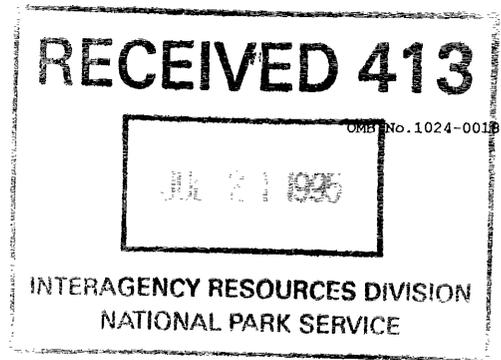


United States Department of the Interior
National Park Service



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 How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. 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. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name : Iron Hill School Number 112C

other names/site number : Iron Hill Museum of Natural History; N-13315

2. Location

street & number : 1355 Old Baltimore Pike

not for publication

city or town : Newark

vicinity

hundred : Pencader

state : Delaware

code : DE

county : New Castle

code : 003

zip code : 19702

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

David R. [Signature]
Signature of certifying official

July 17, 1995
Date

State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting or other official

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
 See continuation sheet.
- determined eligible for the National Register
 See continuation sheet.
- determined not eligible for the National Register
- removed from the National Register
- other (explain): _____

Maq M. W. [Signature] 8/18/55

Signature of Keeper

Date of Action

5. Classification

Ownership of Property
(Check as many as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property
(Check only one)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

Contributing	Noncontributing	
<u>1</u>	<u>1</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>1</u>	TOTAL

Number of contributing resources previously listed in the National Register 0

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: Education Sub: School

Current Functions (Enter categories from instructions)

Cat: Culture Sub: Museum

7. Description

Architectural Classification (Enter categories from instructions)

Colonial Revival

Materials (Enter categories from instructions)

foundation concrete

roof asphalt

walls wood shingle

other wood

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

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

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

Criteria Considerations (Mark "X" in all the boxes that apply.)

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or a grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

Education
Architecture

Period of Significance 1923 - 1945

Significant Dates 1923

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

Cultural Affiliation N/A

Architect/Builder James Oscar Betelle

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

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

Primary location of additional data

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository : New Castle County Department of Planning

10. Geographical Data

Acreage of Property 1.91 acres

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	18	434930	4387130	3	_____	_____
2	_____	_____	_____	4	_____	_____
_____	See continuation sheet.					

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Susan Brizzolara/Assistant Historic Preservation Planner
 organization New Castle County Department of Planning date February 3, 1995
 street & number 2701 Capitol Trail telephone (302) 366-7780
 city or town Newark state DE zip code 19711

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets**Maps**

- A USGS map (7.5 or 15 minute series) indicating the property's location.
- A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional Items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name Delaware Academy of Science, Inc.
c/o Iron Hill Museum of Natural History
Deborah Paruszewski, Museum Director

street & number 1355 Old Baltimore Pike telephone (302) 368-5703

city or town Newark state DE zip code 19702

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. 470 et seq.). Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

United States Department of the Interior
National Park Service

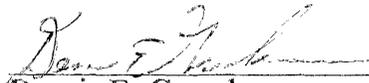
**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 3 Page 1

Iron Hill School Number 112C
New Castle County, DE

Agency Certification

In my opinion, Iron Hill School Number 112C meets does not meet the
National Register criteria.



Dennis E. Greenhouse
County Executive
New Castle County, Delaware

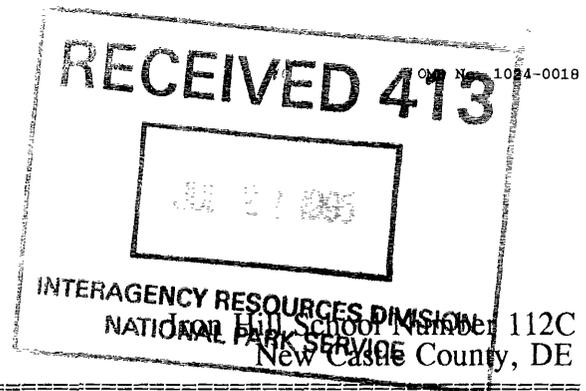


Date

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 1



Description

The Iron Hill School Number 112C is a rectangular-plan, 1½-story, frame, wood-shingled building on a concrete foundation with a medium-pitched gable roof. Although overall the school is a simple, rectangular building, with dimensions of approximately 24 by 48 feet, characteristic features of the Colonial-Revival style are present in the heavy cornices and the pedimented portico centered on the gable end. The building is set far back from the road (Old Baltimore Pike) on a slight rise of land. A poured concrete sidewalk leads straight to the school from the road. The school is also approached by a gravel drive, which arcs toward the school from the west or left. To the right or east of the school building there is a mobile museum on the property, which is an aluminum-sided mobile home from circa 1970, once used as a Natural History Museum in Sussex County and now used for storage. To the right and slightly behind the school is the last vestige of playground equipment, a metal post, which is missing its parts. A tall, metal flag pole is located in front of the school. Surrounding the parcel on which the school is located is the county-run and historically-zoned Iron Hill Park, where ore pits and other archaeological remains are located, including the foundation of the original school southwest of the existing building in a wooded area, just north of Old Baltimore Pike.

The three-bay front elevation of the schoolhouse is distinguished by a pedimented portico, which is centered between two 6/6, frame, sash windows. The gable roof of the pedimented portico echoes the roof pitch of the main building. The tall proportions of the portico visually connect the 1½ stories of the main elevation. Partial return cornices demarcate the attic level. The blank area of the gable end is punctuated by a small, louvered, ventilation opening, enframed with the same moulding as the windows and doors: a plain board surround with a moulded drip cap. The building sits on a high foundation, behind which is a crawl space. Iron grilles protect the ventilation openings of the crawl space.

The portico is approached by five concrete steps. Embedded in the concrete pad at the foot of the steps is a wrought-iron boot scraper. The portico is formed by two square pilasters and two round columns with plain capitals. The columns slightly taper upward. The columns and pilasters support a boxed entablature and heavily-moulded pediment, which is filled in with shingles. Railings protect the sides of the porch. These are composed of square balusters, plain board bottom rails, and moulded top rails. The flat ceiling of the portico is finished with beaded board. The front door is wide, approximately 3½ feet, and swings outward. The door is frame with a six-light top half and with three horizontal panels in the bottom half.

The east side wing is set back from the main facade and is visible from the front elevation. The one-story wing is enclosed under the extension of the main roof. When viewed from the front of the school, the front elevation of the wing is distinguished by the partial-return cornice end of the main roof line and one 6/6 sash window. Viewed from the east, the side wing extension begins to the right of the 6/6 sash window of the girls' cloak room and extends to a point approximately 4 feet from the rear of the building. The brick exterior chimney is located in this rear corner of the building. The east elevation of the wing is punctuated by three door openings and one window opening, in the order from left to right of door, window, door, door. The end doors are replacement steel doors with six raised panels. The other door is wood with five horizontal panels.

The rear elevation of the school is distinguished only by the partial return cornice and the louvered ventilation opening in the gable end.

The west elevation contains the characteristic feature of school architecture of this period: a range of windows extending to the cornice line. Six 9/9 windows, which pivot from the center, are positioned

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**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 2

Iron Hill School Number 112C
New Castle County, DE

7 feet from the rear wall. Near the front elevation is one 6/6 window, which lights the boys' cloak room within.

When surveyed for insurance purposes in 1941, the building looked much as it does today, including the square-butt, wood-shingle siding; the round columns of the portico; the concrete sidewalk leading to the building; and the still-extant metal post visible in the distance. Some slight changes are observed: the roof was described as cedar shingle but is currently covered with asphalt shingles; there was no driveway leading to the building, as there is today; and the front entrance was flanked by evergreens that had grown to the level of the window sills. According to the insurance records, the school's heat was furnished by a drum stove. Unlike the nearby Bethesda School, which was also a du Pont School, where oil lamps were still used in 1941, Iron Hill School had electric lights. The desks and seats were described as being attached.¹ Today the building is painted a light shade of mustard yellow with brown trim. There are specks of mint green paint on some of the shingles, indicating one of the school's former colors.

The building is entered via an approximately 8-foot square vestibule. In the wood floor of the vestibule an approximately 3-by-6 foot area is covered with narrow tongue-and-groove boards. A metal grate was originally positioned here, so that water tracked into the building would drip through the vestibule floor.

A 3-foot-wide door, of the same type as the front door, leads from the vestibule to a space from which the boys' and girls' cloakrooms and bathrooms are entered. The cloakrooms and bathrooms for the boys and girls are located to the left and right of the vestibule and are entered through swinging doors with five horizontal panels. The cloakrooms are each lit by a single 6/6 sash window. Scars on the plaster walls of the cloakrooms indicate the locations of boards on which pegs or hooks were attached. A narrow, swinging, five-panel door leads from the cloakrooms to the bathrooms, which are located at the front of the school.

The main classroom area is approximately 23 feet by 38 feet. The north wall of the building, opposite the Colonial-Revival entranceway, was the front of the classroom. The only natural light in the room comes from the bank of six windows on the left or west wall of the classroom. The windows fill the wall from within 7 feet of the front of the classroom. The ceiling of the classroom is higher than in the vestibule area. Nail holes in the floors have been noticed by the museum director, which indicate the location and orientation of the desks. A circular arrangement of nail holes remains from the seats, and a rectangular arrangement indicates where the desk feet were located. A broken desk and seat, which had been stored in the attic, line up perfectly with the nail holes. The desks were fastened approximately 2-feet apart from side to side, leaving about a 2-foot aisle. The desks were fastened within a few inches of the front and back desks, making it difficult to walk between them. The nail marks for the last row of seats in the classroom are 4 feet in front of the cloakroom area. The first row of seats is about 7½ feet from the front blackboard. The desks are about 4 feet from the side walls. The eight rows and five columns, or forty desks, filled the classroom floor. Scars on the walls indicate the locations of the blackboards on the front wall, east wall, and at the rear of the classroom. The blackboards seem to have been positioned about 2½ feet above the floor, although this measurement could not be taken throughout the room because museum cases are located against the walls. The surviving desks in the attic can be adjusted for height.

¹Insurance Valuation Reports, Record Group 1312, Volume 2, Folder 4, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 3

Iron Hill School Number 112C
New Castle County, DE

The interior moulding is simple and consists of a plain board surrounding the windows and doors, with a 1/4-round moulding closing the space between the framing and the wall. The baseboard consists of a 5-inch board with a 1/4-round moulding at the top and base. The baseboard is painted white but appears to have been varnished originally. A moulded picture rail is still extant near the ceiling. An infilled round mark in the plaster wall in the northeast corner of the classroom indicates that this was probably the original location of the drum stove noted in the 1941 insurance report. A visitor to the museum recalled that the school's pot belly stove said "U. S. Army."

An alcove with a coved ceiling is located near the front of the classroom in the wing extension. A steel door leads from the alcove to the outside. Two storage closets are located on the south wall in this space, both with five horizontal panel doors. The closet nearest the exterior wall appears to have been a passageway originally. (Instead of plaster on the back wall of the closet, the wall is formed with plywood board.) This passageway would have led to a space with a dirt floor, which now can only be accessed from the outside. This area, with a dirt floor and single window, houses the furnace. According to the floor plans for other one-room schools designed by the architect James Oscar Betelle, this space was probably originally designed to be the furnace room. However, the Iron Hill School did not have a furnace through 1941, when the insurance report noted that the building was heated by a drum stove. Beyond the furnace room at the front of the wing extension is another room, which is accessed from the classroom and from the exterior. This room is used for storage. Again, according to similar plans for one-room schools by Betelle, this space was probably designed to be the fuel room.²

SUMMARY OF RESOURCES:

- 1 contributing building (school)
- 1 noncontributing building (mobile museum)

² James O. Betelle, "New School Buildings, State of Delaware, Part I," American Architect 117 (June 16, 1920): 751-788.

