointers had to vote in a special election. The May 1926 election was for city school district enlargement, to authorize “bonds not to exceed \$750,000” for the erection of the high school and buying equipment for the city elementary schools, and to levy a tax that would support increasing the school year from six-months to nine-months.⁵⁶ The voters secured the extension of the city school district which allowed “the students who live inside the city limits, who were not in the city school district before the election, the right to attend any of the city schools without paying tuition.”⁵⁷ The site selected for building the highly anticipated High Point Senior High School was the old High Point Fairgrounds, which were located within city limits but outside the High Point City School District. The students in the territory were “permitted to enter the city schools, until such time as might seem best for calling an election for the enlargement of the city school district and for voting upon the question of issuing bonds for additional school buildings.”⁵⁸

In 1927, construction finally began on High Point Senior High School. Architect Harry Barton of Greensboro drew the plans and the Beaman Contracting company of Raleigh built the school.⁵⁹ The total cost of construction was \$600,000. *The Greensboro Daily News* heralded the new school claiming, “Architects and contractors say it is one of the finest buildings of the kind in the entire state, being constructed along modern lines with an eye to lighting, ventilation and convenience.”⁶⁰ Barton’s design allowed for each classroom to seat 36 students, a gym seating 2,000, and an auditorium seating 1,350. There were “45 classrooms, nine for research work and experiment in the sciences, economics, and industrial arts, a modern gymnasium, auditorium, medical unit, library, study halls, locker alcoves, general offices, special offices, cafeteria, kitchen and pantry.”⁶¹ E.S. Draper was the landscape architect, whose portfolio included Salisbury High School, Central High School of Charlotte, Spartanburg high school in South

⁵⁵ “County Wide School Plan,” *The Pointer* (High Point, NC), April 20, 1925, accessed February 12, 2024, North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/2016236526/1925-04-20/ed-1/seq-2/>.

⁵⁶ “All Local School Issues Carry, Voters Speak out for School issues assuring a new building,” *The Pointer* (High Point, NC), June 1, 1925, accessed February 13, 2024, North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/2016236526/1925-06-01/ed-1/seq-1/>.

⁵⁷ “All Local School Issues Carry, Voters Speak out for School issues assuring a new building,” *The Pointer* (High Point, NC), June 1, 1925, accessed February 13, 2024, North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/2016236526/1925-06-01/ed-1/seq-1/>.

⁵⁸ “City School Tax Election,” *The Pointer* (High Point, NC), May 4, 1925, accessed February 13, 2024, North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/2016236526/1925-05-04/ed-1/seq-1/>.

⁵⁹ “Finish New School Building by June 1,” *Greensboro Daily News*, May 27, 1927, accessed April 29, 2024, <https://www.newspapers.com/image/937107469/>.

⁶⁰ *Ibid.*

⁶¹ “Finish New School Building by June 1,” *Greensboro Daily News*, May 27, 1927, accessed April 29, 2024, <https://www.newspapers.com/image/937107469/>.

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Carolina, and many others.⁶² His landscape designs have now been lost to campus development, including the construction of parking lots and new athletic fields.

Three historical perspectives illustrate the new high school's prestige. Dr. Harry Woodburn Chase, the president of the University of North Carolina at the time, visited in October 1928 and "expressed admiration for the comparatively new building and equipment, and said he thought that it ranks with the best of its kind in the state...apparently impressed most of all with the library."⁶³ The gymnasium was superior to the nearby High Point University at the time. The university president concluded the students were "exceedingly fortunate in the way they are looked after in the fine building, equipment, and teachers."⁶⁴ High Point High alumnus Alvin Parker, class of 1898, visited and stated, "Students have better opportunities now than they had when I went to High Point High School. You have a wonderful plant, and the equipment of your school equals the equipment of any college in North Carolina."⁶⁵ Finally, Dr. Meta Miller of the North Carolina College for Women (now the University of North Carolina at Greensboro), and a graduate of Johns Hopkins University visited the campus in November 1928. She compared High Point Senior High School to Baltimore schools, stating she was "exceedingly surprised to find a school of the size and with the equipment that this one has, in a city the size of High Point."⁶⁶

High Point Junior High School, built in 1931, is also significant to High Point's educational history, depicting the public and city's commitment to architecturally beautiful and modernized educational facilities for white students. Harry Barton designed the school to be nearly identical to the high school and to share an athletic field, stadium, and playground. The building was designed as two-story on a raised basement, which is smaller than the high school, however the junior high school was designed with more Gothic Revival detailing. Barton designed the floor plan as a U-shape to suit the site's topography.

