

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

1. Name of Property

historic name Richard J. Reynolds High School and Richard J. Reynolds Memorial Auditorium
other names/site number Reynolds High School and Reynolds Auditorium

2. Location

street & number 301 Hawthorne Road N/A not for publication
city, town Winston-Salem N/A vicinity
state North Carolina code NC county Forsyth code 067 zip code 27104

3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	Contributing	Noncontributing
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district	<u>3</u>	<u>1</u> buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	_____	_____ sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	_____	<u>1</u> structures
	<input type="checkbox"/> object	_____	_____ objects
		<u>3</u>	<u>2</u> Total

Name of related multiple property listing:
N/A

Number of contributing resources previously listed in the National Register 0

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.

William S. King, Jr.
Signature of certifying official

11-27-90
Date

State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.

Signature of commenting or other official

Date

State or Federal agency and bureau

5. National Park Service Certification

I, hereby, certify that this property is:

entered in the National Register.
 See continuation sheet.

determined eligible for the National Register. See continuation sheet.

determined not eligible for the National Register.

removed from the National Register.

other, (explain:)

Signature of the Keeper

Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)

EDUCATION/SchoolRECREATION AND CULTURE/AuditoriumINDUSTRY/Energy facility

Current Functions (enter categories from instructions)

EDUCATION/SchoolRECREATION AND CULTURE/AuditoriumINDUSTRY/Energy facility

7. Description

Architectural Classification

(enter categories from instructions)

Classical RevivalColonial RevivalOther: early 20th century industrial

Materials (enter categories from instructions)

foundation brickwalls bricklimestoneroof asphaltother limestone

Describe present and historic physical appearance.

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The Richard J. Reynolds High School* and Richard J. Reynolds Memorial Auditorium** complex is located northwest of the Winston-Salem Central Business District on two parcels of land separated by Northwest Blvd. and the Southern Railroad tracks. Hanes Park lies south of Northwest Blvd. and the tracks, separating the School and Auditorium complex from the West End Historic District. Although Reynolds High School is frequently referred to as a single entity, it actually consists of five separate buildings: the High School Building (1922-23), the Power House (1923), the Reynolds High School Gymnasium (1923 with major additions in 1952), the Girl's Gymnasium (1968) and the History Building (1968, containing both classrooms and a cafeteria), plus the Auditorium (1923-24). Four of these buildings: the High School Building, the Power House, Reynolds High School Gymnasium, and the Auditorium were designed in the late 1910's by architect Charles Barton Keen of Philadelphia and built between 1922 and 1924 as part of a single project. The High School Building, the Power House and the Auditorium are located north of Northwest Blvd. and the railroad tracks; while Reynolds High School Gymnasium is located south of the street and the tracks in Hanes Park. Added in 1968, the History Building is adjacent to the High School Building. The Girl's Gym also added in 1968, is in Hanes Park south of the original gym. Thus, of the six buildings comprising the High School and Auditorium complex, four are located northwest of Northwest Blvd. and the railroad tracks and two are located to the south in Hanes Park.

Hanes Park and the Reynolds High School property form a large urban green space of almost 80 acres. Hanes Park, lying along Peter's Creek, is a low, open meadowland. Leaving the Park and crossing Northwest Blvd. and the railroad tracks, the land rises quickly to the north and west and remains heavily wooded in places. Reynolds Auditorium is located on the crown of the hill, facing east overlooking the Park and the West End neighborhood. The land between the Auditorium and the Park is dotted with large hardwood trees and grassed, except for an overgrown strip just west of the railroad tracks. Continuing northwest past the Auditorium, the land levels off. Here the area is distinctly suburban, with Hawthorne Road separating the High School buildings and the Auditorium from their residential neighbors. A driveway with two entrances off Hawthorne Road provides access to the Auditorium and the north entrances of the High School Building. Circling the Auditorium, the driveway widens into small parking areas at the stage (west) and main (east) entrances of the building. To access the main (east) entrance of the Auditorium, one has to drive past the stage (west) entrance.

*also referred to below as Reynolds High School and the High School

**also referred to below as Reynolds Auditorium and the Auditorium

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To the north and south of the Auditorium the land slopes down. On the north slope, a large paved parking area entered from Hawthorne Road, is located immediately below the crest of the hill. Heavy woods cover the remaining slope. At the bottom of the hill, where the land levels out again, underbrush has been cleared and a park-like area opens onto Reynolda Road. The High School Building, the History Building, and the Power House are located on the lower land south of the Auditorium. The High School Building is adjacent to the Auditorium and physically connected to it with a tunnel that runs north and south between the two buildings. The modern History Building, is further south down the slope. It is connected to the High School Building with two covered walkways. The walkways join in front of the west entrance of the History building and continue down the hill to the south to the entrance of the tunnel that leads under the railroad tracks and Northwest Blvd. The Power House is just north of the tunnel entrance at the southwest corner of the school property. This portion of the property is further defined by a driveway leading in from Hawthorne Road and by a grove of trees, screening the residential development to the southwest. The drive then passes under the covered walkway and terminates in a large paved parking lot immediately to the east of the 1923 High School Building. The tunnel continues under the railroad tracks and Northwest Blvd., providing pedestrian access to the two gymnasias and the playing fields located in Hanes Park. Facing northwest onto Northwest Blvd. the larger gymnasium, Reynolds High School Gym, was built in 1923 with two additions in 1952. The addition to the front (northwest) enlarged the entrance, almost completely obliterating the original facade with its handsome sash windows and classical details. The rear (southeast) addition nearly doubled the size of the building and completely covered the original rear elevation. In addition, the interior was substantially altered at the same time. The modern gymnasium to the southwest is a simple, squarish red brick structure built in 1968 (2).