IRON HILL SCHOOL NO. 112C

N-13315

New Castle County Property Tax Map

Revised 8/16/93

Parcel 11-013.00-016

Iron Hill School Number 112C
 1355 Old Baltimore Pike
 Newark vic., Pencader Hundred
 New Castle County, DE

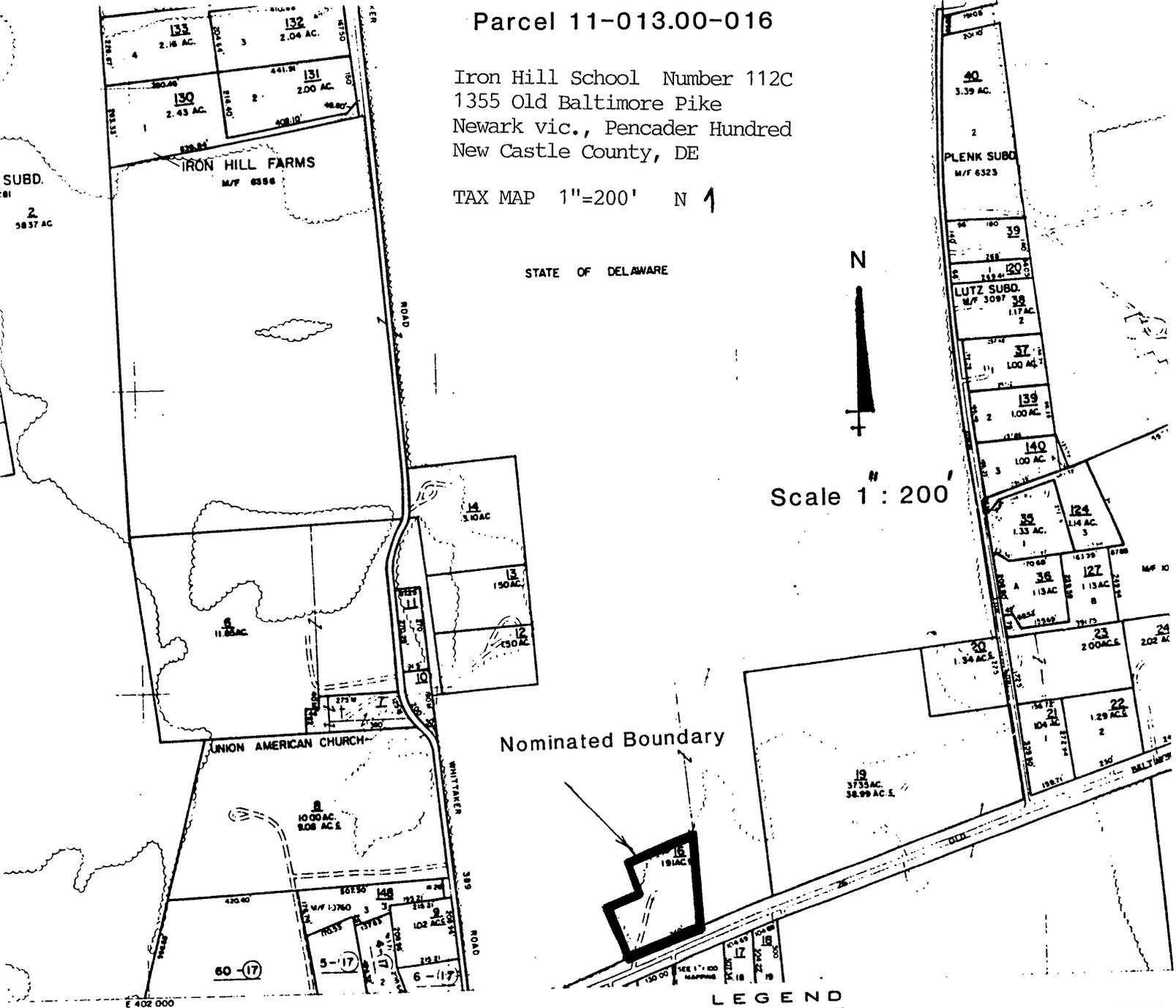
TAX MAP 1"=200' N 1

STATE OF DELAWARE

N

Scale 1 : 200'

Nominated Boundary



MAP LOCATION

8	9	10
12	13	14
16	17	18

- INTERSTATE HIGHWAY
- U. S. HIGHWAY
- STATE HIGHWAY
- LEGISLATIVE ROUTE NO.
- ROAD, PAVED
- ROAD, UNPAVED
- TRAIL
- R/W ROAD
- RAILROAD

- STATE LINE
- COUNTY LINE
- HUNDRED LINE
- CORPORATE LIMITS
- BRIDGE
- STREAM
- POND
- FIELD LINE

- LEGEND
- CEMETERY
 - CHURCH
 - SCHOOL
 - WOODED AREA
 - FENCE
 - MARSH
 - BENCH MARK
 - "A"-2" BLOCK/SECTION

- PARCEL OUTLINE
- INTERIOR PARCEL
- PARCEL HOOK
- PARCEL NUMBER
- 120 AC TOTAL ASSESSED
- 180 AC TOTAL CALCULATED
- 37-60 PARCEL & CONTROL
- 80 SUBDIVISION LOT

BY
 LL
 INIA
 IT MAY NOT
 OR BY
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 UNTY.

IRON HILL SCHOOL NO. 112C, N-13315

Detail of Nominated Boundary at Old Baltimore Pike

DELAWARE ACADEMY OF SCIENCE, INC.
P.R. 0-88-601
11-013.00-016

DeIDOT Contract No. 90-061-11, Sheet 25

Survey Plan 9/28/92

REMOVE EXIST. ENTRANCE
REGRADE, TOPSOIL, SEED
AND MULCH.

Tax Parcel Line

Approx. Location of School

Tax Parcel Line

REMOVE EXIST. S/W
UP TO R/W LINE

(R/C)

(P/30)

DeIDOT Right-of-Way

142.83
33' LT.

90°05.00'
-110.00'

90°05.00'
-40.00'

EL. 145.62
35' LT.

EL. 146.34
35' LT.

EL. 147.05
35' LT.

EL. 147.76
35' LT.

EL. 148.47
33' LT.

EL. 149.19
30' LT.

EL. 150.00
29' LT.

CONST. B & R/W B

OLD BALTIMORE PIKE

69

19

16

85

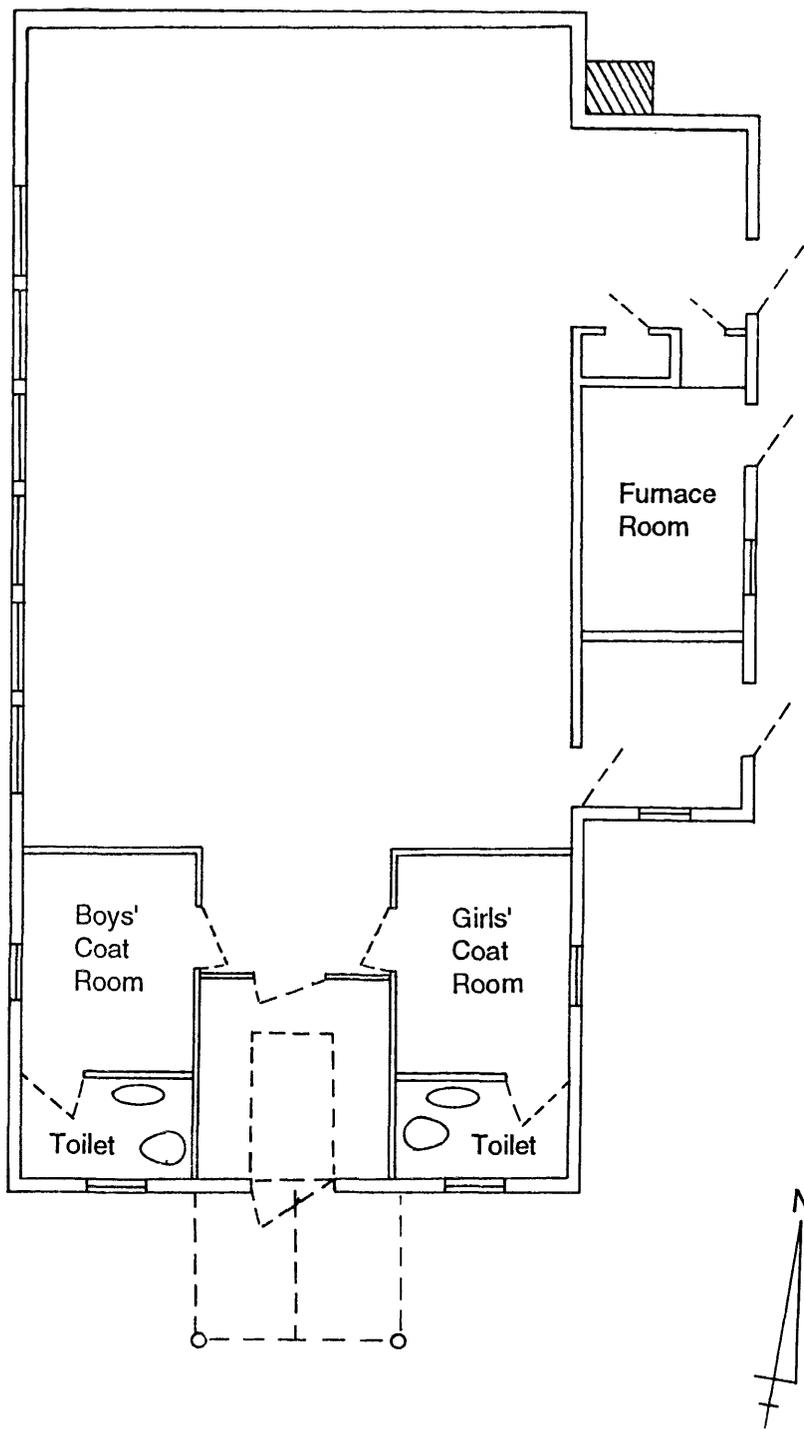
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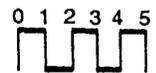
DPL-G-6

142.83
33' LT.

142.83
33



Iron Hill School Number 112 C, N-13315
 1355 Old Baltimore Pike
 Pencader Hundred
 New Castle County, DE



Scale: 1/8" = 1' 0"

FLOOR PLAN

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

Section 8 Page 1

Iron Hill School Number 112C
New Castle County, DE

Statement of Significance

The Iron Hill School Number 112C is eligible for listing in the National Register of Historic Places under Criterion A and the Education Area of Significance and Criterion C and the Architecture Area of Significance. The reform and rebuilding of African-American schools in Delaware, funded by Pierre Samuel du Pont between 1919 and 1928, is represented by the Iron Hill School. Constructed in 1923, the Iron Hill School was used until school segregation was abolished, which occurred at Iron Hill in 1965. Many schools for white children were closed in the first half of this century and large, consolidated schools were built. During the 1920s, small, modest, but up-to-date facilities were built with du Pont funds for Delaware's African-American population, which was largely rural and sparsely settled. Single-teacher schools were promoted as nondisruptive to the African-American economic situation, by allowing children to go to school close to their homes, where they were relied upon to work and to supplement the family income. The Iron Hill School represents one of the types of schools designed for Delaware by the nationally-known architect James Oscar Betelle. The school incorporates elements popular nationwide in schools constructed for both the black and the white populations in the 1920s, such as the size of the classroom and the exploitation of natural light through the use of banked windows. Although a simple, one-room building, the overall form of the Iron Hill School was planned with attention to balance and proportion. The Colonial-Revival portico is the building's only overt reference to a national style. The Iron Hill School is significant locally as a product of the state program to reform African-American schools, a type constructed in the three Counties of the State, and a building that served a local African-American community.

Education

Before the Civil War in Delaware, the education of African-American children was dependent on the support of private undertakings, particularly by the Quaker community. One of the earliest schools for black children was established by the Quakers in Wilmington in 1801.³ The African School Society, a Quaker-affiliated group, formed circa 1830 and established about seven schools before the Civil War. The post-Civil War years were a time of transition in the responsibility of the education of the African-American student in Delaware and elsewhere in the United States. During the transition period in the post-Civil War years, in addition to assistance from the successor group to the African School Society known as the Delaware Association for the Moral Improvement and Education of the Colored People, there was a gradual recognition in the Delaware School Code of the need to educate the African-American children in the State for a fixed period of time every year. In the twentieth century, children in Delaware benefitted from changes to the School Code in 1919 and from the financial contributions of a local philanthropist, Pierre Samuel du Pont. Du Pont funded the rebuilding of all the African-American schools in the Delaware. By the end of the rebuilding campaign for the African-American schools about one-million dollars had been spent.⁴ The Federal government ended the official period of transition in

³Pauline A. Young, "The Negro in Delaware, Past and Present," in Delaware, A History of the First State, ed. H. Clay Reed (New York: Lewis Historical Publishing Company, 1947), 2:586.

⁴This figure does not include monies spent on the State College in Dover. See "What Do You Know About the Public Schools of Delaware?" (Wilmington, DE: Service Citizens of Delaware, July 1924), 18.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

Section 8 Page 2

Iron Hill School Number 112C
New Castle County, DE

1954 when the United States Supreme Court abolished segregation in schools and the states were required to comply with the federal mandate. After this mandate, Delaware began integrating its schools. The ultimate conclusion of the changing attitude toward African-American education, as documented in the school code legislation, was the shared responsibility of every citizen to support integrated schools.

