

MID-ATLANTIC HISTORIC BUILDINGS AND LANDSCAPES SURVEY



Drawbridge School 197-C (Sussex County), 1923 (Hagley Digital Archives, Delaware School Auxiliary Association photographs)

The DuPont “Colored” Schools, 1920-1931:

An Architectural Survey Report



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The DuPont “Colored” Schools, 1920-1931:
An Architectural Survey Report

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Abstract

In June 2020, the Center for Historic Architecture and Design (CHAD) at the University of Delaware partnered with the Delaware State Historic Preservation Office (SHPO) to conduct a project designed to locate and record all of the schools throughout the state built for minority students during the 1920s through 1931 and funded by education reformist and philanthropist Pierre S. du Pont. This project includes a windshield survey of both extant school buildings and known sites of non-extant school buildings, for a total of 84 properties.

After preliminary research to locate the school buildings or former sites, CHAD staff completed windshield surveys in November and December 2020 across Kent, New Castle, and Sussex Counties. Locations varied from rural communities to larger towns and cities. As a result of this project, 22 sites were newly determined that had not been previously surveyed. Additionally, survey information was updated for 62 properties that were previously surveyed and assigned cultural resource survey (CRS) numbers. Architectural descriptions and evaluations were completed for 47 properties, which includes all of the extant school buildings that were known at the time of survey. One school, White Oak (Kent County), which was thought to be demolished, was located after the time of survey. Brief descriptions are provided for the 37 properties for which the school sites are known but the school buildings are non-extant.¹ Six school sites were unable to be located.

Cultural resource survey forms were prepared for all 84 of the properties surveyed. This information can be found at the Delaware State Historic Preservation Office's online Cultural and Historical Resources Information System (<https://chris-users.delaware.gov/#/>). All other information produced can be found at the University of Delaware's Center for Historic Architecture and Design.

¹ The original site of White Oak (Kent County) is included in the brief descriptions. Though the building is extant, it had been moved and its location unknown at the time of survey.



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Introduction

In November and December 2000, staff from the Center for Historic Architecture and Design (CHAD) at the University of Delaware conducted a statewide survey of the former DuPont schools built in the 1920s for minority students and which are associated with Progressive Era educational reform. Industrialist and philanthropist Pierre S. du Pont funded the campaign to rebuild schools throughout Delaware, executed through the Service Citizens of Delaware organization and its associated Delaware School Auxiliary Association (DSAA).

The project team consisted of CHAD staff who meet and exceed the Secretary of the Interior's professional qualification standards (36 CFR 61). Catherine Morrissey, Associate Director, served as the Principal Investigator. Architectural Historians Kevin Barni, James Kelleher, Andrey Mihalow, and Kimberley Showell conducted the fieldwork portion of the project. Architectural Historian and Graduate Research Assistant Mary Fesak drafted the narrative descriptions of the surveyed properties contained in this report. Undergraduate Researcher Nicolas Aguilera transcribed the survey forms. Windshield surveys were completed on November 19 and December 3 and 4, 2020. Survey locations are scattered throughout Kent, New Castle, and Sussex Counties, with former school buildings and school sites located in rural communities as well as larger towns and cities.

With funding through a grant from the Delaware State Historic Preservation Office (SHPO), this survey project was proposed, selected, and conducted in support of the Delaware State Historic Preservation Plan 2018-2022, in an effort to update and include in the state inventory more resources relating to under-represented communities and histories. The first stated goal of the plan is to strengthen and expand Delaware's core federal/state historic preservation plan through a number of strategies and actions. Particularly relevant to this project, one strategy and associated action to achieve this goal is to address gaps and biases in the state's inventory of historic properties by prioritizing cultural resource survey and National Register of Historic Places nominations to address under-represented communities or property types.² In completing this survey of DuPont schools built for minority students during the early-twentieth century, this project helps identify and expand information for sites relating to under-represented communities and histories.

² "Partners in Preservation: Planning for the Future" (Delaware's Historic Preservation Plan 2018-2022), Delaware Division of Historical and Cultural Affairs (Dover, Delaware), 2018, 68-69.

Research Design

Objectives

A comprehensive survey of all of the minority DuPont schools had not been previously completed and what survey data did exist was largely out of date. Unknown to the State Historic Preservation Office was how many schools presently survive on the landscape, where each was located, and current conditions, as well as the original sites for many of the non-extant schools. As such, there were several goals for this survey project: to locate all minority DuPont schools or sites of former schools; to document these properties on appropriate CRS forms; and to provide architectural descriptions and preliminary evaluations for potential listing of these resources to the National Register of Historic Places.

Method

Prior to initiating field survey, CHAD staff first conducted background research about the minority DuPont schools to establish a total number of schools built and their locations. A variety of primary and secondary resources were utilized including Delaware School Auxiliary Association photographs and documents, Service Citizens of Delaware publications, as well as Pierre S. du Pont papers, held by Hagley Museum and Library; digitized historic maps of Delaware, including Sanborn Fire Insurance Maps, via the Delaware Public Archives and Library of Congress; aerial photographs through the Delaware Cultural and Historical Resources Information System (CHRIS); period newspaper articles archived through Newspapers.com; and related National Register of Historic Places nominations and historical contexts prepared for the State Historic Preservation Office, including *African American Education Statewide in Delaware, 1770-1940+/-* (1995) and *African American Settlement Patterns on the Upper Peninsula Zone of Delaware, 1730-1940+/-* (1995), both written by Dr. Bradley Skelcher. Due to the Covid-19 pandemic and restrictions in place, staff was unable to conduct research activities in person but was able to utilize digital archives and research materials available online. Staff also requested and received information held at the Delaware State University archives relating to student research (c. 2012) for several of the minority DuPont schools.

After conducting initial research to identify all of the minority DuPont schools built throughout the state and their locations, CHAD staff conducted windshield surveys in Kent, New Castle, and Sussex Counties on November 19 and December 3 and 4, 2020. Due to the fact that most sites are private property, and as some

sites still maintain operating schools, windshield surveys were determined to be the most appropriate survey technique, as efforts to alert owners and attempt to acquire permission to access each property would be prohibitive. In the case of encountering property owners or residents, staff planned to carry letters prepared by the SHPO with information regarding the survey project.

Goals during the windshield survey of these properties were to document, photograph, and evaluate the present condition of each. Working in teams of two, CHAD staff photographed the buildings on the parcels associated with an extant or non-extant DuPont school building, including any outbuildings, and captured all of the elevations of major buildings, except in scenarios when access was not possible. As noted, due to the fact that the properties are private, access would be inherently limited to what is visible from right of ways, unless in the event that a private owner provides permission on site. Sites occupied by churches, community centers, or for other non-residential purposes would be accessed at the discretion of the field teams.

Following data collection in the field, professional staff and graduate and undergraduate students processed the collected data and images at the Center for Historic Architecture and Design at the University of Delaware, as well as remotely as a result of the Covid-19 pandemic and university restrictions that prohibited most staff from working on campus. CHAD staff used photographs and field survey data to complete a full set of new CRS forms (including forms 1, 2, 3, 9, 10, 12, and 13). After the draft CRS forms were completed, the documents for each property were uploaded and submitted to the State Historic Preservation Office's online mapping database, the Cultural and Historical Resources Information System, in January 2021.³ After each resource was mapped and plotted in CHRIS, drafts of CRS forms 1, 2, 3, 9, 10, 12, and 13 were attached to the established geographic points. SHPO staff will review the forms and assign CRS numbers to those individual properties that are unassigned. CHAD staff will then remove the draft CRS forms, edit the full set of final forms with any new CRS numbers, and re-upload them to CHRIS.⁴

Expected Results

Based on preliminary background research, during windshield surveys, field staff teams expected to find approximately half of the DuPont schools built for minority students statewide to be extant. They anticipated

³ The Cultural and Historical Resources Information System can be accessed at <https://chris-users.delaware.gov/#/>.

⁴ At the time of this report, all forms have been uploaded to CHRIS but are pending approval by SHPO staff.

finding extant school buildings in a wide range of conditions and that they would commonly be repurposed as churches, community centers, and dwellings. It was also known that some were still in use as schools or other educational facilities. Additionally, it was expected that some sites would be partially or fully inaccessible as private property and that, for some sites, certain elevations might be out of visual range from the right of way. As a result of windshield surveys, staff would be able to make determinations of eligibility for National Register-listing for each property.

Historic Background and Context

Pre-Twentieth Century Education in Delaware

During the early years of statehood, few educational opportunities existed for children in Delaware due to a lack of public support. With the state legislature's passage of "An Act of Free Schools" in 1829, the foundation of a public education system was established with locally controlled and locally funded schools. However, public schools were created for white children only, despite taxes levied on free Blacks. In 1837, Methodist Episcopal Reverend William Yates, denounced this "taxation without representation," writing:

...the colored people being charged \$200 a [marriage] license in common with the whites. The avails passed to the credit of the school fund. Yet the fund by law is apportioned...according to the number of white population. White children have benefit of it; colored children are shut out. Prior...to the passage of the free school law,...it was not uncommon for colored children...to be admitted to the ordinary schools of the state. But since the passage of that law, which gave a legal sanction to the exclusion of the colored children, the appearance of one of them in a school of white children is an unusual phenomenon.⁵

Prior to the Civil War, religious organizations offered what few educational opportunities there were in the state for Black children.⁶ As Quakers increasingly aligned themselves with the abolition of slavery during the later part of the eighteenth century, they grew concerned about the "spiritual and temporal matters" of freedmen, chief among them being education, and began offering some educational instruction.⁷ In the early-nineteenth century, the Methodist Episcopal Church also began providing educational instruction for Black children, and Black Methodists in particular created schools within their individual congregations for their members.⁸ Some of these congregations received funding from the Freedmen's Aid Society of the M.E. Church.⁹ At the close of the Civil War, there were just seven schools for Black students in the state.¹⁰

⁵ Bradley Skelcher, *African American Settlement Patterns on the Upper Peninsula Zone of Delaware, 1730-1940+/-*, 96.

⁶ Bradley Skelcher, *African American Education Statewide in Delaware: 1770-1940+/-*, Delaware State University (Dover, Delaware), 1995, 19.

⁷ Skelcher, *African American Education Statewide in Delaware*, 21-23.

⁸ Skelcher, *African American Education Statewide in Delaware*, 21, 27.

⁹ Skelcher, *African American Education Statewide in Delaware*, 30.

¹⁰ Skelcher, *African American Education Statewide in Delaware*, 30.

In December 1866, Methodist and Quaker leaders met in Wilmington to hold a conference on the advancement of African American education in Delaware, leading to the formation of the Delaware Association for the Moral Improvement and Education of Colored People.¹¹ Through private donations and fundraising in the Black community and with funding from the newly established Freedmen’s Bureau, the Delaware Association organized schools statewide for Black children.¹² In 1881, the Delaware legislature passed an act for state support of Black schools, as a result of pressure from the Black community, with an act following in 1887 to provide a general tax specifically for education. However, financial support was not equitable between white and minority schools as a result of racial discrimination in how tax monies were apportioned and due to the fact that most Black families did not own their own property, or when they did, tax assessors did not always collect taxes.¹³ Instead of Black schools receiving overall equal public funding to white schools, the majority of funding derived from the local tax base, which in Black communities meant the taxation of a population “whose disadvantaged economic status insured that the schools would be destitute.”¹⁴



Figure 1. White Oak Colored School (Kent County) prior to DuPont schools rebuilding campaign, c. 1920

(Hagley Digital Archives, Delaware School Auxiliary Association photographs)

¹¹ Skelcher, *African American Education Statewide in Delaware*, 32; Christine Tate, “Mt. Olive School,” National Register of Historic Places Nomination Form, Determination of Eligibility Report for Delaware Department of Transportation (A.D. Marble & Co., Conshohocken, Pennsylvania), March 2005, Section 8.

¹² Skelcher, *African American Education Statewide in Delaware*, 36; Tate, Section 8.

¹³ Skelcher, *African American Settlement Patterns*, 121.

¹⁴ Tate, Section 8.

Nevertheless, through a combination of community efforts, the Delaware Association's work, and support from local churches, access to education increased through the end of the nineteenth century, with more than 80 Black schools established.¹⁵ With the ratification of a new state constitution in 1897, racial segregation in Delaware was codified through comprehensive Jim Crow laws. Though the constitution did reaffirm state funding for Black schools, it also legally instituted the "separate but equal" doctrine upheld with the 1896 U.S. Supreme Court decision in *Plessy v. Ferguson*. However, educational opportunities for Black children remained anything but equal.

Progressive School Reform in the Early-Twentieth Century

Delaware's educational system underwent many changes during the early-twentieth century, which were part of a much broader, national period of education reform influenced by the Progressive Movement, World War I, mass immigration, and modernization in architectural design. The larger Progressive Movement, spanning from the early 1890s to the 1920s, represented a broad agenda of social reforms. Progressive reformers sought to ease poverty, end political corruption, and transform people into patriotic, middle-class American citizens. Though ambitious in their desire to affect major changes in society, Progressives did not seek to upend the existing political and capitalist structures but instead advanced change through legislation. The real transformative work of Progressives, however, could be found in the daily activities of the settlement houses, churches, and school rooms in America.¹⁶

One of the primary concerns of Progressive reformers was the advancement of a mandatory and accessible free public school system, believing that compulsory education of children would promote middle-class values of hard work, achievement, and material success. As the United States shifted from an agrarian to industrial society, an educated and literate workforce was essential for the running of factories and offices. Additionally, as World War I wore on and immigrants from Eastern Europe poured into the United States, many social leaders also viewed education as a national security issue. As one historian noted, "there was a general belief in the country that immigrants possessed radical ideals that threatened the American way of life . . . [and] education was essential to stemming this threat."¹⁷ A nationwide effort was mounted to consolidate schools and

¹⁵ Skelcher, *African American Education Statewide in Delaware*; Tate, Section 8.