Owing to the complex nature of this property, the heavily altered condition of Reynolds High School Gym, the non-contributing status of the Girl's Gym and the very distinct physical division of the property by Northwest Blvd. and the railroad tracks, this nomination is limited to the school property north of Northwest Blvd. and the railroad tracks and to the buildings and features on that property. The current boundaries of the nominated portion of the property closely follow those of the original 25 acre tract of land given by Katherine Smith Reynolds to the city of Winston-Salem in 1919 for the construction of a high school facility and an auditorium. The nominated property is an irregularly shaped tract of land with three contributing buildings--the Auditorium, High School Building, and the Power House; various sidewalks, covered walkways, and parking lots; all lawns and undeveloped areas within the defined boundaries of the nomination; and one non-contributing building--the modern History Building. Hawthorne Road and the eastern boundary of Lot 5, Block 1322 form the west boundary. The north boundary is formed by the rear lot lines of lots 4, 5, and 6, Block 2508 (Thorncliff Street), by the southeast boundary of lot 103B, Block 1150, and by Reynolda Road, which running northwest-southeast, also forms part of the east boundary. The remaining southeast

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boundary is formed by the Southern Railroad tracks and Northwest Blvd. which are parallel and run from southwest to northeast separating the High School Building, the History Building, the Auditorium and Power House from the two gymnasias and the playing fields which are located in Hanes Park.

Richard J. Reynolds Memorial Auditorium:

Taking full advantage of the distinct change in elevation, from Hanes Park to the top of Silver Hill, the Richard J. Reynolds Memorial Auditorium is beautifully sited, its full portico facing east addressing the northeast section of Hanes Park and the West End Historic District. Donated to the city in 1919 by Katherine Smith Reynolds as a memorial to her late husband R. J. Reynolds, the building has always served both Reynolds High School and the city of Winston-Salem. Designed in the late 1910's by Charles Barton Keen of Philadelphia, the Auditorium was built in 1923-24, utilizing standard 1920's fireproof construction techniques, including reinforced concrete floors and balcony. The building is a large rectangle roughly 100 feet x 172 feet, the exterior of which is faced with brick, laid in Flemish bond with glazed headers. All trim including window and door surrounds, is ashlar cut Indiana limestone.(3) All windows are wood-framed sash, painted white. Several different sash sizes are used. On the ground floor, the windows are accented with a splayed brick lintel and an oversize stone keystone. The second floor windows on the main (east) elevation, and on the end bays of the other three elevations have an extended stone lintel supporting a stuccoed lunette painted cream and framed with a raised brick arch with an oversize keystone. Small stone panels, ventilating the attic story, are centered above the windows with lunettes. The whole structure rests on a low, brick watertable.

The entire composition is Palladian in conception. The top of the slope is terraced on the east to create a low podium which provides the formal approach to the building. A split staircase descending from a brick retaining wall gives access to the terrace from the hill. The building's main (east) entrance is approached by three low, wide stairs running the width of the portico. The entrance is composed of five six-panel, double doors with transoms. Six Indiana limestone corinthian columns (42 inches in diameter by 39 feet tall) support the full portico.(4) Two giant corinthian pilasters complete the composition. An entablature rests on the columns and the pilasters, and the whole is topped with a great modillioned pediment with an oculus. The gable roof of the pediment and the brick cornice conceal the flat roof which covers the majority of the structure.

The north and south facades of the Auditorium are two stories high, and composed of eleven window bays. The two easternmost bays, adjacent to the portico, project slightly to form shallow pavilions. At the second story level, the five tall round arched windows in the centers of the north and south facades have been bricked over, but originally opened directly into the auditorium space.(5) These windows can be seen in historic photographs. At ground level

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on the north facade, a one-story music wing is located directly below these windows.(6) The sash windows in the wing have a flat stone lintel and an oversize keystone. The main entrance with mullioned fan light is centered on the north facade. A plain limestone cornice supports a balustrade of brick piers separating ranks of turned stone balusters concealing a flat roof.

On the west facade of the Auditorium, which faces Hawthorne Road, six corinthian pilasters supporting a modillioned pediment form a shallow pavilion divided into five bays.(7) The doors providing access to the stage areas are located between the end and central pairs of pilasters. Small, blank stone panels sit above the doors. At the upper level, three tall round arched windows have been bricked in. A brick rectilinear attic with a stone cornice, rising behind the pediment, provides clearance for the stage loft.

The interior of the building contains an auditorium space with balcony, a promenade a stage and orchestra pit, changing rooms for performers, lobby spaces and restrooms for the public. A 30 foot by 60 foot lobby provides access to the main auditorium and at each end contains the stairs leading to the balcony level. The lobby floor is inlaid with white Tennessee marble and green slate in a checkerboard pattern. An oversize copy of a classical statue on a cylindrical black pedestal is centered at each end of the space. Suspended from plaster medallions in the ceiling, three hanging lamps alternate in the space with the statues. The walls have painted wainscoting and feature such classical motifs as the rinceau and egg and dart patterns. According to the dedication program, the main area of the auditorium is 76 feet wide by 70 feet deep and seats 1,030. A promenade, entered from the lobby and an exterior double door in the south wall, surrounds the seating area on three sides. The balcony is curved and cantilevered over the main floor. Walls and roof trusses are supported by a 74 foot fulcrum girder. A rudimentary heating and cooling system supplied fresh air to the interior.(8)

The main auditorium space contains extensive original woodwork, currently painted.(9) The wood elements include paneling, fluted Roman Doric pilasters, which separate the main seating area from the promenade, a Doric entablature running the length of the balcony, and on the second level of the stage wings a paneled motif derived from a Palladian window composition. The architectural vocabulary was described as a "perfect example of true Renaissance" decoration. (10) Given the continuous use of the Auditorium by both Reynolds High School and the city of Winston-Salem, the interior is amazingly unaltered.