Nineteenth-Century Organizations and Legislation for African-American Education in Delaware

In the last third of the nineteenth century, a combination of local, state, and some federal efforts were made to support small African-American schools in Delaware for a few months of the year. Statewide organizations promoted African-American education, such as the Delaware Association for the Moral Improvement and Education of the Colored People. That organization was established in 1866 on the model of the first association for the improvement of education for African Americans, the African School Society, which was in existence in Delaware from the 1830s until 1866. The Delaware Association ran schools in each County of the State and provided assistance to those schools run by outside groups. In 1867, there was a statewide total of eighteen schools overseen by the Association.⁵ During this post-Civil War period, the Delaware Association received some assistance from Federal agencies, such as the Freedmen's Bureau.

The first recognition in state legislation of the African-American schools occurred in 1875. That year the state legislature passed an act to tax African Americans to support the black schools in the districts of the persons being taxed (Delaware, Laws, XV, 1875, Chapter 48). After 1875, black schools were supported by these school taxes on resident black males, as well as by contributions from the local community and tuition. In 1881, the State appropriated some money to the African-American schools, requiring, in return, that the schools be open three months with the average number of students as twenty (Delaware, Laws, XVI, 1881, Chapter 362). In 1897 the State appropriated more money to provide better facilities for African-American students, by requiring that black schools receive the same apportionment of state funds as white schools (Delaware, Constitution of 1897, Article 10). School districts still were dependent on taxes on black males, because state appropriations were not large. Because local tax money was divided by race and dependent on property holdings, inequalities in school facilities were still existent. The 1897 legislation also legally instituted the dual system.⁶ Despite limited funding, for about four to five months during the year most of the African-American communities in the State were able to run a school.⁷ There were increasing numbers of African-American schools as the nineteenth century drew to a close in Delaware.

National Trends in African-American Education in the Early Twentieth Century

In the early twentieth century, there was a national shift in responsibility for the education of the

⁵Minutes of the Delaware Association for the Moral Improvement and Education of the Colored People, Historical Society of Delaware, Wilmington, Delaware. The information from this collection is based on notes taken by Robin K. Bodo, Historian, State Historic Preservation Office.

⁶Robert J. Taggart, Private Philanthropy and Public Education, Pierre S. du Pont and the Delaware Schools, 1890-1940 (Newark: University of Delaware Press, 1988), 77.

⁷Richard Watson Cooper and Hermann Cooper, Negro School Attendance in Delaware, A Report to the State Board of Education of Delaware (Newark, Delaware: University of Delaware Press, 1923), 8.

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NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

Section 8 Page 3

Iron Hill School Number 112C
New Castle County, DE

African American to a broader societal approach. More states were taking on greater roles in funding the school districts, both black and white. A number of factors led to greater attention being given to this subject: national efforts of the prominent African-American leader Booker T. Washington and, in the 1920s, of the National Association for the Advancement of Colored People; Theodore Roosevelt's Commission on Rural Life; and population shifts during World War I of blacks to industrial centers in the north, which called attention to the need for education and training. A greater awareness of the need for education of the African-American child was coupled with real advances in African-American education. States began to support the construction of African-American schools. Some states abolished segregation. Nationally, a number of prominent and wealthy individuals funded education programs for African Americans.

The Delaware School Code of 1919

In Delaware the legislation that led to reforms occurred in 1919, after which the State, not local governments, controlled the funding of education. (Officially, this Act of the General Assembly of the State of Delaware was entitled "An Act to Repeal Chapter 71 of the Revised Code of the State of Delaware entitled 'Free Schools,' and to provide a New Chapter 71 entitled 'Public Schools.'" This Act was approved April 14, 1919.) Delaware was following the general trend toward greater state appropriations for education. The Code in general was based on laws of other states.⁸ No longer were resident black males alone taxed to support the African-American schools; all properties were now taxed at the same rate regardless of racial background. African-Americans now shared in the revenue of the whole system, as well as its regulations. Other changes in the code also affected the African-American child. Whereas before the 1919 Code only children within two miles of a school were subject to the seldom-administered compulsory attendance law, after 1919 all children under the age of fourteen were required to attend school, and the school year was set at 180 days. The school year was 100 days for fourteen- to sixteen-year-olds who had not completed the eighth grade. Through the sixth grade, children more than two miles from school were provided with transportation.⁹

The Contribution of Pierre S. du Pont to African-American Education in Delaware

Part of the legislation of 1919 supported the rebuilding of schools. At first, according to documentation in the P. S. du Pont papers, there was no provision made to rebuild black schools.¹⁰ The Delaware School Auxiliary Association, with Joseph Odell as its president, was incorporated in 1919 to administer the two-million dollar trust fund established by Pierre S. du Pont for remodelling and constructing school buildings, with a substantial amount earmarked for the construction of African-American schools. By choosing to fund the construction of the African-American schools, which would become the property of the State upon completion, du Pont prompted Delaware educators to confront and to develop a position toward the education of the African-American child. Pierre S. du Pont achieved national prominence through his philanthropic activities on behalf of the African American. He not only

⁸"The Educational Situation in Delaware," A Report of the Delaware School Auxiliary Association to the State Board of Education, April 9, 1920, Longwood Manuscripts, Group 10, Series A, File 712-3 (Hagley Museum and Library, Wilmington, Delaware), 6.

⁹Cooper and Cooper, 17-18.

¹⁰"Rebuilding Program for the State of Delaware," circa 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

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provided money to reform the African-American school districts, but du Pont consulted with and hired professionals in the field and committed much of his own time to the project. In 1919, the year P. S. du Pont resigned as president of the Du Pont Company, he became a member of the State Board of Education, on which he served until 1921. He continued to work with the Delaware School Auxiliary Association until 1931.

Related to the rebuilding of the black schools was the issue of the poor conditions of the white schools in Delaware. While du Pont decided to begin the reform campaign by funding the rebuilding of the African-American schools, a debate ensued over who should officially present the reform strategy for the white schools to the citizens of Delaware, the State Department of Public Instruction or a group of concerned citizens. The latter was opted for. Problems with the educational system were made known to the public through a group known as the Service Citizens of Delaware, a group formed by du Pont. Among the P. S. du Pont papers were pamphlets put out by other cities and communities to raise awareness about the overcrowded conditions, unhealthy atmosphere, and attendance problems in the schools. The Service Citizens employed this tactic, and their publication "What Do You Know About the Public Schools of Delaware," published in 1924, is the result.

This solution to the dilemma suggests a resistance to change in the community, which, it was considered, might be better accepted by the citizenry if presented to them by fellow citizens. In his study of du Pont's role in reforming the educational system in Delaware, Robert Taggart characterized the sluggish response to consolidation in Delaware in the early twentieth century as a result of the dominant rural class in this State at that time. Taggart wrote, "unlike most northern states, little educational modernization occurred in Delaware until after the First World War," because of "the political predominance of rural citizens who supported a decentralized and locally controlled school system."¹¹ The citizenry for the most part was not calling for reform. As Taggart wrote, those who supported the new School Code "had to convince a suspicious and often belligerent citizenry that it was to its advantage to approve substantially higher taxes to construct new buildings."¹² Even after du Pont had personally financed \$6,417,000 of school construction by 1925, there was reluctance in the General Assembly in the State of Delaware to support a two-million dollar bond issue to build the remaining and much needed schools.¹³

Why Reform? Many of the reasons for reforming the schools crossed racial boundaries. The awareness of the need for reforming all schools in Delaware was in part due to a number of studies undertaken nationally in the early part of the century. For example, a federal study of States and their educational efficiency was published in 1915, with a formal report produced by the Delaware School Auxiliary Association in 1919. Delaware's overall educational system was ranked in an embarrassing 39th place.¹⁴ Attendance problems, particularly acute in the African-American community, were also

¹¹Taggart, 16.

¹²Ibid., 84.

¹³Pierre S. du Pont to Honorable Richard T. Cann, Charles B. Hardesty, John G. Highfield, William S. Jester, Charles du Pont Ridgely, and Jacob Prettyman, April 14, 1925, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

¹⁴N. L. Engelhardt and E. S. Evenden, "Comparative Statistics on the Support of Public Education in Delaware and the Other States of the Union," September 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-21 (Hagley Museum and Library,

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studied. P. S. du Pont funded a study of the condition of Delaware's schools for both white and black students in 1919. The study was conducted by a group from Columbia University: G. D. Strayer, the president of the National Education Association, N. L. Engelhardt, and F. W. Hart. This group is popularly referred to as the Strayer commission. This study of existing school facilities revealed below par conditions in all schools across the State.

Du Pont began the reform campaign by first funding the rebuilding of African-American schools. In a letter to the editor of the Afro-American Magazine in 1926, he explained why he had decided to build the black schools without awaiting public action. He wrote that he knew public funds for black schools would not have come forward until money had been spent on the white schools. In addition, the entire system of black schools could be rebuilt in Delaware in a comparatively short period than in larger states. P. S. du Pont saw Delaware as an "experiment," which, if successful, had the potential to influence "Negro public school education in the United States for many years."¹⁵ Du Pont repeated this explanation in 1928, when he wrote:

As I have said before, there is great opportunity to use Delaware's success in negro education as a means of promoting better conditions in other and less progressive States. The eyes of the nation are upon Delaware negroes and their success in showing the benefits of good education will mean much to the race.¹⁶

In his study of du Pont's philanthropic activities, Robert Taggart presented additional reasons for du Pont's rebuilding of the black schools. Taggart argued that du Pont's tactic was to shame the white population into rebuilding its schools by building better schools for black children than the ones attended by the white children. Perhaps, it was thought, this would stimulate the reluctant, white, rural population to accept higher taxes to build its own schools. Taggart further noted that with du Pont funding the construction of the black schools, the white population could not argue that white money had been spent on constructing black schools.¹⁷

The reform of the African-American schools began with a study of existing conditions to determine how to best reform the school system. A study of population centers was conducted to determine where schools should be located to be accessible to the black community. It was determined that the black population was not only low in number but was also widely dispersed. It was also found that many of the sites of the existing schools were donated forty to fifty years ago and that the populations had shifted, leaving many of the schools in the wrong locations. Therefore, the Delaware School Auxiliary Association mapped the place of residence of every black child and marked new school sites

Wilmington, Delaware), 33.

¹⁵Pierre S. du Pont to Carl Murphy, March 1, 1926, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

¹⁶Pierre S. du Pont to I. W. Howard, November 10, 1928, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

¹⁷Taggart, 130-31.

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near centers of population.¹⁸ The study of the State's schools conducted in 1919 by the Columbia group had quantified the deplorable condition of the State's schools. Out of 1000 possible points for the school building, black rural schools in Delaware had received a median score of 200, and white rural schools a median score of 275.¹⁹

While the consolidated system was promoted for the white schools, it was determined by the Strayer commission that the scattered population, low numbers, and dependence on child labor called for a system of single-teacher schools for the African-American community.²⁰ It was argued that consolidation would be an economic disadvantage to both African Americans and to the State, because of the dependence on black farm labor.²¹ Integration was not proposed.

In addition, a study of attendance problems was conducted in 1923 by Richard Watson Cooper and Hermann Cooper to determine causes and propose remedies. The concern over poor attendance was tied to the overage problem in the black schools, with more than half of the students more than two years behind for their grade, and 25 percent of the days enrolled by the black students recorded as days absent.²² The report concluded that the dispersed black population and prevailing practice of working children precluded the possibility of building consolidated schools for African-American children. The situation was described as "an almost irremediable single-teacher school situation."²³ Although this was the same conclusion reached by the Strayer commission, it is interesting to note the date of this study. Researched in 1922, the book was published in 1923. Most of the du Pont schools had been built by the time this study was conducted. The book promoted the single-teacher system after that system was an established fact. However, the purpose of the book was mainly to explore reasons and propose remedies for absenteeism. Leading causes were determined by the study to be agricultural work and other work reasons, as well as illness and parental indifference.²⁴ Proposed reforms included better schoolhouse construction with ample playgrounds; the compulsory attendance law; and making education a priority over economics.²⁵ Taggart, however, noted the difficulties involved with making education a priority over economics when most African Americans were earning a subsistence-level income and employment opportunities were severely limited in a segregated society.²⁶

¹⁸"Sites Acquired for Colored Schools," Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

¹⁹Taggart, 126.

²⁰George D. Strayer, et al., A Survey of the Public Schools of Delaware (Wilmington, Delaware: Service Citizens of Delaware, 1919), 49.

²¹General Education Board to the State Board of Education, Memorandum, December 31, 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

²²Cooper and Cooper, 92; 43.

²³Ibid., 8.

²⁴Ibid., 342.

²⁵Ibid., 368-73.

²⁶Taggart, 112.