¹⁶ Michael McGerr, *A Fierce Discontent*, 2003, xiv-xv.

¹⁷ Bradley Skelcher, *African American Education in Delaware: A History through Photographs, 1865-1930* (Wilmington, DE: Delaware Heritage Press, 1999), 63.

establish uniformity in the length of school terms, improve facilities, increase attendance, and upgrade teacher education.¹⁸ As a result of this educational work by reformers, during the first third of the twentieth century, the United States leapt ahead of the rest of the world in educating its children—called by one study a “spectacular educational transformation.” While less than 10 percent of 18-year-olds possessed a high school diploma in 1910, by 1940, that number had climbed to more than 50 percent.¹⁹

Local Control and Rural Resistance to Change

Despite the national reform movement in education that had emerged by World War I, Delaware’s educational system and its school buildings remained mostly neglected. This delay in modernization was mostly the result of rural citizens, especially in the more southern counties, aggressively protecting decentralized, local control of schools—and a widespread desire that schools be as unobtrusive (and often as inexpensive) as possible.²⁰ Any attempts to reduce local control and to centralize and upgrade Delaware’s schools met with fierce opposition. As one historian noted, public schools in Delaware had been “tolerated” as “neighborhood extensions of the family,” but “rural residents demanded that public schools be operated on their terms.”²¹ Local control of education was thus highly protected in some areas, especially the agricultural regions of the state. One Delaware school reformer remembered during the 1930s:

Progressively speaking, the larger part of the state was asleep. The people lived in a little pocket of their own; they repeated what they fathers had done; they worshipped their own traditions. Provincialism was rampant. The more advanced spots in the country rushed on—toward organized power, machine age production, the annihilation of distance and its accompanying liberalization of all outlooks upon life. There were, of course, isolated exceptions; but Delaware as a whole sustained the leisurely pace of a previous generation.²²

The result of this culture, in the eyes of many Delaware leaders, was highly detrimental to the educational advancement of Delaware’s children—and Delaware’s future, more generally. The system of public schools was a hodgepodge of poorly-funded local school districts within each county. In the 1910s, there were well over

¹⁸ James West Davidson, William E. Gien, et.al, *Nation of Nations: A Narrative History of the American Republic* Volume II: Since 1865, 1994, 835-836.

¹⁹ Claudia Goldin and Lawrence F. Katz, “Why the United States Led in Education: Lessons from Secondary School Expansion, 1910 to 1940,” National Bureau of Economic Research, NBER Working Paper No. 6144 (Aug 1997), 1.

²⁰ Robert J. Taggart, *Private Philanthropy and Public Education: Pierre S. du Pont and the Delaware Schools, 1890-1940* (Newark: University of Delaware Press, 1988), 16.

²¹ Taggart, 25.

²² Etta J. Wilson, *Dreams and Realities: The Story of Delaware’s Effort to Awaken ALL of Her People* (Newark, DE: University of Delaware College of Education, 1968), 21.

400 school districts, including over 290 unincorporated and ungraded districts, 47 incorporated districts, and 87 Black districts. Many were “tiny schools without adequate financial support to retain a teacher more than five months” and which “defied effective supervision or any semblance of equal opportunity.”²³ Run by local boards, which operated without strong oversight or financial support from the state government, Delaware’s schools commonly lacked credentialed teachers, proper equipment, or a standardized curriculum. In rural districts, school attendance was highly inconsistent, since the number of school days was typically determined around the needs of child labor on the farm.



Figure 2. Bridgeville Colored School (Sussex County), prior to DuPont schools rebuilding campaign, c. 1920

(Hagley Digital Archives, Delaware School Auxiliary Association photographs)

In the face of these challenges, certain leaders in Delaware, bolstered by the Progressive Era’s confidence in rational advancement of social institutions, sought to institute a statewide system of public education. This step towards school modernization, like in other states, would allow a broad array of universal reforms that

²³ Taggart, 31.

collectively would revolutionize the quality and consistency of education in Delaware. Nationwide, school reformers' goals during the early-twentieth century typically included state control, school consolidation, grading/classification of pupils, compulsory attendance, teacher and administrative professionalization, uniform standards, and more liberal public financing, the latter of which could support higher teacher salaries and the construction of new buildings.²⁴ This was generally the program of the Delaware reformers. However, widespread apathy in Delaware and powerful political forces protecting the status quo would ensure that a monumental effort would be required to effect substantial change.

Educational Commission of 1917, the Flexner Report, and the School Code of 1919

A major turning point for the future of Delaware's schools was the educational commission of 1917. The commission was instructed by the legislature to "harmonize, unify, and revise the school laws" and "develop an educational system suited to the conditions existing in the State, providing for an improved and efficient administration of all free school matters and the training of a competent teaching force."²⁵ In order to properly assess the education system, the commission initiated a statewide study, hiring two prominent and progressive experts in educational surveys, Drs. Abraham Flexner and Frank Bachman from Columbia University, whose work was supported by Rockefeller's General Education Board and Pierre du Pont.²⁶

Flexner and Bachman's assessment of Delaware's school system was grim. They concluded that, "On the whole . . . public education in Delaware is at a low ebb." The state organization was "ill-jointed and ineffective," professional standards were non-existent, and perhaps worst of all, "public opinion [was] unaroused" to do anything about it.²⁷ In their opinion, local control of education in Delaware was excessive, which created a culture of apathy, low standards, and lack of coordination. Only a dramatic, comprehensive revision of the state code could remedy these problems, they suggested, by centralizing control and administration under state and county authority.²⁸ The Flexner report also emphasized that Delaware's school buildings were highly outdated. Almost no new school buildings had been constructed in the state for two decades. Only two schools in the

²⁴ Taggart, 16.

²⁵ 1917 law quoted in Taggart, 74.

²⁶ Taggart, 74; "A Separate Place," 5.

²⁷ Quoted in Taggart, 75.

²⁸ Taggart, 75.

entire state were modern, consolidated buildings, and many of the 327 one-room schools in Delaware were 50 to 100 years old.²⁹

Significantly, the Flexner report also highlighted Delaware's dual school systems, divided by race. While state funds were allocated to maintain the "separate but equal" doctrine, local school funds, as previously noted, were largely derived from real property, of which Blacks owned little. As a result, inherent inequity existed between Black and white schools. Black teachers were salaried at two-thirds the rate of white teachers, and funding was not sufficient to maintain school buildings or construct new ones. The Flexner report asserted that "no such anomalous and undemocratic arrangement [could] be found in any other state of the union."³⁰

Delaware's 1919 School Code

With only minor changes, the Flexner study was adapted as the official report of the state's educational commission for the general assembly in 1919, and it would have a significant impact on the statewide revolution in education policy, resulting in the 1919 Delaware School Code.³¹ The 1919 School Code brought the first measures of standardization to Delaware's schools. Under this system, county school boards, allied with state government, would hire teachers, collect taxes, supervise school's curricula, and set teachers' wages. All districts were to establish a secondary school, and mandatory school attendance was set at 180 days—a steep requirement in the eyes of many farming families.³² Delaware's 1919 school code was called by one historian "a radical reconstruction of educational control" in Delaware, and many contemporaries also saw it that way. In fact, it triggered such a backlash that significant portions were repealed or altered. Nevertheless, the groundwork had been laid for a new state system that would forever change educational administration in Delaware.³³

²⁹ Taggart, 76.

³⁰ Taggart, 77.

³¹ Taggart, 78.

³² Cynthia Eastburn, "One-Room Schools in Rural Delaware," Master's Thesis, Newark: University of Delaware, 1997, 51-52. The mandatory attendance policy met instant resistance, especially in the more rural counties of Kent and Sussex, based on their need for children's agricultural labor, and legislators forced a compromise in shifting the minimum from 180 days to 160 days.

³³ Taggart, 74.

Pierre S. du Pont and the Service Citizens of Delaware

Pierre S. du Pont, the millionaire-philanthropist—with his family fortune, political connections, and social bonds—both spearheaded and funded educational reform across Delaware. As a wealthy industrialist based in Wilmington, he and his family members had philanthropic interests throughout the state—which focused especially on promoting public access to culture and the arts. Du Pont was a member of an elite, nationwide brotherhood of socially-conscious millionaire philanthropists who, at the turn of the twentieth century, donated part of their fortunes toward the public good through progressive reform and charity.



Figure 3. Pierre S. du Pont, 1918 (Hagley Digital Archives, P.S. du Pont Longwood photograph collection)

Pierre du Pont had already donated substantial sums to a few educational institutions, so there were clear precedents for his leadership in a major public education reform effort in Delaware.³⁴ In 1916, du Pont donated \$570,000 to his alma mater, the Massachusetts Institute of Technology (MIT). The same year, he contributed \$120,000 for a large addition at Alexis I. du Pont School, in Wilmington (DE), which was designed with

³⁴ Eastburn, 52-53.

“fireproof” concrete and hollow tile, featured large windows for improved lighting, and state-of-the-art heating and ventilation systems. Soon after, he contributed almost a million dollars towards the expansion and improvements at Delaware College (now University of Delaware), including the purchase of the 40 acres that now comprises the heart of the main campus, the construction of Wolf Hall, the renovation of Old College, and the purchase of Elliot House on Main Street.

Du Pont’s main goals of educational reform in Delaware centered on school consolidation and the erection of new school buildings. According to one historian, du Pont felt that “modern buildings would produce all sorts of direct benefits” to the people of Delaware.³⁵ If the schools were comfortable, students would attend class more frequently, and behavior would improve among the pupils. Better work conditions would attract better quality teachers. The new schools would also increase community interest in education. According to one historian, du Pont and his colleagues in reform even hoped that “each community would be inspired in all its relations,” and that the new schoolhouses “would be a catalyst for awakening the American spirit of independence and rational progress.”³⁶ These ambitious ideals drove Pierre du Pont to form the Service Citizens of Delaware.

Formation of the Service Citizens of Delaware

In 1918, du Pont organized the Service Citizens of Delaware—called by one historian “one of the most influential agencies in the history of Delaware education.”³⁷ The Service Citizens of Delaware was formed in response to the imminent loss of the State Council of Defense—a wartime organization that had identified “many conditions in Delaware susceptible of great improvement,” but which would be disbanded with the close of World War I. Pierre du Pont’s friend and associate John Raskob hoped that “intelligent and representative citizenship of the state would take charge of the ways and means of permanently bettering conditions” in Delaware, and he and du Pont invited eighty prominent Delawareans to a meeting at the DuPont Building on July 9, 1918, to organize a group to meet this need.³⁸ The new organization was dominated by wealthy men from the Wilmington area, many of whom were associated with the newly-expanded Du Pont Company.³⁹

³⁵ Taggart, 124.

³⁶ Taggart, 124.

³⁷ Eastburn, 52.

³⁸ Taggart, 48.

³⁹ Taggart, 48-51.

Of note that the Service Citizens group was composed mostly of members of the business community. Historians have suggested that Progressive-era reformers often saw school reform—and especially consolidation efforts—as a way to standardize and “systematize” schooling in a way that was akin to the scientific, rationalized business practices and corporate consolidation occurring nationwide during the early twentieth century. The leadership of Pierre du Pont, whose legacy includes the scientific modernization of the DuPont Company, fits this pattern well. By reducing inefficiencies and duplicate efforts, reformers could reduce waste and streamline bureaucracy—thus reducing costs while standardizing educational processes. This relationship between school reform and rationalized business practices was illustrated, quite literally, on the cover of the *School Board Journal* in March 1919, which depicted a business man unlocking a padlock (representing the “high cost of school necessities”) with a “golden key” (representing “scientific business methods”), allowing him to open the door to “progress in school work (figure 4). The linkages between industrialization and educational reform were strong—especially since universal education was seen as a way to produce a well-trained and educated industrial workforce and capital profit.⁴⁰

Due to the demographics of the Service Citizens of Delaware, there is little doubt that the group risked the appearance of northern, wealthy, urban elites dictating to Delawareans broadly how they should live. Pierre du Pont saw the Service Citizens as “a body of active citizens whose thought and character will impress upon the people of Delaware the necessity of change,” and whose “special duty” was to “determine how people should be related and governed.”⁴¹ Yet, as one historian put it, “Sussex Countians, especially, did not like to be told what was good for them by Northern industrialists.”⁴² Aware of the political delicacies of such an approach, the Service Citizens selected vice presidents from each of the counties and included representatives from eighteen different towns. This helped establish the Service Citizens as a truly statewide organization and to help bridge the divide between the northern (urban) reformers and southern (rural) communities.⁴³

⁴⁰ Bradley Skelcher, *African American Education in Delaware: A History through Photographs, 1865-1930* (Wilmington, DE: Delaware Heritage Press, 1999), 69.

⁴¹ Quoted in Taggart, 48.

⁴² Taggart 54.

⁴³ Taggart, 51-53.