Richard J. Reynolds High School Building:

The Richard J. Reynolds High School Building* is a large three-story rectangle running east and west, parallel to the Auditorium and perpendicular to Hawthorne Road. Sitting on a high brick watertable, the High School Building has an imposing appearance. Repeating the materials used in the construction of

* also referred to below as the High School Building

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the Auditorium, the exterior of the High School Building is finished with Flemish bond brick with glazed headers. All stone trim is ashlar cut Indiana limestone. All windows on the exterior red brick elevations are organized horizontally and arranged in pairs or groups of three's or four's, are double-hung, and have wood sashes and splayed brick lintels with an oversize keystone. As on the Auditorium, several different sash sizes are used.

In plan, classrooms and corridors are contained in pairs of parallel, gable-roofed, east-west wings and three parallel hip-roof north-south wings which meet at right angles resulting in two large, open interior courtyards giving the building a block-letter figure "8" footprint. The courtyards provide light and ventilation to corridors and classroom on the interior of the figure "8". At the east and west ends of the building, the north-south wings extend past the north and south facades, creating additional classroom space at each outside corner of the building. The south extension of the westmost wing has sash windows. In the other three extensions, windows are "blank". The principal entrances to the High School Building are located on the north and south facades of the east-west wings in shallow pavilions extending from the central north-south corridor. The south entrance, with three large double doors opening onto the ground floor is considered the front of the building. The north entrance with one double door opens into the intersection of the north east-west corridor and the central north-south corridor on the second floor, directly above the tunnel which provides interior access to the Auditorium. Four secondary entrances are located on the ground level on the north and south facades of the building adjacent to the endmost east and west wings. Each secondary entrance provides access to the side and end corridors and to the stairwells. Two are located on the north facade of the building with steps up to the Auditorium area and the main north entrance. Likewise, on the south facade, the two secondary entrances are adjacent to the east and west wings. Compensating for the changes in grade to the south, steps and covered walkways provide access to the History Building and the tunnel leading to the gyms.

On the south side of the High School Building a semi-circular brick-walled terrace and curved stairs create a formal approach leading to the main (south) entrance. Brick walkways laid in a herringbone pattern cross the terrace from the stairs. Above the terrace, the exterior wall of the central wing is slightly extended forming a shallow pavilion. This elevation is divided into three horizontal bands of five bays each. On the ground level, the wall is faced with large ashlar cut stone panels. Three double doors with mullioned fan lights fill the center three bays. The two end bays contain squat, round arched, wood frame sash windows. Window and door surrounds are simple architrave moldings with oversize keystones. A stringcourse resting on the keystones serves as a base for the six giant corinthian pilasters which frame the second and third story bays. The central four pilasters support a simple dentilated entablature and a modillioned pediment. Windows in the five bays on the upper two levels are paired with stone surrounds.

On the north side of the High School Building, the design of the shallow central entrance pavilion has been adjusted to accommodate the change in grade.

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A fourth floor with two classrooms, which exists only in the central pavilion on the north side of the building, repeats the window treatment of the second and third floors above the main south entrance. A brick and concrete walkway directly over the tunnel connecting the High School and the Auditorium, leads from the central door to the sidewalks and drive on the north. On both the north and south facades copper covered, octagonal parapets with circular balustrades accent the ridges of the rooflines.

The east and west elevations of the two north-south end wings are divided vertically into five sections by the treatment of the windows. The stone-veneered center section of each is extended slightly, forming a shallow pavilion. The pavilion windows are framed by four giant corinthian pilasters rising from bases which rest on the stringcourse separating the first and second floors. The pilasters support a simple dentilated entablature and a modillioned pediment.

As described above the building wings meet at right angles enclosing two courtyards, separated by the central north-south corridor. The courtyards are open to provide ventilation as well as light to the interior corridors and classrooms. The land in each courtyard is grassed, planted with shrubs and small trees and contains a small, shallow, concrete lined pool at the center. A common bond brick sidewalk, next to the courtyard wall, circumscribes the grassy areas. Two doors, one from the north east-west corridor and one from the south east-west corridor provide access to each courtyard. Large 18-pane metal-framed windows with hopper openings at the top and bottom, grouped in units of three's and four's, provide light and air to the east-west corridors and to classrooms located in the north-south corridors. Courtyard walls are stuccoed and painted cream.

The interior of the High School Building contains three primary floors of classroom space and two fourth-floor classrooms above the main north entrance; administrative offices located on the ground floor east of the main entrance; a narthex and foyer in the south central pavilion leading in from the three main entrance doors; a library, still in its original location on the second floor above the main entrance; and on the ground floor, the entrance to the underground passageway connecting the High School Building with the Auditorium. The organization of the interior space is quite straightforward, reflecting the exterior configuration of the building and the presence of the interior courtyards. As was typical of large-scale construction in the early 20th century, all interior spaces have natural light and ventilation. The principal corridors, located in the long parallel wings, run east and west. With the exceptions of the administrative offices on the ground floor and the library on the second floor, classrooms facing the grounds open off the corridors on the north and south sides of the building. Across from these classrooms, large metal-framed windows open onto the courtyard. On all three floors, the shorter north-south corridors are flanked by classrooms facing the grounds or the courtyards. Staircases providing access to the three main floors are located adjacent to the intersections of the two long east-west wings and the two endmost north-south wings on each floor. The two fourth floor classrooms are

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accessed by a single stair located on the third floor at the north end of the central north-south corridor. Corridor and classroom walls are plastered and painted. Doorways from the corridors to the classrooms are original but the doors are modern metal construction. The most elaborate interior treatments are found in the narthex and foyer of the main (south) entrance and in the library which is located directly above on the second floor. On the ground floor, the main entrance doors on the south open into a small vestibule with three groined vaults, marble paneled walls, and a white marble and green slate floor set in a diamond pattern. Three sets of interior double doors open the narthex into a foyer which provides access to the principal corridors through three arched openings. Simple architrave moldings with oversize keystones, repeating the molding around the exterior doors, accent these openings. In the library above, the most striking feature is the original wood trim, which is classical in detail and continues the motifs found in the Auditorium. In the library the wood appears to have its original finish and is quite handsome.