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The dependence on income earned by the black child-laborer was described in the Cooper study:

The younger children, both in town and in the country, are counted upon for berry picking and other light work, both during the school year and when school is out. These children are usually wage earners within the family; their earnings are part of the family income, and are frequently collected by the father or the mother. The antiquated notion that the child is indebted to the parent and owes him a return in labor until he is 'of age' is still a working theory in some colored communities where, in individual cases, the theory is worked with vigor.²⁷

Throughout rural Delaware, both black and white schools dealt with similar attendance problems. In both the black and the white communities, farmers were dependent on child labor. The consolidation of schools took children away from their chores by removing them farther from home. However, in the denser and more numerous white community, consolidation was considered a solution in some of the school districts. The problem of child labor was dealt with through compromise: children between seven and sixteen years of age could be given work permits for long-term absences from school.²⁸ Although the consolidation of some black schools was considered at the beginning of the rebuilding campaign, in the end it was the scattered and sparse population of African Americans that dictated the rebuilding program as single-teacher schools. Although the dependence on child labor was often cited at the time as a reason against consolidation, this practice also occurred in the white community and did not prevent the consolidation of some of its schools. In the absence of integration or special provisions for transportation for African Americans, the single-teacher system seemed to be the most viable solution.²⁹ Although many white children attended the new consolidated schools, some of the one-room schools for white children did not consolidate until the mid-twentieth century. Some of these facilities were older than the African-American schools, which were entirely rebuilt in the 1920s. Some new one-room schools, similar in plan to the new African-American schools, were built in the 1920s, as well.

The rebuilding of the single-teacher school system for the African-American children was relatively easy to implement. The campaign was largely one of rebuilding with standardized building types in already established African-American communities, although at more conveniently-located sites. Few secondary schools were provided. The end result was the construction of more than eighty black schools, which were built to last. According to Taggart, "the Delaware School Auxiliary Association's black schools were solid structures expected to last forty years."³⁰ Indeed, about forty years past before Delaware's schools were integrated and the one-room facilities were no longer needed.

Surviving documents indicate that du Pont's efforts were warmly received by the African-American community. Du Pont's contribution to African-American education was acknowledged with gratitude from the African-American community across the State in numerous ways in the form of hundreds of letters from students and teachers; a testimonial dinner in 1924 at which du Pont was presented with a portrait of himself painted by Edward A. Harleston, an African-American artist; and

²⁷Cooper and Cooper, 7.

²⁸Taggart, 94.

²⁹Ibid., 134-35.

³⁰Ibid., 134.

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a song of tribute to du Pont, which former pupils remember singing. A telegram among the du Pont papers summarized what appears to have been the general feeling at the time. The telegram was sent to du Pont in 1928 by I. W. Howard on behalf of the black citizens of the State of Delaware who resolved in mass meeting to "renew our pledge of allegiance to the cause of education and do again express our very deep and sincere appreciation to Mr. Pierre S. du Pont for his invaluable contribution to negro education in Delaware."³¹ In 1927, du Pont was on the cover of Time magazine, with an article that praised his efforts toward educational reform in Delaware. In the article it was noted that for eight years when a question about public education arose in Delaware, Delaware said, "Let Pierre du Pont do it."³²

In 1928, with the completion of the Townsend School, the Delaware School Auxiliary Association's program to provide every black district in Delaware with a modern building, utilizing du Pont funds, was finished.³³ Du Pont withdrew his services in 1931, but continued to work behind-the-scenes for state support and maintenance of the schools for black children.

By 1938, Delaware had advanced from its position in thirty-ninth place in 1915 to eighth place nationwide in terms of its overall educational program. It was considered that "no other State has made as rapid progress as Delaware over the past twenty years."³⁴ Still in 1946, most of the African-American schools in Delaware were taught by a single teacher instructing the first through the sixth grades in one room.³⁵ The post-Civil War period in Delaware was a period of transition during which time the State progressed from a position of no state support for African-American schools to a position of separate but equal financial support until the Federal mandate to integrate in 1954.

African-American Education in the Iron Hill Community to 1923

The transitional period, as it was enacted in Delaware, is exemplified in the history of the Iron Hill School. Du Pont schools were located near population centers. By the last quarter of the nineteenth century, there was a large African-American community in Pencader Hundred. It appears that the area around Glasgow was a population center for that community.³⁶ In 1870, the African-American population

³¹I. W. Howard to Pierre S. du Pont, Western Union Telegram, October 22, 1928, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

³²Time, January 31, 1927, 22. In Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

³³Resolution of the State Board of Education, February 17, 1928, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

³⁴M. M. Daugherty and Myra J. Kerslake, "Delaware's Education Ratings Among the States," Signposts, supplement, December 1940, 12. Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

³⁵Young, 585.

³⁶Wade P. Catts and Jay F. Custer, Tenant Farmers, Stone Masons, and Black Laborers: Final Archaeological Investigations of the Thomas Williams Site, Glasgow, New Castle County, Delaware, DelDOT Archaeological Series no. 82 (Newark, Delaware: University of Delaware, Department of Anthropology, 1990), 64-69.

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in Pencader Hundred was 35%, second only in New Castle County to St. Georges Hundred, where the African-American population was 39.4%. The approximate proportions are consistent with the pre-Civil War census of 1860.³⁷ This high African-American population in Pencader Hundred has been assessed as evidence of the dependency of the agricultural community on the laboring class.³⁸ The African-American population around Glasgow probably supported mining as well as agricultural labor activities.

Two historically black churches are located in this vicinity. The St. Daniel U.A.M.E. Church (N-4033) is located on Whitaker Road, a short walk from the Iron Hill School. A church labeled "Aff. Ch." appeared on D. G. Beers' Atlas of the State of Delaware of 1868 in this vicinity, and the oldest legible grave marker in the St. Daniel Church cemetery dates to 1863. The history of the African-American community in the Glasgow area extends well beyond the Civil War period, and is known by the establishment of the other African-American church in this vicinity, the St. Thomas A.U.M.P. Church (N-13335 and N-13336), on Frenchtown Road, in the first half of the nineteenth century. The importance of the Glasgow African-American population is indicated by the occurrence of a yearly social and religious event at St. Thomas Church. An annual event of the African-American community was the Big Quarterly. While the Big Quarterly at the mother A.U.M.P. church in Wilmington attracted crowds from the tri-state area, St. Thomas was host to this event in the Glasgow area. This event indicates that "Glasgow was the center of a well-developed black community in the nineteenth century, and that the area around the village may have been conducive to black residence."³⁹ The wooded grove where the event was held, and booths where produce was sold, are still extant. The church cornerstone notes that the church was organized in 1827. The program printed in 1977 in honor of the congregation's one-hundred-fiftieth anniversary records that the first group was organized about a mile south of the present location. The lot on Frenchtown Road was purchased in 1836. One of the oldest stones in the cemetery next to the church dates to 1850. "St. Thomas Aff. Ch." appears on Beers' Atlas of the State of Delaware of 1868. Both the St. Daniel Church and the St. Thomas Church grave sites have a large number of markers from the early twentieth century.

Records kept by the Delaware Association for the Moral Improvement of Colored People indicate that one of the earlier schools in Pencader Hundred was associated with the St. Thomas Church and supported by the Delaware Association. Minutes from 1877-78 taken by the actuary for the Association, Henry C. Conrad, record this history:

Although a school was open at St. Thomas' Church (near Glasgow), for four months, it failed to prosper, notwithstanding that it was under the management of one of our best teachers, Mrs. Sarah F. Trusty. This school was formed by a union of the Cooch's Bridge and Bethsaida [sic] schools of a year ago, and was situated at a central point for a large colored population. Being the only school in Pencader Hundred it should have been large and prosperous, but selfish interests on the part of some, with a disposition on the part of others to be very contrary, led to the closing of the school at a time when it should have been doing the most good. It is hoped that the coming year will show such harmony and good will on the part of the

³⁷Ibid., 66.

³⁸Ibid., 68.

³⁹Ibid., 69.

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people as will tend to make this one of our strongest and best schools.⁴⁰

The following year, 1878-79, St. Thomas School was apparently not opened and a school at Iron Hill was documented in the actuary's report. At least by the late 1870s, therefore, there was a school at Iron Hill. During this year, 1878-79, the school at Iron Hill was only open for three and one-half months and only seventeen pupils were in attendance. According to the report:

The schools in Pencader Hundred, Bethsaida [sic] and Iron Hill, show a very small enrollment, considering the large colored population. Last year there was but one school, but the attendance then was very small, -- so that I am convinced that what is needed is a more live and active interest upon the part of the people, as there are enough children in the neighborhood to make two good sized schools. Taken altogether there was less interest shown in the cause in this County than in either of the others. Another year I hope will show increased interest.⁴¹

The land where the school was located was owned by the Whitaker Iron Company beginning in the mid-nineteenth century. Several tracts of land in this area were purchased by Joseph and George P. Whitaker. The brothers were in partnership as Joseph and George P. Whitaker and in partnership with others as Joseph Whitaker and Company, with properties in New Jersey, Pennsylvania, Delaware, and Maryland. In 1861 they divided their holdings, with George taking the real and personal estate in Maryland and Delaware (Deed N7/228). Late in 1867 his company was chartered as the George P. Whitaker Company (Deed G11/12). This company was dissolved in 1892, when the Whitaker Iron Company was incorporated in Wheeling, West Virginia (Deed N16/135). The ore at Iron Hill was supposed to have been mined by immigrants as well as by African Americans, and was sent to a furnace out of state for processing.⁴² It is not known whether the school received any support from this industry, although a school account book from the early twentieth century indicates that at that time no support was given by the iron company.

The sporadic schooling in this area is documented in the actuary's report for the next school year, 1879-80, which did not fulfill the actuary's hopes for increased interest:

Owing to the failure of the people to make the necessary exertion, schools were not opened at Newark, St. Georges, Iron Hill, Christiana, and Delaware City. Every one of these points could have had a good school if the parents of the children had made a reasonable effort. . . . Iron Hill and Christiana have heretofore had

⁴⁰Report of the Actuary Henry C. Conrad for the Association for the Moral Improvement and Education of the Colored People, 1877-78, Historical Society of Delaware, Wilmington, Delaware.

⁴¹Ibid., 1878-79.

⁴²James Richardson Owen and James Bishop Owen, A History of the Iron Hill Area, Newark, Delaware (Newark, Delaware: Greater Newark Chamber of Commerce, 1973), 5.

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small schools and there seems to be no good reason why none were opened last year.⁴³

These entries in the minutes of the Delaware Association for the Moral Improvement of Colored People are the earliest known records of a school in the Iron Hill vicinity. This was the period of the first state appropriation in 1875 to African-American schools through taxes on resident black males. Presumably, the school was built by the local community and the children were from families who worked in the area.⁴⁴ This period in the history of the Iron Hill School was probably in keeping with the characterization by Pauline A. Young of the black schools after the 1875 legislation:

The 1875 law proved a hardship to the impoverished Negroes, whose taxable holdings were far too small to provide enough revenue for Negro schools. The result was an aggregation of ill-kept shacks in the rural districts, taught by poorly paid, hence poorly equipped and very distraught teachers, who, each year had to eke out the scanty school funds by rallies, entertainments, and other money-raising devices.⁴⁵

A surviving account book for the Iron Hill School documents the period in the school history from the late nineteenth century until the construction of the new building, with records covering a twenty-year period from 1898 to 1918.⁴⁶ During this period the school was supported by state appropriations, taxes on resident black males, tuition collected from parents of students in the Iron Hill School, some funds from the school trustees, and revenue from local fund raising, such as corn husking one year. These surviving records suggest an organized educational experience was occurring, with class activities and occasionally new books, shortly before the new school was built. However, the sporadic pattern of schooling continued: there was no school held for a year because of a lack of attendance. During the 1918-1919 school year, none of the schools in Pencader Hundred was open (Iron Hill 112, Williamsville 113, and Bethesda 114).⁴⁷

The account book documents the sources of the school funds: state appropriations, fund-raising, taxes, and money from the trustees. There is mention during the year 1904 of a new schoolhouse. In January 1904, the school clerk recorded a payment on the interest on the "old schoolhouse," and a payment of the balance on the "new schoolhouse." No other information is provided about the new building. There is no evidence that money was ever received from the Whitaker Iron Company. In fact,

⁴³Report of the Actuary Henry C. Conrad for the Association for the Moral Improvement and Education of the Colored People, 1879-80, Historical Society of Delaware, Wilmington, Delaware.

⁴⁴Owen and Owen, 5.

⁴⁵Young, 587.

⁴⁶Iron Hill School District No. 112, Account Book, Department of Public Instruction, State of Delaware, RG 8005, Box 3236, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁴⁷"Schools in Delaware Closed the Past Year Because of Lack of Teachers," May 23, 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-21, Hagley Museum and Library, Wilmington, Delaware.