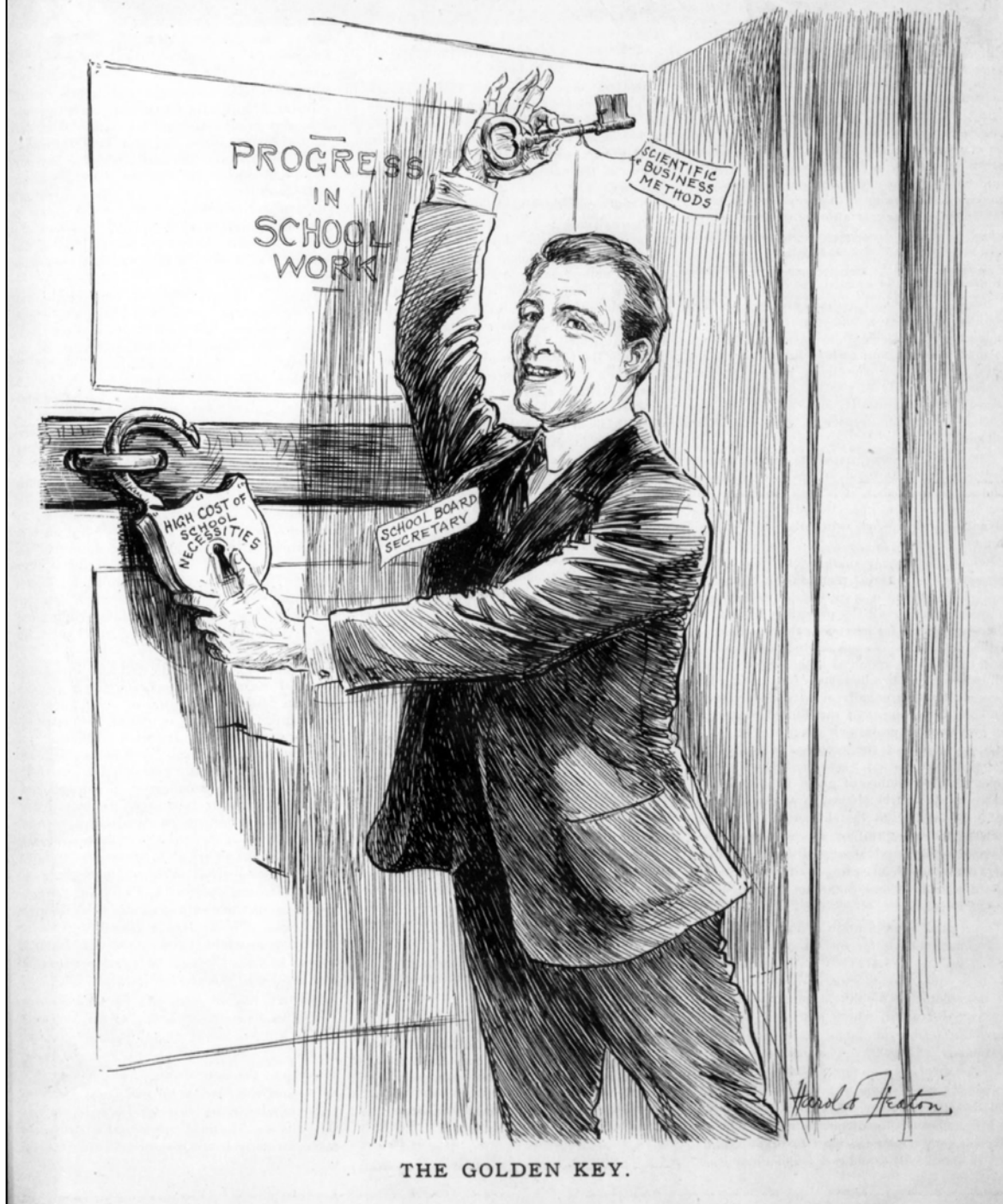
THE AMERICAN School Board Journal

Founded March 1891 by WILLIAM GEORGE BRUCE

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THE GOLDEN KEY.

Figure 4. "The Golden Key" from The American School Board Journal, March 1919

Though not its only goal, the biggest focus of the Service Citizens' agenda was the promotion of school reform, including consolidation and school rebuilding. In 1919, Du Pont created a \$1.5 million trust fund, which would yield \$90,000 a year for four years, to begin their public works projects.⁴⁴ Under the umbrella of the Service Citizens, du Pont established the Delaware School Auxiliary Association to administer the school rebuilding fund.⁴⁵ Dr. Joseph H. Odell, director of the Service Citizens, was appointed as its president. It is clear that du Pont believed that a public information campaign and the distribution of research and facts would be key to turning public opinion in favor of the school rebuilding effort. This approach was touted by national reformers at the time, who were sometimes a little too optimistic about the ease of converting hostile public sentiment. One architect wrote that, "As a general rule the people mean to be generous to their schools, and it requires only the diffusion among them of correct information on the subject to secure from them all that is necessary for the erection and suitable and creditable school edifices."⁴⁶ While du Pont knew a tougher fight was ahead, he also established a bureau of the Service Citizens solely for the distribution of its own generated news, reports, and other information. However, one the most powerful information campaigns of the Service Citizens centered around a study personally commissioned by Pierre du Pont—a wide-reaching documentation and evaluation of every school in the state of Delaware.

The Strayer Report

In order to gain a comprehensive assessment of school conditions in Delaware, du Pont, who was then vice president of the State Board of Education, hired George D. Strayer, N. L. Englehardt, and F.W. Hart, educational consultants from Columbia University's Teachers College, to conduct a statewide survey.⁴⁷ Using a 1,000-point scale to evaluate each school, Strayer's team visited all of the state's schools and rated each based on several elements: school grounds; type of school building; facilities and maintenance; classrooms, including their construction, lighting, and equipment for schoolwork; and "special rooms," which encompassed any additional spaces for community use, industrial and household arts, and administrative use.⁴⁸ The resulting report found overall conditions statewide to be poor. Prefacing the findings, Strayer noted, "The first impression

⁴⁴ Taggart, 53.

⁴⁵ "Delaware School Auxiliary Assoc. Organized Today," *Evening Journal*, August 29, 1919.

⁴⁶ A.D.F. Hamlin, "Consideration in School House Design," *Modern School Houses* (New York: Swetland Pub. Co., 1910), 4.

⁴⁷ "Building Program for Colored Schools of State Well Under Way," *Newark Post* (Newark, DE), February 18, 1920; George D. Strayer, N.L. Englehardt, and F.W. Hart, "General Report on School Buildings and Grounds of Delaware, 1919" (Wilmington, Delaware: Service Citizens of Delaware, 1919), preface.

⁴⁸ Strayer, Englehardt, and Hart, 3.

the reader obtains is one of discouragement. Conditions are undoubtedly bad, but the people of Delaware today are anxious that things which are wrong should be righted as quickly as possible.”⁴⁹

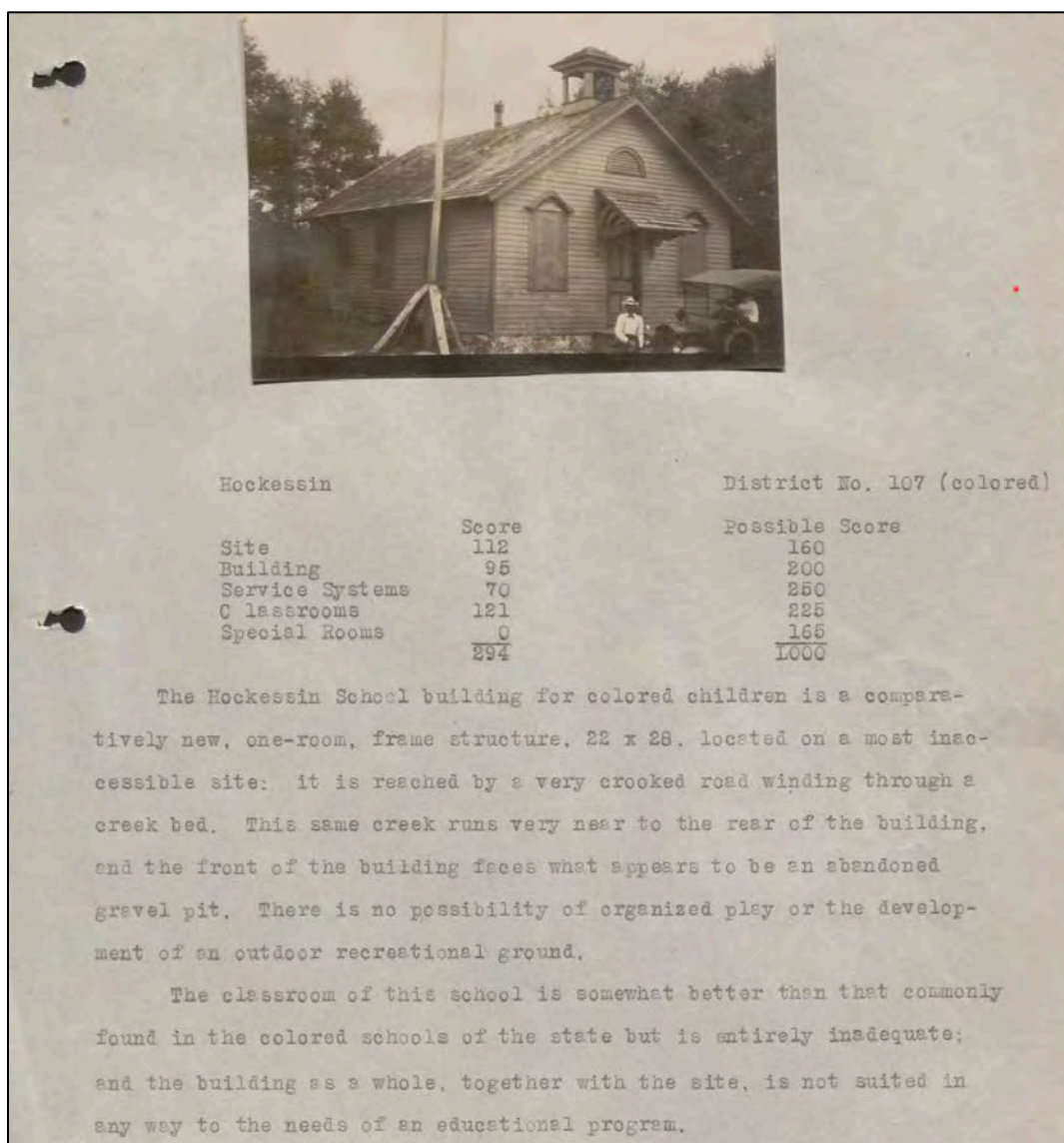


Figure 5. Strayer report evaluation for Hockessin School 107-C, 1919
 (“Descriptions of Schools for Colored Children in New Castle, Sussex, and Kent Counties,”
 Hagley Digital Archives, Delaware School Auxiliary Association Records)

The evaluation team reported that Delaware’s one-room schools were typically one-story, frame buildings, with poor ventilation, heating, lighting, and maintenance, and frequently situated on small and undesirable plots of

⁴⁹ Strayer, Englehardt, and Hart, preface.

land with limited or no outdoor space for play and recreation.⁵⁰ Overall, the school buildings were determined to be extreme fire hazards, with the report emphasizing how “literally no attempt” had been made “to protect the children of the State from the danger of fire which is to be found in the highly inflammable buildings in which they are housed.”⁵¹ The report further described inadequacies in cleanliness and general upkeep, unhygienic drinking and washing facilities, and “tumbled down, foul-smelling [outhouses],” a “horrible source of contamination.”⁵² Generally, the schools were found to be “dark and depressing” places for learning, overcrowded and frequently absent of blackboards and modern maps.⁵³ The team found desks facing windows and children looking into glare while sitting with their backs to the teacher. In winter, to keep warm, students often huddled together around a coal stove in the middle of the room. In a summary of one school, the report declared it “a crime against innocent children to enforce compulsory attendance laws where such accommodations are all that the community has to offer.”⁵⁴ Strayer’s team found that, outside of Wilmington, an astounding 392 schools out of a total of 400 scored below the 500 point mark, the standard for recommending demolition or abandonment of the structure.⁵⁵ Delaware’s schools had, according to Strayer, almost universally failed their examination.

Du Pont also personally visited schools throughout the state to see conditions for himself. A newspaper article from October 1919 detailed his observations:

He has seen 60 and 70 colored children crowded into a room not large enough for 20, sitting five and six upon a seat, some of them on boxes, some of them trying to write on boards thrown across the backs of old church pews, the boards being level with the chins of the children who were trying to write on them. He has seen teachers trying to get along with equipment of the most rudimentary kind, no maps, broken blackboards, old hand-made desks, archaic wood-burning stoves; he has seen the insanitary and indecent outhouses used by the children, and pig pens right up close to the sides of the building with the stench entering the windows. What he has seen and heard must have convinced him that nothing but radical measures can ever meet the situation in Delaware.⁵⁶

As a result of the Strayer report and witnessing the deplorable conditions firsthand, du Pont gifted an additional \$500,000 to the Delaware School Auxiliary Association for the construction of non-white minority schools

⁵⁰ Taggart, 126.

⁵¹ Strayer, Englehardt, Hart, 12.

⁵² Strayer, Englehardt, Hart, 14-15.

⁵³ Taggart, 126.

⁵⁴ Eastburn, 66.

⁵⁵ Eastburn, pp. 54, 65-66.