With the exception of electrical-mechanical systems upgrading in the mid-1950's and minor interior alterations, the High School Building remains basically as it was constructed in the 1920's in both use and appearance. Even the administrative offices remain as originally located, in what were intended to be temporary quarters on the ground floor adjacent to the main south entrance.

The Power House:

The brick Power House is a small one-story, rectangular building with a flat roof and low monitor. Windows are large, metal-framed with multi-panes. The brick is laid in common bond with decorative rows of glazed headers. The 50 foot,(11) tapered, cylindrical smokestack is adjacent to the west side of the building and is built from heavy firebrick.

The History Building:

This modernistic one- to two-story steel-framed, brick-veneered building with a flat roof was constructed in 1968 and is non-contributing.

Tunnel Entrance Canopy:

Only the modern steel-framed, flat-roofed canopy at the entrance to the tunnel, which connects the main part of the campus to the gymnasias and playing fields, is located on the nominated property.

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NOTES

- (1) WINSTON-SALEM JOURNAL, Oct. 8, 1919. Reynolds Family Papers, Baptist Historical Collection, Wake Forest University, Box 9, Folder 614. Mrs. Reynolds had worked extensively with Charles Barton Keen when planning and building Reynolda House.
- (2) Building construction and alteration dates were supplied and/or verified by Miller S. Council, Maintenance Department, Winston-Salem/Forsyth County Schools, 6/26/90.
- (3) Dedication Program, p. 5, Reynolds Family Papers, Box 9, Folder 638.
- (4) Dedication Program, p. 6, Reynolds Family Papers, Box 9, Folder 638.
- (5) The windows were apparently bricked in during the 1963 renovation of the Auditorium. Miller S. Council, Maintenance Department, Winston-Salem/Forsyth County Schools.
- (6) This wing was paid for by the city of Winston-Salem and was built at the same time as the Auditorium. A similar wing to house the Administrative Offices of the complex was planned for the south side of the Auditorium but was never built.
- (7) This arrangement was apparently a modification made at the time of construction since blueprints of the building show a portico here matching the one on the east facade.
- (8) Dedication Program, pp. 6 and 7, Reynolds Family Papers, Box 9, Folder 638.
- (9) Historic photographs indicate that the woodwork in the main auditorium was not painted originally.
- (10) Dedication Program, p. 6, Reynolds Family Papers, Box 9, Folder 638.
- (11) Height dimension taken from 1924 Winston-Salem Sanborn map.

8. Statement of Significance

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

nationally statewide locally

Applicable National Register Criteria A B C D

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

Areas of Significance (enter categories from instructions)

Education
Architecture

Period of Significance

1923-1940

Significant Dates

1923

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

Keen, Charles Barton

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

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SUMMARY

The Richard J. Reynolds High School and Richard J. Reynolds Memorial Auditorium designed in the popular Neo-Classical Revival style are among the most significant high school and cultural facilities built in North Carolina during the first half of the 20th century.(1) Since their completion in 1923-24, the facilities have played a direct and continuous role in the educational and cultural life of the city of Winston-Salem, reflecting the early twentieth century view that a large school plant including an auditorium, a library and athletic facilities was a definite asset to the community.(2) The building of Reynolds High School and Reynolds Auditorium is the direct result of three factors: the increased importance placed on education statewide in North Carolina in the early years of the 20th century, the rapid growth of both population and wealth in the city of Winston-Salem, and the patronage of two of the city's leading families. Set on an imposing site overlooking Winston-Salem from the northwest, the High School and Auditorium with their classical details and formal proportions were hailed in local newspapers as the finest such structures in the South.(3) The curriculum with its equal emphasis on traditional subjects and vocational training, was praised by educators and local citizens as innovative and the finest in education for the city's young people. Charles Barton Keen of Philadelphia, at the request of Katherine Smith Reynolds, designed the buildings, using as his model Thomas Jefferson's plan for the University of Virginia. The university model was purposeful. Since in the 1920's only about 5% of the high school population would go on to college, those involved with the planning of the facility wished to provide students with as fine a physical plant as possible.(4) This hope was realized in large part, through the generosity of the Reynolds and Hanes families. Katherine Smith Reynolds donated the purchase price of the land and the construction cost of the Auditorium.(5) The Hanes families donated a 47 acre tract of land adjacent to the high school site to be developed as a park to serve both Reynolds High School and the city of Winston-Salem.(6) Thus, Reynolds High School and Reynolds Auditorium through the imposing design, innovative curriculum, and private patronage stand as primary examples of the finest secondary education facilities built in North Carolina, and the South, prior to World War II.