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there are two entries recording payments to Whitaker by the school commissioners. In March 1903 an entry read, "paid Mr. Whitaker for half acre ground under condemnation proceedings by order of Levy Court." Later in that year, in August of 1903, Abijah James, Jr., the school clerk, and Charles Rider, one of the school commissioners, went to Principio, Maryland, to meet with Whitaker. It is recorded that they got stone from Whitaker and paid him for it. (In 1904, the three Iron Hill School commissioners were Charles Rider of Newark, William Deputy of Cooch's Bridge, and Abijah James, Jr., who was the Clerk.⁴⁸) In January of 1904, Abijah James, Jr. met with A. R. Spaid, the Commissioner of Education, The subject of their meeting is not noted.

Other than these brief entries about the possible construction of a new school at the beginning of the century, the account book records modest expenditures. The account book records expenses and purchases ranging from routine maintenance to repairs, equipment, fundraising events, and occasionally entertainment. The regular payments included coal, insurance, teacher's salary, approximately yearly cleaning of the school, occasional whitewashing, and yard mowing in the fall. Repairs included fairly frequent purchases of "winder glass," the construction of a coal house, and the purchase of a Waterbury Heating and Ventilation system in 1918. Equipment purchases included chalk, erasers, a bell, brooms, ink bottles, a blackboard, a clock, a map, a cup and basin, a sash cord and pulley for the flag, and books, with specific mention in 1917 of Rice's Rational Speller, books one and two; Hamilton's Intermediate Arithmetic; Hamilton's School Arithmetic; and Davison's Human Body and Health, elementary and intermediate levels. Fundraising activities included corn-husking one year. The entertainment on which money was spent was often not specified; although one year it was noted that it was for Christmas entertainment, and another year there was a note about five gallons of ice cream.⁴⁹

In 1901 the building was described as measuring 14 by 16 feet and was valued at \$200. There were thirty-one pupils, with a capacity to seat thirty-five. There were three outhouses on the school grounds. The grounds were not owned by the district. Two maps, charts, and seven modern desks were all the equipment the school was reported as possessing. The building was reported as owned by the school district.⁵⁰ In 1910, there were thirty-two pupils, twenty-four second-hand desks in use, and thirty-square feet of blackboard space, with three maps and charts, and two outhouses. The building was still described as 14 by 16 feet, although the capacity was recorded as fifty, and the value was \$600.⁵¹

The du Pont Building Program and the Iron Hill School

The first deed to the present Iron Hill School was recorded on February 15, 1924 (Deed K32/216). The land was conveyed to the State Board of Education by the Whitaker Iron Company, of West Virginia, and the deed was signed by Albert C. Whitaker, President of the Company, and George

⁴⁸Program from the Thirtieth Annual New Castle County Teachers' Institute, 1904, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware. Grave markers for several members of the James family are located in the St. Daniel Church Cemetery on Whitaker Road (N-4033).

⁴⁹Iron Hill School District No. 112, Account Book.

⁵⁰Biennial Report of the State Board of Education of Delaware, (Dover, DE: State of Delaware, 1901).

⁵¹Report of the State Board of Education, State of Delaware (Dover, DE: State of Delaware, 1910).

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P. Whitaker, Secretary. The deed was a product of much behind-the-scenes activity and a record of the official presentation of a du Pont school to an established African-American community.

The process of rebuilding the black schools in Delaware began with site selection. By 1920, a survey of the place of residence of every black child in Delaware had been made, and this information was on hand when determining the sites for the black schools. It was found that many of the existing schools were far from the black population, because of population shifts.⁵² An engineer was sent by the Delaware School Auxiliary Association to locate a school site and to submit a topographical survey and recommendation to the State. Once determined, the sites for black schools were acquired by the Delaware School Auxiliary Association in the name of a trustee. (Apparently at Iron Hill, this step was not taken since the school was conveyed from the Whitaker Iron Company to the State Board of Education.) The Association's architect, James Betelle, was sent a print of the topographical survey and provided with information on the number of pupils and rooms required. With this information, he selected the school type from the several model plans he had made for Delaware, and he suggested the school's orientation on the site. His plans were then to be approved by the County or District Board and by the State. The Du Pont Engineering Company or another firm then constructed the schools. The property was ultimately turned over to the County or District.⁵³

Du Pont papers and papers in the Department of Public Instruction document the process that was followed at Iron Hill in the acquisition of the site, construction, and maintenance of the building. One of the first steps in the process was the survey of existing black schools and evaluation of their condition. Out of 1000 possible points for the school building, black rural schools in Delaware had received a median score of 200.⁵⁴ The existing Iron Hill School received 285 points, even higher than the median score of 275 for white rural schools, probably because of its slightly larger than normal site and its acceptable Waterbury heater, but still far below par.⁵⁵ The earlier Iron Hill School, whose foundation is still located southwest of the current building in a wooded area near Old Baltimore Pike, was a rectangular, frame building, described by the surveyors as "old and in poor condition," with only seats and desks for school equipment.⁵⁶ In one of the early reports of the Columbia group, it was proposed that the Iron Hill School Number 112 be closed and that the students attend the Newark School for Grades One through Six and Seven through Eight.⁵⁷ This idea was squelched as it became more and more apparent that consolidation was not a viable option.

Apparently in this area of the County, new school sites were secured toward the end of the rebuilding program. In a list of school sites yet to be secured, dated October of 1922, it was noted that the association was in the process of obtaining the Iron Hill site: "the State Board have promised to

⁵²"The Educational Situation in Delaware," 5.

⁵³Taggart, 133.

⁵⁴Ibid., 126.

⁵⁵"Descriptions of Schools for Colored Children in New Castle County," Series D, Notebook 2, Delaware School Auxiliary Association Papers, Accession 1123, Hagley Museum and Library, Wilmington, Delaware.

⁵⁶Ibid.

⁵⁷Strayer, et al., *A Survey*, 50.

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condemn and Mr. Niels is looking after the work, so we will eventually secure this."⁵⁸ (John P. Niels was an attorney who worked for du Pont.) In 1920, this site had been selected, though not secured. The delay may have been due to the concerns of the owner, the Whitaker Iron Company. In 1920 it was reported that the site selected for the new Iron Hill School "is on property of Whitaker Iron Co., who have asked for additional data before going further in the negotiations."⁵⁹ The site for the new school at Iron Hill, east of the existing school, was eventually surveyed. Drainage and lot size were noted, and this information was most likely transmitted to the architect, Betelle. The land was described as sloping upward from the public road, with the upper part being "too rolling for a playground." For this reason, the site survey suggested that the school be placed on the high ground, far from the road, with the playground laid out in front.⁶⁰ By January 1923, most of the new black schools had been constructed, except for the Iron Hill and New Castle schools, which were under construction, and schools in Townsend, St. Georges, and Bethesda/Williamsville, which had yet to be built.⁶¹ As reported by the Delaware School Auxiliary Association, the Townsend site had not yet been secured, because of perceived "local prejudices and legal difficulties"; the construction of the St. Georges School had to await the construction of the white school; and no site was yet available for the consolidation of the Bethesda and Williamsville schools.⁶² In regard to the site for the new Williamsville/Bethesda school, the Association reported, "the local negroes apparently do not care what happens and so far have not cooperated with us."⁶³ The reluctance of some of the white population to embrace the school rebuilding program, as analyzed by Taggart, whose argument is summarized earlier in this document, was also perceived at the time, as this quotation illustrates, to be existent in some African-American communities. This quotation is important for pointing out a drawback of the rebuilding program in Delaware, where the location and construction of the new schools was largely dictated to the local communities, with the intent to locate the new buildings near centers of population as well as in prominent positions in the community, as discussed below. The Bethesda School was eventually built and is still standing (N-13338).

The final construction cost for Iron Hill was approximately \$9000, slightly higher than the average

⁵⁸"List of Sites Yet Remaining to be Secured to Complete the School Building Program," October 13, 1922, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

⁵⁹"Colored School Sites," March 9, 1920, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-32, Hagley Museum and Library, Wilmington, Delaware.

⁶⁰"Site for Colored School at Iron Hill, New Castle County," Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-32, Hagley Museum and Library, Wilmington, Delaware.

⁶¹Notes from the Meeting of the Delaware School Auxiliary Association, January 11, 1923, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-19, Hagley Museum and Library, Wilmington, Delaware.

⁶²Ibid.

⁶³"List of Sites Yet Remaining to be Secured to Complete the School Building Program," October 13, 1922, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

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cost for building schools, which was \$5,000 to \$8,000 per room.⁶⁴ The new building had a capacity to seat forty, larger than the previous school on the property, which could seat thirty-five pupils. The dimensions of the new building were approximately 24 by 48 feet. The older school was 14 by 16 feet.

Later History of the Iron Hill School

The children of Iron Hill School are on record as having joined in the expression of appreciation to du Pont for his efforts. Letters written by students at the Iron Hill School survive in the du Pont papers. These letters were written during "P. S. du Pont Week," celebrated in several Delaware schools in the fall of 1926. The letters were transmitted by the teacher, Mrs. Nannie C. Goode, who wrote, "the children and their parents are loud in their praises of 'Mr. Du Pont'; and they are proud of their school building. I beg to be allowed to thank you too."⁶⁵ A first grader wrote that the children in his grade would pay Mr. du Pont back by being "good and smart."⁶⁶ A second grader thanked Mr. du Pont for the school and added that the children "hope you will never be sorry you gave it to us," and that they would like a visit from Mr. du Pont so they could see him.⁶⁷ A fourth grader responded to the gift of the school by writing, "we are going to pay you by being good in school and keeping our lovely school clean."⁶⁸ A sixth grader, who because of her age could have attended the old school, offered a response in keeping with Mr. du Pont's stated reasons for giving the gift of the school buildings. She wrote, "we all want to assure you that we are going to do our very best to make good men and women out of ourselves, for we love our State and want to do all we can for it."⁶⁹

An attendance award presented to the school documents a change in one of the problems that had plagued African-American education. A statewide campaign for better attendance was conducted during the 1925-1926 school year. Signs were posted in schools, on school property, and on the highways, and visits were made to homes. Banners given by the State Parent-Teacher Association were awarded to the schools that made the highest percentage of attendance each month. The Iron Hill School was a recipient of a banner that year.⁷⁰ This was an improvement over the attendance recorded in the Cooper and Cooper study published in 1923, where the Iron Hill School was ranked fourteenth out of eighteen black schools in New Castle County in terms of the percentage of days not attended when school was open. (The school was open for 179 days, and the average days attended was 109.⁷¹) The students at Iron Hill earned the award through perfect attendance.

⁶⁴"List of New Castle County Colored Schools, Cost, and Repairs," Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

⁶⁵Letters of Thanks, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-56, Hagley Museum and Library, Wilmington, Delaware.

⁶⁶Ibid.

⁶⁷Ibid.

⁶⁸Ibid.

⁶⁹Ibid.

⁷⁰Annual Report of the Department of Public Instruction (Dover, DE, 1925-26), 168.

⁷¹Cooper and Cooper, 63.

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The following table includes the available information on enrollment, attendance, school term, and teachers for the old and the new Iron Hill Schools. This information was compiled from the minutes of the Delaware Association for the Moral Improvement of Colored People and the annual reports of the Department of Public Instruction:

IRON HILL SCHOOL STATISTICS

School Year	Avg. # Enrolled	Avg. # Attend	School Term	Teacher
1878-79	17		3-1/2 Months	
1879-80			Not Opened	
1901	31		142 Days	Martie Henry
1904			148 Days	Julia F. Jones
1910	32		147 Days	Elsie L. Williams
1918-19			Not Opened	
1920-21	25		179	
1922-23	24	18		
1923-24	25	17		
1925-26	18	18		
1930-31	21	16		
1935-36	19	14		
1940-41	20	19		
1944-45	22	20		

No money was spent on the Iron Hill School building through 1926.⁷² The lack of maintenance at the Iron Hill School was typical of all of the newly-built black schools, and a point of contention between du Pont and the State Board of Education. Records from 1940 indicate that the Delaware School Auxiliary Association continued to work with the State to urge maintenance and repairs. Apparently in 1940 the Delaware School Auxiliary Association conducted a survey of needed repairs on schools. The State Superintendent, H. V. Holloway, wrote to principals and teachers notifying them that schools would

⁷²R. W. Cooper to Pierre S. du Pont, January 20, 1927, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

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be visited so that needed repairs could be surveyed. A letter was sent to Mrs. Meta S. Boddy, the teacher at the Iron Hill School.⁷³ A few months later, A. J. Taylor, an engineer for the Delaware School Auxiliary Association, sent a report on major repairs required on the State's schools to the Superintendent. Iron Hill was in need of painting, both on the exterior woodwork and the interior ceiling of the classroom.⁷⁴ The following year, there was some correspondence about the drinking water at Iron Hill in the Superintendent's files. The Iron Hill School at that time had no well of its own and there was not enough money to drill one. The Department of Public Instruction informed the Clerk of the Board of the Iron Hill School Trustees, Oliver Smith, that a small amount of money could be allotted to the school to buy water locally.⁷⁵ The school had been obtaining its water from a well on the property adjoining the school without cost. The water in that well had been found to be unsafe. The Department of Public Instruction offered to pay to recondition the well, if the school could continue to obtain its water from there without pay.⁷⁶

By the mid-1930s, a problem inherent in the one-room school system was observed. Student populations were ever-changing and shifting, resulting in some empty du Pont schools and others that were severely overcrowded. The State Superintendent of Public Instruction was compelled to close a few of the black schools. He attributed the problem to the economic situation of the black population. "The Negro rural population is much less static than the white population, most of them [the black population] being tenants, therefore moving from place to place."⁷⁷ While some schools, such as Odessa, Taylor's Bridge, and Green Spring, fell out of use, others, such as the school in Bellevue near Newport, were "very much overcrowded."⁷⁸ Holloway noted in a later correspondence that the empty schools could not even be used as community centers in many cases, because the black population had moved away.⁷⁹ In Pencader Hundred, the Williamsville School Number 113 had consolidated with Bethesda School Number

⁷³H. V. Holloway to Principals and Teachers of the Schools of the State, February 21, 1940, Department of Public Instruction, State of Delaware, RG 8005, Box 4319, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁷⁴A. J. Taylor, Jr. to H. V. Holloway, September 17, 1940, Department of Public Instruction, State of Delaware, RG 8005, Box 4319, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁷⁵Department of Public Instruction to Oliver Smith, October 6, 1941, Department of Public Instruction, State of Delaware, RG 8005, Box 4343, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁷⁶Department of Public Instruction to Elizabeth Taylor, September 17, 1941, Department of Public Instruction, State of Delaware, RG 8005, Box 4343, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁷⁷H. V. Holloway to Pierre S. du Pont, September 4, 1935, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

⁷⁸Ibid.

