VLR Listed: 6/18/2026
NRHP Listed: 10/1/2026

OMB No. 1024-0018
expiration date 3/31/2026

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: Dublin High School
Other names/site number: VDHR ID# 210-5011
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: 650 Giles Avenue
City or town: Dublin State: VA County: Pulaski
Not For Publication: N/A Vicinity: N/A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**

8/17/26

Signature of certifying official/Title: **Date**

Virginia Department of Historic Resources

State or Federal agency/bureau or Tribal Government

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 [X]

Public – State [ ]

Public – Federal [ ]

Category of Property

(Check only **one** box.)

Building(s) [X]

District [ ]

Site [ ]

Structure [ ]

Object [ ]

Number of Resources within Property
(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1	1	buildings
1	0	sites
0	0	structures
0	0	objects
2	1	Total

Number of contributing resources previously listed in the National Register 0

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6. Function or Use
Historic Functions
(Enter categories from instructions.)
EDUCATION: school

Current Functions
(Enter categories from instructions.)
VACANT: not in use

7. Description

Architectural Classification
(Enter categories from instructions.)
MODERN MOVEMENT: International Style

Materials: (enter categories from instructions.)
Principal exterior materials of the property: BRICK; CONCRETE; SYNTHETICS: rubber; ASPHALT

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

Dublin High School occupies the west 10.71-acre portion of a 19.54-acre tax parcel in the southwest Virginia community of Dublin. The 1953 building and its 1957 addition were designed by the Roanoke architecture and engineering firm Smithey and Boynton and erected by Dublin, Virginia-based general contractor Trinkle and Dobyns in conjunction with the Pulaski County Board of Education's 1950s campus improvement campaign. The two-story, red-brick-veneered, International Style school displays Modernist tenets in its streamlined design, flat-roofed angular form, and horizontal massing. Indiana limestone accents—the Art Moderne entrance surround, tall water table, and belt course at the base of the parapet—embellish the main block. Tall, rectangular, grouped, steel-frame, multi-pane windows illuminate the building. The interior plan; original wall, ceiling, and floor finishes; and doors, cabinets, closets, bookshelves, blackboards, bulletin boards, restrooms, stairs, and the auditorium stage and seating are remarkably intact. Utilitarian, resilient interior finishes include concrete-block and plaster walls, rectangular beige-glazed ceramic tile wainscot, plaster ceilings, and terrazzo and vinyl-composition, quarry, and ceramic tile floors. The lobby features pink marble wainscoting. Dublin High School possesses a high degree of architectural integrity and historic significance.

Narrative Description

Resource Summary

Dublin High School, 1953, 1957, contributing building
Running track, 1954, contributing site
Classroom Trailer, late 1990s, installed circa 2012, noncontributing building

Setting

Dublin High School is located on a ridge in a residential area north of the town of Dublin's central business district. The municipality is situated in the New River Valley of central Pulaski County, which is predominantly rural in character with rolling topography and densely wooded areas. Modest homes line Giles Avenue and the intersecting streets south and east of the school. Commercial development is concentrated near Virginia Highway 100 to the west and US Highway 11 to the south.

The two-story, brick-veneered, International Style school faces south in the south portion of a 10.71-acre tract that will be created from the west half of a 19.54-acre tax parcel. As shown on the 1950 site plan, an asphalt-paved access drive wraps around a large grass median bisected by a concrete sidewalk with a tall aluminum flagpole at its center.[1] Tall deciduous trees flank the straight portion of the drive south of the median. Concrete sidewalks facilitate access to entrances. Parking is available in the asphalt-paved lot southwest of the auditorium and a gravel lot east of the school. A one-classroom trailer installed circa 2012 stands in the rear courtyard. An oval asphalt-paved running track is north of the school. (Exhibit A)

The Pulaski County School Board conveyed the 19.54-acre tax parcel to the Economic Development Authority of Pulaski County in July 2023. That entity will retain ownership of the east acreage, which encompasses athletic fields, grass lawns, and woods. A chain-link concrete and steel fence surrounds the football/soccer field northwest of the school at lower elevation. The steel and bleachers on grass banks east and west of the fence are overgrown with vegetation. A flat-roofed announcers' booth with a rooftop observation platform and a shed-roofed concession building, both light-blue-painted concrete block, stand at the top of the south hill. The grade declines to the south, where a chain-link fence encloses the baseball diamond. The parcel edges are wooded.

The Pulaski County School Board still owns the 1.39 tract southeast of the school that contains the one-story, flat-roofed, brick-veneered, 1953 agriculture and industrial arts building as well as a bus parking lot and county vehicle refueling station. The tenant removed original elements including multi-pane steel windows, built-in cabinets, and doors in 2024.

[1] Smithey and Boynton, "Dublin High School Plot Plan," June 21, 1950, Pulaski County Board of Education, Pulaski, Virginia.

Dublin High School, 1953, 1957, contributing building

The two-story, flat-roofed school's expansive L-shaped footprint encompasses an asymmetrical eleven-bay-wide main block and a twenty-two-bay-long west classroom wing. The wing's north section, a two-story six-classroom addition, was erected in 1957. A one-story wing that contained band, dressing, and storage rooms extends from the main block's west end. The one-story-on-basement cafeteria and kitchen wing projects from the main block's northeast corner. Concrete-block walls are veneered with red brick laid in a distinctive common bond pattern comprising five courses of stretchers followed by a course of alternating stretchers and headers. Indiana limestone accents—the Art Moderne entrance surround, tall water table, and belt course at the base of the parapet—embellish the main block. Flat parapets are capped with cast-stone coping that remains exposed on the main block's rear (north) elevation and all elevations of the west wing. Otherwise, beige-finished aluminum coping covers the cast-stone coping.

The multi-pane steel sash configuration varies with spatial function. Operational windows were imperative since the building was not initially air-conditioned. Classrooms are illuminated by paired six horizontal-pane sash with central two-pane hoppers. Matching single windows light restrooms. The large tripartite twelve-pane auditorium and gymnasium sash have wider central sections with four square single-pane hoppers. Groups of three four-pane sash with two-pane hoppers light corridors. Fourteen-pane sash with two central four-pane hoppers illuminate stair towers. Basement locker rooms have eight-pane sash with four-pane hoppers. All window openings are spanned by slightly projecting cast-stone sills and steel lintels. Air conditioning units, vents, and exhaust fans have been installed at a few locations, typically requiring removal of a single glass pane.

Single and double-leaf original wood and replacement steel doors with glazed upper sections provide egress at secondary entrances. The wood doors were originally painted red. In most cases, concrete steps with concrete-capped brick kneewalls are necessary to ameliorate elevation change. Flat canopies with copper fascia and shed canopies shelter the entrances.

The following description begins with the school's front (south) elevation and proceeds clockwise around the building.

Fenestration on the main block's south elevation is, from west to east, an auditorium entrance and three windows, a slightly projecting central entrance bay, five gymnasium windows, and two basement windows in the east bays. A double-leaf, flat-panel, steel replacement door sheltered by a flat steel-frame canopy with copper fascia provides egress at the auditorium's west end. The large tripartite twelve-pane auditorium and gymnasium sash have wider central sections with four square single-pane hoppers. The four-horizontal-pane basement windows have two-pane central hoppers. (Photograph 1)

The primary entrance bay is distinguished by a restrained Art Moderne-style, two-story, Indiana limestone surround topped with a flat cornice incised with "Dublin High School" in capital letters. The surround frames two recessed double-leaf wood doors with three-horizontal-pane

upper sections, a four-section transom, a sandstone-panel spandrel, and a group of four six-horizontal-pane, steel-frame, second-story windows with central two-pane hoppers. Two matching single second-story windows flank the surround. Steel panels cover the lower half of each door. (Photographs 2 and 3)

The main block's east elevation is punctuated by three tripartite gymnasium windows and four basement locker room windows with eight-horizontal-pane sash with four-pane central hoppers. Steel vertical and horizontal bracing has been added to stabilize the wall. (Photographs 3 and 4)

The cafeteria and slightly shorter stair tower at its southwest corner extend from the east wall's north bays. The stair tower is two bays wide and one bay deep. In the south elevation's west bay, a double-leaf wood door with three-horizontal-pane upper sections and a flat steel-frame canopy with copper fascia supplies stair hall egress. A three-horizontal-pane steel window with a central one-pane hopper above the door and a six-horizontal-pane window with a central two-pane hopper on the east elevation light the tower. (Photographs 3 and 4)

The one-story-on-basement wing containing a cafeteria and kitchen on the main level and basement locker and mechanical rooms is five bays wide and ten bays long. Twelve-pane sash with central four-pane hoppers (three on the south elevation and seven on the east elevation) light the cafeteria. Eight-pane sash with central four-pane hoppers (three on the south elevation and four on the east elevation) illuminate the basement locker room. The east locker room windows flank a single-leaf wood door with three-horizontal upper panes and a flat steel-frame canopy with copper fascia. Concrete steps with a concrete-capped brick kneewall rise to the entrance. In the fifth bay from the east wall's north end, a double-leaf steel door with four-square-pane upper sections and a three-section transom provides boiler room egress. A large window with a six-horizontal-pane central hopper and nine-vertical-pane base and top sections lights the room. Steel bars with thirty-six section configuration secure the window. North of the window, a single-leaf wood door with three-horizontal upper panes opens into a mechanical room. The window opening in the second bay from the north end has been enclosed with brick. One panel of the roll-up, twenty-four-panel, painted-wood storage room door is missing. Three five-horizontal-pane sash with central two-pane hoppers in the east elevation's north second-story bays light the kitchen. (Photograph 5) A concrete-capped brick retaining wall extends at an angle from the wing's northeast corner.

Three matching windows pierce the east three bays of the kitchen's north elevation. West of the windows, concrete steps with a painted tubular-steel railing rise to a single-leaf steel door with a single upper pane. A steel-frame canopy with very low-pitched shed roof shelters the door. Originally, the west two bays contained narrow three-pane steel sash with central one-pane hoppers. The second window from the west end was removed when a large opening was created in the late twentieth century to facilitate access to a concrete-block loading dock. (Photograph 6)

A narrow five-pane steel sash with a two-pane central hopper and single-pane base hopper is north of the entrance on the kitchen's west elevation. Concrete steps with concrete-capped brick kneewalls rise to the double-leaf wood door with three-horizontal-pane upper sections and a flat

steel-frame canopy with copper fascia. The square brick furnace chimney abuts the stair's south end. The bays south of the chimney originally contained two twelve-pane sash with central four-pane hoppers. The lower eight panes of the sash in the second bay from the south end were removed to create an entrance to an exterior refrigerated metal cooler that rested on a platform with a formed-concrete foundation. The south end of the cafeteria/kitchen wing's west wall abuts the east end of the main block's north wall. (Photograph 6)

Fenestration on the main block's twenty-two-bay north elevation comprises east and west stair entrances, paired six-horizontal-pane sash with central two-pane hoppers, and matching single sash in restrooms and offices. An original double-leaf wood door with three-horizontal-pane upper sections remains at the west entrance. The east matching door has been replaced with double-leaf steel door with tall, narrow, vertical panes. A steel-frame canopy with very low-pitched shed roof shelters each entrance. Fourteen-pane sash with two central four-pane hoppers illuminate both stair towers. Long, horizontal, louvered vents pierce the wall beneath some windows. (Photographs 6, 7, 26)

Seventeen bays of the west wing's eighteen-bay east elevation contain paired six horizontal-pane sash with central two-pane hoppers. The stair entrance in the sixth bay from the north end has a double-leaf steel replacement door with tall, narrow, vertical panes. A steel-frame canopy with very low-pitched shed roof covers the door. A fourteen-pane sash with two central four-pane hoppers illuminates the stair tower. Long, horizontal, louvered vents pierce the wall beneath some windows. (Photographs 8, 26)

An original double-leaf wood door and three-horizontal-pane upper sections remains at the center of the west wing's north elevation. Steel interior and exterior kick plates have been added. A steel-frame canopy with very low-pitched shed roof shelters the door. A wide formed-concrete step and landing facilitate egress. An early-twentieth-century wood ramp with a wood-picket railing extends from the landing's east end. A group of three four-pane sash with two-pane hoppers is above the entrance. Twenty-two bays of paired six-horizontal-pane sash with central two-pane hoppers punctuate the wing's west elevation. (Photographs 9 and 10)

The wing is offset from the main block's west end, which encompasses a two-story, three-bay-wide section and a one-story wing at the auditorium's west end that contained band, dressing, and storage rooms. The entrance in the north bay of the two-story section has three single-leaf steel replacement doors with tall, narrow, vertical panes. A steel-frame canopy with very low-pitched shed roof shelters the door. Concrete steps with a concrete-capped brick south kneewall rise to the entrance. A concrete ramp with a slender metal railing extends from the landing's north end past the west classroom wing's west wall. The group of three four-pane sash with two-pane hoppers above the entrance lights a corridor. Four six-horizontal-pane sash with central two-pane hoppers (two on each story) fill the south two bays. (Photographs 10 and 11)

Four fourteen-pane sash with two central four-pane hoppers pierce the one-story wing's west elevation. The south bay contains a narrow, five-pane steel sash with a two-pane central hopper and single-pane base hopper. A single-leaf wood door with a three-horizontal-pane upper

section remains in the south elevation's west bay. A flat steel-frame canopy with copper fascia shelters the door. A concrete walkway extends from the concrete landing at the entrance. The double-leaf wood loading dock door in the south elevation's west bay also has three-horizontal-pane upper sections. Two six-horizontal-pane sash with central two-pane hoppers and a three horizontal-pane sash with a central hopper punctuate the wall between entrances. (Photographs 10 and 11)

Interior

The floor plan is distinctive in that recreational and gathering spaces typically relegated to rear or side wings are immediately accessible from the primary entrance. The vestibule opens into a large lobby with pink marble wainscoting and a terrazzo floor. The auditorium, band room, and dressing rooms are west of the lobby; the gymnasium is to the east. At the lobby's north end, restrooms flank a short corridor that intersects the long east-west corridor. The administrative suite, comprising a central reception area; principal, assistant principal, and guidance counselor offices; clinic; restrooms; and a storage room that initially housed items including school supplies available for student purchase, is on the corridor's north side. Two teachers' lounges and a student restroom are east of the administrative suite; a classroom, library, and a student restroom are to the west. (Exhibits B-D, photographs 12-19)

On the second floor, an expansive health education room originally occupied the space above the lobby, while three classrooms, a multi-purpose room, and a home economics suite encompassing two kitchens and a living/dining room, bedroom, bathroom, and sewing room were north of the corridor. The health education room later functioned as the library. Nine classrooms flanked double-loaded corridors on each level of the west wing. One first-floor classroom was dedicated to drama, while the second floor included three science classrooms. The two-story 1957 addition provided three more classrooms on each level.[2] (Exhibits E-G, photographs 20-24)

The boys' locker room is in the basement beneath the gymnasium. The girls' locker room and the boiler room are in the basement of the cafeteria and kitchen wing, which extends from the main block's northeast corner. (Exhibit H, photograph 25)

Simple finishes were specified to maximize durability. Plaster walls and ceilings, wood chair rails and baseboards, and vinyl-composition-tile floors remain in most classrooms. Wood elements are lightly varnished. Original nine-inch-square vinyl composition tile is tan with a dark red border, while replacement larger square vinyl composition is ivory. Linear fluorescent lighting remains in rooms with plaster ceilings. Dropped acoustical-tile ceilings with fluorescent light panels have been installed in some rooms. Radiators heat the building.