As noted in Section 7, the city and county extensively modified the interior of High Point Junior High School over time. The *Greensboro Daily News* featured a thorough description of the school's interior in its February 8, 1931 issue. The article depicts the modernity of equipment, rooms, and convenience offered for 1,000 pupils. Throughout the building were "24 regular

⁶² "Building to have Seven Units," *Greensboro Daily News*, February 19, 1928, accessed April 30, 2024, <https://www.newspapers.com/image/937252986/>.

⁶³ "President Chase of University a Visitor here last Thursday," *The Pointer* (High Point, NC), October 30, 1928, accessed March 4, 2024, North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/2016236526/1928-10-30/ed-1/seq-1/>.

⁶⁴ *Ibid.*

⁶⁵ "A Pointer Reporter Talks to '98 Alumnus," *The Pointer* (High Point, NC), October 30, 1928, accessed March 4, 2024, North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/2016236526/1928-10-30/ed-1/seq-1/>.

⁶⁶ "Dr. Miller Visits School," *The Pointer*, November 14, 1928, accessed March 4, 2024, North Carolina Newspapers, North Carolina Digital Heritage Center, <https://newspapers.digitalnc.org/lccn/2016236526/1928-11-14/ed-1/seq-1/>.

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classrooms and also locker and toilet rooms.”⁶⁷ The heating plant in the basement mechanically heated and ventilated the building. The floors of the classroom were wood, and the lobby and corridor floors were terrazzo (still extant).

Charles F. Tomlinson Elementary was named in honor of Charles Fawcett Tomlinson, a member of the Board of School Commissioners from 1906 to 1917, and then Chairman of the Board from 1919 until his sudden death on January 28, 1943. Tomlinson worked for 37 years “to intensify the quality of the city school system and operations” from the original public-school buildings on Main Street and Elm Street.⁶⁸ Originally, the school was supposed to be named “First Ward Elementary School,” but changed to Charles F. Tomlinson School during its construction in 1952. A Dedicatory Service was held on April 21, 1952 in honor of the late Tomlinson for his “love of beauty of design in school buildings and of those material appointments that were adequate in every way for the proper functioning of teachers and student bodies.”⁶⁹ The naming ceremony held additional significance, as it was Tomlinson who was largely responsible for the successful construction of both the senior and junior high schools on campus.

History of Integration

The United States Supreme Court decreed the desegregation of schools in 1954, but the process of integration in North Carolina took over two decades. Initially, North Carolina legislators passed a selective integration bill, which prompted school boards in Charlotte, Greensboro, and Winston-Salem to open admission at historically white schools to Black students in the summer of 1957. Other cities were even slower to desegregate. It was not until 1965 that most school districts in the state achieved some level of integration. As a response, the freedom-of-choice plan was initiated in a reluctant attempt to maintain the segregation of schools, however, the plan was ruled unconstitutional by a federal court judge in 1968, ushering in an era of student bussing in the 1970s to finally integrate schools.⁷⁰

In Guilford County, the public school system did not fully integrate until 1971 after a federal court order demanded it. The first attempts at integration in Guilford County started in 1957, when six Black students made history, Harold David, Elijah Herring Jr., Russell Herring, Brenda Kay Florence, and Jimmie B. Florence enrolled in Gillespie Park School and one young woman, Josephine Boyd, transferred to Greensboro Senior High School (NR 2005) for her senior year.⁷¹ Boyd’s harrowing experience was recounted in a *Los Angeles Times* article in 2004,

⁶⁷ “Work to be Started Monday on High Point Junior High,” Greensboro Daily News, February 8, 1931, accessed July 5, 2024, <https://www.newspapers.com/image/937190299>.