⁷⁹H. V. Holloway to Pierre S. du Pont, June 17, 1938, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

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114 in 1927. In 1935, the Bethesda School was known as Number 113. Bethesda School consolidated with the Iron Hill School on April 18, 1946, after which the Iron Hill School was the only grade school for African-American children in this area.⁸⁰

On May 17, 1954, the U. S. Supreme Court in *Brown versus the Board of Education* ended racial segregation. The integration process was slow in Delaware until February of 1965 when the State Board of Education adopted a resolution to end segregation totally in public schools. On February 9, 1965, the State Board of Education passed a resolution affirming the dissolution of certain black schools, including Iron Hill School, by September 1965. Three groups expressed interest in the building. The Cooch's Bridge Civic Association wanted to use and maintain the building, although it could not buy it.⁸¹ The St. Daniel's Church on nearby Whitaker Road also wanted to use the building and was informed that the school would be offered at Public Auction.⁸² The Newark Special School District Superintendent wrote to the State asking if it was no longer the practice for such unused buildings to become the property of the school district.⁸³ He was informed that the present plan was to place unused school buildings up for auction, or, "if a district wishes to continue the use of the building, to grant the district the privilege."⁸⁴ The building was ultimately conveyed to the Newark Special School District on August 26, 1965, after which time it was used by the Delaware Academy of Science as an exhibition space (Deed X75/461). On September 18, 1973, the Delaware Academy of Science, Inc., officially purchased the building (Deed 088/601). The deed contained a restrictive covenant and reverter that the property be used for educational purposes; that it not be sold, leased, or transferred without legislative approval; and that the present design of the exterior be retained in order to preserve the building's historic value.

Architecture

Underlying the education reform program was the idea expressed in a report on the current school situation in 1919 that "the best educational results can only be secured through adequate school

⁸⁰School Index Cards, Department of Public Instruction, State of Delaware, RG 8005, Box 3961, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁸¹Richard Koch to Richard P. Gousha, March 14, 1965, Department of Public Instruction, State of Delaware, RG 8005, Box 2861, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁸²Richard P. Gousha and R. L. Herbst to Maynard Earl, June 15, 1965, Department of Public Instruction, State of Delaware, RG 8005, Box 2861, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁸³Wilmer E. Shue to R. L. Herbst, June 15, 1965, Department of Public Instruction, State of Delaware, RG 8005, Box 2861, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

⁸⁴Richard P. Gousha and R. L. Herbst to Wilmer E. Shue, June 25, 1965, Department of Public Instruction, State of Delaware, RG 8005, Box 2861, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

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buildings."⁸⁵ Indeed, the form the new buildings should take was considered by P. S. du Pont as essential to the success of the rebuilding program for black and white schools. Pierre du Pont recognized that the design of school architecture required someone to be specially trained in this subject. He wrote that "it has, of course, been my wish to secure the best architect service possible for this important work," because "a school is a highly specialized type of building," and, therefore, "experimenting with an architect who is not familiar with the latest ideas on school administration, design and construction is likely to prove very costly. Such an architect moreover does not have an efficient office force to carry out the details necessary for prompt and satisfactory service."⁸⁶ Du Pont made certain that the new school building standards were based on practices in other States and more progressive communities. Ultimately, this was accomplished by hiring a nationally-known school architect. As noted by du Pont, "the details of school work are too important to entrust to even an architect competent in house construction."⁸⁷

Du Pont's ideal was to see the construction of new, consolidated school facilities across the country. In an undated article on the national educational system, evidently written at the beginning of the rebuilding campaign in Delaware when the consolidation idea was still alive in the State, du Pont described the type of school he did not want to see perpetuated. The article, entitled "The Little Red Schoolhouse Must Go," expresses du Pont's ideal for the new school facilities:

This is a young country; we must stay young. Every school building more than forty years of age, should be torn down. Let us eliminate by consolidation, the one-room schoolhouse in every part of the country. Let us give over 800,000 teachers a chance to specialize. Let us give our 20,000,000 school children, the same opportunity.⁸⁸

While the consolidation of the African-American schools did not occur in Delaware, for reasons discussed above, the du Pont funds did result in the replacement of all the existing schools. Even though the new buildings were to be one-room schoolhouses, Du Pont ensured that the highest national standards for school architecture were upheld.

Among the P. S. du Pont papers is information from other locales regarding school architecture. In a file on school rebuilding, there was a copy of an address on the "Ideal Rural School Building," presented to the Four State Country Life Conference held in Philadelphia in 1916. The address, dated February 9, 1916, was delivered by B. F. Willis, A.I.A., the former Pennsylvania State Architect who

⁸⁵ Report and Recommendations on Certain School Buildings in Delaware (Wilmington, Delaware: Service Citizens of Delaware, 1919), vii.

⁸⁶ Pierre S. du Pont to Board of Education, October 15, 1932, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Box 5, Hagley Museum and Library, Wilmington, Delaware.

⁸⁷ Pierre S. du Pont to the State Board of Education, February 7, 1931, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

⁸⁸ Pierre S. du Pont, "The Little Red Schoolhouse Must Go!" Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

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had designed model schoolhouses under Pennsylvania's new School Code. Willis was invited to speak on this topic by the Philadelphia Chapter of the American Institute of Architects. Willis briefly presented the history of modern schoolhouse design, which he credited to Edmund M. Wheelwright, the City Architect of Boston, who began designing improved schoolhouses in 1891. From his experiences in Pennsylvania Willis recommended the practice of creating a few types of one-, two-, three-, and four-room schools for use by the State Board. Ideally, local Boards would employ an architect to supply individual plans. Without the ability to control local Boards, it was best for the States to have standard plans. Pennsylvania employed three experts on schoolhouse construction.⁸⁹

The Delaware School Auxiliary Association engaged James Oscar Betelle to design the new schools.⁹⁰ A Delaware native, Betelle was also nationally-known as a designer of school architecture. Born in Wilmington and schooled in its public schools, Betelle went on to the School of Industrial Arts in Philadelphia, and then to train with an impressive group of architects: Cope & Stewardson; Cass Gilbert; and John Russell Pope, where Betelle was in charge of the drafting room. In 1910 Betelle and Ernest F. Guilbert formed a partnership. Guilbert died in 1916, but Betelle continued to use the firm's name throughout the years of his practice. The firm specialized in school architecture and practiced in Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, and Delaware.⁹¹ A lecturer on School Architecture at Columbia University, Betelle worked with the Strayer commission in the study of the reform of educational facilities.

As recommended in the information du Pont had gathered from other locales, Betelle's services were made available to local districts, but local districts were free to select their own architect. As explained by Pierre S. du Pont:

The Delaware Auxiliary Association have retained Mr. Betelle, of Guilbert and Betelle, Newark, New Jersey, conceded to be one of the leading architects in school matters. I understand that the arrangement will permit the Delaware School Auxiliary Association to lend the services of Mr. Betelle and his office to the various Boards of Education of Delaware in connection with the rebuilding of Delaware schools. This service will be free of charge to the Boards. This arrangement will not interfere with the retaining of other architects, however. The Delaware School Auxiliary Association will use Mr. Betelle for checking plans presented to them

⁸⁹B. F. Willis, A.I.A., Address to the Four State Country Life Conference at Philadelphia, February 9, 1916, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

⁹⁰See John P. Nields to Pierre S. du Pont, November 18, 1919, for discussion of agreement of November 17, 1919, between the Delaware School Auxiliary Association and James O. Betelle, for the architect's services in the matter of the erection of public schools. Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware. Information on James Oscar Betelle has been collected by Mary Jane Cameron of Connecticut, in the course of a search for Betelle's drawings for the Cos Cob School in Connecticut. Most of the information was collected from the American Institute of Architects Library in Washington, D.C. and the Newark Public Library, Newark, New Jersey.

⁹¹Biographical information was provided by Mary Jane Cameron from information collected from the library of the American Institute of Architects, Washington, D.C.

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and the Boards of Education will make their own arrangements concerning architects of their own choice.⁹²

At first, Betelle was instructed to take no shortcuts when designing the new schools. Betelle's original cost estimates included landscaping, playground equipment, and school equipment, including desks, window shades, a clock, and an organ. The original estimates for a one-room school were \$7,500 for a frame building and \$11,500 for brick.⁹³ When actual construction began, costs mounted, and it became necessary to find cost-saving measures in order to finish rebuilding the African-American schools. School plans were then standardized and special provisions for manual training and household arts rooms were omitted. Ultimately, the average cost for building schools was \$5,000 to \$8,000 per room, as opposed to the initial construction costs of \$16,000 per room, before cost-saving measures were implemented.⁹⁴ The first three buildings for African-American children were in Marshallton (Marshallton School 108C, N-13005), Hockessin (Hockessin School 107C, N-10200), and Christiana (Christiana School 111C, N-5258, which was listed in the National Register in 1979 as Public School Number 111C).⁹⁵ The school at Christiana cost \$19,000 to construct.⁹⁶

Early in the rebuilding campaign, Betelle had an article published in the *American Architect*, which was primarily an account of the history of the school building program in Delaware. In regard to the schools for black children, Betelle wrote, "there will be no difference in design or construction between the buildings for white children and the buildings for the colored children."⁹⁷ (The Iron Hill plan was in fact used at the time for both black and white schools in Delaware, as were other plans.) Betelle described the architecture of small, rural schools across the country as generally "unattractive and without elements of good taste or good architecture."⁹⁸ However, Betelle noted an improving situation, with increasing use of standardized plans. Betelle noted an improving situation in Delaware, where, he wrote, "it was desired . . . to make some advance in the design of the school buildings and at the same time keep down maintenance costs."⁹⁹

In the reports published by The Strayer commission, standards for school architecture were presented. These standards were based on the ideas and practice of Betelle and other school architects.

⁹²Pierre S. du Pont to R. L. Totten, November 7, 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-29, Hagley Museum and Library, Wilmington, Delaware.

⁹³"Cost Estimates for Rebuilding Schools, Prepared by Mr. Betelle, Architect of Newark, New Jersey," December 30, 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

⁹⁴Taggart, 133.

⁹⁵"The Educational Situation in Delaware," 5.

⁹⁶"List of New Castle County Colored Schools, Cost, and Repairs," Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

⁹⁷Betelle, "New School Buildings, State of Delaware, Part I," 757.

⁹⁸Ibid., 758.

⁹⁹Ibid.