Single-leaf blonde-wood flat-panel classroom and office doors have two-horizontal-pane upper sections, while the double-leaf doors at vestibule, corridor, auditorium, gymnasium, and cafeteria

[2] Room function descriptions are drawn from original architectural drawings and in some cases do not reflect the most recent uses. Smithey and Boynton, "Dublin High School," June 21, 1950, Pulaski County Board of Education, Pulaski, Virginia.

entrances have three-horizontal-pane upper sections. A four-section transom tops the primary entrance vestibule doors. Single-leaf blonde-wood flat-panel doors remain at storage and restroom entrances. All doors hang in simple steel frames and many retain original hardware. Doors in corridor walls are slightly recessed due to wall thickness.

Wood-frame blackboards and bulletin boards and built-in-cabinets inset in corridor walls remain in most classrooms. Most cabinets have three sections of shelves secured by a single-leaf five-horizontal-pane door above a short flat-panel door and a full-height flat-panel single-leaf door. The cabinet in science classroom 107 has a double-leaf five-horizontal-pane door above a short double-leaf flat-panel door. All have a natural wood finish. Science laboratories retain teacher's work stations. The home economics suite includes a narrow room containing two kitchen stations with unpainted wood cabinets with laminate countertops. In the large adjacent room, two kitchen stations with white-enameled steel wall cabinets and base cabinets with stainless steel countertops line the southeast wall. Low unpainted wood bookshelves separate the kitchen from a multipurpose area where the west wall is spanned by full-height shallow cabinets with double-leaf flat-panel unpainted wood doors.

In most areas other than classrooms, concrete-block walls are parged above rectangular beige-glazed ceramic tile wainscot. Corridors feature plaster ceilings, terrazzo floors, inset display cabinets and blue-finished steel lockers, wood-frame blackboards and bulletin boards, and white porcelain water fountains. The vestibule opens into a large lobby with pink marble wainscoting and a terrazzo floor. Commercial-grade carpet covers the north half of the vinyl-composition-tile library floor. In the administrative suite, a long painted wood counter with a laminate top separates the waiting room and secretary's office. White porcelain pedestal sinks, toilets, and urinals; marble stall dividers with enameled-steel doors; and small patterned ceramic tile floors remain in the restrooms.

The auditorium retains original finishes: a plaster ceiling, painted concrete-block walls, and red-bordered tan vinyl-composition floor tile around the seating areas, where the concrete floor is exposed. The steel-frame wood seats are arranged in a wide central section flanked by two aisles and two narrower outer sections. The stage's flat proscenium arch with a concave surround displays a restrained Art Moderne aesthetic. At either end of the stage, four wood steps lead to a stage with a hardwood floor and varnished vertical-board apron sheathing. Blue velvet curtains are suspended from the ceiling on steel rods. Steel trusses and metal roof decking are exposed above the stage.

Two small one-story rooms flank the stage, accessible through single-leaf entrances both from stage level and the auditorium's main level. Wide openings on the south and north and walls near the stage allow exterior entrance corridor (south) and north corridor egress. Steps rise to the stage at the west end of the south corridor and within the north corridor. The lobby entrances are on the elevation. Can lights are recessed in the ceiling. The stage shop, located in the one-story west wing, is accessible from the stage and the exterior.

The gymnasium contains a regulation-sized basketball court. Steel trusses carry the roof load over the wide span above the court. Acoustic ceiling panels ameliorated the noise during athletic events. The room has hardwood floors and painted concrete-block walls. Two storage rooms flank the lobby entrance on the west wall. Collapsible bleachers line the north and south walls. The pendant lights are original. The entrance to the stair that rises to the library is at the room's southwest corner. The boy's locker room stair entrance and a corridor door are in the northeast corner.

The cafeteria and kitchen have parged concrete-block walls above rectangular beige-glazed ceramic tile wainscot and quarry tile floors. A dropped acoustical ceiling has been installed in the cafeteria, where most of the floor is covered with mats as the room currently serves as a wrestling practice area. A changing room with partial-height gypsum-board walls has been erected in the southwest corner. Two central single-leaf flat-panel wood doors on the north wall provide kitchen access. The vestibule at the room's northwest corner allows exterior egress. The dishwashing area of the kitchen extends into the cafeteria's northeast corner with a large opening on the south wall with a stainless steel counter to facilitate tray return.

The kitchen has plaster ceiling. A storage room, restroom, and locker room are located at the kitchen's west end. The restroom and locker room have small patterned ceramic tile floors. The large stainless-steel hood that vented the central stoves hangs from the ceiling. A partial-height rectangular beige-glazed ceramic tile wall separated the stoves. The stainless-steel sinks that lined the north wall east of a single-leaf exterior door have been removed. A small restroom remains at the northwest corner. The adjacent coat room to the east was removed to allow for creation of a loading dock door. A storage room is south of the restroom.

Steel and concrete staircases with solid-panel steel railings and tubular steel wall-mounted handrails rise in four stair towers. A painted concrete stair with a tubular steel railing provides basement access. Steel screen panels are mounted on the railing.

Most basement rooms have poured-concrete floors. The locker rooms have painted concrete-block walls and formed concrete ceilings. The boys' shower room walls are sheathed with rectangular beige-glazed ceramic tile wainscot. The shower room and adjacent changing rooms and restroom have small square ceramic tile floors. The open shower room and adjacent changing room in the girls' locker room are finished in the same manner. In the private shower room, marble partitions separate stalls with small square ceramic tile floors.

The mechanical, storage, and utility rooms are at a lower level, accessed via a narrow unpainted concrete stair with a tubular steel railing. The concrete-block walls and formed-concrete ceilings are unpainted. The concrete floor is unfinished. Mechanical systems are exposed and surface-mounted conduit has been installed.

Running Track, 1954, contributing site

The oval running track was constructed soon after the school was completed. The boys' track team formed that year practiced on the site. A girls' track team was organized in 1972. The

track was paved with asphalt following the school's 2020 closure to serve as a community walking track. (Photograph 26)

Classroom Trailer, late 1990s, installed circa 2012, noncontributing building

This one-story, rectangular, one-classroom trailer has a low gable roof, corrugated metal siding, and single-leaf hollow-metal doors and four aluminum-frame, two-pane, horizontally sliding windows on the east and west elevations. Wood steps and a landing with post-and-board railings provide access to the east entrance. A wood ramp with a post-and-board railing rises to the west entrance. The building stands in the rear courtyard. The Pulaski County Board of Education purchased the trailer in the late 1990s and used it elsewhere prior to its installation at Dublin Middle School between 2011 and 2014. Another late 1990s trailer that stood to the west was installed between 2005 and 2011 and removed in 2020, leaving a wood ramp with a post-and-board railing.[3] (Photograph 26)

Integrity Statement

Dublin High School possesses integrity of location and setting as it occupies its original site, a sizable parcel that allowed for building expansion. Intact hardscape elements include concrete sidewalks, concrete and brick steps, and a concrete ramp. The surrounding area remains residential. The level of design, materials, and workmanship integrity is also high. The 1953 school and 1957 addition, both designed by Smithey and Boynton, retain character-defining features of International Style mid-twentieth-century institutional architecture such as horizontal massing, flat-roofed angular form, flat roofs, and tall, rectangular, steel-frame, multi-pane windows. Indiana limestone accents—the Art Moderne entrance surround, tall water table, and belt course at the base of the parapet—embellish the main block. The interior plan; original wall, ceiling, and floor finishes; and doors, cabinets, closets, bookshelves, blackboards, bulletin boards, restrooms, and auditorium stage and seating are remarkably intact. Utilitarian, resilient interior finishes include concrete-block and plaster walls, rectangular beige-glazed ceramic tile wainscot, plaster ceilings, and terrazzo and vinyl-composition, quarry, and ceramic tile floors. The lobby features pink marble wainscoting. Dublin High School displays integrity of feeling and association through its physical characteristics as well as its function as a public school from 1953 through 2020.

[3] Environmental Data Resources, Inc. (EDR) aerials, 2005, 2011 and 2014; John Crockett, Community Development / GIS/ Title VI Coordinator, Pulaski County, email correspondence with Heather Fearnbach, February 20, 2026.

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.)

[x] 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.

[x] 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.)
EDUCATION
ARCHITECTURE

Period of Significance
1953-1974

Significant Dates
1953
1957

Significant Person
(Complete only if Criterion B is marked above.)
N/A

Cultural Affiliation
N/A

Architect/Builder
Smithey and Boynton, architect, both phases
Trinkle and Dobyns, builder, both phases

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.)

Dublin High School possesses significance at the local level under Criterion A for Education and Criterion C for Architecture. The two-story, brick-veneered 1953 school and 1957 addition, erected in conjunction with the Pulaski County Board of Education's 1950s campus improvement campaign, alleviated overcrowding in Dublin schools and facilitated implementation of progressive pedagogy. The campus served as a community gathering place throughout its operation. Dublin High School is architecturally significant as a superior example of mid-twentieth-century International Style educational building design in Pulaski County. The school exemplifies the Virginia Department of Education's initiative to supply students with spacious, well-ventilated, and amply lit instructional areas. The Roanoke architecture and engineering firm Smithey and Boynton designed the school and addition erected by Dublin, Virginia-based general contractor Trinkle and Dobyns in an economical manner that allowed for rapid construction, flexible use, and future expansion. Dublin High School embodies distinctive characteristics of functional Modernism including streamlined design, horizontal massing, flat-roofed angular form, and large, steel-frame, multi-pane windows. Indiana limestone accents—the Art Moderne entrance surround, tall water table, and belt course at the base of the parapet—embellish the main block. The building is distinguished by its substantial scale, imposing façade, distinctive floor plan with the auditorium and gymnasium flanking the primary entrance lobby, and retention of original finishes including pink marble lobby wainscoting. The period of significance begins with the school's 1953 construction and ends in 1974 when the building ceased to function as a high school. Although the campus served as Dublin Middle School from fall 1974 until summer 2020, its function after 1974 is not of exceptional significance.

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

Criterion A: Education Context

Dublin High School is locally significant under Criterion A for Education as a critical component of the Pulaski County Board of Education's mid-twentieth-century campus improvement program undertaken to accommodate changing educational curricula and the burgeoning student population. The school erected in 1953 and enlarged in 1957 provided greatly needed instructional space and amenities including a band room, library, gymnasium, auditorium, kitchen, cafeteria, and home economics suite. The vocational agriculture department was housed in a freestanding 1953 building expanded in 1957. The availability of a wide range of academic and vocational courses boosted enrollment and graduation rates as the twentieth century progressed. In addition to serving students, Dublin High School regularly hosted gatherings held by civic, fraternal, and professional organizations, as well as government agencies. The agriculture department oversaw a cannery, held tool repair workshops, and offered evening classes to local residents. Students and faculty from Dublin and Pulaski High Schools were consolidated at the newly completed Pulaski County High School campus in fall 1974.

Education in Pulaski County, 1870-1974, and Dublin High School Historical Background

Virginia youth were afforded limited educational opportunities until the Virginia General Assembly, mandated by the state's 1869 constitution to provide free public education for all children, enacted in July 1870 a uniform education law that established a statewide school system headed by a superintendent of public instruction and state and county boards of education. State funding based on population was insufficient, requiring municipalities to assess supplementary taxes to cover costs. As schools were racially segregated, Black students typically received inferior buildings and supplies, shorter terms, and fewer instructors.[4]

Virginia's first state-subsidized public schools opened in November 1870. During the 1870-1871 term, the system served approximately twenty-four percent of the state's Black children and almost thirty-eight percent of white youth. In Pulaski County, located in the southwestern part of the state, 184 African American and 634 white students were instructed by two Black and fourteen white teachers in three Black and thirteen white public schools in 1871. However, only 131 African American and 334 white students regularly attended classes in modest one- or two-room weatherboarded buildings. The physical locations of most early schools have not been determined. In Dublin, a two-story commercial building served as the public school for white children as well as a church during the 1871-1872 term.[5]

Pulaski County's school-age population grew to 2,677 white and 980 African American youth by fall 1887. Three school districts—Dublin, Hiawassee, and Newbern—operated fourteen log and thirty-eight frame schools. Most had one room, as the county's fifty-four schools encompassed a total of fifty-seven rooms. Only nineteen buildings had "good" furniture, and none had plumbing. Fifteen schools had outhouses. In the Dublin District, which included Dublin, Pulaski, and the surrounding area, twenty teachers operated sixteen schools for white students and eight teachers ran eight schools for Black pupils. Only a portion of the 1,173 white and 617 Black youth who resided in the district enrolled in schools and regularly attended classes.[6]

The Pulaski County School Board replaced some inadequate buildings during the 1890s. Two sizable brick public schools were built in Pulaski. A two-and-a-half-story, brick, eight-room school for white youth designed by the Lynchburg, Virginia, architecture firm W. P. Tinsley and Company was erected in 1890 on Randolph Avenue at a cost of $12,500. A one-room weatherboarded school on Water Street served African American children from 1888 until a four-room brick school was completed on West Main Street in late 1894. Students began the January 1895 term in the building.[7] Two of the remaining fifty-one schools in the county were

[4] J. L. Blair Buck, *The Development of Public Schools in Virginia, 1607-1952* (Richmond: State Board of Education), 65, 69-71.
[5] State Board of Education, *First Annual Report of the Superintendent of Public Instruction* (Richmond: Superintendent of Public Printing, 1871), 169; "House and Lot for Sale," *News* (Lynchburg), June 24, 1872, p. 2.
[6] State Board of Education, *Eighteenth Annual Report of the Superintendent of Public Instruction* (Richmond: E. T. Walthall, printer, 1888), 139, 158-159.
[7] G. T. Swaim, *A History of the Town of Pulaski* (Pulaski, VA: n. p., 1911).

log and the rest were frame. In Dublin, where Black and white students attended schools that served all grades, a weatherboarded high school for white students was erected in 1899.[8]

During the twentieth century's first decade, the Virginia general assembly designated capital for extensive public school system improvements. As mandated by the state's 1902 constitution, county boards of education implemented more stringent teacher qualification and compulsory attendance standards, undertook building renovation and construction, and consolidated smaller schools. African American school appropriations declined after the constitution disenfranchised Black voters, perpetuating the problem of inadequate and overcrowded facilities.[9]

The PCSB operated nine African American and forty-six white schools in 1901, when 1,144 black and 4,112 white youth resided in the county.[10] Residents of Dublin and the proximate area supplemented public instruction by chartering Dublin Institute, a private academy for white children, on April 6, 1905. Roanoke architect H. H. Huggins designed the two-story, hip-roofed, weatherboarded academic building and two two-story, side-gable-roofed, weatherboarded dormitories for boarding students built in northwest Dublin that summer. The school featured a projecting, one-and-one-half-story, front-gable entrance bay top with a bell tower. Each dormitory had a decorative front gable and a full-width hip-roofed front porch. Principal R. N. Gardner and six teachers commenced instruction on September 25, 1905. Enrollment numbered 233 students during the 1905-1906 term, when boarding student tuition ranged from $108 to $126. A dormitory for younger boys was constructed in 1907.[11]

Pulaski County's school-age population in 1907 numbered 4,380 children, 902 of whom lived in the Dublin District. R. N. Gardner sold Dublin Institute to co-administrator and mathematics teacher George A. Becker in January 1910. The PCSB assumed operation of Dublin Institute in fall 1911. During the 1911-1912 term, 687 white students enrolled in nineteen schools and 134 Black youth attended three public schools in the Dublin District. The PCSB invested $3,884 in school construction, maintenance, and furnishing in the district during 1915, when enrollment numbered 767 white and 122 Black students.[12] The seven-acre Dublin Institute campus