⁶⁸ “Charles F. Tomlinson Elementary School Dedicatory Service is Held,” *The High Point Enterprise*, Wednesday, April 23, 1952.

⁶⁹ “Charles F. Tomlinson Elementary School Dedicatory Service is Held,” *The High Point Enterprise*, Wednesday, April 23, 1952.

⁷⁰ “Supreme Court Orders Local Officials to End School Segregation ‘as Soon as Practicable,’” *Winston-Salem Journal*, June 1, 1955, p. 1; Jeffrey J. Crow, Paul D. Escott, and Flora J. Hatley, *A History of African Americans in North Carolina*.

⁷¹ “Our History: Paving the Way for the Future,” Guilford County Schools North Carolina, accessed November 10, 2025, <https://www.gcsnc.com/about/our-history>.

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‘Nig*** go home!’ screamed the students and rabble-rousers lining the sidewalk. ‘We don’t want you here! Go back to where you came from!’ A white woman held a German shepherd on a tight leash. Such was the welcome to her senior year. Over the next nine months, the daily jeers were backed up by a fusillade of snowballs and eggs, hurled at a target who stood 4 feet 11 and weighed 102 pounds. In the cafeteria, boys spat in her food and squirted ketchup in her lap. Tacks were placed on her seat, and ink spilled on her books. In phone calls to her house, Klansmen cursed her for scorning the will of God. The tires on the family car were punctured; two pet dogs were killed in the night. Her mother lost her job as a housekeeper. Her father’s sandwich shop mysteriously burned to the ground. It was the only time she ever saw him cry.⁷²

Despite the hatred and violence, Boyd graduated the next year in the top 10th of her class with honors among 1,950 high school students.⁷³

Each of the schools in the High Point Schools Historic District was built prior to desegregation in High Point. On September 2, 1959, sisters Brenda Jean Fountain, 12, and Miriam Lynn Fountain, 14, integrated the junior and senior high schools. The reporter claimed, “Their life in the previously all-white schools has, according to reports, been as uneventful as their entrance. Both are reportedly achieving good grades and have been accepted by the school community. Attendance at an integrated school is nothing new for either girl. Both had previously attended integrated schools in New York City.”⁷⁴ The reporter wrote this piece the following January and remarked the event was newsworthy on the basis of the mild disturbance of an epithet chalked on the sidewalk in front of the school, which other senior high students removed, and several cars cruised through the area, which were frightened away by all of the photographers.⁷⁵ In 1968, William Penn High School, the prestigious Black high school started by Quakers as High Point Normal and Industrial Institute in 1910, closed its doors as T. Wingate Andrews High School opened them, officially ending High Point’s era of school segregation.⁷⁶

At a Parent Teacher Association (PTA) meeting at Tomlinson Elementary School on November 11, 1969, angry parents clashed with three school board members about the bussing plan adopted for the 1970-1971 school year to fully integrate schools. School Board Chairman Evelyn Thompson argued, “Most people think it’s time for integration of our schools, but most people want someone else to do it. We talk a lot about equal opportunity, equal treatment, but we have a

⁷² “For Civil Rights Pioneer, a Life of Quiet Struggle,” *Los Angeles Times*, May 9, 2004, <https://www.latimes.com/archives/la-xpm-2004-may-09-na-josephine9-story.html>.

⁷³ “Josephine Ophelia Boyd Bradley (1940-2015),” Find a Grave, accessed November 10, 2025, https://www.findagrave.com/memorial/162306779/josephine_ophelia-bradley.

⁷⁴ J.W.P. Mooney, “Integration, Construction Were the Story in Schools,” *The High Point Enterprise*, January 3, 1960, accessed June 23, 2024, <https://www.newspapers.com/article/the-high-point-enterprise-fountainsister/149905342>.

⁷⁵ *Ibid.*

⁷⁶ H. McKelden Smith and Jerry L. Cross, “William Penn High School (High Point Normal and Industrial Institute),” National Register of Historic Places Nomination Form, (Washington, DC: U.S. Department of the Interior, National Park Service, 1978), Section 8.