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HISTORICAL CONTEXT: ARCHITECTURE

During the last two decades of the 19th century, American architectural styles were influenced by a growing interest in architecture derived from classical or classically inspired sources. By the end of the century this general interest, reinforced by the amazing success of the lavish Renaissance/Baroque exhibition buildings of the Chicago World's Columbian Exposition in 1893, had jelled into a mainstream style known as the Neo-Classical Revival.(7) The style was popularized by such society architects as Richard Morris Hunt, who worked for the Vanderbilts, and Charles McKim and Stanford White, who formed the firm McKim, Mead and White. Buildings such as the Breakers in Newport, R.I. by Hunt and the Boston Public Library by McKim, Mead and White reintroduced the American public to the formality and richness of classically inspired architecture.(8) These buildings and others were published in popular magazines of the day and soon became models for numerous other buildings throughout the country. Coinciding with Winston-Salem's early 20th century period of growth, the Neo-Classical Revival was popular with architects and builders working in the city. Local examples include the former Carnegie Public Library (1906), the Post Office (1914), City Hall (1926), Union Station (1926), the Henry E. Fries House (1914) and the W. L. Ferrell, Sr. House (1920).

As can be expected, this national trend toward the use of classically derived models also affected the design of educational structures at all levels, from grade schools to universities. When McKim, Mead and White renovated Thomas Jefferson's Rotunda at the University of Virginia after a fire in the early 1890's, the firm rekindled Jefferson's original vision of blending education and architecture by deriving both from classical models. The firm's plans for Columbia University, especially the design for the Library, further reinforced this theme. Coinciding with growing national support for improved educational systems, buildings with columns, arches, and other classical details became extremely popular for educational facilities, especially public schools. In North Carolina as across the nation, any number of examples can be found.

With their prominent location and extensive classical detailing, the Richard J. Reynolds High School and Richard J. Reynolds Memorial Auditorium are among the most architecturally significant public education facilities built in North Carolina prior to 1950. Utilizing the popular Neo-Classical Revival style, architect Charles Barton Keen of Philadelphia, designed the buildings.(9) A watercolor by Keen, illustrating the initial scheme, was published in the WINSTON-SALEM JOURNAL in October 1919.(see App. A) In this illustration, the Auditorium, more elaborately detailed with a dome and three full corinthian porticoes, is flanked by two educational buildings, one for traditional academic subjects and one for vocational subjects. Owing to fiscal realities, only the Auditorium, one of the classroom buildings (the High School Building), Reynolds High School Gym, and the Power House were built; and those more modest in detail than originally conceived. Yet the architectural grandeur and sense of presence of the original scheme were retained. The sensitive proportions and fine classical detailing of the Auditorium are outstanding examples of Neo-Classical

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Revival architecture. The High School Building with its symmetrical plan and formal organization, is well proportioned with set backs, shallow pavilions and large sash windows articulating the long facades. The composition is a fine example of the use of Renaissance motifs to enliven the otherwise large, plain rectangles of which the building is composed. In a continuing major tribute to the quality of the architecture of the High School Building and the Auditorium, these buildings still serve their original functions with few significant alterations--an increasingly unusual phenomenon.

The High School Building and the Auditorium rank with four other outstanding examples of especially well designed plants executed in North Carolina during the 1920s and 1930s. Also in the piedmont region, Gastonia High School, (NR 1983), designed by local architect Hugh White, Sr., and Raleigh's Needham B. Broughton High School (in the Cameron Park Historic District, NR 1985), by Raleigh architect W. H. Deitrick, are striking examples of the Tudor Revival and Romanesque Revival styles, respectively. The most architecturally distinctive early twentieth-century secondary school in western North Carolina is the Art Deco Asheville High School by regionally prominent architect Douglas Ellington, while the most notable in eastern North Carolina is the Gothic Revival style Roanoke Rapids Junior-Senior High School (NR 1988) by nationally known New York City architect Hobart B. Upjohn. Altogether, these five complexes are North Carolina's most architecturally significant secondary schools of their period due to their scale and accomplished, academic designs featuring distinguished decorative programs and hierarchical massing.

HISTORICAL CONTEXT: EDUCATION

Before World War II, the greatest expansion of the public school system in North Carolina occurred in the 1920's. In 1900 only about half of the state's school age population attended school with any regularity. Schools tended to be small--one and two rooms--inadequately equipped and poorly constructed. Historically in North Carolina in the 19th century, little tax money had been made available to support the construction of schools and payment of teachers. The situation began to change with the administration of Charles B. Aycock who was elected in 1900, becoming the first governor to truly support the modernization of the state's school system. Aycock's successors continued this support.(10) Following WWI, thus encouraged by state government, aided by New South magnates and reformers who shared the commitment to raise the level of education across the state, local governments began to invest in substantially improved educational facilities and services.

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Developments in education in Winston-Salem generally align with the changes taking place throughout the state in the early years of the 20th century. With the unification of Winston and Salem and the rapid industrialization of the Twin City community, enormous growth occurred in the city's school system between 1910 and 1933. Under the leadership of R.H. Latham, superintendent of the city schools during those years, nineteen buildings were added to the system, twelve schools for whites and seven for blacks, including the first modern high school for blacks. Expansion of curricula, institution of school libraries, creation of a supervisory system for individual subject matter, and the addition of grade 11 were all accomplishments of this era, significantly improving the city's education system.(11) By 1931, with two high school plants (one for whites and one for blacks) and two junior high facilities (for whites), the city had a strong secondary system.