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[8] "In Dublin," *Times* (Richmond), December 31, 1899, p. 10; State Board of Education, *Biennial Report of the Superintendent of Public Instruction,* (Richmond: Division of Purchase and Printing, 1897), 8, 24.
[9] Buck, *The Development of Public Schools in Virginia*, 126-139; Rand Dotson, "Progressive Movement in Virginia," *Encyclopedia Virginia*, Virginia Foundation for the Humanities, 2012, https://www.encyclopediavirginia.org (accessed January 2026).
[10] State Board of Education, *Biennial Report of the Superintendent of Public Instruction,* Richmond: Division of Purchase and Printing, 1901), 262, 282.
[11] "New School for Dublin," *Evening News* (Roanoke), April 13, 1905, p. 1; "Sealed Bids," *Roanoke Times* (hereafter abbreviated *RT*), May 16, 1905, p. 7; "Dublin Institute," *RT*, July 27, 1905, p. 6; "Dublin Institute," *News* (Lynchburg), September 1, 1905, p. 3; "Dublin Institute," *Richmond Times-Dispatch* (hereafter abbreviated *RTD*) March 12, 1906, p. 5; Jamestown Exposition Commission, *Pulaski County, Virginia* (Pulaski: Southwest Publishing Company, Inc., 1907), 87-88.
[12] "Dublin Institute," *News*, September 12, 1909, p. 1; "Dublin School Changes Hands," *Evening News*, January 19, 1910, p. 1; "Contract is Awarded," *RTD*, February 7, 1915, p. 3; Pulaski County School Board – Board of Education Meeting Minutes, Pulaski County Public Schools Central Office, Pulaski, Virginia (hereafter abbreviated PCSBMM), December 1, 1907, June 31 [sic], 1914, November 28, 1914, January 15 and 26, 1915, June 30, 1915, March 7, 1916, May 24, 1916; State Board of Education, *Annual Report of the Superintendent of Public*

encompassed the school, three dormitories, the principal's house, auxiliary buildings, and an athletic field. Boarding student tuition for the nine-month 1916-1917 term was $150, while local day students paid $18 to $39 to attend classes for nine months. The faculty comprised principal C. E. Kirkwood and eight teachers.[13]

Overcrowded classrooms and outdated facilities precipitated another school improvement campaign in 1922, when 1,041 of Pulaski County's 5,219 students resided in the Dublin District. At that time, the county's forty-two white and six African American schools included twenty-seven one-room and seven two-room buildings utilized by white students and four one-room and one two-room schools attended by black students.[14] In order to subsidize new building construction, the PCSB requested financing from the State Literary Fund. The Virginia Board of Education assisted by developing standard plans and specifications for educational buildings to reduce cost and ensure an optimal learning environment. On January 22, 1922, the PCSB approved a $48,000 bond issue to erect and furnish schools for white students in Dublin, Belspring, and Rockford, as well as a school for African American youth in New River Depot. Pulaski contractor J. D. Hufford erected the one-story brick Dublin school, which encompassed eight classrooms and an auditorium, in summer 1922 at a cost of $16,462.[15] The Classical Revival-style building featured a tall central section with a monumental pedimented tetrastyle portico supported by Doric columns at the primary entrance, hip-roofed wings with single-bay porticos at the entrances, and groups of tall, multi-pane, double-hung, wood sash. The Dublin Institute buildings remained in use. A one-story, front-gable-roofed, brick cafeteria and a one-story, hip-roofed, brick, L-plan, three-classroom building were subsequently constructed. In August 1932, Dublin contractors Wysor, Trinkle, and Dobyns demolished one dormitory and removed the second story from the other to facilitate its function as a workshop.[16]

A home economics cottage was erected on the Dublin High School campus in 1938. Vocational agriculture classes, taught by principal Frank H. Jordon, met in the basement of the 1922 school until a freestanding structure with a shop, laboratory, and offices was completed by National Youth Administration workers in October 1938. That month, the prolific construction company headed by civil engineer Lacy L. Trinkle and Richard A. Dobyns commenced building an addition to the high school containing a library and two classrooms. Public Works Administration funds subsidized the addition as well as heating and sanitation improvements at Pulaski and Dublin schools guided by Roanoke architecture and engineering firm Smithey and Boynton. The Dublin projects included construction of a new roof, gutters, downspouts, and boiler room addition at Dublin High School and a restroom addition at the elementary school completed in October 1939. During the 1939-1940 term, 4,522 Pulaski County students attended

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Instruction, 1911-1912 (Richmond: Division of Purchase and Printing, 1914), 163; State Board of Education, *Annual Report of the Superintendent of Public Instruction*, 1914-1915 (Richmond: Division of Purchase and Printing, 1917), 270, 361.

[13] R. Lloyd Mathews, *Pulaski County, Virginia* (Pulaski: Jamestown 2007 Committee, 2007), 219-220.

[14] PCSBMM, June 1922; State Board of Education, *Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, 1920-21* (Richmond: Division of Purchase and Printing, 1922), 115, 130.

[15] "School Bonds Authorized," *RTD*, January 22, 1922, p. 14; "Sealed Bids," *RTD*, May 9, 1922, p. 10; "Let Contracts," *RTD*, June 4, 1922, p. 15.

[16] "School alterations at Dublin," *RT*, August 6, 1932, p. 8; Dublin High School, *Maple Leaves*, 1943.

forty-one schools, twenty of which were one-room buildings. Principal F. H. Jordan and eleven teachers operated Dublin High School. Belspring and Dublin High Schools were consolidated at Dublin in fall 1939, resulting in a student body of about three hundred youth.[17]

World War II Impact

Dublin's population burgeoned during the early 1940s in conjunction with the construction of two massive industrial complexes nearby. Approximately twenty-two thousand people were employed to build a smokeless powder plant to supply U. S. military munition manufacturers in Radford, about eleven miles from Dublin. Construction of the approximately thirty-five-million-dollar Radford Ordnance Works designed, built, equipped, and operated by Hercules Powder Company commenced in August 1940 and was completed in September 1941. The powder was bagged at the New River plant, an almost ten-million-dollar facility erected by New York contractor Mason and Hanger Company on a four-thousand-acre tract just south of Dublin. Hercules Powder Company also designed and operated that plant, finished in September. Although some construction workers and plant employees were local, men and women from elsewhere in Virginia and neighboring states boarded with area residents. In response to housing shortages, road, water, sewer, and electric systems were improved and extended to accommodate subdivision development. Defense Homes Corporation of Washington, D. C. engaged Lynchburg contractor C. W. Hancock and Sons to build ninety-three four- to six-room houses in the newly created Monroe Terrace subdivision in Radford during 1941.[18]

The influx of families included children who attended public schools, exacerbating overcrowding. In September 1941, Dublin School reported record-high enrollment, with 322 primary and 204 high school pupils. Sixty of the 193 new students had moved from other states. Enrollment increased to 585 youth (358 primary and 227 high school) in September 1942 and was expected to grow as the term began. Construction of a frame six-classroom building sheathed with Beaver Board (fiber board) to accommodate some fourth- through seventh-grade students began in late 1942.[19]

The New River Ordnance Plant employed approximately 5,500 people by spring 1945. Although production at the Radford and New River plants ceased in September 1945 with the end of World War II, the facilities were renamed Radford Arsenal and New River Ordnance

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[17] "Holding Open House," *ST*, May 17, 1938, p. 8; "Plans for School Complete," *RT*, June 12, 1938, p. 20; "Work Begins," *RT*, June 29, 1938, p. 3; "Dublin School Unit," *RT,* October 2, 1938, p. 20; "School Contract Let," *RT*, October 8, 1938, p. 2; "NYA Body," *ST*, January 26, 1939, p. 5; "Three Schools," *ST*, July 2, 1939, p. 4; "Dublin School," *ST*, October 10, 1939, p. 8; PCSBMM, May 25 and July 11, 1939; Eva Vaughn, "History of Education in Pulaski County," July 1963, p. 7, Folder 5, Box 3, Virginia Education Association Histories, Library of Virginia, Richmond; Dublin High School, *Maple Leaves*, 1974, 13.

[18] "Contract Let," *RT*, January 16, 1941, p. 1; "Hercules Contract," *Hopewell News*, February 28, 1941, p. 1; "All Lines in Radford in Operation," *RTD*, September 27, 1941, p. 17; "Every Residence is Occupied," *RTD*, December 4, 1941, p. 10.

[19] "School at Dublin," *RT*, September 17, 1941, p. 2; "Dublin's School Enrollment," *RT*, September 6, 1941, p. 14; "Dublin School," *RT*, September 19, 1943, p. 17; "Dublin Booms," *RT*, January 3, 1943, p. 16; "Second Meeting on Dublin," *RT*, September 14, 1949, p. 2.

Works. Fertilizer-grade ammonium nitrate production commenced in October 1946, followed by propellant production in 1949. North Carolina-based Burlington Mills Corporation purchased 319 acres of the New River plant including manufacturing and storage buildings and fifteen employee houses in 1947 and soon employed 350 people to make fabric for apparel.[20]

Dublin High School remained a community gathering place during the 1940s. G. G. Wygal, who became Dublin High School's agriculture teacher in August 1942, encouraged use of campus facilities. Farmers brought tools and equipment to a workshop where an experienced mechanic and welder executed repairs. The school received federal funds beginning in 1944 to operate a cannery that was typically open two days a week. That year, area residents preserved 21,200 quarts of fruits, vegetables, and meats from July to December. The facility included an electric meat grinder. The cannery continued to operate seasonally. During the late 1940s, World War II veterans attended agriculture classes taught by G. G. Wygal and Grover Boothe at Dublin High School and J. L. Trickle and Stuart A. Pratt at Draper High School. Trickle transferred to Dublin High School in January 1951.[21]

Pulaski County's Mid-Twentieth-Century School Improvement Campaign

Pulaski County school construction had ceased in the early 1940s as World War II escalated. Despite the building material and labor shortages that persisted after the war, plans to update and enlarge facilities and alleviate overcrowding on all Pulaski County campuses proceeded. Smithey and Boynton rendered drawings for elementary schools in North Pulaski and Fairlawn in 1947. The buildings, erected by Trinkle and Dobyns of Dublin were completed and furnished at a cost of approximately $331,500. In May 1949, the newly finished North Pulaski campus was named Northwood and the Fairlawn campus called Riverlawn, as it served students from the New River and Fairlawn communities.[22]

Residents of Dublin and other Pulaski County communities advocated for new facilities to replace functionally inadequate schools. On June 17, 1949, the PCSB issued a long-range school building program proposing projects on fourteen campuses. Smithey and Boynton was engaged to provide project estimation and drawing execution services. As planning progressed, the 1922 Dublin High School's basement was modified to serve as a cafeteria, the freestanding cafeteria

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[20] "Though War Plant Ceased," *RT*, January 5, 1947, p. 13; "Burlington Mills," *Register* (Danville), August 20, 1947, p. 2. The Radford and New River plants, jointly named the Radford Army Ammunition Plant in 1963, remain in operation. U. S. Army and Department of Defense, Radford Army Ammunition Plant History, https://www.jmc.army.mil/Radford/History.aspx (accessed January 2026); "Nitrate Production," *World-News*, October 24, 1946, p. 14; H. Jackson Darst, *Dublin and the Darsts* (Newbern: Wilderness Road Regional Museum, 1992), 394-397.

[21] "School Shop," *RT*, June 16, 1943, p. 2; "Class Begins," *RT*, March 5, 1944, p. 11; "Dublin School," *RT*, September 17, 1944, p. 10; "Community Cannery," *RT*, November 27, 1944, p. 12; "Cannery Succeeds," *RT*, January 14, 1945, p. 11; "Dublin Plant," *RT*, September 8, 1950, p. 7; "Cannery has Ended Season," *ST*, January 6, 1953, p. 6; PCSBMM, January 1951.

[22] "Dublin People Demanding Better Schools," *World-News* (Roanoke), September 9, 1949, p. 13; PCSBMM, April 12 and 19, 1948, March 3, 1949, May 3 and 5, 1949; *"Smithey & Boynton, Architects & Engineers Records, 1922-1985," Ms1992-027, Special Collections, Virginia Tech, Blacksburg, Virginia.*

was divided to create two classrooms, and the 1942 classroom building remained in use.[23] A one-story, red brick, flat-roofed, five-classroom building was erected west of the school at a cost of approximately $68,380 in fall 1949.[24]

Although limited building material availability and price escalation during the Korean War slowed implementation of the county-wide school construction program, by 1957 Smithey and Boynton had rendered plans for new buildings and/or additions or renovations at Belspring, Claremont, Draper, Hiawassee, Newbern, Northwood, Riverlawn, Snowville, and William Gresham elementary schools; Pulaski and Dublin high schools; Calfee Training School; and Christiansburg Institute. The initial construction phase was funded in 1950 by a $2,500,000 bond issue and $417,730 state appropriation.[25]

The PCSB solicited bids for the first two projects—new Dublin High School and Claremont Elementary School buildings—in September 1950. When the initial bids were too high, the PCSB proposed modifying the Dublin High School scope of work to eliminate terrazzo, marble, and limestone finishes as well as the agricultural and industrial arts wing to reduce costs. The finish selections were maintained after Dublin residents advocated for their use, but vocational classroom construction was deferred. General contractor Trinkle and Dobyns was awarded both projects in May 1951 and in July began erecting Dublin High School northeast of the 1922 high school on the opposite (east) side of Giles Avenue. Shortages of steel and other materials resulted in a two-year construction period. Webster Brick Company of Roanoke supplied the brick.[26]

Dublin High School encompassed administrative offices, twenty-two classrooms, multi-purpose rooms, and a band room, library, gymnasium, auditorium, kitchen, cafeteria, and home economics suite with a kitchen, living and dining rooms, a bathroom, and a bedroom. In March 1953, the PCSB allocated $40,000 to purchase hallway lockers, gymnasium bleachers and equipment, and chemistry laboratory equipment for the school and $120,000 to build and furnish a freestanding vocational building. They engaged Trinkle and Dobyns to erect the vocational building at a cost of $115, 887. Although the $1,020,000 campus was not quite finished by September, classes commenced with 680 enrolled white eighth- through twelfth-grade students instructed by newly appointed principal Fred N. Reynolds and twenty teachers. The student

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[23] "School in Dublin," *RT*, September 14, 1947, p. 15; Fred Loeffler, "Pulaski School Folks Look to Meetings," *RT*, September 11, 1949, p. 1; "Second Meeting on Dublin," *RT*, September 14, 1949, p. 2; "Pulaski Board Approves Loan," *RT*, October 9, 1949, p. 24.

[24] Bill Akers, "More than 7,000 in County Schools," *Southwest Times* (Pulaski, hereafter abbreviated *ST*), August 31, 1958, p. 14. The 1949 building at 205 Sixth Street is the only remaining component of the pre-1953 high school campus. The brick has been painted white and all windows were replaced with smaller sash. The building was designated a noncontributing resource in the Dublin Historic District (NR 1992) due to age at the time of listing.

[25] PCSBMM, April 27, 1950, May 4, 1950, July 12, 1950, August 25, 1950; "Smithey & Boynton, Architects & Engineers Records, 1922-1985," Ms1992-027, Special Collections, Virginia Tech, Blacksburg, Virginia; "School Building Program Makes Progress in 1951," *ST*, December 31, 1951, p. 4; Vaughn, "History of Education in Pulaski County," p. 8.