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hard time talking ourselves into sharing our privileges...People come to me and declare that they are all for law and order, but these same people don't want me to obey the law as I see it.”⁷⁷ John Bridgers, a school board member, followed up by telling “the more than 100 patrons present that it is time now for the community to face up to its responsibility, if chaos is to be avoided in the schools.”⁷⁸

As a response to the volatile meeting, the High Point Citizens for Justice, Inc., a local chapter of the state-wide organization Citizens for Justice for America, retained High Point attorney Joe Floyd in an attempt to fight the school board's decision and maintain the freedom-of-choice system.⁷⁹ The group argued that desegregation, specifically busing, was “unjust and discriminatory to both whites and colored.”⁸⁰ The group met the next day at High Point Junior High School to rally concerned parents and come up with plans to combat the school board. Although they procured a lawyer to represent them and attempted to bring the case to court, the federal legislation prevailed and the case was eventually thrown out.

Campus Expansion

Over the decades, as the school population increased and the need for additional services arose, school administrators expanded existing buildings and constructed new ones on site. The first expansion was in 1942 to the high school to accommodate additional classroom space. In 1950, the junior high school underwent a similar expansion. From 1952-1953, Tomlinson Elementary School was constructed on campus. In 1954, a cafeteria building with additional seating was constructed behind the high school and in 1957, a large gymnasium was built for the high school on the north side of campus to accommodate their robust athletic curriculum. It was around this time that High Point Junior High School changed its name to Ferndale Middle School.⁸¹ Soon after the completion of the gymnasium, the high school was expanded again in 1962 to keep up with a growing student population and renamed High Point Central High School. Between 1974 and 1975 the school replaced its original windows with tinted and break-resistant windows, “primarily because they allowed too much heat to escape from the building.”⁸²

In 1983, High Point Junior High School got its own massive gymnasium addition. A final addition to the north side of the junior high school for additional classroom space was completed in 2007. In 2012, the entrance of the gymnasium was significantly altered to add a ticket booth and new entrance doors. In 2017, the high school renovated the cafeteria building into a media center and added a new, state-of-the-art cafeteria with indoor and outdoor seating to the south side of the main building in 2017. Tomlinson Elementary underwent two major remodels, one in

⁷⁷ “Back Board, Parents Urged,” *The High Point Enterprise*, November 12, 1969, accessed November 9, 2025, <https://www.newspapers.com/image-view/43147528>.

⁷⁸ *Ibid.*

⁷⁹ “Mitchell Labels Plan Unjust, Discriminatory,” *The High Point Enterprise*, November 12, 1969, accessed July 1, 2024, <https://www.newspapers.com/image/43147528/>

⁸⁰ *Ibid.*

⁸¹ “Integration, Construction Were the Story in Schools,” *The High Point Enterprise*, January 3, 1960, accessed November 9, 2025, <https://www.newspapers.com/image-view/39385575>.

⁸² “Pemican [1975],” North Carolina Digital Collections, accessed November 10, 2025, <https://www.digitalnc.org/>.