⁵⁶ “Pierre S. duPont Gives \$500,000 to Colored Schools,” *Evening Journal* (Wilmington, DE), October 13, 1919.

across the state, on top of the \$2,000,000 that he allocated when he initially established the school rebuilding fund.⁵⁷ In a letter to the trustees of DSAA, du Pont explained how additional monies were necessary “in view of the fact that the schools for colored pupils of the State, outside of Wilmington, are so far scattered that few, if any, consolidations can be arranged; and further, that these schools are in greatest need of reconstruction.”⁵⁸ This supplementary funding would make it “possible to wipe out 90 or more hamshackle structures” which had been serving as schools throughout the state and “rebuild every colored school outside of the city of Wilmington, and not only to rebuild the school, but to acquire a proper site, erect a structure in conformity with the latest scientific principles of school building and equip it with the most up-to-date furniture.”⁵⁹

Rebuilding Delaware's Black Schools: Setting an Example

Despite the harsh realities publicized by the Strayer report, the Service Citizens still encountered angry opposition to almost any proposal for change and especially suggestions that local monies should be spent to help build new schools. It was this resistance among white Delawareans that, at least in part, led to du Pont's gigantic effort to fund the reconstruction of all Black schools. As one historian argues, “du Pont built the schools for blacks in order to stimulate whites to construct their own schools.”⁶⁰ His ultimate goal was to convince whites to at least match his gifts, with increased school taxes and bonding. When whites resisted, du Pont decided to, as he put it, “try another tack.” He rebuilt all black schools so that whites, “not wanting their children to attend poorer schools than the Negroes immediately became interested in education.”⁶¹ Furthermore, by constructing all black schools himself, du Pont believed that he had stolen one of the most pervasive arguments that whites had against using public monies for schools, that “white money” would be used for Black children.”⁶²

With a generous two million dollar trust fund from du Pont, the Delaware School Auxiliary Association initiated the school building campaign, starting with the non-white minority schools, a majority of which served

⁵⁷ “Building Program for Colored Schools of State Well Under Way,” *Newark Post* (Newark, DE), February 18, 1920.

⁵⁸ “Pierre S. duPont Gives \$500,000 to Colored Schools,” *Evening Journal* (Wilmington, DE), October 13, 1919.

⁵⁹ “Pierre S. duPont Gives \$500,000 to Colored Schools,” *Evening Journal* (Wilmington, DE), October 13, 1919.

⁶⁰ Taggart, 130-131.

⁶¹ Taggart, 130-131.

⁶² Taggart, 130-131.

Black communities with a handful built for Native American populations.⁶³ The campaign was largely one of complete rebuilding, using standardized building types, designed by Betelle, in already established Black and Native communities, although often at better building sites, taking into account the recommendations made by the Strayer report.⁶⁴ DSAA was successful at rebuilding virtually all of these schools statewide within four years.⁶⁵ Practically completed by early 1923, the DSAA had by then built eighty minority schools with 148 classrooms at a cost of \$1,025,000.⁶⁶

Progressive School Architecture of the Early-Twentieth Century

The architecture of the DuPont schools evidences distinct design ideas advanced by architects and school reformers during the first decades of the twentieth century. Nationwide, there was an abundance of prescriptive literature about modern school design, born of the rising class of college-trained architects and the widespread professional journals in the fields of architecture and education. School reform literature of the 1910s and 1920s was highly influenced by the Progressive Era tendencies toward standardization and scientific management to the point that there was “almost a rigid uniformity of school layouts by the 1920s” as a result of standards espoused by leading national organizations.⁶⁷

A National Architectural Movement

It is important to note that these architectural trends that were incorporated into the DuPont school rebuilding movement were part of a national trend of school reform and rebuilding. Architect James O. Betelle, of the Newark, New Jersey, firm Guilbert and Betelle, whom the Delaware School Auxiliary Association hired, noted in a 1920 article about the Delaware program that, “The United States Bureau of Education and the departments of education of the various states are now taking a great deal of interest in the improvement of our rural school buildings,” and that “pamphlets have been written, improved plans circulated, and great progress is being made

⁶³ In Kent County, the DuPont schools built at Cheswold and Fork Branch served the Lenape Indian (Moor) community, while in Sussex County, the Harmon and Johnson schools built at Warwick, east of Millsboro, served Nanticoke students as well as Black students. Rabbit’s Ferry school, southwest of Lewes, also served both Native and Black students from the Robinsonville area.

⁶⁴ Susan Brizzolara, National Register Nomination, “Iron Hill School Number 112C,” February 3, 1995, Section 8, 12-13.

⁶⁵ Taggart, 131, and “What Do You Know About the Public Schools of Delaware?” Volume VI, Number 2 (Wilmington, DE: Service Citizens of Delaware, 1924), 21.

⁶⁶ Taggart, 133.

⁶⁷ ICON Architecture, Inc., *An Honor and an Ornament: Public School Buildings in Michigan* (Lansing, Michigan: State Historic Preservation Office, Michigan Historical Center, Department of History, Arts and Libraries, September 2003), 6. For a period summary of this fact, see A.D.F. Hamlin, “Consideration in School House Design,” 3.

in this important field of school construction.”⁶⁸ W.O. Thompson, writing the introduction to Wilbur Mills’ book on school architecture, noted that legislators across the country who wished to improve education had “emphasized the physical plant as the basis of successful school practice.”⁶⁹ In other words, proper design of schools was seen as the transformative vehicle to better education. A school’s design and construction, argued Mills, “unquestionably affects, for better or worse, the health, happiness and morals of the pupils, whatever may be the effect of the educational work carried on therein.”⁷⁰ To reformers, there was “no public problem more important to all the people than that surrounding the education of children,” as Mills argued, and designing suitable learning environments for them was “vital to their future citizenship.”⁷¹ As such, school architecture, according to Thompson, had recently been “the earnest study of many of the leading architects in the country,” and they tackled “all the problems of safety, sanitation, heating, lighting, ventilation and others, having the physical well-being of the pupil in mind.” All of this was made possible, he said, “by an enlightened public sentiment.”⁷² Indeed, improvements in school construction were seen as a marker of a community’s civilized advancement, or lack thereof. A.D.F. Hamlin boldly declared that the “schoolhouses of any community are gauges of its enlightenment.”⁷³

“DuPont Schools” of the Delaware School Auxiliary Association

In February 1920, a newspaper article announced that the Delaware School Auxiliary Association’s rebuilding program was underway and described a “Type of New Building” that could be expected:

The new one-room school buildings will be situated on two-acre plots, selected from the standpoint of location, drainage and playground adaptiveness. The building itself will be frame, with vestibule entrance leading into separate cloak rooms for boys and girls, beyond which are the toilet rooms. The school itself will be equipped with moveable desks and readily adaptable to community gatherings at night. It is hoped to have the greater number of them complete by next September.⁷⁴

⁶⁸ Betelle, “Architectural Styles,” 27.

⁶⁹ W.O. Thompson, in the “Introduction” of Wilbur T. Mills, AAIA, *American School Building Standards* (Columbus, Ohio: Franklin Educational Publishing Company, 1915), 7.

⁷⁰ Mills, 9.

⁷¹ Mills, 7.

⁷² W.O. Thompson, in the “Introduction” of Wilbur T. Mills, AAIA, *American School Building Standards* (Columbus, Ohio: Franklin Educational Publishing Company, 1915), 7.

⁷³ A.D.F. Hamlin, “Consideration in School House Design,” 4.

⁷⁴ “Building Program for Colored Schools of State Well Under Way,” *Newark Post* (Newark, DE), February 18, 1920.

Typically, according to one historian, the Auxiliary would send “an engineer to locate a suitable site; the engineer submitted the proposed site and topographical survey to the state board of education for its approval,” and then the auxiliary would secure site options. At that point, Betelle drew up plans to be submitted to the state board and, once approved, the Du Pont Engineering Company or another firm handled construction. When the building was complete, title was given to the state board.⁷⁵

Despite a systematized approach that worked from standardized plans and utilized a streamlined building process, Delaware’s new schools still exhibited some variation in their design. Du Pont had hired architect James O. Betelle, of Guilbert and Betelle, as the firm was nationally known for their progressive designs and floor plans of schools, to draw up plans that incorporated the most efficient and maintenance free ventilation, lighting, and sanitary systems of the time, all housed within a solidly built, attractive building that could also be used as a community center.⁷⁶ However, du Pont, the Auxiliary, and Betelle took an experimental approach to school design from the very beginning and made adjustments to improve their work as it progressed. An April 1920 newspaper article announced the first model schools:

Three one-teacher colored schools will be built as rapidly as conditions will permit, at Christiana, Hockessin, and Marshallton. The work will begin this week [April 7, 1920]. The site for these buildings, the first to be constructed out of the duPont Trust Fund, has been the subject of much study on the part of the State Board of Education. They are to serve as models of varying types to which school men may look until final plans for a state-wide building program are adopted. The schools designed by Guilbert and Betelle, architects, of Newark, NJ, are to be attractively modern, conforming to the best that is known in one-school building—standard in every detail and a model for the homes of the community.

In a two-part June 1920 feature in *The American Architect*, Betelle outlined Delaware’s planned program and revealed a collection of model drawings. These models differed in their plan and equipment, so that they could be “visited and criticized by everyone interested before starting in on a wholesale construction of the hundred or more small buildings needed throughout the State.”⁷⁷ By experimenting with different options and being open to criticism, the leaders of Delaware’s rebuilding effort could identify deficiencies and try to perfect the architectural program for Delaware.

⁷⁵ Taggart, 133.

⁷⁶ Walsh, 48.

⁷⁷ Betelle, *The American Architect*, 759.

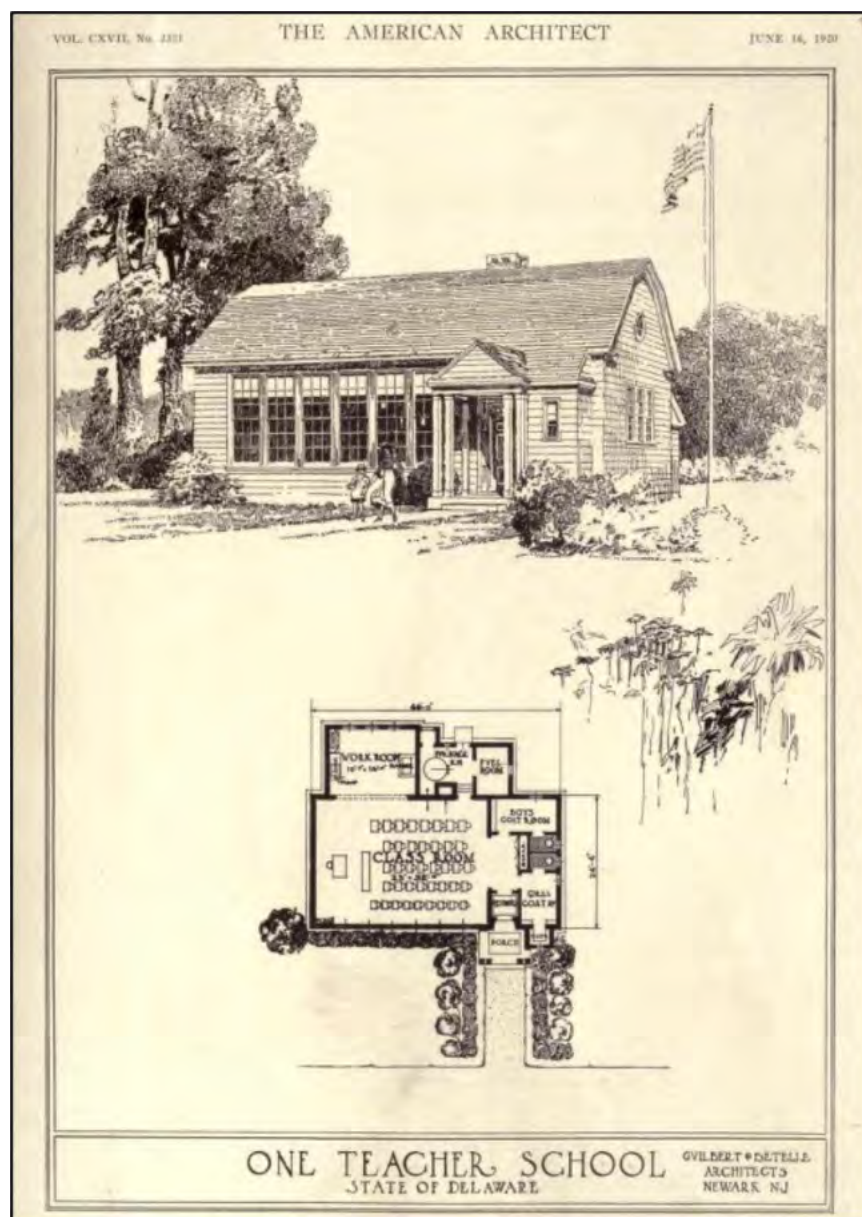


Figure 6. A model one teacher school, similar to Public School No. 111-C (Christiana), *The American Architect*, June 16, 1920

Despite the progressive design for the DuPont schools, there were some pragmatic compromises when compared to reformers' ideals. Practical considerations were a requirement in such a large-scale, ambitious rebuilding effort like the one undertaken in Delaware, especially in isolated, rural areas. Betelle characterized the program as one that tried to “make some advance in the design of the school buildings and at the same time keep down maintenance costs,” especially in one-teacher schools, where “the teacher is usually the janitor as well.”⁷⁸

⁷⁸ Betelle, *The American Architect*, 759.