[26] "Bids on Schools," *RT* August 27, 1950, p. 16; "High School Proposed," *RT*, September 17, 1950, p. 16; "Dublin School Patrons," *RT*, October 25, 1950, p. 2; PCSBMM, April 5, 1951, May 3, 1951, May 16, 1951.

body included youth who had previously attended Draper High School, closed in June 1953. More than one thousand people attended the October 18, 1953, dedication for which Radford College president Dr. Charles Knox Martin Jr. was the keynote speaker.[27]

The auditorium seats, some home economics and industrial arts equipment, and landscaping were installed later that fall, followed by more home economics and industrial arts equipment in 1954. Some final construction work, including mechanical systems installation, continued into May 1954. Given the high enrollment, PCSB began soliciting funds for a classroom addition.[28]

Earlier buildings remained in use. The 1922 high school was renovated in summer 1953 to serve as Dublin Elementary School. The eighteen-room building subsequently housed first- through seventh-grade students. The 1942 building was used for dancing classes and as a recreational club for teenagers.[29]

Children who lived nearby walked to school. Others were bused from outlying residential subdivisions and farms. The community actively supported the school and its faculty. The Parent-Teachers Association (PTA) facilitated fundraising and assisted with student programs and annual events such as holiday celebrations and talent contests. In February 1954, for example, the PTA donated a baby grand piano to the high school and held a winter carnival. The Pulaski County Health Department held dental, vaccination, and tuberculosis screening clinics at the school.[30]

Dublin High School was designed to accommodate myriad extra-curricular activities. Boys joined football, baseball, basketball, and track teams. Girls were cheer leaders and formed a basketball team in 1956. Many youth participated in student cooperative, home economics, language, glee, and Beta clubs; band; choir; Future Farmers of America; and the Hi-Y (YMCA) and Tri-Hi-Y Clubs.[31]

In addition to serving students, Dublin High School regularly hosted gatherings held by civic, fraternal, and professional organizations, as well as government agencies. The Dublin Woman's Club sponsored lecturers. Virginia Polytechnic Institute's agricultural extension service led

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[27] Surplus ceramic wall tile from Dublin High School was utilized in multipurpose rooms at Newbern, Hiwassee, and Snowville schools. PCSBMM, June 7, 1951, July 5, 1951, September 6, 1951, February 7, 1952, March 6, 1952, September 23, 1952, January 8, 1953, February 5, 1953, March 5, 1953, May 7, 1953, September 8, 1953; "Dublin High School," *RT,* August 10, 1951, p. 2; "New Schools," *ST,* May 25, 1952, pp. 1 and 5; "Dublin High School," *RT*, August 3, 1952, p. 16; "Dublin's New High School," *RT*, October 31, 1952, p. 2; "School Building Program," *RT*, March 7, 1953, p. 2; "Modern Dublin High School," *World-News*, April 15, 1953, p. 14; "New Million-Dollar High School," *ST*, August 30, 1953, p. 6; Mrs. C. W. Cooke, "Dr. Charles Martin," *RT*, October 19, 1953, p. 2.
[28] PCSBMM, October 8, 1953, November 5, 1953, January 12, 1954, April 8, 1954.
[29] PCSBMM, October 8, 1953. The 1922 high school, a contributing building in the Dublin Historic District (NR 1992) was demolished in 2014.
[30] "Dublin," *RT*, August 2, 1949, p. 3; "Dublin PTA," *ST*, February 5, 1954, p. 6; PCSBMM, September 9, 1952; PCSBMM, May 6, 1948.
[31] "Dublin School Band," *RT*, September 21, 1952, p. 26; Dublin High School, *Maple Leaves*, yearbooks, 1943-1974.

workshops. Subjects including farm administration, crop cultivation, fertilization, erosion control, livestock care, and building maintenance and construction were critically important in a rural county with an agriculture-based economy. The agriculture department oversaw the cannery and held tool repair workshops for local residents.[32]

During the 1954-1955 academic year, 384 black and 5,054 white students enrolled in Pulaski County's elementary schools and 118 black and 1,614 white youth attended secondary schools. African American elementary pupils attended Calfee Training School, the three-classroom William Gresham School in New River, and Rich Hill School, a one-room frame building in Allisonia. African American upperclassmen were bused to Christiansburg Institute.[33]

Steadily rising enrollment soon necessitated facility improvements. In fall 1957, 966 youth enrolled at Dublin High School, a significant increase from 850 students during the 1956-1957 term. Trinkle and Dobyns were awarded the contract for a six-classroom addition to the school and a one-room addition to the vocational agriculture building in May 1957 and completed work at a cost of $71,774 in October. To support large crowds at athletic events, concrete and steel bleachers were constructed on the east side of the football field in 1958 and the west side in 1960, providing 2,500 permanent seats. The field was fenced. The Dublin High School Student Cooperative Association led the fundraising campaign for the improvements.[34]

During the 1958-1959 term, the Pulaski County School Board operated twenty schools where about 250 teachers instructed approximately seven thousand students. The Dublin High School faculty comprised principal Numa P. Bradner, assistant principal Ryland Disher, and forty-one teachers. Dublin Elementary School principal Winsdon N. Pound oversaw construction of a cafeteria and a four-classroom addition in summer 1958, resulting in a total of eighteen classrooms.[35]

Pulaski County School Integration

Pulaski County campuses, like most Virginia public schools, remained predominately segregated through the mid-1960s despite the U. S. Supreme Court's 1954 mandate for school integration. The Virginia General Assembly responded by passing the 1956 Stanley Plan, which did not permit implementation of desegregation plans in school districts that received state funding. Instead, a governor-appointed board dictated statewide pupil school assignments on the basis of race and socio-economic factors. The legislation required immediate closure of any public

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[32] "Dublin Cannery," *ST*, August 5, 1953, p. 4; "Dublin Ag Shop," *ST*, December 31, 1957, p. 5; "Poultry Meet," *Roanoke Times*, January 25, 1954, p. 4; "Woman's Club," *Roanoke Times*, February 14, 1954, p. 26;
[33] State Board of Education, *Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia, 1954-1955* (Richmond: Superintendent of Public Printing, 1955), 256-257; Bill Akers, "More than 7,000 in County Schools," *ST*, August 31, 1958, p. 2; "Teachers Listed in Four of Pulaski's Elementary Schools," *ST*, September 7, 1958, p. 12.
[34] "Advertisement for Bids," *RT*, April 28, 1957, p. C6; PCSBMM, May 14, 1957; "Pulaski County," *RT*, August 18, 1957, p. E3; "School Board," *ST*, November 8, 1957, p. 1; "Dublin High," *World-News*, August 11, 1960, p. 34.
[35] Bill Akers, "More than 7,000 in County Schools," *ST*, August 31, 1958, pp. 2 and 14; "Turn-Over in County Schools," *ST*, September 7, 1958, p. 1.

school that attempted to integrate, followed by automatic denial of state funding if the school district refused to revert to a completely segregated system. Politicians dubbed the effort to oppose desegregation "massive resistance." African American parents who attempted to enroll their children in white schools endured harassment, and many filed lawsuits when their concerns were not addressed.[36]

Following a series of fall 1958 Virginia school closings to avoid integration, federal and state courts intervened with January 19, 1959, rulings that deemed the closures unconstitutional. Consequently, four African American students enrolled in white Arlington County schools and seventeen black youth desegregated Norfolk schools on February 2. The state legislature rejoined in April with the Perrow Plan, which ostensibly allowed parents to choose which schools their children would attend, but effectively maintained segregated school systems.[37]

In Pulaski County, six black residents had requested in 1956 that their children be allowed to attend the school closest to their home. The PCSB deferred to the State of Virginia's Pupil Placement Board, which denied the petition and subsequent requests for eighteen Christiansburg Institute students to enroll at Pulaski High School. The latter decision resulted in a lawsuit, filed in Federal court, where the judge ruled on April 21, 1960, that fourteen of the eighteen students should be permitted transfer to Pulaski High School in September, and that the other four youth, as well as any other Pulaski County students at Christiansburg Institute, could transfer in 1961 and thereafter. Although fourteen students successfully enrolled at Pulaski High School during the 1960-1961 term, Pulaski County campuses remained predominately segregated. The school system served a large population that year, when attendance averaged 442 African American and 5,828 white youth and the PCSB employed 12 black elementary, 143 white elementary, and 98 white high school teachers. Twenty-five African American students unsuccessfully requested assignment to Pulaski and Dublin high schools in March 1961.[38]

The Civil Rights Act of 1964 mandated school integration as a prerequisite for federal funding eligibility. African American students at Dublin High School during the 1964-1965 term included senior Ivery Jean Adams; juniors John Brown, Berry Gregory, and Wallace Hampton; sophomores Rosa Adams and Evelyn Todd; freshmen Edith Adams, James Aams, Beal Bourne, and Douglas Eaves; and eighth graders Manous Black, Gretchen Black, Emmett Hampton, Troy Hampton, Richard Lewis, Faye Todd, and Sandra Todd.[39] Pulaski County schools were completely desegregated following the closure of Calfee Training School and Christiansburg Institute at the 1965-1966 term's conclusion. During the 1966-1967 academic year, nine black and 139 white teachers instructed 496 African American students and 5,719 white pupils at eleven schools. In June 1967, the PCSB announced that a redistricting plan would be

[36] James H. Hershman Jr., "Massive Resistance," *Encyclopedia Virginia*, Virginia Foundation for the Humanities, 2011, https://www.encyclopediavirginia.org (accessed January 2026).
[37] Hershman Jr., "Massive Resistance."
[38] PCSBMM, January 1957 through December 1967; Barbara Hawkins, "25 Students Seek Entrance in Area Schools," *ST*, March 16, 1961, pp. 1 and 6; "School Segregation Outlook," *RTD*, August 25, 1960, p. 6; State Board of Education, *Annual Report of the Superintendent of Public Instruction, 1960-61* (Richmond: State Board of Education, 1961), 293, 378-379.
[39] Dublin High School, *Maple Leaves*, 1965.

implemented on January 1, 1968, creating five new districts: Cloyd, Draper, Ingles, Massie, and Robinson. In fall 1968, 4,589 elementary and 2,553 secondary students enrolled in Pulaski County's schools. Integration was required statewide in 1968 after the U.S. Supreme Court rejected freedom of choice policies as a means of achieving desegregation in *Green et al. v. County School Board of New Kent County, Virginia*.[40]

Dublin High School Closure

Dublin High School enrollment far exceeded capacity by the early 1970s. During the 1972-1973 term, about fifty-five faculty members instructed around thirteen hundred youth in a building designed to accommodate a maximum of seven hundred students. Early classes and staggered lunch periods were introduced. Stairs were delegated for one-way use during class changes. Senior boys shared lockers. Although the 1922 building had no functional restrooms, some of its classrooms were placed into service. Assemblies required two sessions due to limited auditorium seating. Homeroom, classes, and club meetings were held in the auditorium, gymnasium, library, and cafeteria. Despite spatial limitations, students thrived academically and participated in approximately forty extracurricular activities, clubs, and sports.[41]

Planning for a consolidated high school to serve all Pulaski County youth began in August 1967. The Roanoke architecture firm Hayes, Seay, Mattern, and Mattern and the University of Tennessee's School Planning Laboratory were selected to design the campus that included academic and vocational classroom buildings and a theater, four-thousand-seat gymnasium, football stadium, baseball field, and running track situated on a ninety-seven-acre parcel. General contractor T. C. Brittain Company Construction commenced work in February 1972 and finished at a cost of approximately 7.7 million dollars in summer 1974. About 1,950 youth enrolled in fall 1974.[42] The former Dublin High School served as Dublin Middle School from fall 1974 until summer 2020, when Pulaski County Middle School, which consolidated students from Pulaski and Dublin Middle Schools, was finished. The PCSB retained ownership of the Dublin campus until July 27, 2023, when it conveyed 19.54 acres encompassing the school and athletic fields to the Pulaski County Board of Supervisors' Economic Development Authority.[43]

Criterion C: Mid-twentieth-century Educational Architecture Context

Dublin High School, designed by Smithey and Boynton, a prolific and accomplished firm, is locally significant under Criterion C for Architecture as a superior example of mid-twentieth-century International Style educational building design in Pulaski County. The school embodies

[40] PCSBMM, May 31, 1967; Archie G. Richardson, *The Development of Negro Education in Virginia, 1831-1970* (Richmond, Virginia: Richmond Chapter Phi Delta Kappa, 1976), 110; State Board of Education, *Annual Report of the Superintendent of Public Instruction, 1968-1969* (Richmond: State Board of Education, 1969), 278; Hershman, "Massive Resistance;" Brooke J. Wood, "Local educator to be celebrated on 90th birthday," *ST*, December 23, 2016, p. 3.
[41] Dublin High School, *Maple Leaves*, 1973.
[42] Richard Lawson, "Pulaski To Open New Schools," *Roanoke Times*, August 18, 1974, p. 5; Dublin High School, *Maple Leaves*, 1974.
[43] Pulaski County Deed Book 2023, pp. 1710 and 2033.

distinctive characteristics of functional Modernism including streamlined design, horizontal massing, flat-roofed angular form, and large, steel-frame, multi-pane windows. The two-story, red-brick-veneered school features Indiana limestone accents including an Art Moderne entrance surround. The building is distinguished by its substantial scale, imposing façade, distinctive floor plan with the auditorium and gymnasium flanking the primary entrance lobby, and retention of original finishes including pink marble lobby wainscoting. The school possesses a high level of architectural integrity, retaining character-defining features and circulation patterns.

Modernism dominated mid-twentieth-century educational architecture as architects and engineers employed materials such as brick, concrete, glass, aluminum, and steel in pioneering ways that broke with tradition and evoked the era's progressive mindset. Modernist principles of simplicity, efficiency, flexibility, affordability, and intrinsic material expression were inherently applicable to educational buildings, which typically display a functionalist approach in their form, horizontal massing, articulated structure, spare detailing, and fenestration that is dictated by spatial use rather than symmetry. Large steel-frame windows and curtain walls enhance visual connectivity between interior and exterior spaces and provide large, well-ventilated, and amply lit rooms. Steel, concrete-block, and precast-, formed-, and slab-concrete structural systems, often exposed on the exterior and interior, allow for expansive, open spaces such as auditoriums, gymnasiums, and cafeterias. Concrete block was often a less expensive alternative for structural walls than brick. Painted concrete-block walls, plaster and acoustical-tile ceilings, and terrazzo and vinyl-composition-tile floors were pragmatic and resilient interior finishes. Glazed-ceramic floor and wall tiles added color and provided durable, hygienic surfaces.

Architecture critic Lewis Mumford approved of Modernist campus design, characterizing the period's educational buildings as "schools for human beings," a complete departure from the 1930s schools he deemed "self-important WPA barracks." Campuses were regarded as extensions of the home, and were thus erected at a more domestic scale, with plans intended to promote creative, active learning. Crow Island School, erected in Winnetka, Illinois in 1939-1940, is widely regarded as being the first public campus to use Modernist design principles to embody progressive education philosophies. Winnetka school superintendent Carleton Washburne guided the architect selection process, awarding the contract to a diverse team: Lawrence B. Perkins, Todd Wheeler, and Philip Will Jr., a young and relatively inexperienced firm; and the internationally renowned Finnish architect and Cranbrook Academy for the Arts professor Eliel Saarinen and his son Eero Saarinen, who had joined his father's firm in 1938. Their successful collaboration resulted in an innovative child-centered building with a low profile, bands of steel-framed windows, exterior courtyards for each L-shaped classroom, numerous playgrounds, and landscaping intended to create a park-like setting. Crow Island School's design was widely emulated as Perkins, Wheeler, and Will's public relations agent Hal Burnett promoted the project nationally, gaining the firm, which later became Perkins and Will, over five hundred school commissions throughout the country. Endeavors such as the Museum of Modern Art in New York's "Modern Architecture for the Modern School" traveling

exhibition, hosted by educational institutions throughout the United States from 1942 until 1946, also generated widespread interest in Modernist school design.[44]

As public school enrollment burgeoned after World War II, many educational buildings were deficient in size and functionality. The schools that replaced them, regardless of architectural style, were designed in an economical manner that facilitated rapid construction with limited resources and implementation of progressive pedagogy. Raleigh, North Carolina, architect Edward W. Waugh called the new approach to school design "organic" in the sense that both the physical and psychological needs of children at different ages were considered. In keeping with the Crow Island School model, he recommended centrally locating communal spaces such as the administrative offices, library, cafeteria, and auditorium-gym and arranging classrooms in outlying wings as "a series of beads strung on a main string of circulation." Acknowledging that learning does not solely take place indoors, he suggested that each classroom should have an exterior door to facilitate connectivity with the "outside classroom." Schools were to be well-integrated into their sites and allow for flexible use and future expansion.[45] Virginia public schools erected from the late 1940s through the early 1960s, including Dublin High School, manifest this philosophy.