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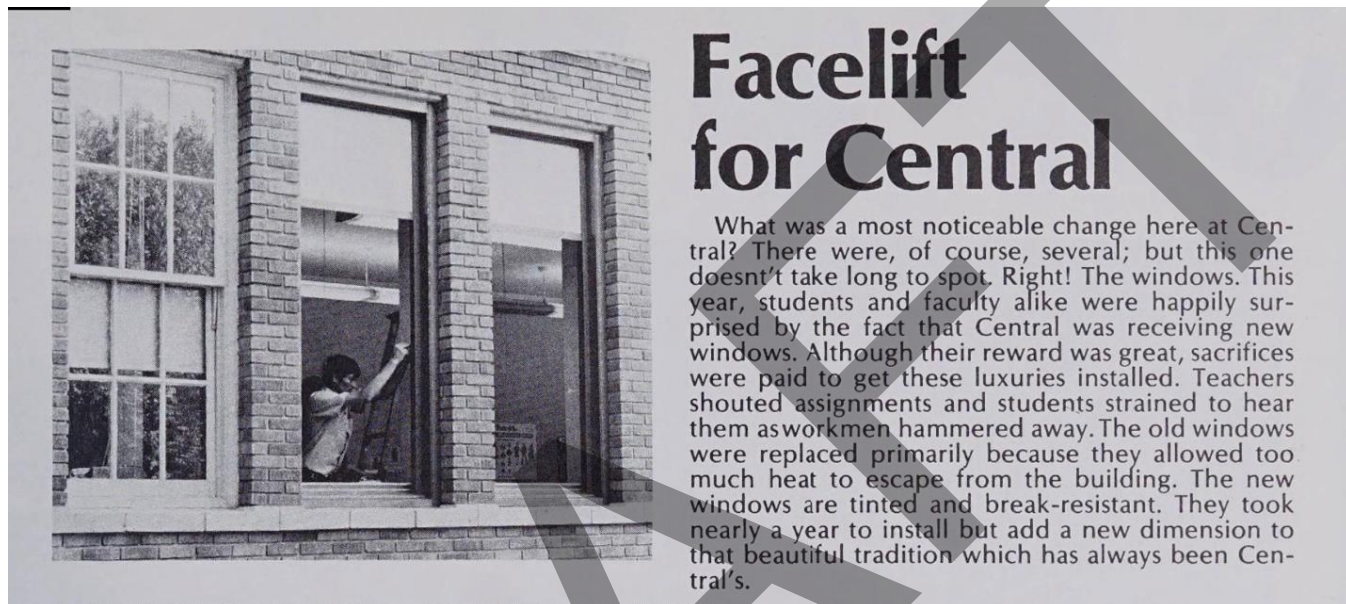
2004 and the other in 2023, when it was renamed the Sylvia Mendez Newcomers School. Over the years, the E. S. Draper designed landscape has undergone significant changes as the athletic fields have morphed over time, with the addition of a running track, multiple tennis courts, a baseball diamond, and parking lots. Although the campus continues to serve its historic purpose for public education, with its buildings still utilized as public schools and their associated accessory buildings, its educational use after 1976 is not of exceptional significance and does not meet National Register Criterion Consideration G.

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Appendix

Exhibit A: "Facelift for Central," Central High School, *Pemican*, 1975.



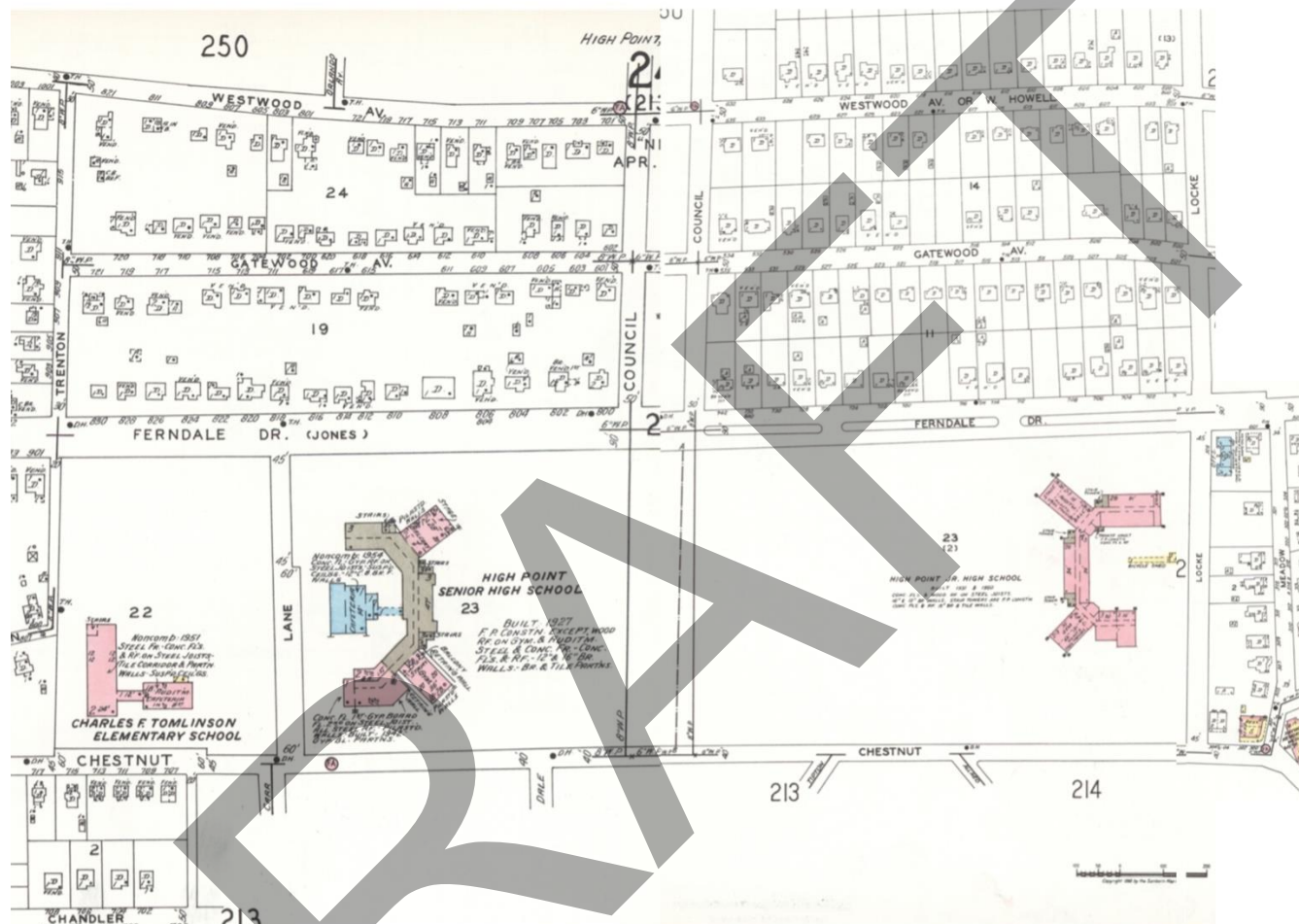
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Exhibit B: 1956 Sanborn Map depicting the school complex.⁸³ Shows proof of Locke Street extending south to Chestnut Street and north to Ferndale Drive, east of the junior high school.