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The commission emphasized that the Delaware rebuilding campaign was in keeping with national school rebuilding campaigns and standards. As stated in the preface to the study, "In undertaking a very thorough re-building program we are not doing anything unusual. Indeed, we are doing only what other States have been doing for some time past, or are engaged in doing at present."¹⁰⁰ Furthermore, they viewed the du Pont funds as capable of building schools in Delaware "equal to the best to be found in any part of the nation."¹⁰¹ The plans for the new schools were reviewed by outside agencies for their appropriateness. One reviewer called the plans "ideal," and "suited to wealthy communities demanding the best in schoolhouse architecture," which, the reviewer felt, was an "extravagant" plan for Delaware.¹⁰² Early in the rebuilding campaign it was hoped that the buildings would be neighborhood architectural showpieces. In 1919 one of the principles recommended to guide the expenditure of the du Pont funds was the location of the new African-American schools, not only for their accessibility but also for their prominence: "for these buildings will be . . . of such a character as to serve as an object lesson in building, decoration, and grounds, and much of their worth to the community as an object lesson will be lost if they are located at obscure points."¹⁰³

Typical of the writing on architecture in the early twentieth century, the discussions about the new school architecture in the Strayer reports emphasized the concern for a healthful environment. This included aspects of ventilation, lighting, and sanitation. In a national study of school architecture published in 1921, the writers recommended close attention be paid to sanitation, heating, and ventilating when elementary and intermediate schools were planned.¹⁰⁴ The concern for a healthful environment also extended to the school grounds, where children would be allowed to recreate. As part of "the modern conception of the function of public education," as described by the Strayer commission, opportunities for recreation should be provided, which included outfitting play areas with play apparatus.¹⁰⁵ In keeping with this theme, the recommended desk for the teacher was described as "a modern, sanitary, flat top desk."¹⁰⁶ In regard to sanitation concerns, a water supply, toilets, and fuel storage were to be located within the building. The buildings were to be located near an intersection and far enough from the road to avoid a noisy classroom. The commission also recommended a room where hot lunches could be

¹⁰⁰George D. Strayer, N. L. Engelhardt, and F. W. Hart, General Report on School Buildings and Grounds of Delaware (Wilmington, Delaware: Service Citizens of Delaware, 1919), preface.

¹⁰¹Ibid., 3.

¹⁰²G. E. Haak, Superintendent of Building and Supplies, School District of the City of Scranton, to Joseph Odell, Director, Service Citizens of Delaware, November 4, 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

¹⁰³General Education Board to the State Board of Education, Memorandum, December 31, 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

¹⁰⁴John J. Donovan, et al., School Architecture, Principles and Practices (New York: Macmillan Co., 1921), 23.

¹⁰⁵Strayer, Engelhardt, and Hart, 5.

¹⁰⁶Ibid., 19.

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prepared.¹⁰⁷ Wood or coal stoves were antiquated and more modern heating systems were recommended, preferably located outside the classroom.

The Strayer commission, working with Betelle, made some very specific recommendations regarding classroom size and design, which were in accord with national standards of this period: as noted above, the highest national standards were being sought for Delaware's schools. The recommended dimensions, based on per pupil standards, for a forty-pupil classroom were approximately 24 by 32 feet. In a national study of school architecture published in 1921, a room with forty seats should be 19-feet, 9-inches wide and 30-feet long, and five rows of seats were recommended.¹⁰⁸ The Strayer commission recommended that schools should have the light source coming from the pupils' left, and the front windows no less than seven feet from the front wall.¹⁰⁹ This was to avoid too much light at the front of the classroom. The unilateral lighting system was to be composed of banked windows inserted within a few inches of the ceiling. The building should be oriented so that light would not come directly from the north or the south. Natural lighting was considered in the national study of school architecture as the most important factor in classroom design.¹¹⁰ Betelle described unilateral lighting as "one of the accepted principles of school-house designing."¹¹¹ The Strayer commission recommended linoleum over concrete as the preferred material, with hardwood, closely joined, as the covering recommended second. In the national study, it was noted that linoleum over concrete was generally too costly, and wood was therefore recommended. Even in this relatively small detail it is evident that the highest national standards were being sought. The walls, according to the commission, should be a hard plaster. Each room should have a closet for storage of books and supplies. The blackboards should be hung at the front of the room and on the wall opposite the windows, and should be at varying heights in one-teacher schools, ranging from 24 to 36 inches above the floor. In the national study of school architecture, more specific recommendations were provided, based on grade levels being instructed.¹¹² Seats should be adjusted to children. It was also noted that there should be provision for hanging hats and coats. The national study on school architecture recommended the provision of picture moulding to hang drawings and pictures.¹¹³ There was also a concern at the time that students be taught practical skills; therefore, schools were to be outfitted with rooms for manual training and the household arts. This was an aspect of the school design that was omitted when it was realized that the schools were costing too much to construct.

The plan and materials to be employed in new schools were outlined in the American Architect article by Betelle. In Betelle's plan, the schools were to function as community centers as well as classrooms, and were therefore to be furnished with movable desks to allow for multiple uses of the room. At Iron Hill, Betelle's desire to make the classroom a multi-function space was not carried out because the desks were nailed to the floor. (Perhaps the desks were surplus or were re-used from the previous school on the site.) Betelle specified clapboards or brick veneer over frame structure as

¹⁰⁷Ibid., 8-9.

¹⁰⁸Donovan, et al., 255.

¹⁰⁹Report and Recommendations, 56.

¹¹⁰Donovan, et al., 263.

¹¹¹Betelle, "Architectural Styles as Applied to School Buildings," The American School Board Journal 58 (April 1919): 75.

¹¹²Donovan, et al., 271.

¹¹³Ibid.

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exterior cladding. At Iron Hill and several other of the one-room, African-American schools, the cladding was shingle. Photographs of the schools owned by the State taken in 1941 suggest that this material was predominantly used on African-American schools. Typically, school buildings in Delaware before the rebuilding campaign were wood frame.¹¹⁴ The roofs were to be shingle or slate. The roof of the Iron Hill School was originally cedar shingle. The several types of school designs were necessary because of the variety of locations, according to Betelle. The design was to include landscaping, walks, and drives. Betelle wrote that although national standards were upheld, overall the schools were designed specifically for the requirements of Delaware.¹¹⁵

In Delaware, and elsewhere, the literature on school architecture envisioned the new schools functioning as community centers in their neighborhoods. The Strayer commission recommended that the schools be designed to be used as community centers in the neighborhoods in which they were located, "a place where all citizens may gather as an inalienable right without regard to creed or party."¹¹⁶ The Cooper study on attendance had specifically noted the need for community centers in the African-American areas of settlement. The study concluded: "the chief remedy for the shortcomings of our colored schools seems to be the perfection of the single-teacher school as an instrument of education, and of the single-teacher school district as an area for organized community life."¹¹⁷ This was also one of the stated principles of the State Board of Education, when it set out in 1919 to rebuild the black schools. In a memorandum outlining the principles that should guide the expenditure of the du Pont funds, it was noted that although the schools were to be primarily education centers, the buildings were also to be social centers; therefore, "in their construction special consideration should be given to the use of these schoolhouses for community and public meetings."¹¹⁸ The promotion of these new buildings as community centers for the entire citizenry of Delaware was a selling point used by the Strayer commission to best present the new school program in what was perceived by the Strayer Commission to be a general atmosphere of reluctance in Delaware to the new school program. (This reluctance is discussed at length by Taggart and summarized above.)

Aesthetics were not forgotten. Indeed, the aesthetics, along with the siting, were important for enhancing the image of the schools as community centers. In regard to the current school buildings in Delaware, the Strayer commission was blunt: "in almost no case is there any evidence of any attempt to

¹¹⁴Strayer, Engelhardt, and Hart, 7.

¹¹⁵Betelle, "New School Buildings, State of Delaware, Part II." *American Architect* 117 (June 23, 1920): 788. In Pennsylvania, the ideal rural school was smaller, with a capacity of thirty pupils. Otherwise, it was similar to the schoolhouses described above. The buildings were to be "home-like" in size, with a width of 22 feet. The lighting was to be on the building's long side. Desks and chairs should be movable. The floors were to be concrete covered with cork linoleum. Separate cloakrooms for the boys and girls were to be connected with individual toilet facilities. See B. F. Willis, A.I.A., Address to the Country Life Conference at Philadelphia, February 9, 1916, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

¹¹⁶Report and Recommendations, vii.

¹¹⁷Ibid, 8-9.

¹¹⁸General Education Board to the State Board of Education, December 31, 1919, Memorandum, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

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make the school building attractive architecturally.¹¹⁹ In order for the building to fit into the neighborhood, the architectural model recommended by the Strayer commission was the best dwelling house in the community.¹²⁰ It should be noted that the commission specified the "best" and "dwelling house": the schools were to be familiar architecturally to students, to remind them of home, and to be like the best example of the domestic model. School design, as described in a national study on school architecture in this period, "should reflect the spirit, quietness, and refinement of a good home."¹²¹ In the area of Pencader Hundred around Iron Hill in the early twentieth century, the model for the dwelling house type seems to have been the one-story, gable-front residence. This also happened to be a very common type at that time, found across the country. The Iron Hill School essentially mirrors that housing type.

The gable-end, one-story, Iron Hill School type is also similar to the nationally popular form for portable schools in this period. Portable schools were sectional buildings, designed to be easily assembled with clearly marked sections and equipped with all materials necessary for construction. They were designed to be taken apart, moved, and reassembled without damaging the building. The portable schools were sold by companies such as the Armstrong Company, the American Portable House Company, and M. & M. Gold Bond Portable Schools. Their design was similar to the Iron Hill School, often with a gable-end entrance, frame construction, and the ubiquitous bank of windows popular at this period.¹²² The Iron Hill School design was therefore not only in character with the dwelling houses familiar to this community, but was also similar to the national standard for small, quickly-constructed schools in this period.

Betelle explained his reasoning behind school design. The exteriors were to "express the purpose for which the building is built," while "making a workable school and a building of good architectural quality."¹²³ The place in which the school was to be built was to be considered when determining the school design, hence, the local model. Betelle was not proposing to construct something radically different in the communities of Delaware. Instead, Betelle was proposing to build good examples of the familiar. He wrote that style should also be carefully considered, so that the building would become a model of good taste "not only in its educational program, but in the building as well."¹²⁴ A school should look like the kind of school it is, according to Betelle. He went on to explain this statement: a grade school should be very simple, and a high school a little more elaborate in design. Ultimately, his idea of architectural style was based on the idea that the building should express on its exterior the purpose for which the building is used: a grade school should be simple in design. By being well-proportioned and well-built, the school would be a good architectural model in the community. He called this idea

¹¹⁹Strayer, Engelhardt, and Hart, 7.

¹²⁰Ibid., 7.

¹²¹Donovan, et al., 27.

¹²²An example of a still-standing portable school in New Castle County is 1815 Newport Road (N-13104), built to accommodate the overflow of pupils from the Marshallton School No. 77 next door, at 1819 Newport Road (N-13103). The building at 1815 Newport Road was historically referred to as a portable school, but it is unknown whether it was a sectional building. See advertisements in the School Board Journal for examples of portable schools and names of companies marketing them.

¹²³Betelle, "New School Buildings, State of Delaware, Part II," 788.

¹²⁴Betelle, "Architectural Styles," 25-26.

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"truthful expression," and wrote that it is "just as desirable in architecture as it is in all other things in life."¹²⁵

In regard to the form the new buildings should take, the Delaware study recommended that the new buildings were to be "symmetrical and pleasing to the eye," without costly or excessive ornamentation.¹²⁶ This idea is based on Betelle's writings. Betelle was a believer in the ability of the proportions to express a particular architectural style, or lack thereof. In an encyclopedic consideration of the organization of America's schools and school architecture published in 1921, Guilbert and Betelle were listed among those who had forged the current approach to school architecture, along with Wheelwright, Ittner, Snyder, Perkins, Hussander, and Packard. That approach was based on the idea that buildings should have good form and proportion, without ornamental embellishments that served no purpose.¹²⁷ Betelle wrote:

All of the different styles have a distinctive general outline in the mass of the building, the size, shape and spacing of window and door openings, etc., so that a building may be extremely simple, yet be a good expression of a definite architectural style.¹²⁸

Furthermore,

At the distance from which buildings are generally viewed, it is only its general outline and proportions, together with the spacing of the window and door openings that is noticeable, and style and general pleasing effect should be obtained by proper treatment of the large masses rather than piling on elaborate, costly, and useless ornament. In smaller buildings, visible roofs and cupolas are often used, to help give style and character to the structure. While this adds to the cost, it is not so great but that the added dignity and importance such elements produce, make it worth while.¹²⁹

In the sense that the Strayer commission desired that the new schools be on a par with the best dwelling houses in the community; the realization by du Pont of the role of architecture in the success or failure of the building campaign; and the Cooper study, in which it was recognized that poor school facilities were at least partially responsible for poor attendance, Delaware was up-to-date with the national thinking on school architecture. The national study on school architecture published in 1921 was premised on the ability of architecture to affect one's mental outlook:

How often has the boy of sound mind wished dire happenings to the school, which meant nothing more to him than a place of confinement and restriction! Much of this ill-will is traceable to the

¹²⁵Ibid., 76.

¹²⁶Report and Recommendations, 48.

¹²⁷Donovan, et al., 18.

¹²⁸Betelle, "Architectural Styles," 26.

¹²⁹Ibid., 75-76.