Pulaski County Board of Education's Mid-twentieth-century Campus Improvement Campaign

In 1946, the Virginia Department of Education reported that the residual effects of World War II had resulted in a one-hundred-percent increase in school construction cost since 1940. Sharp inflation and building material and labor shortages resulting from dramatic increases in housing and commercial construction demand fueled the escalated expense. The agency thus encouraged counties to delay all but the most critical building projects.[46] However, as soon as the economy stabilized, the General Assembly authorized a series of multi-million-dollar appropriations to Virginia's Literary Fund to subsidize the construction of "equalization" schools. These projects were intended to validate the state's "separate but equal" policy by ensuring that all campuses, although racially segregated, had comparable modern, safe, and hygienic facilities.[47]

Pulaski County's agenda for system-wide campus improvements from the late 1940s through the 1960s included demolishing many early-twentieth-century educational buildings, constructing new schools, and renovating and expanding existing buildings. Classrooms, cafeterias, auditoriums, gymnasiums and vocational buildings were erected to remedy overcrowded conditions and replace inadequate structures. Improvements were typically executed in phases.

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[44] Janice E. Tubergen, "Crow Island School, Winnetka, Illinois," National Historic Landmark Nomination, 1989, 7.2-3, 8.2, 6-9; Carole Rifkind, *A Field Guide to Contemporary American Architecture* (New York, Penguin Putnam, Inc., 1998), 230; Amy F. Ogata, "Building for Learning in Postwar American Elementary Schools," *Journal of Architectural Historians*, Vol. 67, No. 4, December 2008, 564-567.
[45] Waugh, Edward, and Elizabeth Waugh. *The South Builds: New Architecture in the Old South*. Chapel Hill: University of North Carolina Press, 1960, 43-44.
[46] State Board of Education, *Annual Report of the Superintendent of Public Instruction, 1945-46* (Richmond: Division of Purchase and Printing, 1946), 173.
[47] Hershman, "Massive Resistance."

In order to ensure the most efficient and economical approach, the Department of Education's School Buildings Service issued planning manuals, provided guidance during the design development process, and reviewed all drawings and specifications. The modern movement was slow to gain widespread acceptance in Virginia, despite the fact that those involved in the building trades promoted the style as an economical, up-to-date alternative to period revival architecture. However, the Department of Education embraced Modernism during the 1950s, revising its building planning manuals to encourage design devoid of expensive "extraneous" ornament.[48]

The Roanoke architecture and engineering firm Smithey and Boynton rendered plans for Pulaski County's mid-twentieth-century educational buildings. The schools and additions completed from the 1940s through the 1960s have austere, brick-veneered, flat-roofed forms illuminated by bands of large steel- or aluminum-framed windows. The floor plans are efficiently arranged, usually around double-loaded corridors in order to take full advantage of natural light and air circulation. Auditoriums and gymnasiums are similarly streamlined and often flat roofed, although in some cases arched roofs add interest. Steel trusses allowed for wide, open interior spaces.

Dublin High School, erected in 1953 and enlarged in 1957, is one of Pulaski County's most intact mid-twentieth-century public schools. Like other examples of Smithey and Boynton's work, the building is characterized by horizontal massing and flat-roofed angular form. However, Dublin High School is distinguished by its substantial scale, imposing façade, distinctive floor plan with the auditorium and gymnasium flanking the primary entrance lobby, and retention of original finishes including pink marble lobby wainscoting. Indiana limestone accents—the Art Moderne entrance surround, tall water table, and belt course at the base of the parapet—embellish the main block. Tall, rectangular, grouped, steel-frame, multi-pane windows illuminate the building. The interior plan; original wall, ceiling, and floor finishes; and doors, cabinets, closets, bookshelves, blackboards, bulletin boards, restrooms, and auditorium stage and seating are remarkably intact. Utilitarian, resilient interior finishes include concrete-block and plaster walls, rectangular beige-glazed ceramic tile wainscot, plaster ceilings, and terrazzo and vinyl-composition, quarry, and ceramic tile floors. The lobby features pink marble wainscoting. The gymnasium is characterized by painted concrete-block walls, a hardwood floor, and acoustic ceiling panels above the exposed steel roof trusses to ameliorate noise during athletic events. The auditorium has painted concrete-block walls, vinyl-composition-tile floors, a plaster ceiling, and steel-frame wood seats that fill a wide central section flanked by two aisles and two narrower outer sections. Wood steps rise to the hardwood stage with a concave proscenium arch and blue velvet curtains. The building allowed for greatly increased enrollment capacity, flexible use, and manifests the Department of Education's initiative to supply students with spacious, well-ventilated, and amply lit instructional areas. The classrooms accommodated changing educational curricula and steadily increasing enrollment. The prominent location of the auditorium and gymnasium, recreational spaces typically relegated to rear or side wings,

[48] State Board of Education, *Annual Report of the Superintendent of Public Instruction, 1949-50* (Richmond: Division of Purchase and Printing, 1950), 168 State Board of Education, *State Planning Manuel*, vol. 37, no. 7, 1954, p. 11.

facilitated use for academic, civic, and athletic events. The kitchen supplied sanitary food service facilities adjacent to the spacious cafeteria.

Smithey and Boynton's other Pulaski County commissions included new buildings and/or additions or renovations at Belspring, Claremont, Draper, Hiawassee, Newbern, Northwood, Riverlawn, Snowville, and William Gresham elementary schools; Pulaski and Dublin high schools; and Calfee Training School. Most have been replaced or sold. The school system currently operates seven campuses: Critzer (in Pulaski; 1974, 1999), Dublin (1968, 2016), Pulaski (2004), Riverlawn (in Fairlawn; 2009), and Snowville (in Hiawassee: 1953, 1999, 2014) elementary schools; Pulaski County Middle School (2020); and Pulaski County High School (in Dublin, 1974, 2014). Pulaski County's mid-twentieth-century schools have not been included in architectural surveys and the status of all educational buildings designed by Smithey and Boynton has not been determined.

The rehabilitation of Claremont Elementary School (NR 2021) in Pulaski, which encompasses a 1952 building with 1953 additions, to serve as twenty-three apartments was completed in March 2026. The International Style building is more austere than Dublin High School but shares common characteristics such as its flat-roofed angular form, common-bond red-brick-veneered walls with cast-stone accents, and tall, rectangular, grouped, steel-frame, multi-pane windows. Interior finishes including concrete-block and plaster walls, rectangular beige-glazed ceramic tile wainscot, plaster ceilings, and terrazzo and vinyl-composition, quarry, and ceramic tile floors were preserved during the renovation.

On three other campuses, mid-twentieth-century Smithey and Boynton-designed buildings and additions were modified during renovations and expansions. The architect of the 1937 Pico Terrace Elementary School has not been identified. Smithey and Boynton rendered plans for the three-story, brick, twenty-nine-classroom, 1954 addition and a 1960 addition for the campus to accommodate Pulaski High School.[49] Following Pulaski County High School's 1974 completion, the building served as Pulaski Middle School until summer 2020, when Pulaski County Middle School, which consolidated students from Pulaski and Dublin Middle Schools, was finished. Smithey and Boynton also designed Northwood Elementary School in Pulaski, completed in summer 1950, which served its original function through spring 2004. Since 2006, the building has housed Southwest Virginia Governor's School for Mathematics, Science, and Technology, established in 1990. The program was initially based in a six-classroom building on the Pulaski County High School campus. The one-story, flat-roofed, Modernist, redbrick building Snowville Elementary School in Hiawassee, completed in 1953, was altered during 1999 and 2014 additions and renovations.

Additional Context: Smithey and Boynton

Louis Phillippe Smithey (1890-1966) and Henry Bradley Boynton (1899-1991) partnered in 1935 to form the Roanoke architecture and engineering firm Smithey and Boynton. Smithey, a

[49] "Pulaski High School Construction Goes Well," *ST*, January 13, 1954, p. 1; "Pulaski County Schools Begin Class Sessions," *ST*, September 2, 1954, p. 1.

Marengo, Virginia, native, earned bachelor's and master's degrees at Randolph-Macon College in Ashland, Virginia, in five years. He increased his knowledge of architecture and engineering as a student and instructor from 1910 until 1914 at Virginia Polytechnic Institute (VPI) in Blacksburg, and then enrolled at Massachusetts Institute of Technology in Cambridge during the 1914-1915 term. Smithey gained experience as a draftsman at Lewis F. Shoemaker and Company's Pottstown, Pennsylvania, office from June 1915 until January 1916. His tenure as a draftsman and contracting engineer at Virginia Bridge and Iron Company in Roanoke (February 1916 to May 1918 and June 1919 to February 1920) was interrupted by six-month 1918 service in the U. S. Army Coast Artillery Corps as well as work as a draftsman for Mobile Shipbuilding Company in Mobile, Alabama, from December 1918 until June 1919. Smithey opened an architectural practice in Roanoke on February 1, 1920, headed Smithey and Tardy with Matthews H. Tardy from 1922 until 1927, and then again operated a namesake firm, garnering numerous commercial, ecclesiastical, educational, institutional, and residential commissions throughout Virginia. During the 1920s and 1930s, Smithey employed draftsmen and designers including Henry Boynton, Rudolph Frantz, E. Paul Hayes, and Walter Jones. Boynton, a Chicago native, joined the practice in 1928 after obtaining bachelor's degrees in agricultural engineering (1921) and civil engineering (1923) from VPI, studying architecture and engineering (1923-1924) at the University of Illinois in Urbana-Champaign, and gaining experience as a draftsmen at the Richmond architecture and engineering firm Carneal and Johnston (1924-1928).[50]

The firm's early projects included the Sutherland Residence on Prospect Avenue in Pulaski, the Roanoke Country Club Clubhouse, Bedford City Baptist Church and Sunday school building, and an addition and Sunday school building for Bedford Presbyterian Church, all in 1923. The firm designed many Roanoke buildings, ranging from sophisticated residences to the American Theater, Lyric Theater, and South Roanoke Fire Station (all in 1928); First Presbyterian Church and the E. M. Boley Apartment Building (1929); the Montgomery Ward and Company Store Building and the Elks Club Building (1930); and the Richardson-Wayland Electrical Corporation Building (1931).[51]

Smithey headed his namesake firm until January 1, 1935, when he elevated Boynton to partnership, creating Smithey and Boynton. Smithey was licensed to practice architecture and engineering in Virginia (1927) and West Virginia (1929), became a member of American Institute of Architects (AIA) in 1929, and was elected president of the Virginia chapter of the AIA in 1940. Boynton, a registered architect in Virginia since 1930, gradually attained architecture and engineering licensure in North Carolina, Pennsylvania, and West Virginia. He joined the AIA in 1938. The office closed from July 1942 until May 1945, while Smithey served

[50] "Louis Phillippe Smithey," and "Henry Bradley Boynton," AIA membership file and correspondence, AIA Archives, Washington, D. C.; "Smithey and Boynton," Architects' Roster Questionnaire, 1946, AIA Archives, Washington, D. C.; George S. Koyl, ed., *American Architects Directory* (New York: R. R. Bowker, 1956), 57, 522; George S. Koyl, ed., *American Architects Directory*, 2nd ed. (New York: R. R. Bowker, 1962), 72, 658; George S. Koyl, ed., *American Architects Directory*, 3rd ed. (New York: R. R. Bowker, 1970), 94; World War I enlistment records.

[51] Ibid.; John E. Wells and Robert E. Dalton, *The Virginia Architects, 1835-1955* (Richmond, Virginia: New South Architectural Press, 1997), 40, 421-423.

as a Lieutenant Colonel in the U. S. Army Coast Artillery Corps and Boynton enlisted in the U. S. Army Corps of Engineers, attaining the rank of Colonel prior to his discharge.[52]

By October 1946, Smithey and Boynton employed four junior partners—Frank B. Cox, William G. Chester, Landon E. Smith, and Robert L. Brown—and nine draftsmen. The firm was then in the process of designing numerous schools for the Buchanan, Pulaski, Roanoke, and Wythe County Boards of Education. Educational building contracts had dominated the firm's oeuvre since its founding and continued to do so, with almost 150 commissions for ten city and nineteen county Virginia school systems between 1945 and 1953. Many buildings manifested the Modernist style. Projects through the 1950s included Covington High School (1939); Covington Armory (1940); a Blacksburg armory (n. d.); Victory Stadium (1942, demolished), Huntington Court Methodist Church (1948), and Shenandoah Life Insurance Building (1949) in Roanoke; John Puhl Products Chemical Plant in Salem (1953); Pulaski High School (1954); South Roanoke Methodist Church (1954); and a group of dormitories (1955) and the biochemical and animal nutrition laboratory (1958) on the VPI campus. Smithey served on the Governor's Research Committee on School Buildings from 1950 until 1956.[53]

Smithey died three years after his 1963 retirement. Boynton retained the firm's name and practiced until 1988. He was elected vice president of the Virginia chapter of the AIA in 1954 and president in 1955. Boynton was appointed by Virginia governor Albertis Harrison to the State Registration Board for Architects, Professional Engineers, and Land Surveyors in 1962 and served until 1972. In addition to teaching courses in VPI's engineering department (1921-1923, 1930), Boynton was a director on the institution's alumni association (1969 to 1979) and education foundation (1978 to 1982) boards. His twenty-four-year tenure on the Roanoke Planning Commission ended in 1984.[54]

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[52] "Louis Phillippe Smithey," AIA membership file and correspondence, AIA Archives, Washington, D. C.; "Smithey and Boynton," Architects' Roster Questionnaire, 1946, AIA Archives, Washington, D. C.; World War II enlistment records.
[53] Ibid.; Wells and Dalton, *The Virginia Architects,* 40, 421-423.
[54] Koyl, ed., *American Architects Directory*, 1956, 57; Koyl, ed., *American Architects Directory*, 2nd ed., 1962, 72; Koyl, ed., *American Architects Directory*, 3rd ed., 1970, 94; "Henry B. Boynton," and "Roanoke Planner, architect Henry Boynton, 92, dies," *Roanoke Times and World-News*, September 14-15, 1991; "Louis P. Smithey, Architect, Dies," *Roanoke Times and World News*, August 19, 1966 ; "The Life and Architecture of Smithey and Boynton," Virginia Tech Special Collections and University Archives, June 14, 2019, blog post, https://vtspecialcollections.wordpress.com/2019/06/14/the-life-and-architecture-of-smithey-and-boynton/ (accessed January 2026).

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Previous documentation on file (NPS):

__X_ 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:

__X_ State Historic Preservation Office
____ Other State agency
____ Federal agency
__X_ Local government
__X_ University
__X_ Other

Name of repository: _Pulaski County Public Schools Central Office, Pulaski, Virginia
Special Collections, Virginia Tech, Blacksburg, Virginia

Historic Resources Survey Number (if assigned): 210-5011

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10. Geographical Data

Acreage of Property _10.71 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: 37.113685 Longitude: -80.689366
2. Latitude: 37.113250 Longitude: -80.688080
3. Latitude: 37.113053 Longitude: -80.687680
4. Latitude: 37.111081 Longitude: -80.687991
5. Latitude: 37.110888 Longitude: -80.688204
6. Latitude: 37.110175 Longitude: -80.688366
7. Latitude: 37.110062 Longitude: -80.688685

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

The nominated property consists of the 10.71-acre west portion of 19.54-acre Pulaski County tax parcel # 047-14-1 as indicated by the attached survey map drawn by B & B Consultants and the latitude and longitude coordinates above. Scale: one inch equals approximately 100 feet.

Boundary Justification (Explain why the boundaries were selected.)

The nominated tract, which encompasses the educational building, running track, and adjacent access drives, front lawn, and parking areas, provides an appropriate setting for Dublin High School.