Design and Plan

A distinct design program is clear in the drawings and explanations offered by Betelle, the primary architect of the Delaware program. The rural one- and two-room DuPont schools for non-white minority students were of frame construction and generally clad in wood shingles, with gabled or hipped roofs, while the handful of multi-room/consolidated schools were of brick construction with flat roofs.⁷⁹ Common architectural features shared among the DuPont schools include restrained Colonial Revival styling, banks of large classroom windows, moulded cornices, and entrance porticos with columns. Each school included modern heating and ventilation systems, interior restroom facilities, uniform window design and placement, and other elements conducive to the Progressive era recommendations. The interior plans typically featured separate cloakrooms and bathrooms for boys and girls, a vestibule, and closets for school and janitorial supplies. The new schools also were required to have space for adequate recreation and playgrounds.⁸⁰ In selecting sites for the schools, “it was decided to adopt the rule of two acre plots for one-room schools, three acre plots for two-room schools, and four acre plots for larger buildings.”⁸¹

⁷⁹ There were three three-room schools that, based on historic photographs, appear to have been built in a plan similar to the “three teacher” school plan found in Betelle’s feature on the Delaware program in *The American Architect*, June 1920. They were each one-and-a-half-story, frame buildings with a rectangular core and central entry, with cross-gable wings at either end. These schools were located in Cheswold, Harrington, and Middletown, though none are extant. Additionally, a few of the one- and two-room schools were clad in brick veneer, such as Hockessin, St. Georges, Townsend, and Williamsville-Bethesda (south of Iron Hill).

⁸⁰ Taggart, 125.

⁸¹ “Building Program for Colored Schools of State Well Under Way,” *Newark Post* (Newark, DE), February 18, 1920.



Figure 7. Public School No. 111-C in Christiana (New Castle County), among the first three minority DuPont schools to be constructed and of an experimental model form, c. 1920 (Hagley Digital Archives, Delaware School Auxiliary Association photographs)

Style

The restrained Colonial Revival style executed in the rebuilding of schools reflects the philosophies of James Betelle, who believed that architectural style could have a strong influence on a community. The architect wrote that “careful consideration should be given the style, so as to properly influence future buildings of the town and to make the school a model of good taste.”⁸² Good taste, in his estimation, could not be achieved through design that did not consider social and cultural context: “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.”⁸³ For Delaware, the appropriate architectural style was almost predetermined. Betelle declared in an architectural journal, “In a small town in New England, or in the South, where there are colonial traditions and where many homes and other buildings are built in the colonial style, the choice is already made,” and “it would be distinctly bad taste

⁸² James O. Betelle, “Architectural Styles as Applied to School Buildings, *American School Board Journal*, Vol LVII, No.4 (New York: Bruce Publishing Co, April 1919), 26.

⁸³ Betelle, “Architectural Styles,” 26.

to place a school of the Gothic or Mission style in such a town.”⁸⁴ The architecture of the DuPont schools reflected and embodied Delaware’s status as the “First State” and symbolically boasted of its deep history.

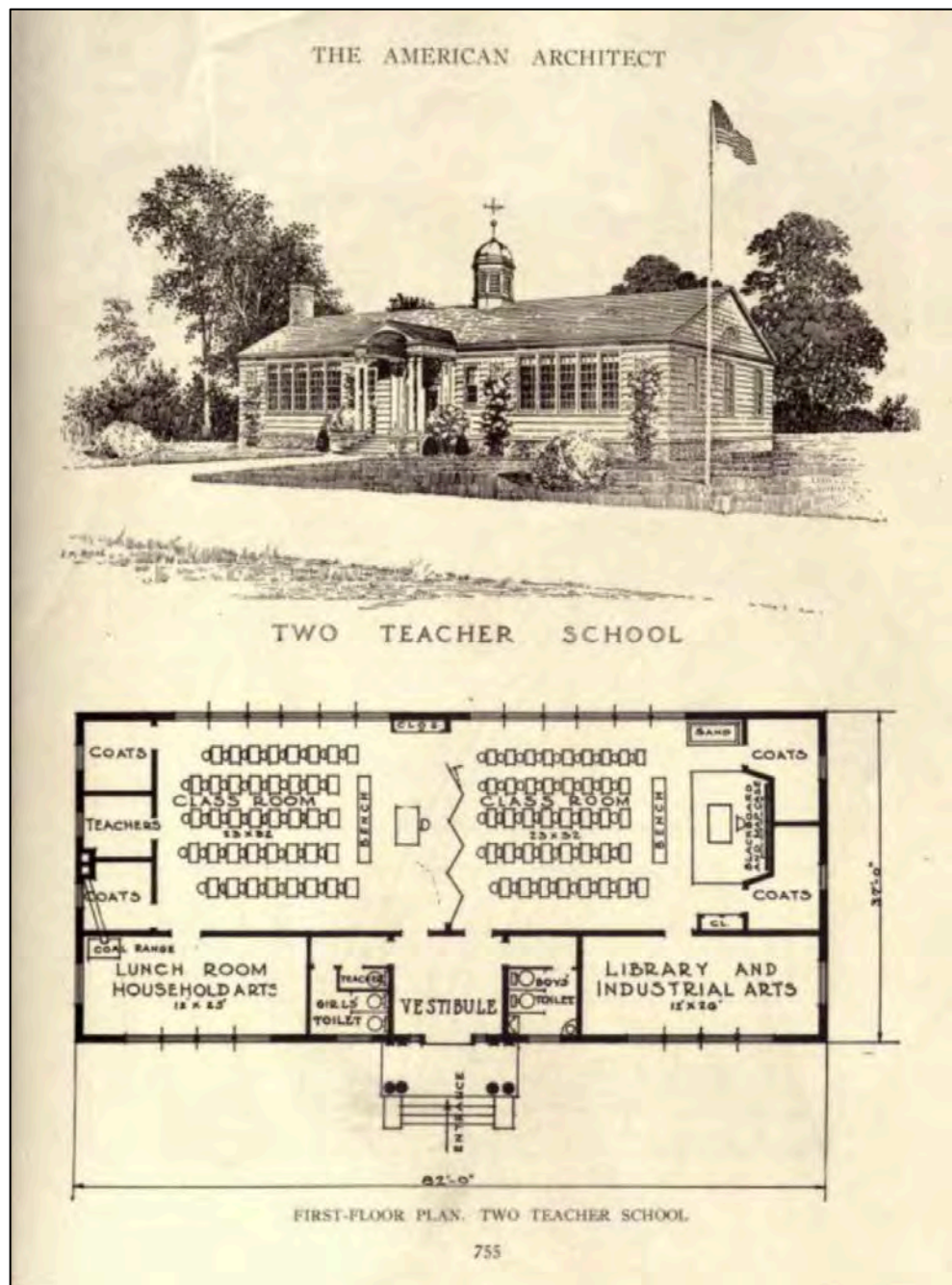


Figure 8. Model two teacher school on which the two-room minority DuPont schools were loosely based, *The American Architect*, June 16, 1920

⁸⁴ Betelle, “Architectural Styles,” 26.

Utilizing Colonial Revival architecture for the schools did not mean that they were inherently more expensive than those that were more utilitarian in appearance. Pierre du Pont had noted that schools should be fairly utilitarian in their construction, to serve as a “factory of learning free from useless and encumbering ornament.”⁸⁵ However, Betelle easily defended the need for stylistic unity in school design, pointing out that “to give a building architectural style does not necessarily mean to make it more expensive or to add unnecessary and excessive ornament.” Style could be achieved through form, massing, and subtle design elements since “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.”⁸⁶ Further, he argued, “Most of our small rural schools are anything but appropriate. It seems to be the general opinion that because the building is small and necessarily inexpensive, that it must also be unattractive: that it cannot have any style and that a box-like structure is all that is possible. ...[A] small building can be constructed with simplicity and still have a rural quality that is charming.”⁸⁷



Figure 9. Rehoboth School 200-C (Sussex County), a typical two-room minority DuPont school, c. 1923

(Hagley Digital Archives, Delaware School Auxiliary Association photographs)

⁸⁵ Taggart, 125.

⁸⁶ Betelle, “Architectural Styles,” 26. However, Betelle admitted that, “The Collegiate Gothic style is also slightly cheaper to build than the Colonial in Classic style, because it does not require the heavy cornices, balustrades, pediments, or high pitched roofs, which are so characteristic of the Colonial period,” in Betelle, “Architectural Styles,” 75.

⁸⁷ “Architectural Styles as Applied to School Buildings,” James O. Betelle, *American School Board Journal*, April 1919.

Additionally, the exterior porticos featured on the school buildings were more than just a stylistic flourish; they helped to provide safe entryway into the schools during inclement weather. A.D.F. Hamlin had urged that “unsheltered steps should be avoided as far as possible, as being dangerous and troublesome in icy and inclement weather.” He also noted that “a very common mistake is the failure to provide at each entrance a suitable lobby, with inner doors, so as to interpose two sets of doors between the interior of the building and the outer air.”⁸⁸ With both porticos to shelter the entries and vestibules, the schools provided safe access and better regulated the interior temperature.



Figure 10. Friendship School 202-C (Sussex County), exhibiting the standard one-room/front-gable design utilized for many of the minority DuPont schools, c. 1922 (Hagley Digital Archives, Delaware School Auxiliary Association photographs)

⁸⁸ Hamlin, 6.

Windows and Light

One of the primary character-defining features of the DuPont schools is the large bank of Austral windows provided for each classroom, usually six in a row but sometimes seven or even eight. Lighting was seen as one of the most critical design elements that could improve the learning environment for America's children, and Delaware's new schools featured windows that embodied these ideals. One national expert, Wilbur T. Mills, had declared that "it may be stated emphatically that the school room cannot be too well lighted."⁸⁹ Another expert in school design, Warren Briggs, in his *Modern American School Buildings* (first published in 1899), could boast by 1909, "Probably more has been written concerning the amount of light required, and the way that it should be introduced into the schoolroom, than about any other feature of school construction."⁹⁰ Wills espoused a common belief of the period when he pointed out that "medical authorities agree that the spread of many forms of disease can be arrested by an abundance of sunlight."⁹¹



Figure 11. Williamsville-Bethesda School 113/114-C (New Castle County), a two-room plan exhibiting banks of classroom windows to provide appropriate lighting, c. 1927 (Hagley Digital Archives, Delaware School Auxiliary Association photographs)

⁸⁹ Mills, 24.

⁹⁰ Warren Richard Briggs, *Modern American School Design* (New York: John Wiley & Sons, 1909), 119.

⁹¹ Mills, 38.

Despite the other reasons that ample sunlight was desirable in school buildings, the number one priority was the illumination of reading and writing surfaces, so that school children could see their work without straining their eyes. A lack of sufficient light or even the introduction of light from the wrong directions could have serious impacts on the ability of children to do schoolwork and could even hurt their eyesight. To achieve a learning environment that was bright enough for successful educational activities, experts established formulas that would help architects and builders achieve acceptable and even optimal conditions. Mills reported the industry standard in 1915, suggesting that “the amount of transparent glass surface admitting light to school rooms should in no case be less than one-fifth of the floor space of the room,” and “the laws of some states require one-fourth of the floor space in actual glass area.”⁹² This 20 or 25 percent rule referred not to the overall size of the window features but the amount of transparent glass surface, thereby excluding from the calculations the actual window frames and mullions, muntins, wooden sash frames, and other non-glass elements that did not allow sunlight to pass through.

The direction of the light also mattered tremendously, according to reformers, and this had a significant effect on the design of Delaware’s school buildings and their window arrangement. A variety of designs would be necessary for one-teacher schools, said Betelle, “necessary on account of the different locations of the building sites and their exposure to different points of compass.”⁹³ Experts urged that for the largest windows, direct southern exposure was best avoided and that sunlight should stream in from the *left* of the children. Wilbur Mills could confidently declare by 1915, “There is now practically no dissent from the opinion that the proper method of lighting a school room is from the left side of the pupils.”⁹⁴ This was echoed by other writers at the time and reflects the design of the DuPont schools, incorporating this critical arrangement element. However, some of the one-room plans utilized windows on *two* sides, to the left and to the rear. According to Mills, this was still an acceptable arrangement, though it was clearly not ideal, on accord of the teacher’s comfort and the possibility of glare for students. Mills explained:

. . . If it is necessary to admit light in any other side of the room it must be at the rear of the pupils. It is, of course, out of the question to admit light from in front of the pupils, as the light shining directly into their eyes would produce immediate and serious results. It is also very bad practice to admit light from the right of pupils because the great majority of children are right-handed and thus could not work at writing without casting a shadow thereon by the hand. When windows are placed in the rear of pupils,

⁹² Mills, 27.

⁹³ Betelle, 759.

⁹⁴ Mills, 27.

even though the pupils themselves may not be injured by such an arrangement, the teachers are compelled to face the light almost continually, thus entailing risk of serious injury to their eyes. Further, when light comes from more than one direction into a school room the conflicting lights are almost certain to cause shiny places to appear on the blackboards, and the corners of the room between the walls containing windows are too dark for use as blackboard spaces.⁹⁵

For Betelle, in some cases, adding windows to the rear of the pupils was worth the trade-off in order to introduce more light into the classroom for a well-illuminated building.

Placement on the Wall

The banks of classroom windows utilized for the schools would extend almost entirely to the ceiling, which was also a strategic design. The placement and arrangement on the wall was important. According to Mills, “Windows in school rooms should always extend as near the ceiling as possible,” since “actual tests show that the upper one-fourth of windows furnish one-third of the effective light coming through the entire window.” He added that it was “therefore obvious that windows with transoms at the top, and windows having arches and fancy tops seriously decrease the amount of light which is admitted to school rooms and should never be used in school buildings.”⁹⁶ With this in mind, Betelle’s plans placed windows higher on the walls, extending to the roofline.