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forbidding impression of the school building, with its uninviting exterior and its dark and poorly ventilated corridors and rooms.¹³⁰

Change could be effected through "erecting simple, pleasing architectural buildings at the very beginning for the elementary schools."¹³¹ Furthermore:

the child should be the motive for the architecture of this grade of school buildings, and not some time-honored example of a great period of development in architecture. The composition should reflect the spirit, quietness, and refinement of a good home.¹³²

The Iron Hill classroom was designed and arranged in the recommended manner. While the overall plan is typical of a housing type popular in this area in this period, it was also designed with simple proportions and minimal trim considered to be appropriate for a grade school. The main classroom is somewhat larger than recommended for a capacity of forty pupils. The Iron Hill classroom is 23 by 38 feet, whereas the Strayer commission advised dimensions of 24 by 32 feet, and the national study called for classroom dimensions of approximately 20 by 30 feet. The most characteristic feature of school design in this period is present at Iron Hill--the unilateral lighting of the classroom through a range of windows. As recommended, the windows at Iron Hill are exactly seven feet from the front of the classroom and extend to the ceiling. The building was oriented so that the light would not come directly from the north or south (it comes from the west), and so that it would light the desks from the left. The need to orient the building in this manner precluded the construction of a side-gable schoolhouse on this site. The scars on the walls indicate that the blackboards were hung at the front of the classroom and on the wall opposite the windows. Although the seats and desks were attached to the floor in the old-fashioned way, the comfort of the child was considered in the fact that the seats could be adjusted. The finish of the room, as recommended, is plain, with plaster walls, wood floors, and simple trim, though a picture rail was included. The school design included the recommended amenities: separate boys' and girls' toilets; provisions for hanging hat and coats; a separate vestibule entrance; and a closet for supplies and books. Some aspects of the plan were not up-to-date, such as the heating system and the water supply.

Betelle designed a few main types or standard school plans, which were built throughout the State. The practice of standardization was not uncommon at this period as a means of keeping costs down. As recommended in the study of school architecture of 1921, "duplication of types at a particular period, and for the same grades of schools under similar conditions in the same community, is not at all unfavorable to the progress of school architecture."¹³³ However, the author cautioned that the original type should be carefully planned. Although not unfavorable, the author wondered how this duplication would be received in the community, "just how a community would appreciate ten or fifteen schools of the same general plan, and with practically the same exterior appearance, is problematical to the writer."¹³⁴ Ultimately, the types should be determined by local factors, such as orientation, topography, size of site,

¹³⁰Donovan, et al., 26.

¹³¹Ibid., 27.

¹³²Ibid.

¹³³Ibid., 28.

¹³⁴Ibid.

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enrollment, and social character of the neighborhood.¹³⁵ Betelle wrote that environment, local traditions, and climate determine what architectural style he chose.¹³⁶ As he expressed it, "good taste dictates that we should conform in dress and deportment with the habits of the community, and this applies to our buildings as well as to our general behavior."¹³⁷

The Iron Hill School is one of Betelle's standard plans for one-room schools: a rectangular, gable-end entrance plan with a Colonial-Revival portico. Although this plan was used at the time for both black and white schools in Delaware, it is considered here in relation to the distribution of only the African-American schools built on this model in Delaware. Betelle's school types for African-American children seem to have been fairly well distributed across the State. This can be seen by looking at the distribution of this type by County. In the vicinity of the Iron Hill School there were two other types built. The Christiana School is frame with weatherboard siding, a gambrel roof, and a side-gable entrance, and the Bethesda school is a brick, Colonial-Revival style building with a side-gable entrance. Elsewhere in New Castle County, the Iron Hill type is found in the African-American schools in St. Georges and Townsend. The gable-end building with Colonial-Revival portico was therefore geographically dispersed in New Castle County. The Townsend and St. Georges schools were further distinguished from the Iron Hill School by the use of the brick exterior wall veneer. In Kent County, the Iron Hill type, with shingle siding, could be seen at three schools: White Oak, Willow Grove, and Williamsville. There were at least four examples of the Iron Hill type in Sussex County, and all are shingled examples: Drawbridge Colored School, Rabbits Ferry Colored School, Friendship Colored School, and Warrick Colored School 203. The still-extant Drawbridge School (S-739) near Cool Spring in Sussex County is a well-preserved example of the Iron Hill type. Its high integrity offers a good model for comparison with the Iron Hill School. The Drawbridge School appears to be identical to the Iron Hill School on the exterior, except for the square columns on the front portico, which differ from the round columns at Iron Hill, and the side wing, which is shorter than the wing on the Iron Hill School. At the Drawbridge School, the side wing appears to be two-bays wide, whereas the side wing on the Iron Hill School is four-bays wide. The similarities extend to the presence at both schools of an iron boot scraper at the bottom of the steps leading to the front door.¹³⁸ Although weatherboard and brick were used on the African-American schools in Delaware, and wood-shingle siding was sometimes found on the white schools, the predominant siding material for all of Betelle's types of African-American schools seems to have been shingle.¹³⁹

¹³⁵Ibid., 29.

¹³⁶Betelle, "Architectural Styles," 26.

¹³⁷Ibid.

¹³⁸Alan D. Tabachnick, Amy B. Keller, and Kenneth J. Basalik, Location Level Historic Resources Survey, Sussex East West Corridor Study, Sussex County, Delaware, DelDOT Archaeological and Historical Series no. 97 (North Wales, PA: Cultural Heritage Research Services, Inc., 1992), 331-335.

¹³⁹These observations on building types and materials are based on a study of the photographs taken in 1941 for insurance purposes of state-owned school properties. Some of the African-American schools had closed by this date. If these buildings had been sold, they would not appear in the photographs. Some of the buildings were photographed from the side and rear, making it difficult to determine the exact building type. See Insurance Valuation Reports, Record Group 1312, Volume 2, Folder 4, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware.

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It appears that Betelle's standard plans for Delaware schools evolved during the course of his practice of designing schools in Delaware. For example, in a report on the acquisition of sites for the black schools, it was noted that "the two-room building plan for Stockley will probably be accepted as the standard for all the two-room buildings."¹⁴⁰ The report went on to note that five types of one-teacher schoolhouses had been drawn. Furthermore, the three-room to six-room schools were multiples of the one-room and the two-room buildings (the latter being the Stockley type), with exterior variations.¹⁴¹ Early in the discussions with Betelle about designing Delaware's new schools, it was noted that it was understood that Betelle's plan "for the Dover building shall be accepted as the standard consolidated high school building."¹⁴²

In 1930, after the rebuilding of the African-American schools was complete, du Pont described Betelle in this manner:

I hereby heartily recommend Mr. James O. Betelle of the firm of Guilbert and Betelle, Chamber of Commerce Building, Newark, New Jersey. Mr. Betelle, originally a Delawarean, has been responsible for the public school work of the State. I understand that he is considered at least second, if not first, in school design and school architecture. He is a genial man, easy to work with, and considerate of the needs and pocketbook of his clients.¹⁴³

Significance

The Iron Hill School Number 112C is significant locally because it served a local community. The school is a product of a statewide effort to address the educational needs of the African-American community. Although national standards were considered in regard to location and to the design of the building, ultimately the reform program was specific to Delaware's population, economic wherewithal, and existing architectural environment. Betelle wrote that although national standards were upheld, overall the schools were designed specifically for the requirements of the State of Delaware.¹⁴⁴ The type of building chosen for Iron Hill was built in the three Counties of the State. As it functioned day-to-day as the community grade school for the African-American children residing in the Iron Hill area, the property's significance is local.

¹⁴⁰"Sites Acquired for Colored Schools," Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

¹⁴¹Ibid.

¹⁴²Joseph H. Odell to Pierre S. du Pont, October 13, 1919, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-17, Hagley Museum and Library, Wilmington, Delaware.

¹⁴³Pierre S. du Pont to Lammot du Pont, October 30, 1930, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware.

¹⁴⁴Betelle, "New School Buildings, State of Delaware, Part II," 788.

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Known du Pont Schools for African-American Children Still Extant in New Castle County:¹⁴⁵

Bethesda School 114C, N-13338
Hockessin School 107C, N-10200
Iron Hill School 112C, N-13315
Marshallton School 108C, N-13005
Newark School, 110C
Public School Number 111C, (Christiana School) N-5258, NR Listed 1979
St. Georges School, 117C, N-5002.063
Townsend School, 125C, N-12129. (Tax Parcel 25-004.00-054)

Known du Pont Schools for White Children Still Extant in New Castle County:¹⁴⁶

Claymont (Not Surveyed. Tax Parcel 06-071.00-106)
Commodore McDonough, N-5002.018
Delaware City Public School, District No. 52, N-6333.232, NR Listed 1984
Newark (Not Surveyed. Tax Parcel 18-020.00-078)
Oak Grove, N-11735
Taylor's Bridge (Not Surveyed. Tax Parcel 15-004.00-007)

Known du Pont Schools for Black Children in the City of Wilmington:

Howard High School, N-1234, NR Listed 1985

¹⁴⁵The following black schools in New Castle County were included in the survey report produced in 1941 for insurance purposes: Marshallton; Newport; Middletown; Delaware City; St. Georges; Hockessin; Christiana; Townsend; Port Penn; Kirkwood; Ebenezer; Lee's Chapel; Mt. Pleasant; Summit Bridge; Bethesda; and Iron Hill. See Insurance Valuation Reports, Record Group 1312, Volume 2, Folder 4, Hall of Records, Division of Historical and Cultural Affairs, Department of State, Dover, Delaware. In addition, four schools had been closed by 1938 because of shifts in population: Odessa; Taylor's Bridge; Green Spring; and Matthew's Corner. See H. V. Holloway to P. S. du Pont, June 17, 1938, Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712, Hagley Museum and Library, Wilmington, Delaware. Lists of schools for African-American children can be also be located in the annual reports of the Department of Public Instruction. In 1919, at the beginning of the rebuilding campaign, the following school districts for black children existed in New Castle County: Penny Hill 104; Newport 106; Hockessin 107; Marshallton 108; New Castle 109; Newark 110; Christiana 111; Iron Hill 112; Williamsville 113; Bethesda 114; Kirkwood 115; Summit Bridge 116; St. Georges 117; Delaware City 118; Mt. Pleasant 119; Middletown 120; Odessa 121; Port Penn 122; Congo Town 123; Pine Tree 124; Townsend 125; Ebenezer 126; Taylor's Bridge 127; and Green Spring 128. See File "Schools--Statistics, 1919," Pierre S. du Pont Papers, Longwood Manuscripts, Group 10, Series A, File 712-21, Hagley Museum and Library, Wilmington, Delaware.

¹⁴⁶By May of 1926, the following white schools in New Castle County had been built with the assistance of du Pont money: A. I. du Pont addition; Arden; Claymont; Commodore McDonough; Newark; Oak Grove; and Taylor's Bridge. See Taggart, note 34, 209.

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Geographical Data

VERBAL BOUNDARY DESCRIPTION

The nominated boundary for the Iron Hill School is the boundary line around the legal parcel on which the building is located. On Old Baltimore Pike, the boundary line lies on the existing right-of-way line. The nominated boundary is outlined in a bold, black line on the accompanying map, "New Castle County Property Tax Map, Revised 8/16/93." A detail of the boundary at Old Baltimore Pike is shown on the accompanying map, "Detail of Nominated Boundary at Old Baltimore Pike." This map is a copy of Sheet 25 of the Delaware Department of Transportation's Contract #90-061-11.

BOUNDARY JUSTIFICATION

The legal parcel was chosen as the nominated boundary because the parcel is the same land that was granted to the State Board of Education on 2/15/24 (Deed K32/216) and continued to be owned by the school district until 9/18/73 (Deed 088-601). Currently, the Delaware Department of Transportation is widening Old Baltimore Pike in front of the school. (No federal money is involved in this project.) In order to create shoulders, drainage facilities, and a turning lane and new entrance to the museum, it is necessary to use much of the land outside of the right-of-way line, which will include removing the existing sidewalk up to the right-of-way line. Including the remaining land outside of the right-of-way line within the boundaries would not significantly affect the historic landscape of the nominated resource, which is located far from the road. Therefore, the right-of-way line was chosen as the boundary line.

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number _____ Page _____

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 94001~~388~~⁰³² Date Listed: 8/8/95

Iron Hill School No. 112C New Castle DE
Property Name: County: State:

Multiple Name _____

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

Patrick Andrews
Signature of the Keeper

1/26/96
Date of Action

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Amended Items in Nomination:

This SLR corrects a technical omission. The DE SHPO requests that an additional Area of Significance, "Ethnic Heritage-Black," be added; it was inadvertently omitted from the form. The nomination is officially amended to add the additional Area of Significance.

DISTRIBUTION:

- National Register property file
- Nominating Authority (without nomination attachment)