Of all these facilities, the Richard J. Reynolds High School and Richard J. Reynolds Memorial Auditorium are the most significant in Winston-Salem and among the most notable in North Carolina. The school's physical plant, curriculum, and the financial support of two prominent Winston-Salem families provide an outstanding example of the paternalism which characterized a number of large projects across the state in the late 19th/early 20th century period. As an educational model, the curriculum and functions of the new school were as impressive as the physical plant. In addition to traditional academic subjects, the school offered courses of study in the area broadly defined as the vocational arts, manual and industrial training for the boys and training in domestic science or household arts for the girls. Music and physical education were also important.(12) In addition to complete facilities for orchestra, theater and chorus in the Auditorium, the school boasted a gymnasium with a swimming pool and separate facilities for boys and girls. The emphasis given the vocational arts, the performing arts, and physical education in addition to the academic program is especially noteworthy and most probably the result of Mrs. Reynolds' personal interest in the project. Even though her activities have not been fully assessed, it is reasonable to assume from available sources that the emphasis placed on vocational training, cultural enrichment, and health was the direct result of her involvement with New South thinking and the more progressive ideas about education that were popular in the early 20th century.(13) In assessing the plans for the school, the WINSTON-SALEM JOURNAL offered this summary comment, "...the new high school will minister to the needs of the body, mind, and soul, for that will be necessary to produce the best and most lasting results." (14)

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Richard J. Reynolds Memorial Auditorium
Forsyth County, NC

HISTORICAL BACKGROUND

In 1913, the municipalities of Winston and Salem were formally merged. Between 1910 and 1920, the population of the city grew by 113% to over 48,000, making it the largest urban area in North Carolina between 1915 and 1930. Major businesses such as P.H. Hanes Knitting Co., Hanes Dye and Finishing, Hanes Hosiery, Chatham Mills and Indeira Mills were established. Reynolds Tobacco introduced Camel cigarettes, the first modern tobacco blend, revolutionizing the marketing of tobacco.(15) The successes of these new businesses were manifested in the changing face of the city's Central Business District as new, more elaborate buildings replaced old, and in the rapid growth of new residential subdivisions to the north and west.

It is into this expanding sense of urban awareness that the planning for a new high school began. By the late teens, the local school board was discussing the need for a new high school to replace Winston High on Cherry Street (between Third and Fourth Sts.), which was already overcrowded. Commonly called Cherry Street High, the school had been started in 1908 and replaced West End School, Winston's first graded school.(16) As discussion ensued, Katherine Smith Reynolds, by then the widow of R. J. Reynolds, offered to donate land for the new school. Her first choice was part of the Reynolds' farm on the east side of Winston. As an added attraction, Mrs. Reynolds also promised to build an auditorium for use by the city and the school if the site were chosen and if the auditorium were named in honor of her late husband.

Debate followed, well documented in the local press. On the one hand the school board and local citizens considered themselves most fortunate in having such a generous patron. On the other hand many of these citizens favored a site on the west side of Winston-Salem, at the edge of the newly opened West Highlands subdivision. The matter was settled when members of two Hanes families donated a 47 acre tract of land, adjacent to the West Highlands site, to be developed as a park for recreational and educational purposes. Mrs. Reynolds arranged for the purchase of the West Highlands site, known as Silver Hill, and deeded the land to the city for \$1.00 in 1919. Still wishing to build a suitable memorial to her late husband, Mrs. Reynolds extended her offer to build an auditorium on this site if the structure were considered a memorial to Mr. Reynolds and named for him.(17). These gifts to the city by the Hanes families and Mrs. Reynolds were cited in the WINSTON-SALEM JOURNAL as one of the three most prominent gifts to public education in the nation.(18) To ensure the architectural quality of the facilities, Mrs. Reynolds engaged Charles Barton Keen, who had designed Reynolda, the Reynolds' country estate, to draw the plans.

Using money from a special bond issue passed in 1919, the High School Building was constructed first, begun in 1922. Students moved into the unfinished building in February 1923 after a fire destroyed Cherry Street High.(19) Reynolds High School Gym and the Power House were also built in 1923.

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The Auditorium was completed next and dedicated with the High School in the spring of 1924. (20) Lack of additional public funds and Mrs. Reynolds' death later in 1924 brought further development of the project to a halt so that the proposed Industrial and Household Arts Building and the Administrative wing to be attached to the Auditorium were never built. The High School Building and the Auditorium, however, with relatively few changes, have served the city of Winston-Salem continuously since their construction and occupation. The most significant alterations to the original buildings took place in the early 1950's when the electrical and mechanical systems were upgraded in the High School Building and Reynolds High School Gymnasium was substantially enlarged. Other changes occurred in 1963 with the interior renovation of the Auditorium. In the late 1960's two new buildings were added to the complex when the History Building was constructed adjacent to, but not altering, the 1923 High School Building, and the Girl's Gym was built in Hanes Park, south of the now-altered 1923 gym. Together Reynolds High School, the Auditorium, and Hanes Park form a fine and highly unusual urban space, symbolizing the optimism of the early 20th century and the generous patronage of two of the city's great industrial families.

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Richard J. Reynolds Memorial Auditorium
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NOTES