Wall Spaces and Mullions

For each bank of classroom windows, only five mullions—or in the case of a span of seven windows, six mullions—divide the windows from one another. This approach was advocated by designers of the era, in order to introduce less shadow onto the student’s desks. Mills suggested windows in the classroom should “be set with the least possible space between them, large mullions being carefully avoided, as these cause deep shadows producing alternate zones of light and shadow, which are annoying and injurious to the eyes.”⁹⁷ Another architect, Warren Briggs, admitted that there could be a drawback to large window features, offering that “large banks of windows can only be criticized because of the cold that might emanate from them in the

⁹⁵ Mills, 27-29.

⁹⁶ Mills 29.

⁹⁷ Mills, 29.

winter months” but noted that “this could be overcome either through using double-sash windows or through proper artificial heating.⁹⁸



Figure 12. Green Spring School 128-C (New Castle County), showing bank of large classroom windows running to the cornice with five thin mullions separating each window, c. 1922 (Hagley Digital Archives, Delaware School Auxiliary Association photographs)

The ideal placement of windows, particularly arranging them together, could be tricky when factoring in the dictates of architectural style. As noted, Betelle, the primary school architect for the Delaware school rebuilding program, had pointed out that one device used by architects to create a “style” was the “spacing of windows and door openings.” However, problems could arise when these needs for an exterior aesthetic clashed with the needs of interior illumination, which was precisely the case with the Colonial Revival style, according to Betelle. He stated:

In the Classic or Colonial style, it is necessary, if the characteristics of the style are to be followed, to have the windows regularly spaced with large piers and wall spaces between. This makes it difficult to get the twenty or twenty-five per cent of glass area in the classrooms without the use of windows on two sides of the classroom, thus violating unilateral lighting which is one of the accepted principles of

⁹⁸ Briggs, 129-130.

schoolhouse designing. In Classic buildings, the wide piers between the windows cast objectionable shadows on the pupil's desks, which everyone agrees should be avoided.⁹⁹

To solve this dilemma, Betelle strategically arranged the interior rooms of the school buildings. For the rural schools, the elevations which contained the coat rooms and restrooms generally featured regularly-spaced fenestration, achieving a Classical appearance. In these utilitarian spaces, the irregular lighting was of less concern and allowed for a fairly traditional and familiar architectural aesthetic, while still incorporating forward-looking lighting design elements with the bank or banks of large classroom windows. Additionally, Mills had pointed out in 1915 that, "While trees beautify the surroundings of the school building, care should be exercised not to have them close enough to the building to interfere with the perfect lighting of every room."¹⁰⁰ Historical photographs and aerial images show that the schools sites were consistently free of trees adjacent to the buildings, likely in order to maximize the amount of lighting inside the classrooms.

Air and Ventilation

The bank of large windows featured on the classroom elevations of the DuPont schools addressed the need for clean air, another concern of Progressive-era reformers. "Foul air," as they called it, was a major sanitation concern, and proper building ventilation received much press at the time. As A.D.F. Hamlin declared:

...[H]owever perfect the heating and ventilating plant, and however faultless its operation, let it be clearly understood and always remembered that no artificial heating and ventilation can ever take the place of fresh outdoor air and sunshine. Every room that is ever occupied for any length of time by human beings should, if possible, be so placed as to receive at some time in the day the direct rays of the sun and the fresh breezes of the outer world, and no matter how abundantly ventilated by artificial means, it should have its windows thrown wide open for a while every day, when not occupied, to allow free access to the outside air....Air blown by [by furnaces] can, at best, only prevent the undue exhaustion of the oxygen in the room, and is often powerless to remove the odors and stuffiness produced by a crowd of human beings, though these odors will entirely disappear after all the windows have been opened for five or ten minutes.¹⁰¹

⁹⁹ Betelle, "Architectural Styles," 28, 75.

¹⁰⁰ Mills, 40.

¹⁰¹ Hamlin, 9.

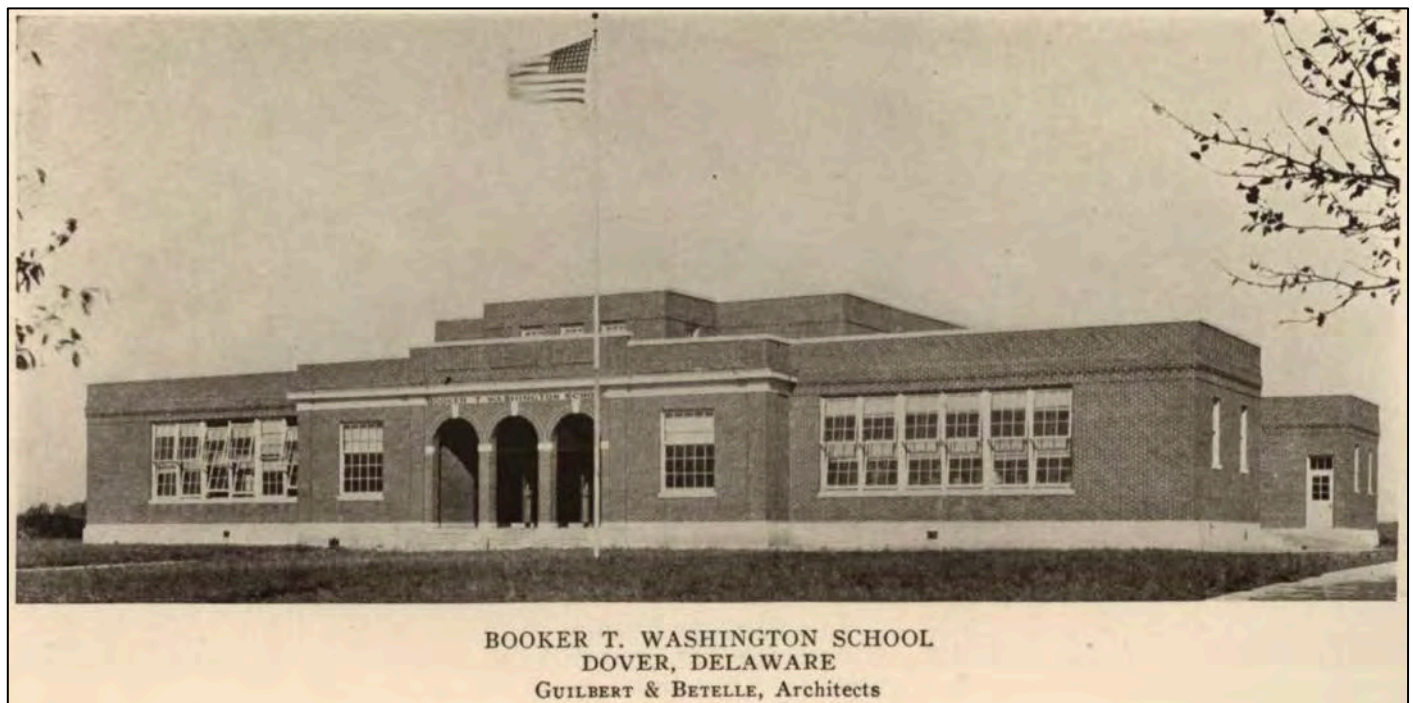


Figure 13. Booker T. Washington School (Kent County) with Austral windows in operation, Austral Window Company brochure, 1925

The classroom windows featured a mechanism, manufactured by the Austral Window Company of New York, that allowed the upper and lower sashes to simultaneously swing open at an angle, creating a designed ventilation system for the schools. A brochure produced by the company in 1925 explains the hardware package and functionality of the windows, as well as contains dozens of photos of schools that had already installed their hardware. Among them, there were nine Delaware schools including Dover, Lewes, and Odessa. The images of these schools, upon close inspection, reveals the Austral windows in action, with the signature angled sashes in the open windows (figure 13). As a diagram from a later (1938) Austral Window brochure shows, the windows were marketed as promoting strategic air circulation that would not cause problematic drafts for students working at their desks, as the air revolved around them in a non-linear fashion (figure 14).



Figure 14. Austral Window Company brochure, 1938

Heating

For the one- and two-room rural DuPont schools, heating was furnished by drum stoves with exterior brick chimney stacks (or occasionally simply with metal flues) for venting. The handful of more urban, consolidated schools used low pressure, coal-fired boilers situated in basement boiler rooms, also vented by brick chimneys. Betelle admitted that drum stoves did not produce the required 30 cubic feet of air per minute per pupil, as recommended by experts, and that they were also problematic because “the attending noise, confusion and dust caused by the putting on of coal and the removal of ashes is very much a handicap to good instruction work.”¹⁰² However, they had an advantage over furnaces, as they burned less coal so were less expensive to operate. Additionally, a 1919 article in the *American School Board Journal* touted drum stove heating as an ideal upgrade from the old method of placing a standard coal stove in the middle of a school room, stating, “The cost

¹⁰² Betelle, 759.

of a jacketed [drum] stove is but little more than that of an ordinary stove and certainly it would not be a whit more expensive to place it in the corner of the room than it would be to put it in the center.” He added that it was “only by means of a jacketed stove placed in the corner of a room that proper ventilation can be secured and the heat properly distributed.”¹⁰³ As recommended, the one-room schools typically featured chimneys at a corner of the building, while two-room schools typically exhibited gable end wall chimneys, with a stove for each classroom.

Plumbing and Toilets

The introduction of indoor restrooms over outhouses was a huge advancement in school design ushered in with the DuPont rebuilding campaign. Instead of installing modern flush toilets with plumbing, chemical toilets were installed in the restrooms. It seems that this decision was not an easy one, as Betelle noted that it was after “much consideration and investigation” that they decided to install “chemical toilet fixtures to be reached through the coat rooms inside the small buildings.”¹⁰⁴ Betelle explained that it was not the initial cost of plumbing that was a problem but that the cost of ongoing maintenance could be high, especially since no heat would be maintained over holidays or weekends, which would inevitably lead to pipes freezing and bursting. In regards to the placement of restrooms through the coat rooms, though this design seems to have been common practice, at least one leading writer on the subject objected to this arrangement. Among his list of critiques, A.D.F. Hamlin warned that, while it kept “the use of the toilet wholly under the teacher’s control,” it also “compels the use of the cloakroom as a thoroughfare, which is a serious objection” and “makes the use of the toilet unpleasantly public.”¹⁰⁵ Nevertheless, the indoor chemical toilets were a huge improvement over students having to walk outside and through inclement weather to use outhouses. Importantly, students were also provided access to clean, running water for drinking and for hygienic purposes. Betelle had decided that for most schools, they would “install a hand pump over a sink in the work room,” since the pump mechanism would be sufficiently below grade to prevent freezing.”¹⁰⁶

¹⁰³ Robert A. Cummins, “Small Items of Great Significance in the Building and Equipping of Schools,” *American School Board Journal* (February 1919), 37.

¹⁰⁴ Betelle, 759.

¹⁰⁵ Hamlin, 10.

¹⁰⁶ Betelle, 759.

School Buildings as Community Centers

Since Betelle and others saw the new schools as a nexus for community and as a vehicle for social improvement, they wrote often about using schools as community centers. This meant that furniture in the schools needed to be flexible, in order to take advantage of the large space for different types of meetings and events. Betelle noted in 1920 that Delaware classrooms would generally “be fitted with moveable desks which can be placed around the walls and the center of the room thus left clear for community meetings or dances,” and additional chairs would be kept in storage closets to “be brought out and used for community lectures, entertainments, etc.”¹⁰⁷

That many of the school buildings would eventually be converted into community center carries forward the initial vision of Pierre S. du Pont and other school reformers, who expected that the new schools in Delaware would serve as a nexus for community and as a catalyst for communication and social improvement. From the beginning, while choosing sites for the schools and in planning their layouts, Betelle suggested that “the community use of these small schools [had] always been kept in mind,” and that in isolated communities, “the church is usually near the school, and it is contemplated that these two elements of public welfare work will very closely co-operate.”¹⁰⁸

¹⁰⁷ Betelle, 759.

¹⁰⁸ Betelle, 759.

Evaluation Criteria

The minority DuPont schools evaluated under this context may be eligible for listing in the National Register of Historic Places under Criteria A and C of the established National Register Criteria for Evaluation. Criterion A recognizes properties associated with events that have made a significant contribution to the broad patterns of our history. Criterion C acknowledges properties that embody 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. Under Criterion A, the schools evaluated for this statewide context are considered for eligibility at the local level of significance, as part of the DuPont-funded, school rebuilding campaign of minority schools in Delaware as a part of early-twentieth century educational reform; and/or under Criterion C for Progressive-era school architecture as executed by James O. Betelle and the Delaware School Auxiliary Association through the rebuilding campaign. All of the schools fit into one of three general typologies, as described below. However, in order to be considered eligible under Criterion C, a school must retain higher levels of architectural integrity, including key character-defining features (further described below).