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11. Form Prepared By

name/title: _Heather Fearnbach_____
organization: _Fearnbach History Services, Inc._____
street & number: 3334 Nottingham Road_____
city or town: Winston-Salem_____ state: ___NC_____ zip code:___27104___
e-mail_heatherfearnbach@bellsouth.net_____
telephone:_336-765-2661_____
date:_January 2, 2026_____

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.

Photo Log

Name of Property: Dublin High School
City or Vicinity: Pulaski
County: Pulaski State: Virginia
Photographer: Heather Fearnbach, Fearnbach History Services, Inc.
Date Photographed: November 28, 2023

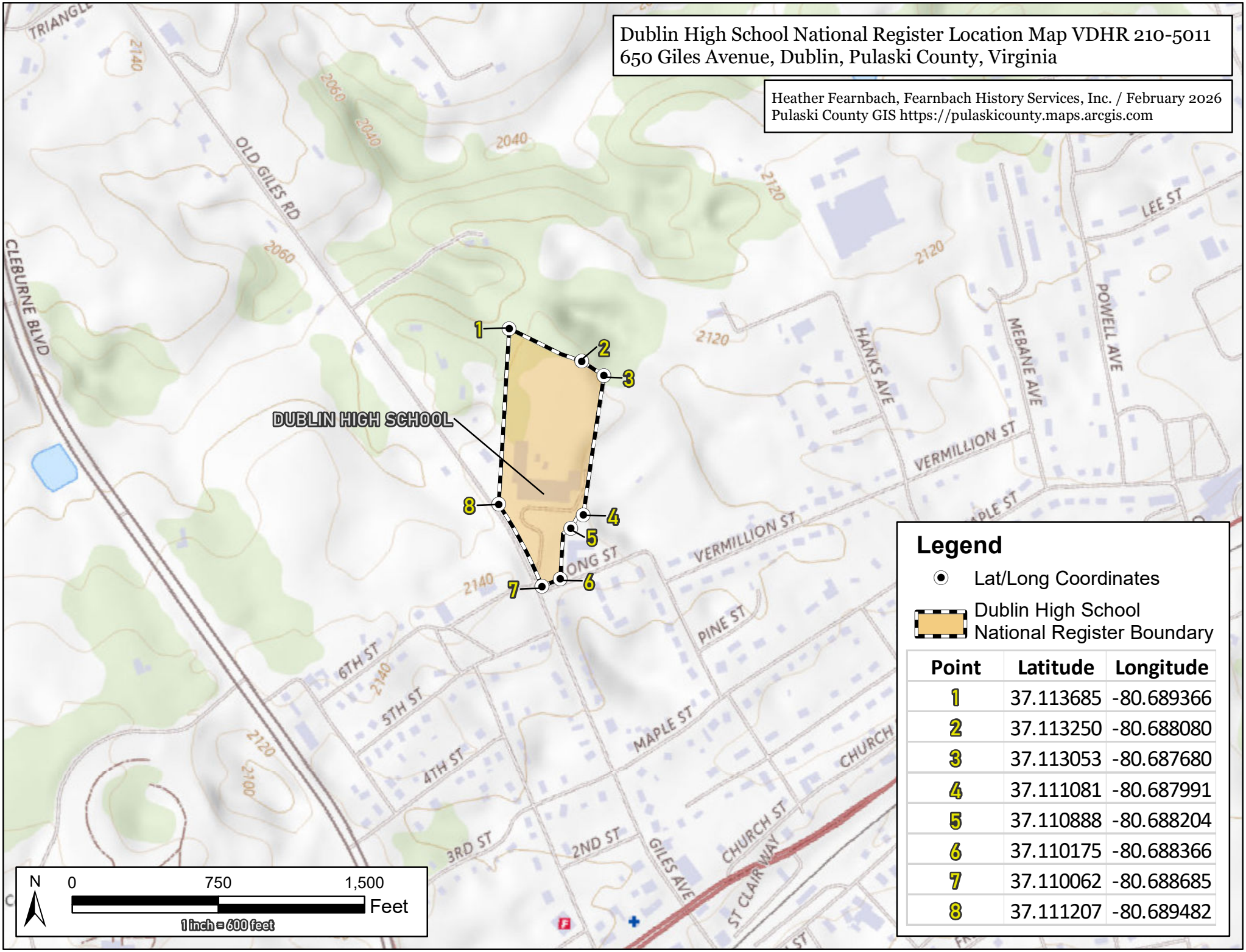
1 of 26: South elevation
2 of 26: South elevation, primary entrance bay
3 of 26: Southeast oblique
4 of 26: Main block, east elevation
5 of 26: Cafeteria/kitchen wing, east elevation
6 of 26: Cafeteria/kitchen wing, northwest oblique at left and main block, north elevation
7 of 26: Main block, north elevation, west bays
8 of 26: West wing, northeast oblique
9 of 26: West wing, west elevation, looking northeast
10 of 26: Southwest oblique
11 of 26: Main block and band room, west elevation
12 of 26: Lobby, looking south
13 of 26: Lobby, looking north
14 of 26: Auditorium, looking west
15 of 26: Gymnasium, looking west
16 of 26: Cafeteria, looking north

17 of 26: First-floor classroom 108, looking south
18 of 26: First-floor classroom 108, looking west
19 of 26: East stair, looking north
20 of 26: Second-floor classroom 216, looking north
21 of 25: Second-floor classroom 216, looking east
22 of 25: Second-floor east-west corridor, looking west
23 of 25: Home economics suite, looking east
24 of 25: Home economics suite, looking west
25 of 25: Basement, girls' locker room, looking east
26 of 26: Rear courtyard, looking west at classroom trailer and running track at right

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing 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.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Dublin High School National Register Location Map VDHR 210-5011
650 Giles Avenue, Dublin, Pulaski County, Virginia

Heather Fearnbach, Fearnbach History Services, Inc. / February 2026
Pulaski County GIS https://pulaskicounty.maps.arcgis.com

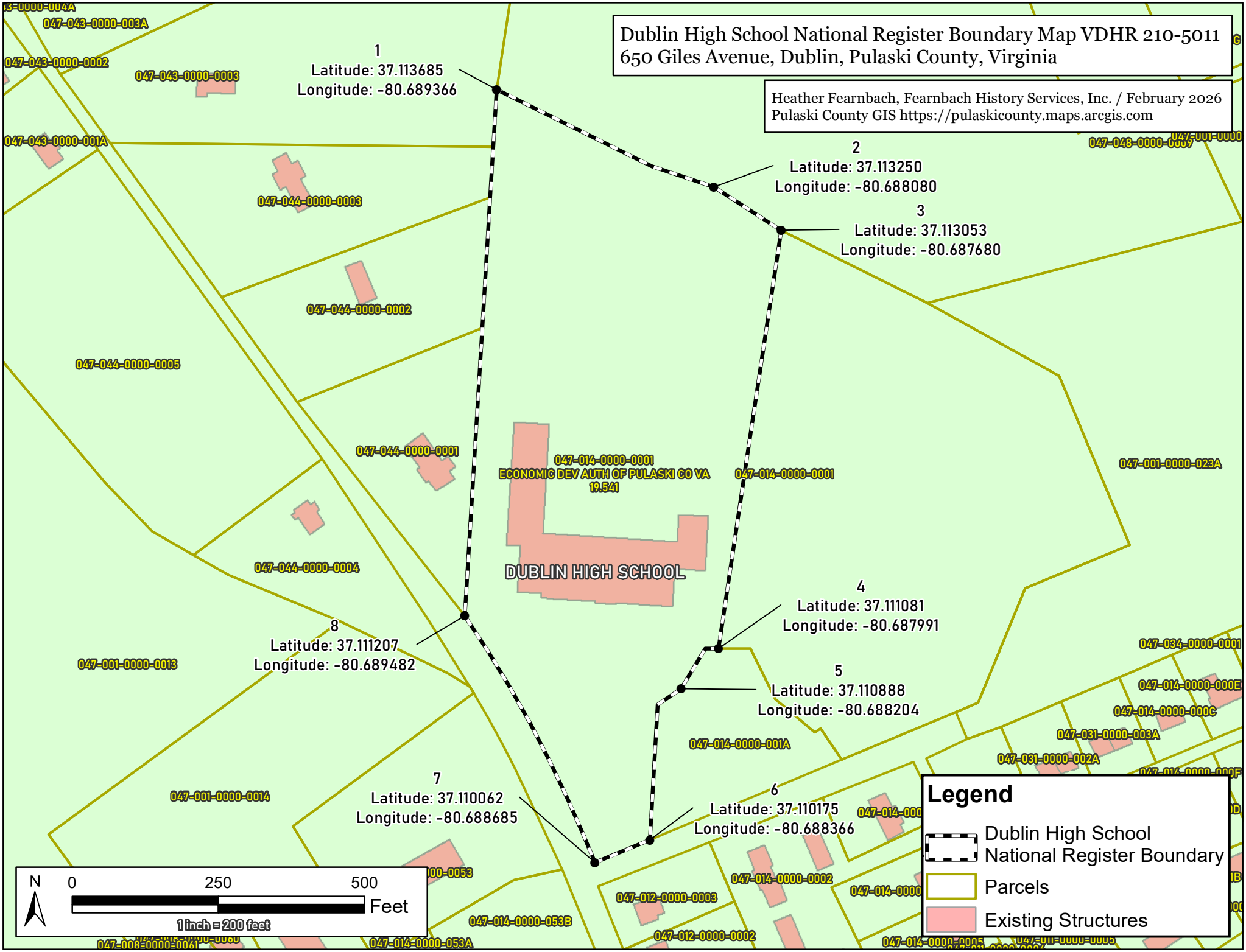


Legend

Lat/Long Coordinates

Dublin High School National Register Boundary

Point	Latitude	Longitude
1	37.113685	-80.689366
2	37.113250	-80.688080
3	37.113053	-80.687680
4	37.111081	-80.687991
5	37.110888	-80.688204
6	37.110175	-80.688366
7	37.110062	-80.688685
8	37.111207	-80.689482


Dublin High School National Register Boundary Map VDHR 210-5011
650 Giles Avenue, Dublin, Pulaski County, Virginia
Heather Fearnbach, Fearnbach History Services, Inc. / February 2026
Pulaski County GIS https://pulaskicounty.maps.arcgis.com
1
Latitude: 37.113685
Longitude: -80.689366
2
Latitude: 37.113250
Longitude: -80.688080
3
Latitude: 37.113053
Longitude: -80.687680
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Latitude: 37.111081
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Latitude: 37.110888
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Longitude: -80.688366
7
Latitude: 37.110062
Longitude: -80.688685
8
Latitude: 37.111207
Longitude: -80.689482
DUBLIN HIGH SCHOOL
047-014-0000-0001
ECONOMIC DEV AUTH OF PULASKI CO VA
19.541
047-014-0000-0001
047-043-0000-003A
047-043-0000-0002
047-043-0000-0003
047-043-0000-001A
047-044-0000-0003
047-044-0000-0002
047-044-0000-0005
047-044-0000-0001
047-044-0000-0004
047-001-0000-0013
047-001-0000-0014
047-001-0000-023A
047-048-0000-0009
047-034-0000-0001
047-014-0000-000E
047-014-0000-000C
047-031-0000-003A
047-031-0000-002A
047-014-0000-001A
047-014-0000-0002
047-012-0000-0003
047-012-0000-0002
047-014-0000-053B
047-014-0000-053A
047-008-0000-0061
Legend
Dublin High School National Register Boundary
Parcels
Existing Structures
N
0
250
500
Feet
1 inch = 200 feet

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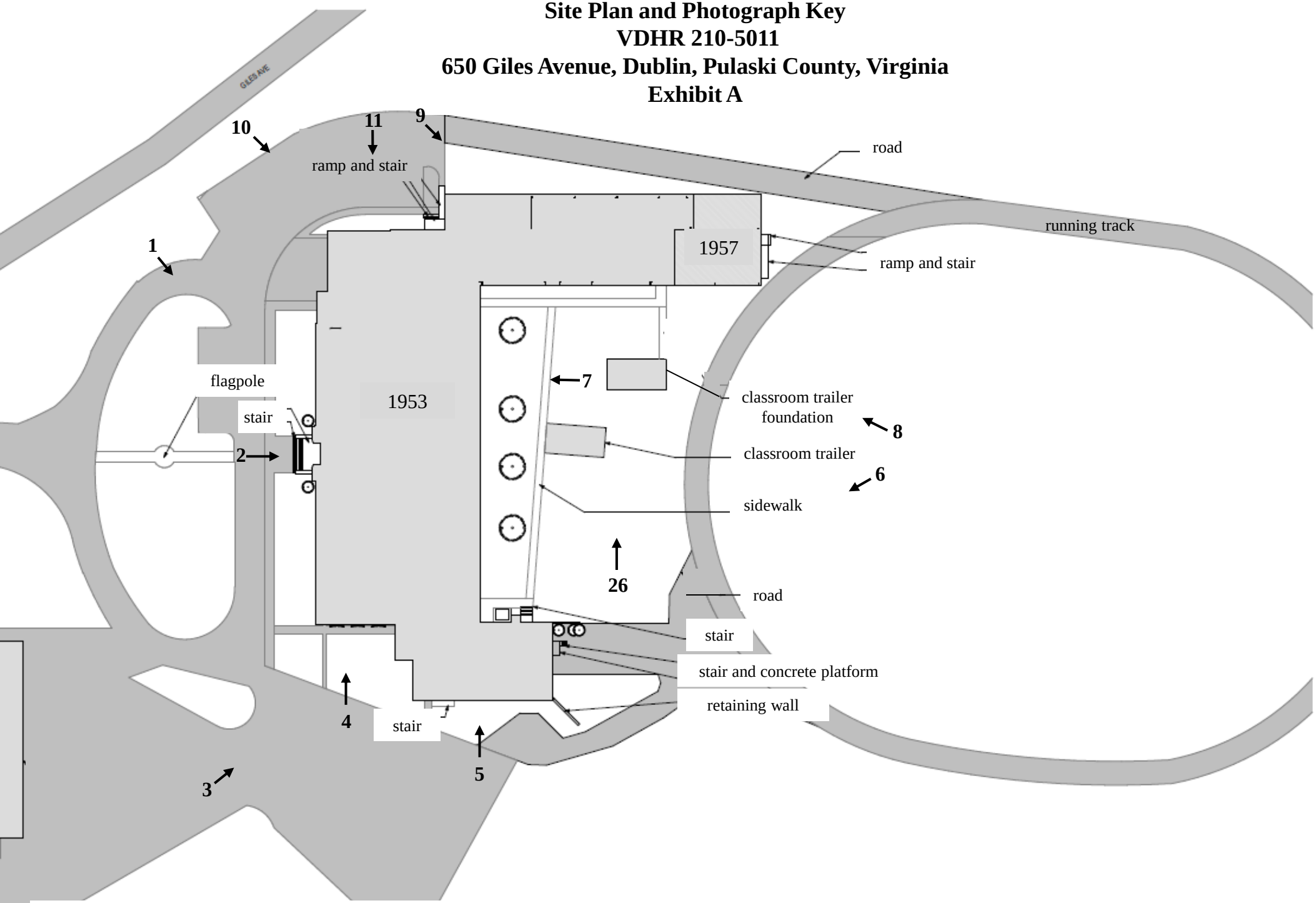
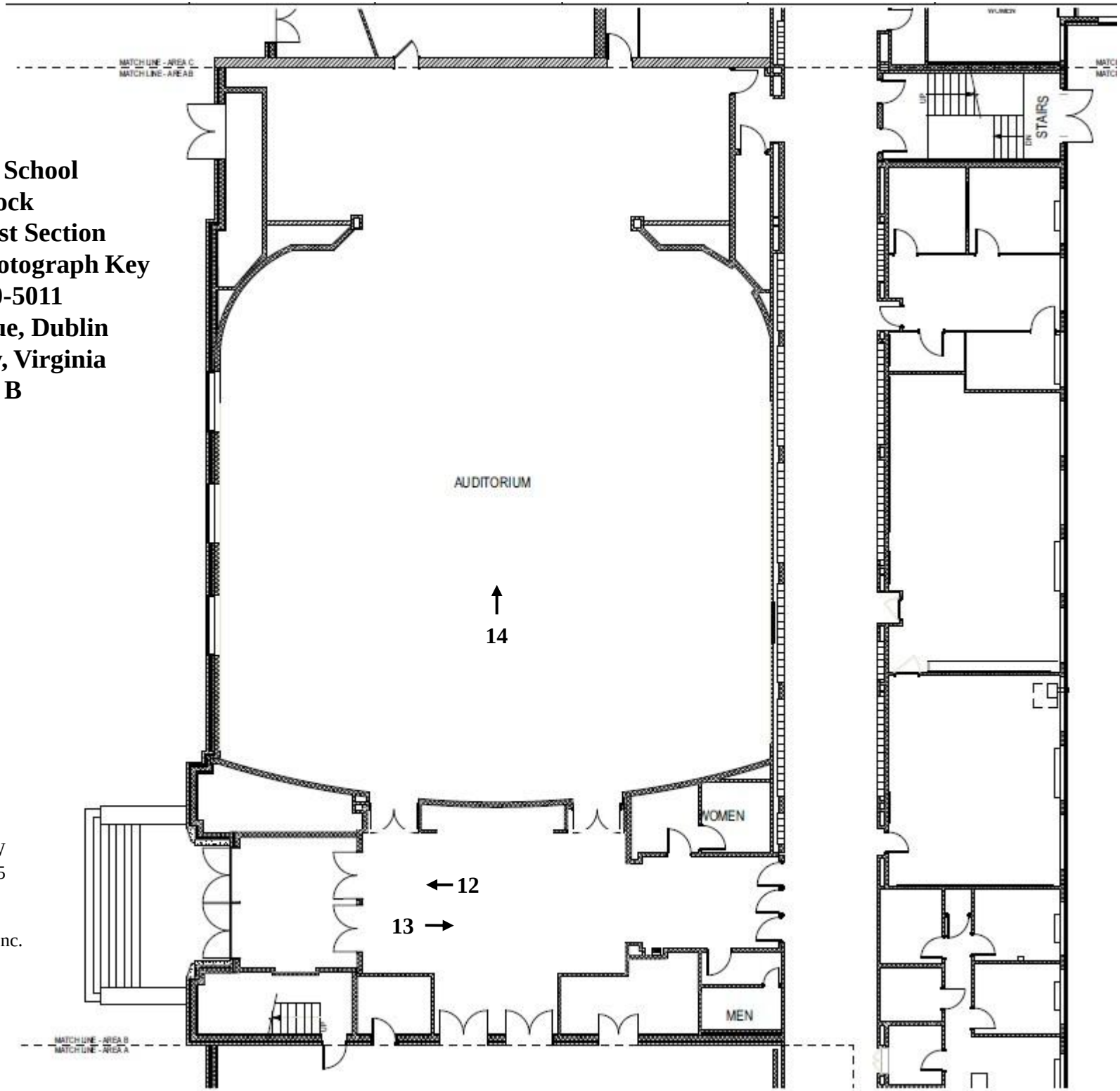
Google Maps 2026 Aerial @ https://www.google.com/maps