⁸³ Sanborn Fire Insurance Map from High Point, Guilford County, North Carolina. Sanborn Map Company; Republished 1956 Vol. 2, 1956. Map. https://www.loc.gov/item/sanborn06427_011/.

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Previous documentation on file (NPS):

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

Primary location of additional data:

- ☒ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☐ University
☐ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): GF9634

10. Geographical Data

Acreage of Property approximately 39 acres

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: 35.958036 | Longitude: -80.024068 |
| 2. Latitude: 35.957914 | Longitude: -80.015721 |
| 3. Latitude: 35.957523 | Longitude: -80.015732 |
| 4. Latitude: 35.957523 | Longitude: -80.015485 |
| 5. Latitude: 35.957245 | Longitude: -80.015485 |
| 6. Latitude: 35.957219 | Longitude: -80.015657 |

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- | | |
|-------------------------|-----------------------|
| 7. Latitude: 35.955995 | Longitude: -80.015689 |
| 8. Latitude: 35.956212 | Longitude: -80.022888 |
| 9. Latitude: 35.956290 | Longitude: -80.023017 |
| 10. Latitude: 35.956316 | Longitude: -80.024218 |
| 11. Latitude: 35.957106 | Longitude: -80.024208 |
| 12. Latitude: 35.957150 | Longitude: -80.024100 |

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 property to be nominated is all of the lot described by Guilford County Tax Map PIN #192106, with the National Register boundary following the tax parcel line in all cases except for the eastern side of the parcel. The boundary follows the lot described by the Guilford County Tax Map as PIN #192106 until reaching the far northeast corner where the boundary of PIN #192106 meets the western boundary of PIN #187814. From there, the National Register Historic District nomination boundary follows the north line of tax parcel #187814, extending east approximately 58 feet before turning south and extending approximately 92 feet then extending approximately west 58 feet until it reconnects with the eastern parcel line for #192106. The nominated area is outlined on the attached map titled "National Register Boundary Map." Referred to collectively as the High Point Schools Historic District, the 39-acre lot is bound by Ferndale Boulevard to the north, Chestnut Drive to the south, Trenton Street/Arbordale Avenue to the west, and the historic Locke Street to the east.