Some of the schools may be eligible for listing under other National Register criteria, or similarly, they may have acquired additional layers of significance not thoroughly evaluated as a part of this context. For example, Hockessin School 107-C is associated with the 1954 U.S. Supreme Court decision in the case of *Brown v. Board of Education of Topeka*. The *Brown v. Board* case consolidated several court cases challenging the constitutionality of racial segregation in public schools, including two combined Delaware cases, one of which was *Bulah v. Gebhart*. At the center of *Bulah v. Gebhart* was Hockessin School 107-C, the school that student Shirley Bulah was made to attend but for whom there was no public transportation, as she was prohibited from riding the school bus with white children. Ultimately, the landmark decision in *Brown v. Board* determined that state laws establishing racial segregation in public schools were unconstitutional.¹⁰⁹ In another example, the Richard Allen School was added to the National Register of Historic Places in 2019 not only for its history associated with the DuPont school construction era but also for subsequent historical developments (and building additions/alterations) that created additional layers of significance. As noted above (see “School Buildings as Community Centers”), the DuPont schools were never intended to serve only as classrooms but

¹⁰⁹ *Brown v. Board* combined five cases, one of which was Delaware case *Gebhart v. Belton*, decided in 1952. That case itself combined two cases, *Belton v. Gebhart* and *Bulah v. Gebhart*, the former relating to Howard High School, and the latter related to Hockessin School 107-C.

were instead meant to double as centers for community events. As such, the evolution of these school buildings, including remodeling campaigns to create dedicated community centers or similar venues, might themselves reflect continuity in their intended use or significant historical developments at the local level. Thus, these changes do not necessarily disqualify them from the National Register of Historic Places and may in fact enhance their significance. As such, schools nominated using this context should each be more fully researched and evaluated, since determinations of eligibility here were based primarily on exterior inspections (and did not generally include extensive research for individual sites).

The Period of Significance (POS) for the minority DuPont schools evaluated under the framework of this context is 1920-1931. The POS begins in 1920, with the construction of the first model schools that were a part of the rebuilding campaign, and extends to 1931, the year in which the final school, funded by du Pont and built by the Delaware School Auxiliary Association, was constructed.¹¹⁰

Typology of Schools

The minority DuPont schools surveyed for this thematic context vary in original plan, with each falling into one of three general categories: one-room, two-room, or multi-room/consolidated. For the purposes of this report, a multi-room/consolidated school refers to the buildings that were constructed in larger towns or cities versus more rural locales and which had three or more rooms.¹¹¹ The majority of school buildings were constructed in one- or two-room plans, with approximately one dozen built in a variety of multi-room/consolidated plans.¹¹²

As originally constructed, the schools within each plan category were generally consistent with one another, though with some variety.¹¹³ The one- and two-room rural schools were of frame construction and sided in

¹¹⁰ The final school to be constructed as part of this campaign was Samuel G. Elbert in Wilmington, which was one of two (the other being Howard High School) in Wilmington to be constructed for minority students as part of the du Pont school fund.

¹¹¹ Two much larger DuPont schools were built in the City of Wilmington. Howard High School is more consistent with the larger consolidated schools that were constructed for white students. Samuel G. Elbert School is non-extant but was similar in massing to Howard High School.

¹¹² Three school buildings—those for Cheswold, Harrington, and Middletown—were constructed in a three-room format but overall, more typical of the rural one- and two-room schools, based on historic photos. Each was of frame construction, clad in wood shingles, with cross-gable roofs. However, all of these buildings are non-extant and therefore more difficult to study so for the purposes of this analysis are not considered.

¹¹³ Some school buildings varied more considerably from the generally standardized formats, such as in the case of the non-extant State Line School in Claymont (New Castle County), likely due to its affiliation with the nearby Worth Steel Company. The two-room school, built in brick with a flat roof, was sited adjacent to steelworkers' housing called Hickman Row (CRS# N14198, NR#

wood shingles, with a small handful clad in brick veneer, and stood one story in height with a half story attic. Each featured a portico at its main entry, typically pedimented and supported by Classical columns. Classrooms were lit by a bank of large, double-hung, Austral windows, typically in a span of six per classroom (though occasionally occurring in spans of seven or, in at least two instances, eight).¹¹⁴ In one-room plans, exterior brick chimneys were located at a corner of the school building, correlating to the placement of an interior drum stove, whereas two-room plans exhibited either exterior gable end chimneys or a centrally located interior chimney. Rarely, metal roof vents were originally used instead of brick chimneys, such as in the case of Union School 158-C (CRS# K00897). Multi-room/consolidated schools featured large interior brick chimneys, with heating supplied via basement coal-fired boilers.

The one-room schools were typically built in two standard formats, with either front-gabled (with entry at the gable end) or hipped roofs (with entry off-centered on a longitudinal elevation).¹¹⁵ Some of the earliest built schools were experimental models and exhibit more variety, such as Public School No. 111-C (Christiana), Hockessin School 107-C, and Marshallton School 108-C. Additionally, the elevation on which the classroom windows were located depended largely on the siting of the building. Lighting classrooms from the west and left of students was considered ideal, but that meant that placement of the windows could appear on any elevation of the building depending on how it was situated on its parcel and oriented towards the road.

The two-room schools were more standard in arrangement, with side-gable roofs, a central entry at the front façade with double doors usually under a fanlight, and a grouping of four six-over-six wood windows to either side of the entry. Two banks of classroom windows were placed at the rear of each building. Again, orientation of the building was dependent on achieving appropriate lighting for the classrooms. Orientation to the road was of secondary influence, as two-room schools had less flexibility for interior plan—and therefore entry location—as compared to one-room schools.

06000284). It was constructed on land donated by the company, which possibly influenced the design of the school's exterior. More information about Hickman Row can be found in its National Register nomination form.

¹¹⁴ A school insurance evaluation report from 1941 shows the “Williamsville Colored School” (Sussex County) with a span of eight windows with 12-over-12 windows. This school, built in 1920, seems to be one of the earliest completed and is one of the more varied one-room forms. It featured a side-gable roof with exposed rafters and a central entry on its primary façade, sheltered by a shed roof portico. Another early and more unusual example is the non-extant Port Penn School 122-C, which also featured a span of eight classroom windows. It was front-gabled with a pent overhang at the primary façade and a small front-gabled overhang at the entry.

¹¹⁵ Most of the side-gable school buildings featured hipped roofs, although at least two schools—Delmar and Williamsville in Sussex County—featured side-gable roofs, while a third—Public School No. 111-C (Christiana) in New Castle County, which was one of the first three examples built and an experimental model school—featured a side-gambrel roof.

Appearing in larger towns and small cities, the multi-room/consolidated schools were constructed of brick, standing one to one-and-a-half stories high, and had flat roofs. They exhibited either a central entry or side entries and featured brick porticos with arched openings and concrete keystones and springers. Complimenting the brick exteriors were moulded concrete cornices and water tables. As with the majority of one- and two-rooms plan buildings, they also had either interior or exterior brick chimneys. The multi-room/consolidated schools consistently exhibited banks of six large windows per classroom. Two urban schools were built in the City of Wilmington—Howard High School and Samuel G. Elbert School (non-extant)—and were much larger than the town and smaller city consolidated schools. Both Howard and Elbert were constructed as two-story, brick buildings with flat roofs and similar features to the smaller consolidated schools, though were more ornate, particularly Howard, with its impressive central entry featuring an elaborate two-story Classical portico.

Integrity of the Minority DuPont Schools

To be considered eligible for listing in the National Register of Historic Places, a property must both be determined significant under the National Register Criteria for Evaluation and exhibit integrity, which is defined by the National Register as “the ability of a property to convey its significance.”¹¹⁶ While the evaluation of a property’s integrity is sometimes subjective and arguably nuanced, *especially as it applies to under-represented communities and property types*, a property retaining historic integrity will “possess several, and usually most, of the aspects,” of which there are seven: location, design, setting, materials, workmanship, feeling, and association.¹¹⁷ For the properties considered under this historic context, each determined to be eligible retains four or more of the aspects of integrity, under the guidelines specified below for this evaluation:

1. Location refers to the place where the building was constructed. A building should remain in its original location in order to meet this aspect of integrity.
2. Design refers to the combined elements of a building that create its form, plan, space, structure, and style. A building should remain visually legible as a type of minority DuPont school.

¹¹⁶ National Register Bulletin 15, “How to Apply the National Register Criteria for Evaluation” (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1997), 44.

¹¹⁷ National Register Bulletin 15, “How to Apply the National Register Criteria for Evaluation” (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1997), 44.

3. Setting refers to the general environment of a building and its surroundings, how is it situated or positioned and its relationship to other buildings, space, and features. The setting of a building should remain relatively unchanged from what it was during the period of significance.
4. Materials refer to the physical elements used to create or design a building during the period of significance, particularly those visible on the exterior. A building should retain most of its original elements or those of in-kind material if repaired or rehabilitated.
5. Workmanship refers to the physical evidence of the skill and labor employed in the construction or alteration of a building, considering it as a whole or its individual elements. Workmanship can be expressed through both simple and decorative finishes, and both vernacular and innovative methods of construction. A building should reflect the workmanship of its period of significance.
6. Feeling refers to the building's expression of aesthetic or sense of historic character, relevant to its period of significance, conveyed through a combination of physical features. A building should feel like a minority DuPont school to retain this aspect of integrity.
7. Association refers to the link between a building and its historic significance. The building is the actual place where the historic activity occurred and, to retain this aspect of integrity, should be intact enough to be able to convey this association. This aspect, like feeling, also relies on the retention of physical features to convey the connection between the building and its history.

Character-Defining Features of the Minority DuPont Schools

The character of a historic building is influenced by the physical attributes and visual elements that make up its appearance. Character-defining features may include a building's massing (shape, form, and size), materials, roof and roof elements, fenestration (arrangement of windows and doors), ornamentation, and interior plan and features, along with its siting and environment.¹¹⁸ In order to be considered eligible for listing in the National Register of Historic Places under Criterion C, a given school building must retain enough character-defining features to convey its historic association as a minority DuPont school. Each building nominated under Criterion C should possess at least **four of the primary** and **one of the secondary** character-defining features, described as follows:

¹¹⁸ Lee H. Nelson, "Architectural Character: Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving Their Character," *Preservation Briefs* (17), U.S. Department of the Interior, National Park Service, accessed June 7, 2021, <https://www.nps.gov/tps/how-to-preserve/preservedocs/preservation-briefs/17Preserve-Brief-VisualAspects.pdf>.

PRIMARY CHARACTER-DEFINING FEATURES

1. Massing: building should retain its original height, with original shape and form intact and clearly legible (including any original projecting building segments), particularly if there are later additions or modern intrusions.
2. Fenestration patterns: building should retain original span(s) of classroom windows and also generally retain original window and door openings, with minimal alterations.
3. Roof and roof elements: building should retain original roof shape as constructed and if built with chimney(s) related to interior heating, should retain this feature.
4. Portico: building should retain its main entry portico(s), typically a Colonial Revival style pedimented portico with columns in one- and two-room schools and flat roof with arched opening porticos in multi-room/consolidated schools.
5. Siting and setting: building should remain situated in its original location and be free of significant intrusions (such as the construction of an additional primary building versus a less intrusive later or modern outbuilding).

SECONDARY CHARACTER-DEFINING FEATURES

1. Windows materials: building should retain original wood nine-over-nine Austral classroom windows
2. Cladding materials: building should retain its original cladding, either wood shingle or brick veneer, or exhibit cladding of an in-kind material such as composite or vinyl shingle.
3. Ornamentation: building should retain Colonial Revival moulded wood or concrete cornice.

Conclusions & Recommendations

Research evidences a total of 90 minority DuPont schools constructed as part of the Delaware School Auxiliary Association's rebuilding campaign between 1920 and 1931.¹¹⁹ As a result of the windshield surveys conducted statewide, 47 (52.2 percent) of these schools were found to be extant. One additional school, White Oak in Kent County, has since been located (and was moved from its original site in the 1960s), for a total of 48 extant DuPont minority schools.¹²⁰ All of the extant school buildings (except for White Oak) were evaluated for eligibility for listing in the National Register of Historic Places under the criteria established in the preceding section of this report. Of the surviving schools surveyed, 28 (59.6 percent) were preliminarily determined to be eligible for listing under this established criteria (among those, eight schools are already listed), with 26 eligible under both Criteria A and C and two eligible under Criterion A, while 19 (40.4 percent) were determined to be ineligible.

Building interiors were not evaluated as part of this architectural survey. The majority of properties are now in private ownership and inaccessible to the public. While some of the buildings continue to serve as schools or educational facilities, the majority transitioned in use decades ago as a result of consolidations and closures in the years following the 1954 *Brown v. Board* decision. In addition to educational use, the majority of buildings now serve as community centers, churches, or dwellings. As a result of changes in use, or expansions and renovations for the buildings that continue to serve in an educational capacity, few would retain their original interior appearance and have likely been highly altered. However, change in use, which has allowed for the continued operation of many of these buildings, has facilitated and supported their retention on the landscape; therefore, interior integrity should be carefully evaluated with reasonable expectations.

For the properties with preliminary determinations of eligibility, outreach to the property owners and further individual assessment of interior integrity is recommended. Those properties with *reasonable* but as yet to be determined interior levels of integrity should be nominated to the National Register of Historic Places as part of a Multiple Property Submission to recognize the schools identified as a part of this historical context. If a Multiple Property Submission is not feasible, this context should be utilized to nominate individual eligible

¹¹⁹ This number includes the two largest schools, which were built in the City of Wilmington: Howard High School and Samuel G. Elbert School, the latter of which was not formally completed until 1931 according to Delaware School Auxiliary records held by Hagley Museum and Library.

¹²⁰ White Oak School (CRS# K03713), originally constructed just east of the current residence at 7429 Bayside Dr, Cowgills Corner (northeast of Dover), was moved in the 1960s to 141 Ruritan Ln, Viola, and repurposed as a dwelling.

properties. Though not a comprehensive list of those determined eligible for listing, Buttonwood and Hockessin in New Castle County, and Nassau and Rabbit's Ferry in Sussex County, should be among the first school buildings considered for nomination because each has high levels of integrity and associated community groups advocating for their recognition. State College, the two-room high school that is part of the Delaware State University campus in Dover, also has high levels of integrity and, as part of a public institution of higher education, may be more accessible for nomination.