Dublin High School
Site Plan and Photograph Key
VDHR 210-5011
650 Giles Avenue, Dublin, Pulaski County, Virginia
Exhibit A



Floor plan drawn by CJMW Architecture / October 2025
Photo views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / February 2026

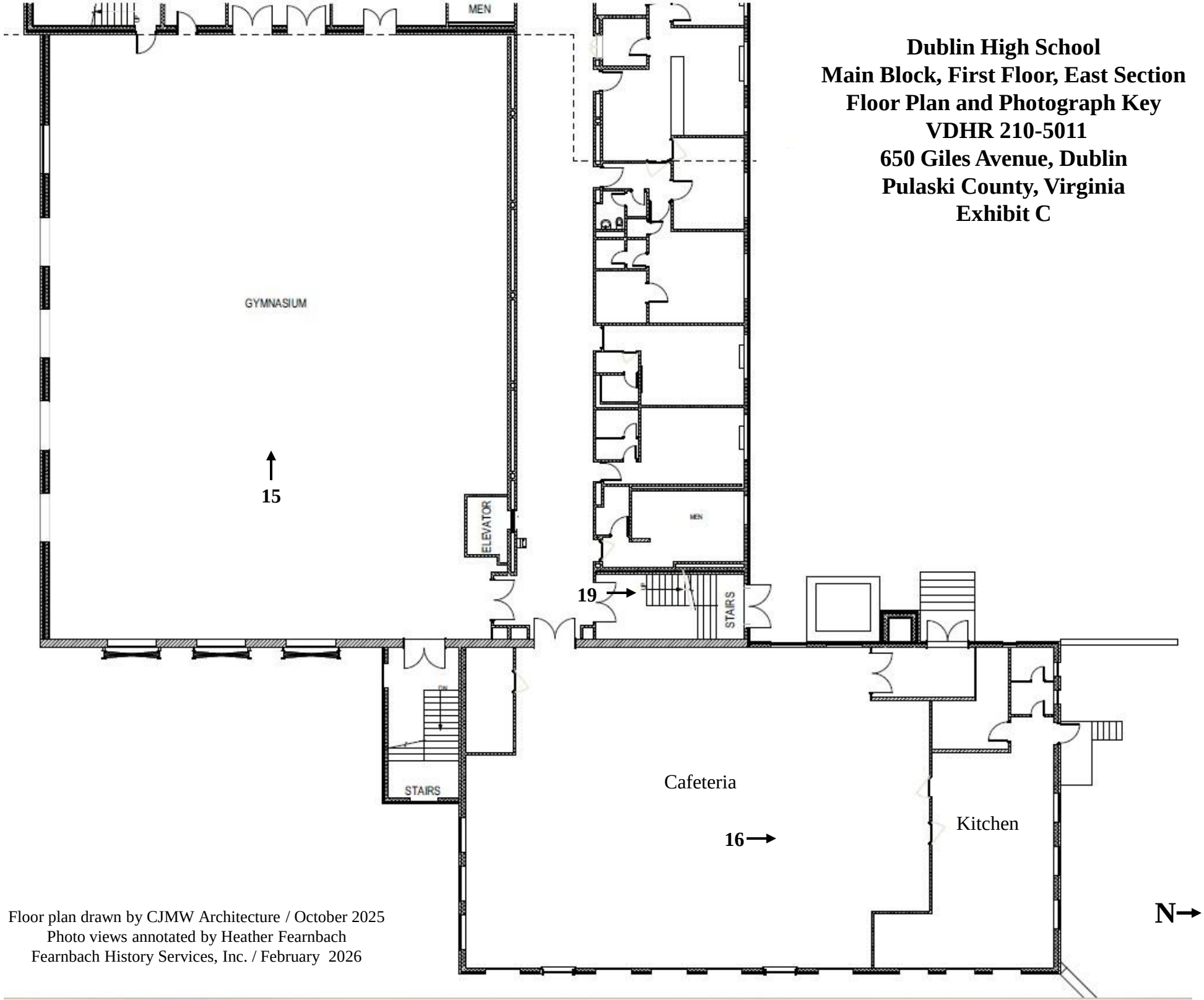
Dublin High School
Main Block
First Floor, West Section
Floor Plan and Photograph Key
VDHR 210-5011
650 Giles Avenue, Dublin
Pulaski County, Virginia
Exhibit B



Floor plan drawn by CJMW Architecture / October 2025
Photo views annotated by Heather Fearnbach
Fearnbach History Services, Inc. / February 2026

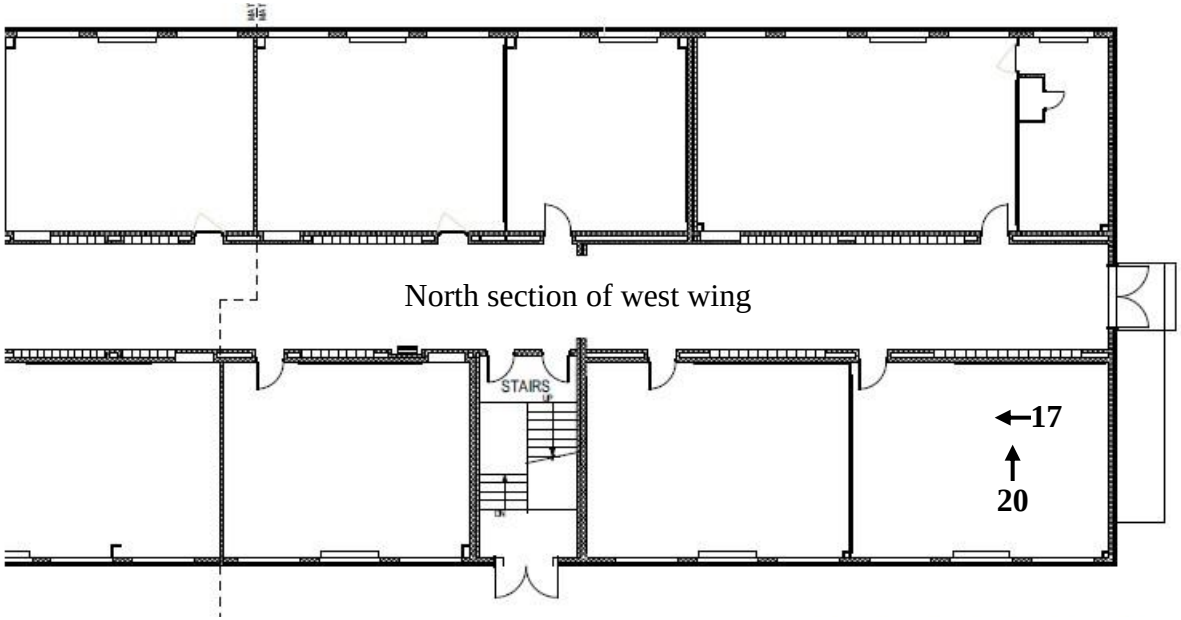
N→

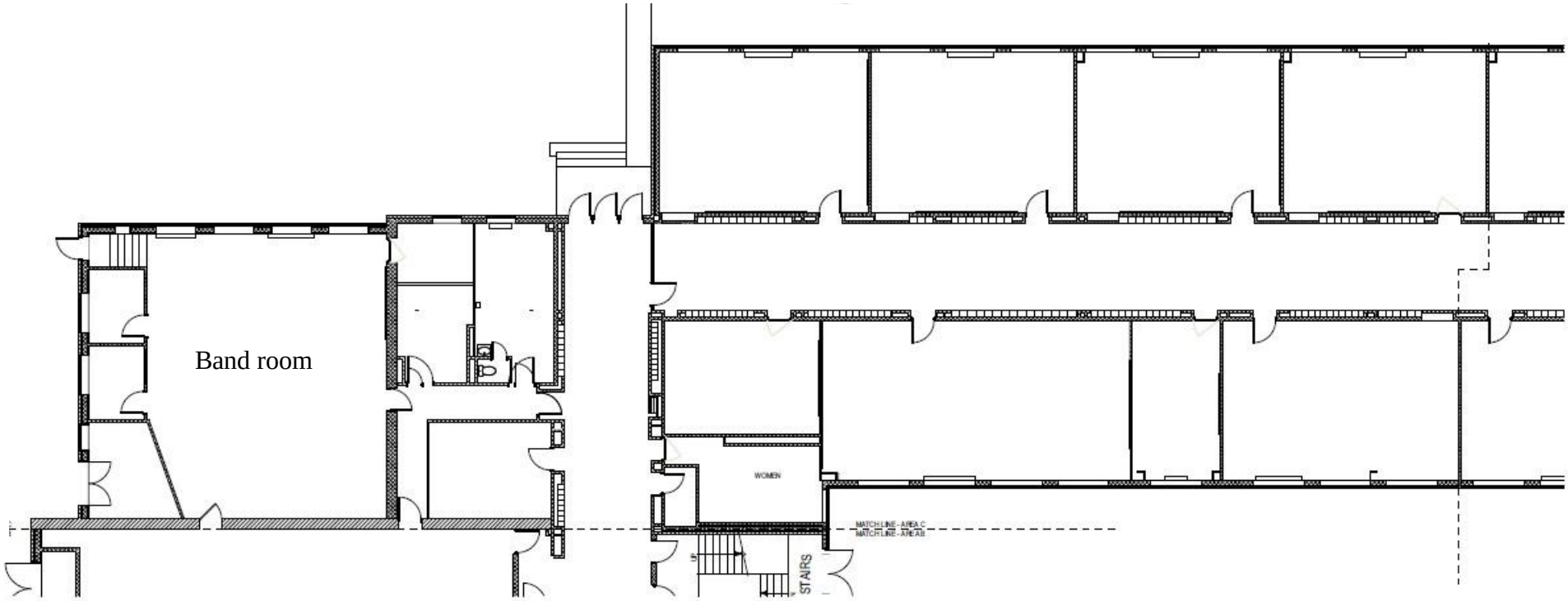
Dublin High School
Main Block, First Floor, East Section
Floor Plan and Photograph Key
VDHR 210-5011
650 Giles Avenue, Dublin
Pulaski County, Virginia
Exhibit C



Floor plan drawn by CJMW Architecture / October 2025
Photo views annotated by Heather Fearnbach
Fearnbach History Services, Inc. / February 2026

Dublin High School
First Floor
West Classroom Wing and Band Room
Floor Plan and Photograph Key
VDHR 210-5011
650 Giles Avenue, Dublin
Pulaski County, Virginia
Exhibit D