- (1) Published in the 1928-29 edition of the AMERICAN COLLEGE AND UNIVERSITY, the buildings and curriculum received national recognition. Charles Barton Keen, "The Richard J. Reynolds Memorial Auditorium of the Richard J. Reynolds High School at Winston-Salem, NC", THE AMERICAN SCHOOL AND UNIVERSITY (American School Publishing Corp., New York, 1928), pp. 255-256.
- (2) Jim Sumner, "A Brief History of North Carolina's Early Twentieth Century Public School System", NORTH CAROLINA HISTORIC PRESERVATION OFFICE NEWSLETTER, Spring 1990, p. 3.
- (3) WINSTON-SALEM JOURNAL, June 7, 1919; Aug. 23, 1919; Oct. 8, 1919; Reynolds Family Papers, Baptist Historical Collection, Wake Forest University, Box 9, Folder 614.
- (4) WINSTON-SALEM JOURNAL, Oct. 8 and 12, 1919; Reynolds Family Papers, Box, 9, Folder 614.
- (5) WINSTON-SALEM JOURNAL, June 7, 1919; Reynolds Family Papers, Box 9, Folder 614.
- (6) WINSTON-SALEM JOURNAL, July 4, 1919; Reynolds Family Papers, Box 9, File 614.
- (7) For a complete history of the development of the Neo-Classical and other classically influenced revivals see Henry-Russell Hitchcock, ARCHITECTURE; 19TH AND 20TH CENTURIES, (Penguin) 1971.
- (8) For a thorough discussion of works by Richard Morris Hunt see Paul R. Baker, RICHARD MORRIS HUNT. (MIT) 1980. For the firm of McKim, Mead and White, see Leland M. Roth, MCKIM, MEAD AND WHITE, ARCHITECTS, (Harper and Row) 1983.
- (9) WINSTON-SALEM JOURNAL, Oct. 12, 1919; Reynolds Family Papers, Box 9, File 614.
- (10) Sumner, pp. 1-3.
- (11) THE PUBLIC SCHOOLS OF WINSTON-SALEM AND FORSYTH COUNTY: A SURVEY REPORT (Public Administration Service, Chicago, 1956), p. 6.
- (12) See "The Richard J. Reynolds High School Handbook", ed. Representatives of the Senior Class, First Ed. 1923-24, for an explanation of courses of study and photographs of various classrooms and shop areas.

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- (13) See Margaret Supplee Smith, "Reynolda: A Rural Vision in an Industrializing South", THE NORTH CAROLINA HISTORICAL REVIEW, Vol. LXV, No. 3, July 1988, pp. 287-313.
- (14) WINSTON-SALEM JOURNAL, Oct. 8, 1919, Reynolds Family Papers, Box 9, Folder 614.
- (15) Taylor, Gwynne Stephens, FRONTIER TO FACTORY, AN ARCHITECTURAL HISTORY OF FORSYTH COUNTY (North Carolina Department of Cultural Resources, Division of Archives and History, 1981), p. 55.
- (16) "Amid the Pines: A History of Reynolds Senior High 1923-1973", (Suppliment to BLACK AND GOLD, 1973, Vol 62, p. 4.
- (17) WINSTON-SALEM JOURNAL, June 8 and July 4, 1919; Reynolds Family Papers, Box 9, Folder 614.
- (18) WINSTON-SALEM JOURNAL, Aug. 1919 (no day given), Reynolds Family Papers, Box 9, Folder 614. The two other gifts noted were from Pierre S. DuPont de Nemours to the State of Delaware and from the Hadley Fund to the city of Winchester, Virginia.
- (19) "Amid the Pines," p. 4.
- (20) Dedication Program, p. 1, Reynolds Family Papers, Box 9, Folder 63E.

9. Major Bibliographical References

Previous documentation on file (NPS): N/A

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

See continuation sheet

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository: _____

10. Geographical Data

Acreage of property 27.38

UTM References

A 1,7 5,6,6,1,2,0 3,9,9,5,6,1,0
Zone Easting Northing

B 1,7 5,6,6,3,3,0 3,9,9,5,3,6,0
Zone Easting Northing

C 1,7 5,6,6,0,5,0 3,9,9,5,0,2,0

D 1,7 5,6,6,9,7,0 3,9,9,5,1,2,0

E 17: 565960/39954 50

See continuation sheet

Verbal Boundary Description

The nominated property is all of lot 1, block 6113, as shown on the Forsyth County tax maps.

See continuation sheet

Boundary Justification

The nominated property is all of the legal parcel currently associated with the contributing resources and approximates the tract purchased by Katherine Smith Reynolds and donated to the city of Winston-Salem as the site for a high school and auditorium.

See continuation sheet

11. Form Prepared By

name/title Elizabeth H. Dull
organization _____ date August 1990
street & number 143 Billie Sue Drive telephone 919/760-1910
city or town Winston-Salem state NC zip code 27104

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Reynolds Family Papers. Baptist Historical Collection, Wake Forest University, Box 1, Folder 98; Box 2, Folders 121, 167; Box 9, Folders 614, 619, 637, 638.

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R.J. Reynolds High. Clippings File, North Carolina Room, Winston-Salem/Forsyth County Public Library (Main).

Smith, Margaret Supplee. "Reynolda: A Rural Vision in An Industrializing South", THE NORTH CAROLINA HISTORICAL REVIEW, Vol. LXV, No. 3, July 1988, pp. 287-313.

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Taylor, Gwynne Stephens. FRONTIER TO FACTORY, AN ARCHITECTURAL HISTORY OF FORSTYH COUNTY (North Carolina Department of Cultural Resources, Division of Archives and History, 1981).

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Section number Photos Page 1

The following information pertains to all photographs:

- 1) Richard J. Reynolds High School and Richard J. Reynolds Memorial Auditorium
 - 2) Winston-Salem, NC
 - 5) NC Division of Archives and History, Raleigh, NC
-
- A. 3) Elizabeth Dull
4) May 1990
6) High School, main facade, to northeast
 - B. 3) Elizabeth Dull
4) May 1990
6) High School, north facade, to southwest
 - C. 3) Ronald Dull
4) August 1990
6) High School, west facade, to east
 - D. 3) Elizabeth Dull
4) May 1990
6) High School, east facade, to west
 - E. 3) Elizabeth Dull
4) May 1990
6) High School, main entrance foyer
 - F. 3) Elizabeth Dull
4) May 1990
6) High School, corridors
 - G. 3) Elizabeth Dull
4) May 1990
6) High School, view into courtyard
 - H. 3) Elizabeth Dull
4) May 1990
6) Auditorium, main and north facades, to southwest
 - I. 3) Ronald Dull
4) August 1990
6) Auditorium, lobby
 - J. 3) Ronald Dull
4) August 1990
6) Auditorium, interior

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Forsyth County, NC

- K. 3) Elizabeth Dull
- 4) May 1990
- 6) Power Plant, to southeast

- L. 3) Elizabeth Dull
- 4) May 1990
- 6) History Building, to southeast

Richard J. Reynolds High School and
 Richard J. Reynolds Memorial Auditorium
 Forsyth County



- C1- Richard J. Reynolds Memorial Auditorium
- C2- Richard J. Reynolds High School Building
- C3- Power House
- N1- The History Building
- > = photo

A
X

Hester Rd.