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Boundary Justification (Explain why the boundaries were selected.)

The nominated boundary is drawn to include High Point Senior High School, High Point Junior High School, Charles F. Tomlinson Elementary School, the Gymnasium, Cafeteria Building, athletic fields, and all other supporting buildings, structures, and objects within the High Point Schools Historic District, while providing an appropriate historic setting for the nominated resources. Historically, at least until 1956, Locke Street extended south all the way to Chestnut Drive (Exhibit B). The eastern side of the boundary extends beyond the existing tax parcel in order to encompass the entirety of the 2007 addition to High Point Junior High School, which encroaches on tax parcels with PIN #187814 and PIN #187815, both of which are also owned by the Guilford County Board of Education.

11. Form Prepared By

name/title: Samantha Stewart and Rebecca Barefoot
organization: Gate City Preservation L.L.C.
street & number: 211 Tate Street
city or town: Greensboro state: NC zip code: 27403
e-mail samantha@gatecitypreservation.com
telephone: (919) 389-0564
date: November 20, 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

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.

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Photo Log

Name of Property: High Point Schools Historic District

City or Vicinity: High Point

County: Guilford

State: North Carolina

Photographer: Samantha Stewart

Date Photographed: February 14, 2024, March 31, 2024, and November 10, 2025

Description of Photograph: Front façade (east elevation) of High Point Senior High School taken February 14, 2024.

1 of 20.

Description of Photograph: Front facing gable (facing east) of north wing of High Point Senior High School taken February 14, 2024.

2 of 20.

Description of Photograph: Northwest elevation of north wing of High Point Senior High School taken February 14, 2024.

3 of 20.

Description of Photograph: West elevation (rear) of High Point Senior High School facing northeast, showing 2017 cafeteria addition and 2017 alterations to Cafeteria Building, taken February 14, 2024.

4 of 20.

Description of Photograph: South elevation of High Point Senior High School showing southern rear additions from 1942 and 2017, taken February 14, 2024.

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Description of Photograph: Auditorium entrance doors in the main entrance hall of High Point Senior High School. Photograph also shows plaster molding of scuppernong grapes, taken February 14, 2024.

6 of 20.

Description of Photograph: High Point Junior High School façade facing southeast, taken March 31, 2024.

7 of 20.

Description of Photograph: The side (south) elevation of High Point Junior High School showing parts of the 1950 and 1983 additions, taken March 31, 2024.

8 of 20.

Description of Photograph: The side (east) elevation of Charles F. Tomlinson Elementary School, taken March 31, 2024.

9 of 20.

Description of Photograph: The façade of the classroom block of Charles F. Tomlinson Elementary School, taken March 31, 2024.

10 of 20.

Description of Photograph: The one-story connector and 2004 two-story addition on the façade of Charles F. Tomlinson Elementary School, taken March 31, 2024.

11 of 20.

Description of Photograph: The side (east) entrance to Charles F. Tomlinson Elementary School, including the basketball court, ground-floor gymnasium entrance, and covered breezeway, taken March 31, 2024.

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Description of Photograph: The side (west) elevation of the Gymnasium, showing the 2017 front block addition and 1957 main block and smokestack, taken November 11, 2025.

13 of 20.

Description of Photograph: The façade of the Cafeteria Building facing southwest, taken February 14, 2024.

14 of 20.

Description of Photograph: The baseball field facing southeast towards High Point Junior High School, taken November 11, 2024.

15 of 20.

Description of Photograph: Entrance Gates (1935) and tennis courts facing southeast, taken November 11, 2024.

16 of 20.

Description of Photograph: The Pavilion (2012) facing northeast towards the rear (south) elevation of the Gymnasium, taken November 11, 2025.

17 of 20.

Description of Photograph: View of both entrance gates (1935) facing south, taken November 11, 2025

18 of 20.

Description of Photograph: Athletic Storage Building (2015) facing southeast, taken November 11, 2025.

19 of 20.

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Description of Photograph: Running track and the rear (south) elevation of the Gymnasium, facing northwest, taken November 11, 2025.

20 of 20.

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.