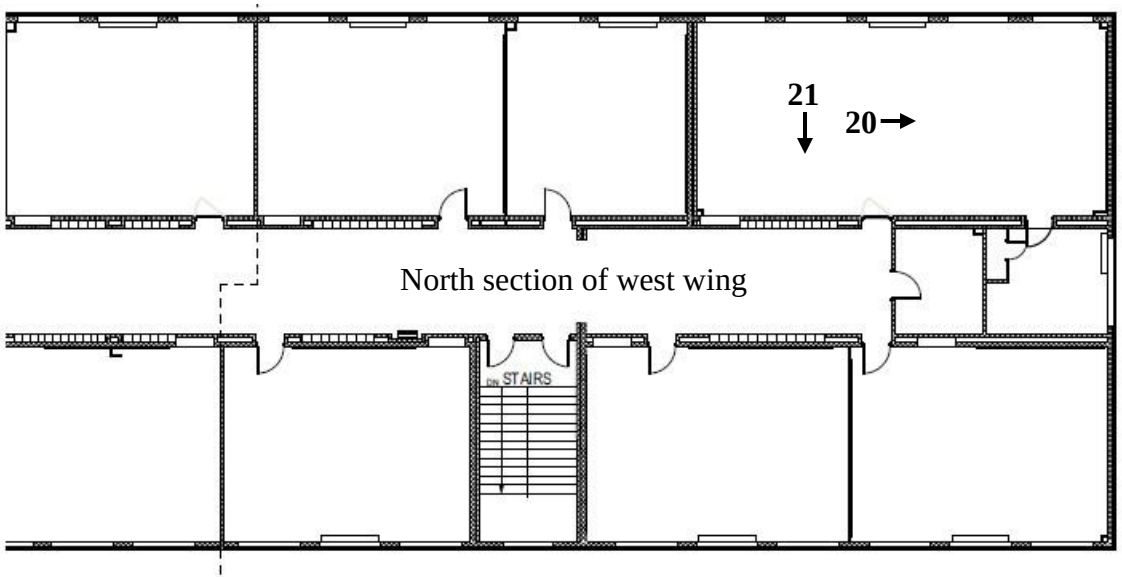


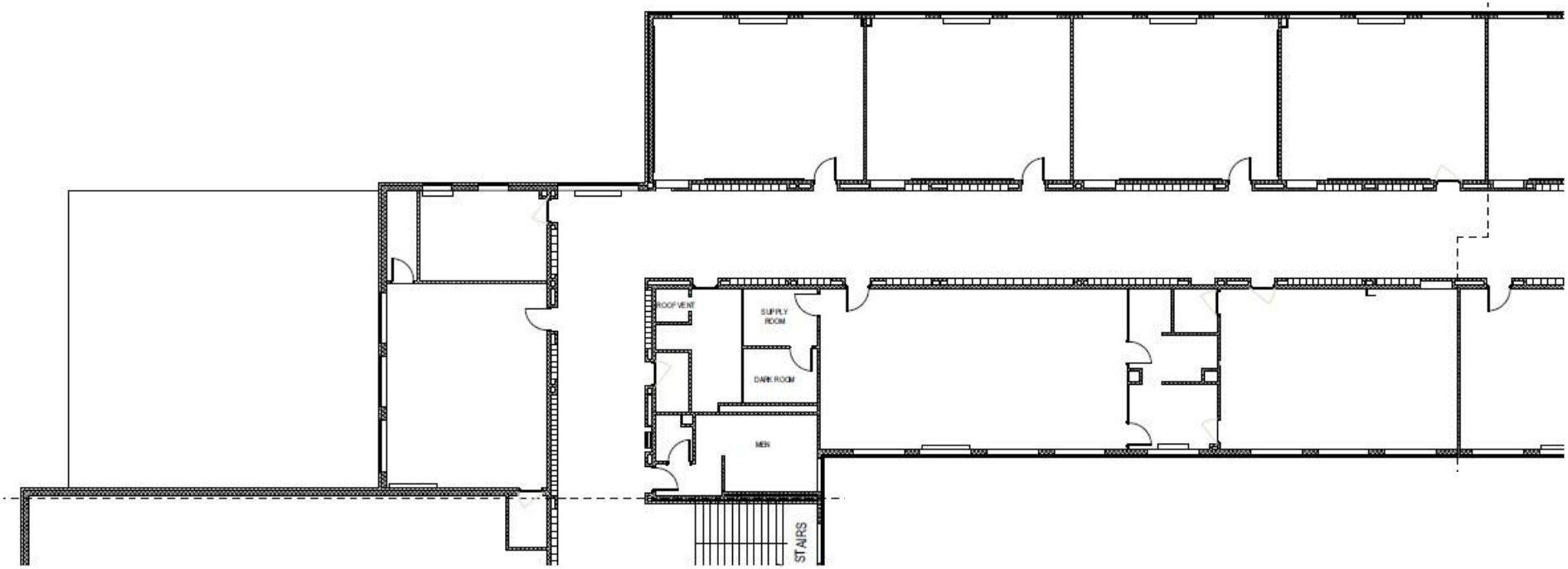


Floor plan drawn by CJMW Architecture / October 2025
Photo views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / February 2026

N→

Dublin High School
Second Floor, West Wing
Floor Plan and Photograph Key
VDHR 210-5011
650 Giles Avenue, Dublin
Pulaski County, Virginia
Exhibit E

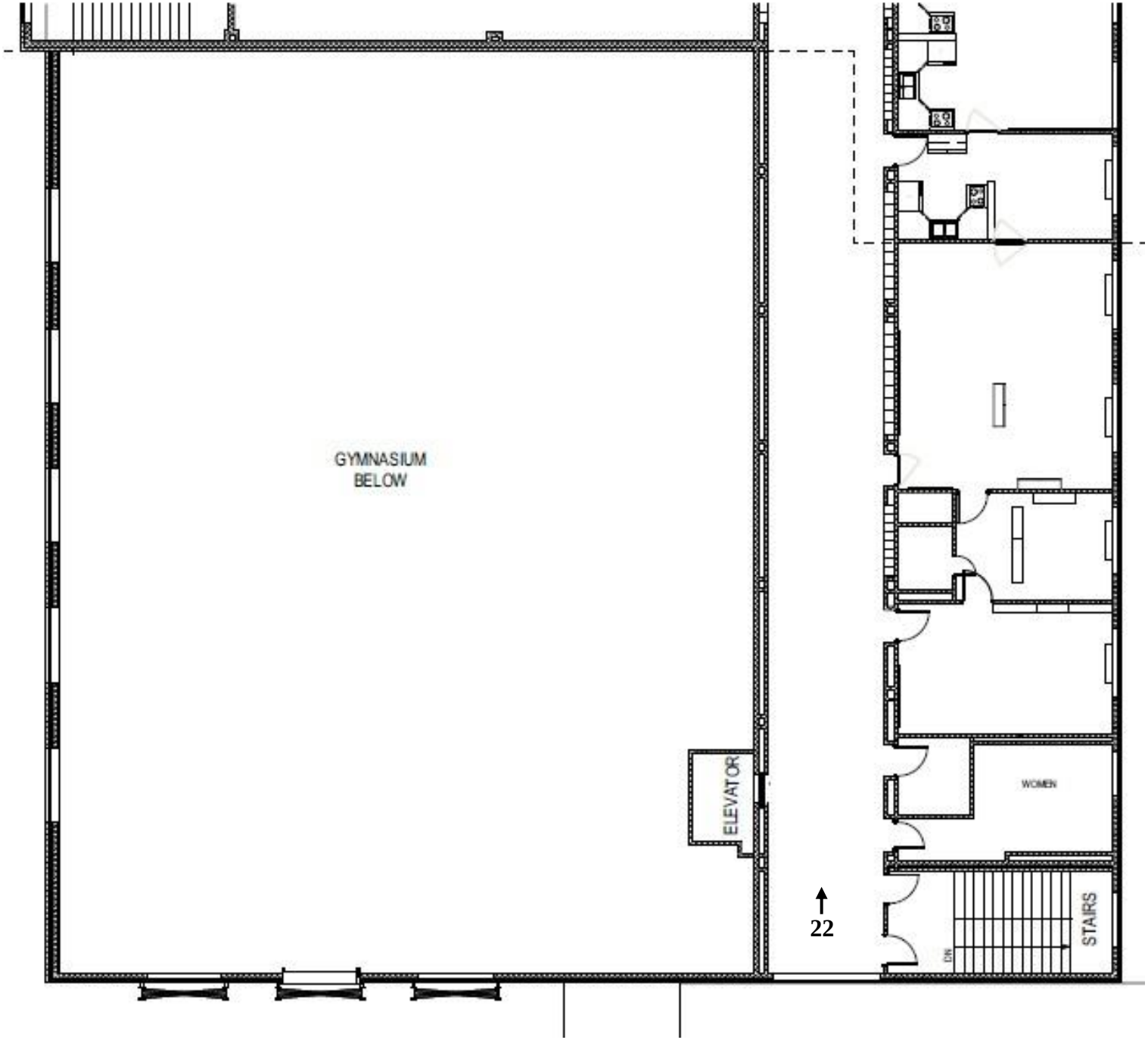




Floor plan drawn by CJMW Architecture / October 2025
Photo views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / February 2026

N→

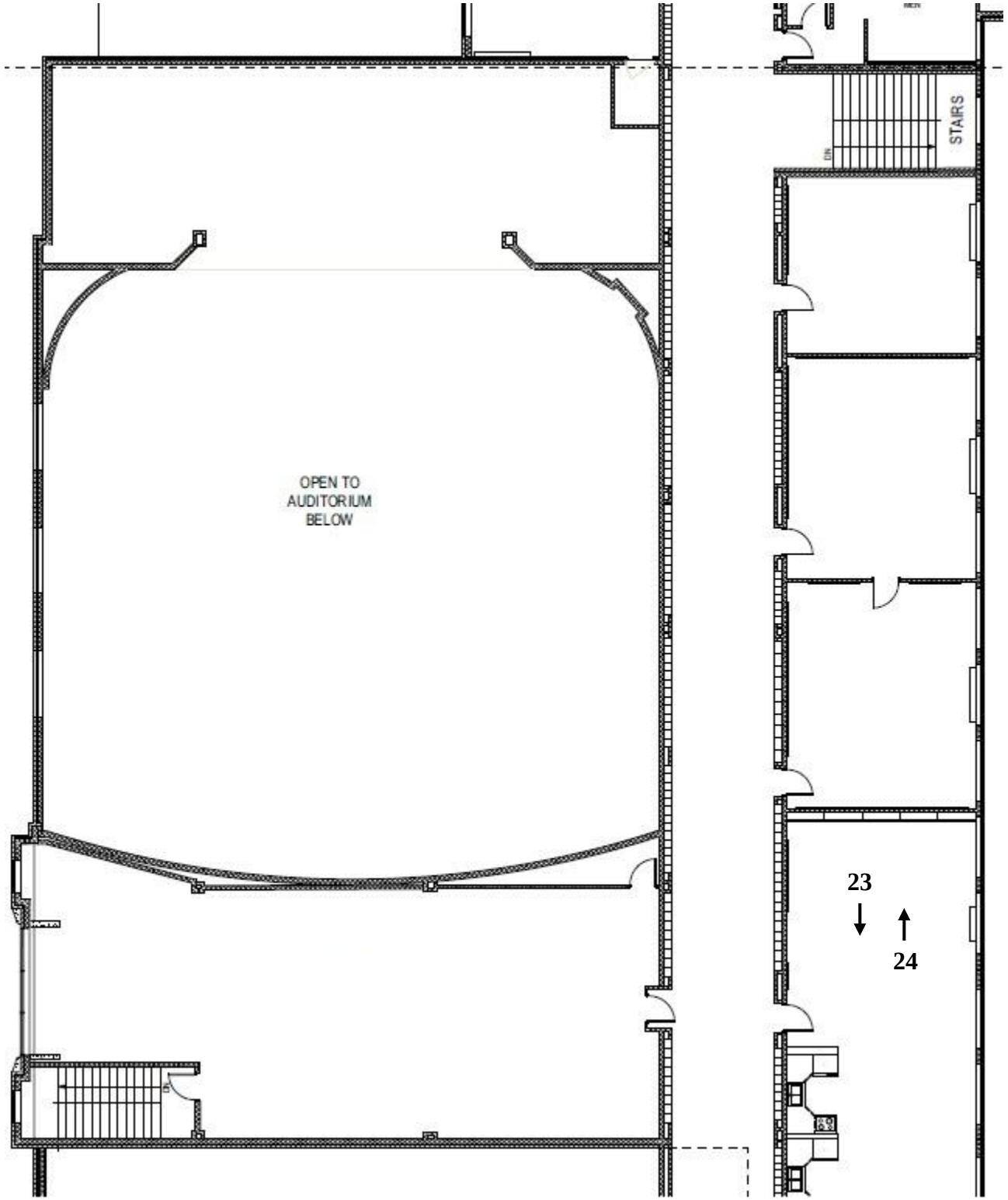
Dublin High School
Second Floor Plan
Main Block, East Section
Floor Plan and
Photograph Key
VDHR 210-5011
650 Giles Avenue, Dublin
Pulaski County, Virginia
Exhibit F



Floor plan drawn by CJMW Architecture / October 2025
Photo views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / February 2026

N→

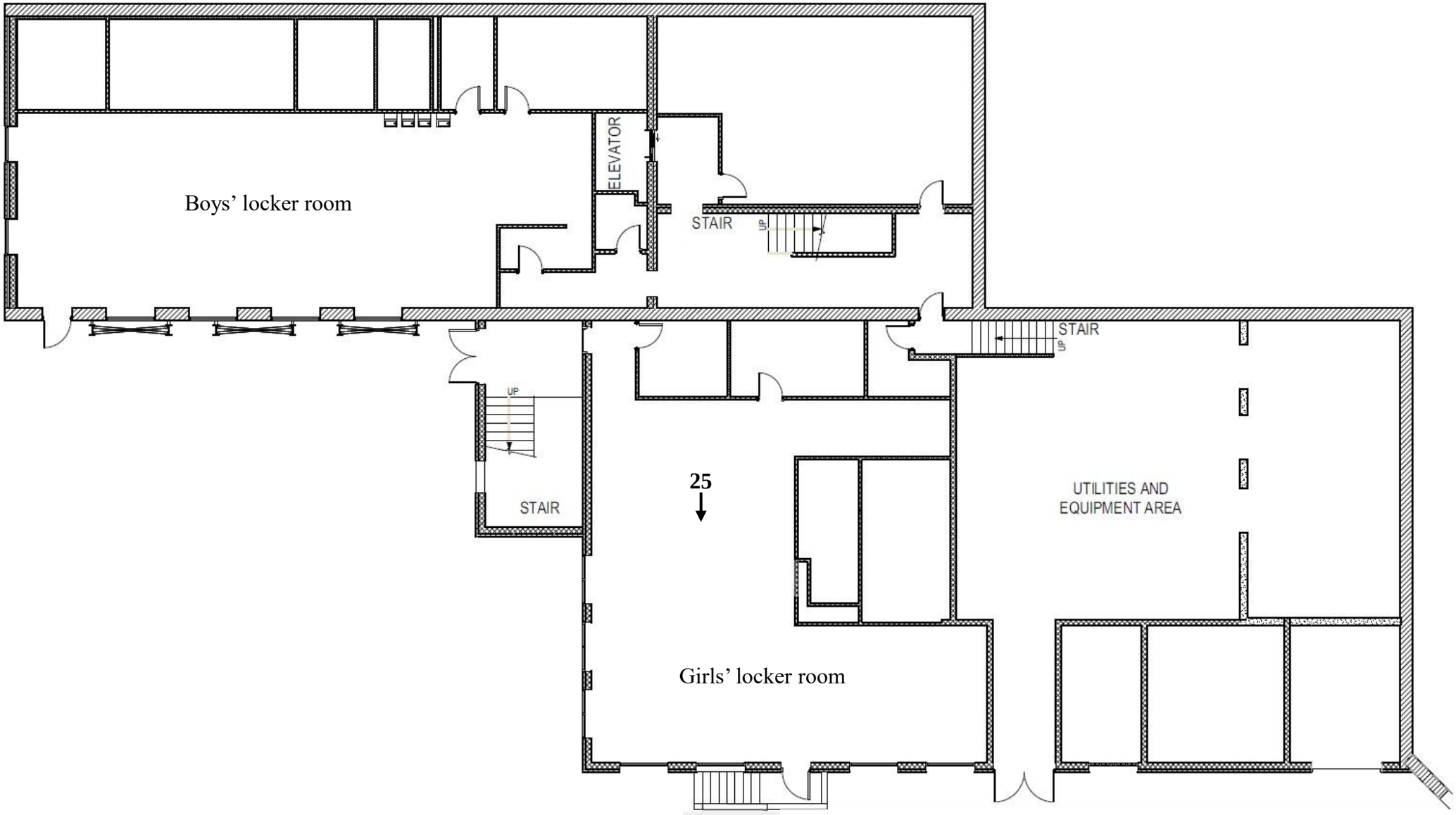
Dublin High School
Main Block
Second Floor, Central Section
Floor Plan and Photograph Key
VDHR 210-5011
650 Giles Avenue, Dublin
Pulaski County, Virginia
Exhibit G



Floor plan drawn by CJMW Architecture / October 2025
Photo views annotated by Heather Fearnbach
Fearnbach History Services, Inc. / February 2026

N→

Dublin High School
Basement Floor Plan and Photograph Key
VDHR 210-5011
650 Giles Avenue, Dublin, Pulaski County, Virginia
Exhibit H



Floor plan drawn by CJMW Architecture / October 2025
Photo views annotated by Heather Fearnbach, Fearnbach History Services, Inc. / February 2026

N→