Hanes Park

Reynolds
Gymnasium

Library

Wiley Middle School

West End Blvd.

Sunset Dr.

Glade St.

Acworth Pk.

North West Blvd.

Southern Pk.

Peters Creek

West End Blvd.

Brooks Blvd.

Jensen St.

West End Blvd.

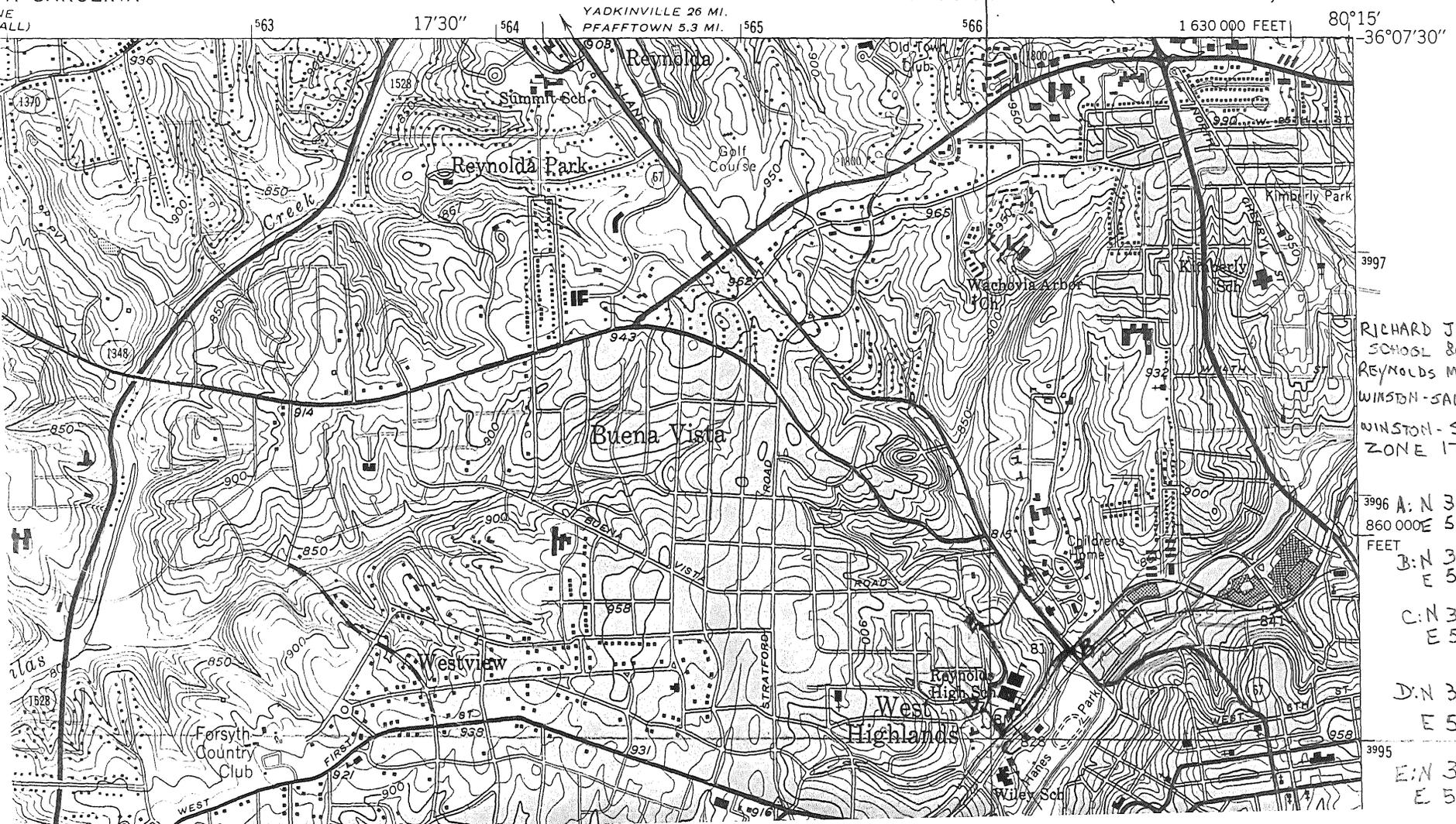
West End Blvd.

Raulston Road

NORTH CAROLINA
LAND ECONOMIC RESOURCES
NORTH CAROLINA

WINSTON-SALEM WEST QUADRANGLE
NORTH CAROLINA-FORSYTH CO.
7.5 MINUTE SERIES (TOPOGRAPHIC)

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(WALKERTOWN)



RICHARD J. REYNOLDS HIGH
SCHOOL & RICHARD J.
REYNOLDS MEMORIAL AUDITORIUM
WINSTON-SALEM, NC
WINSTON-SALEM WEST QUAD
ZONE 17

3996 A: N 3995610
E 566000E 566120
FEET
B: N 3995360
E 566330
C: N 3995020
E 566050
D: N 3995120
E 565970
3995
E: N 3995450
E 565960