Eight of the extant schools are presently listed in the National Register of Historic Places. Six are individually listed: Public School No. 111-C (Christiana) (CRS# N05258, NR# 79000625), Georgetown-Richard Allen (CRS# S09016, NR# 100004083), Iron Hill (CRS# N13315, NR# 95001032), Howard High School (CRS# N04234, NHL/NR# 85000309), Warwick-Harmon (CRS# S00165, NR# 79003314), and Warwick-Johnson (CRS# S00756, NR# 79003314). Two of these schools—Warwick-Harmon and Warwick-Johnson—are listed as part of the Multiple Property Submission for *Nanticoke Indian Community Thematic Resources* (CRS# S02109). Additionally, two of the schools—New Castle-Booker T. Washington (CRS# N00349.338) and St. Georges (CRS# N05002.063)—are listed as part of historic districts: New Castle Historic District (NR# 67000003) and North Saint Georges Historic District (NR# 95001033). One non extant school, Ross Point (CRS# S00402, NR# 01000886), was also listed to the National Register prior to its demolition by neglect.

Further, as a result of preliminary research and windshield surveys, 22 school sites were newly determined that had not been previously surveyed or assigned cultural resource survey (CRS) numbers. Survey information was updated for 62 properties that were previously surveyed and assigned CRS numbers. Despite additional research utilizing a variety of primary and secondary sources, the original locations of six minority DuPont schools remain unknown, and, as such, field staff were unable to survey those sites. This includes Kirkwood in New Castle County; Brownsville, Hammondtown, and Peterson's in Kent County; and Millsboro and Muddy Neck in Sussex County. The Millsboro school was destroyed by fire in December 1945.¹²¹ It is unlikely that the other buildings survive on the landscape; however, further research would be necessary to confirm.

¹²¹ "Ten Years Ago," *Delmarva News*, December 15, 1955. The Millsboro school was later rebuilt at the site of the current East Millsboro Elementary School (29346 Iron Branch Road, Millsboro), the core of which is the building that was constructed to replace the one that burned. However, this is not the site of the original two-room DuPont school based on a historical aerial photograph from 1937.

Oral history interviews are recommended in order to expand established knowledge about the minority DuPont schools and to collect the experiences of students who attended. With the DuPont-funded school rebuilding campaign having just passed its centennial, it is imperative to act now, as the population of former students is advancing in age and will continue to dwindle. Conducting interviews with former students of the non-extant schools would provide a recorded history for buildings that no longer physically survive on the landscape. For extant schools, oral histories would help inform potential National Register of Historic Places nominations and add to the breadth of information about the schools and the experiences of minority students during an era of de jure racial segregation in Delaware.

Of the 90 minority schools constructed as part of the rebuilding campaign, there were 48 schools built in the one-room type (53.3 percent), 29 schools built in the two-room type (32.2), and 13 schools built in multi-room/consolidated types (14.4).¹²² Of the 47 extant schools surveyed, 21 are of the one-room type (44.7 percent), 19 are of the two-room type (40.4 percent), and eight are of multi-room/consolidated types (17 percent). For the brick constructed consolidated schools, eight out of 10 (80 percent) are extant.¹²³ Currently, 11 (23.4 percent) of the surveyed extant school buildings continue to be used as schools or serve as education-related facilities; 11 (23.4 percent) are now churches; 10 (21.3 percent) have been converted into dwellings; eight (17 percent) are community centers, including one camp; three (6.4 percent) are museums; three (6.4 percent) are vacant; and one (2.1 percent) is a post office.

While all of the extant school buildings had been previously surveyed and assigned CRS numbers, many of them are not properly identified as DuPont schools built for minority students, or “colored” schools as historically denoted. Of the 13 extant schools in Kent County, only three (23 percent) are named in CHRIS in such a way as to indicate their historic association as “colored” schools.¹²⁴ For example, Willow Grove School (CRS# K03674), which has been converted into a dwelling, is not identified as a school but is instead listed simply as “house.” As a result, these resources are missing crucial cultural and historical information that helps link them to their appropriate contexts. The State Historic Preservation Plan 2018-2022 specifically addresses

¹²² This number includes the three frame three-room schools built in Cheswold, Harrington, and Middletown, none of which are extant.

¹²³ Milford-Benjamin Banneker School was demolished c. 2003 for the construction of the current Benjamin Banneker Elementary School, while the Samuel G. Elbert School, located in the Southbridge section of the City of Wilmington, was demolished in the 1980s and is now a city park called Elbert Playground.

¹²⁴ This number includes White Oak School (CRS# K03713), which was not surveyed as it was located after the fact. It had previously been surveyed and assigned a Cultural Resource Number; however, it is listed in the Cultural and Historical Resources Information System simply as “school,” further highlighting the issue addressed in the text.

this issue, stating, “One of the challenges in working with the state’s inventory is that the survey, particularly from the earlier years of the program, may not have recorded an important historical link to specific cultural groups.”¹²⁵ As an example, it is noted that though a number of African American resources have been identified and recorded, the properties “are not always properly identified in the database” which creates a “gap in the data [that] then affects analysis of information on the state’s African-American historic properties.”¹²⁶ As a result of this survey project, the comprehensiveness and quality of data for these particular under-represented resources has been expanded. The names and identifying details for these resources should be updated to appropriately reflect their histories and community connections.

¹²⁵ “Partners in Preservation,” 17.

¹²⁶ “Partners in Preservation,” 17.

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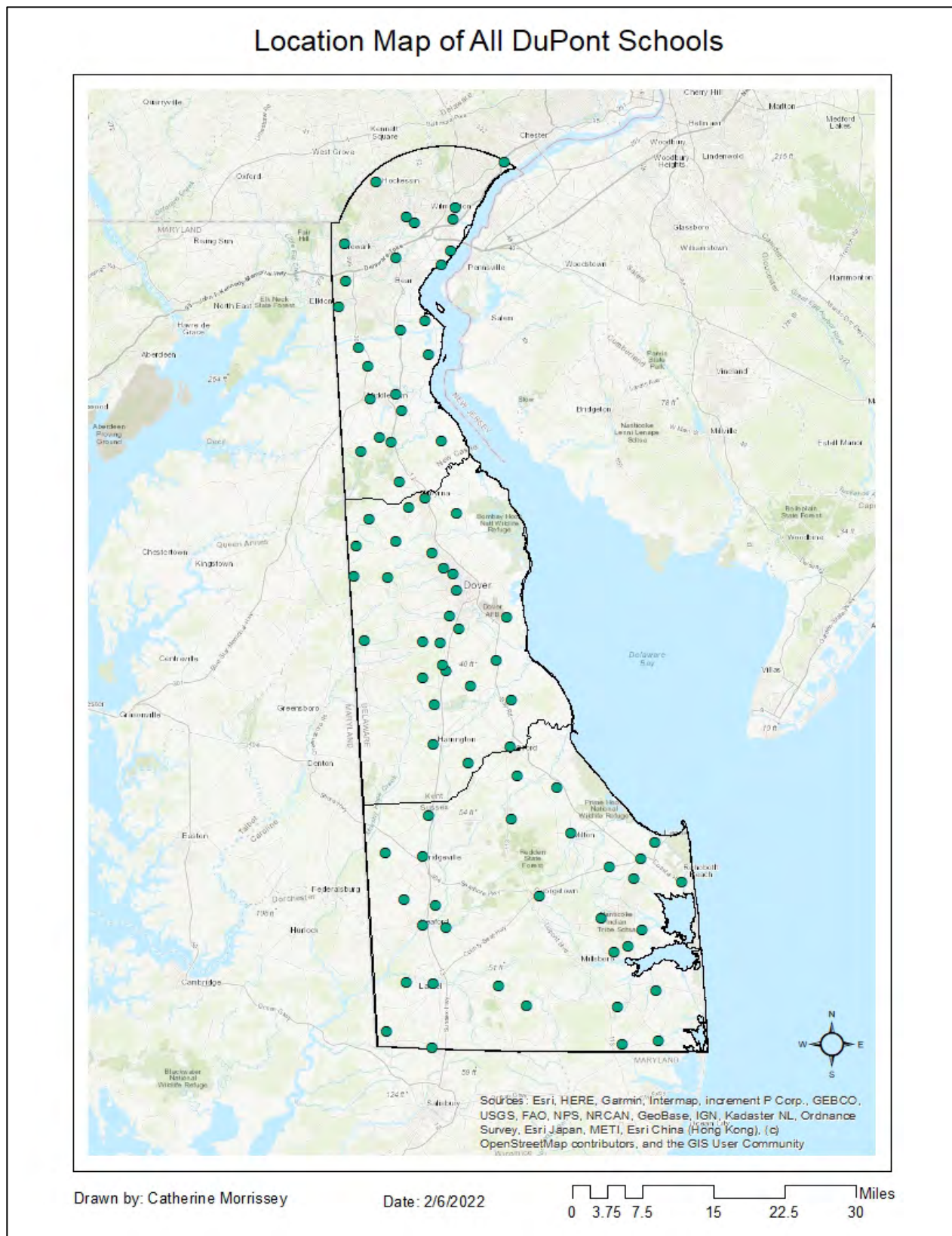
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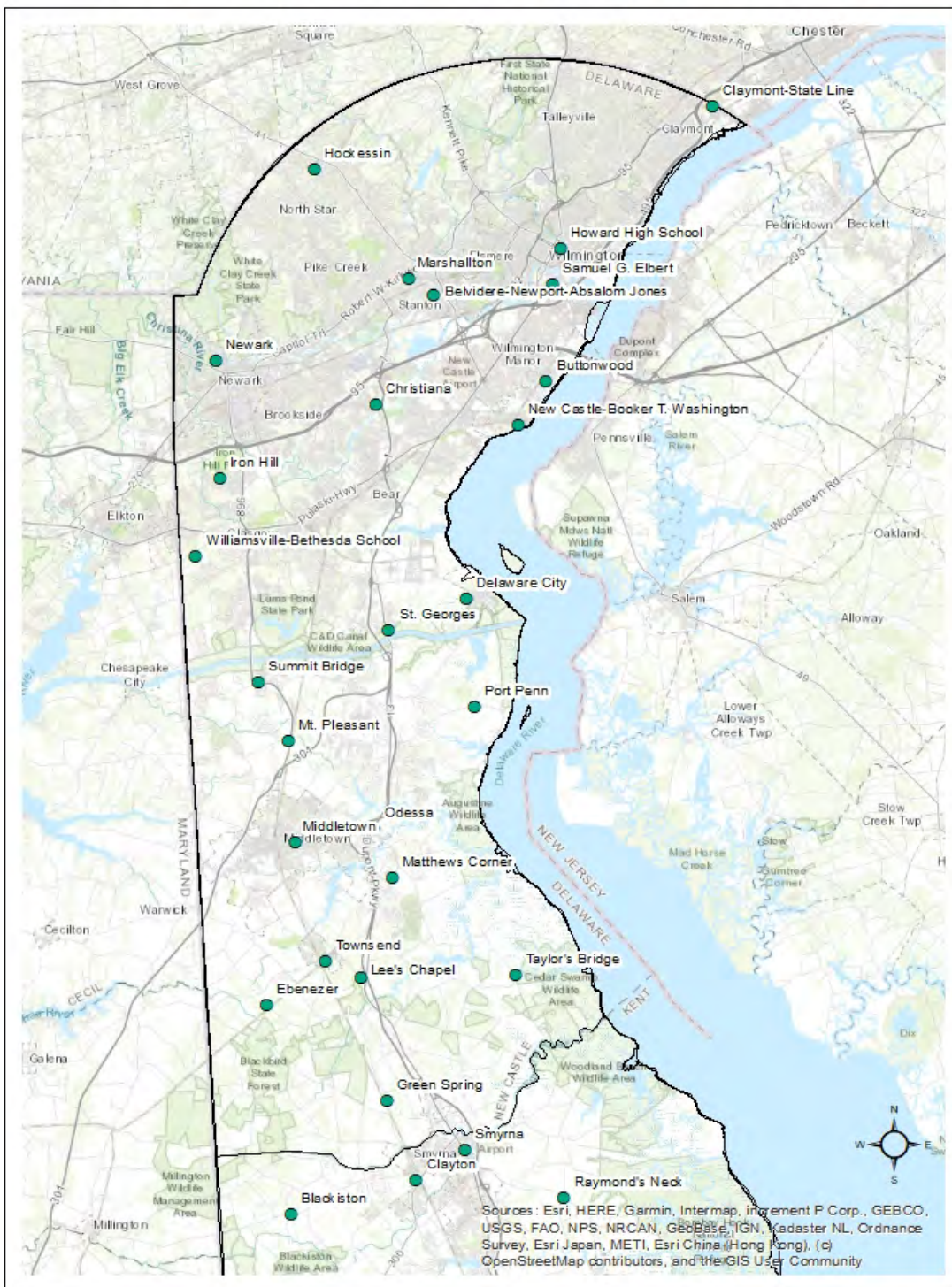
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Appendix A: Maps of Properties Inventoried

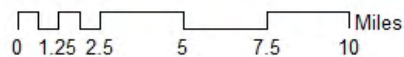


Location Map of New Castle County DuPont Schools

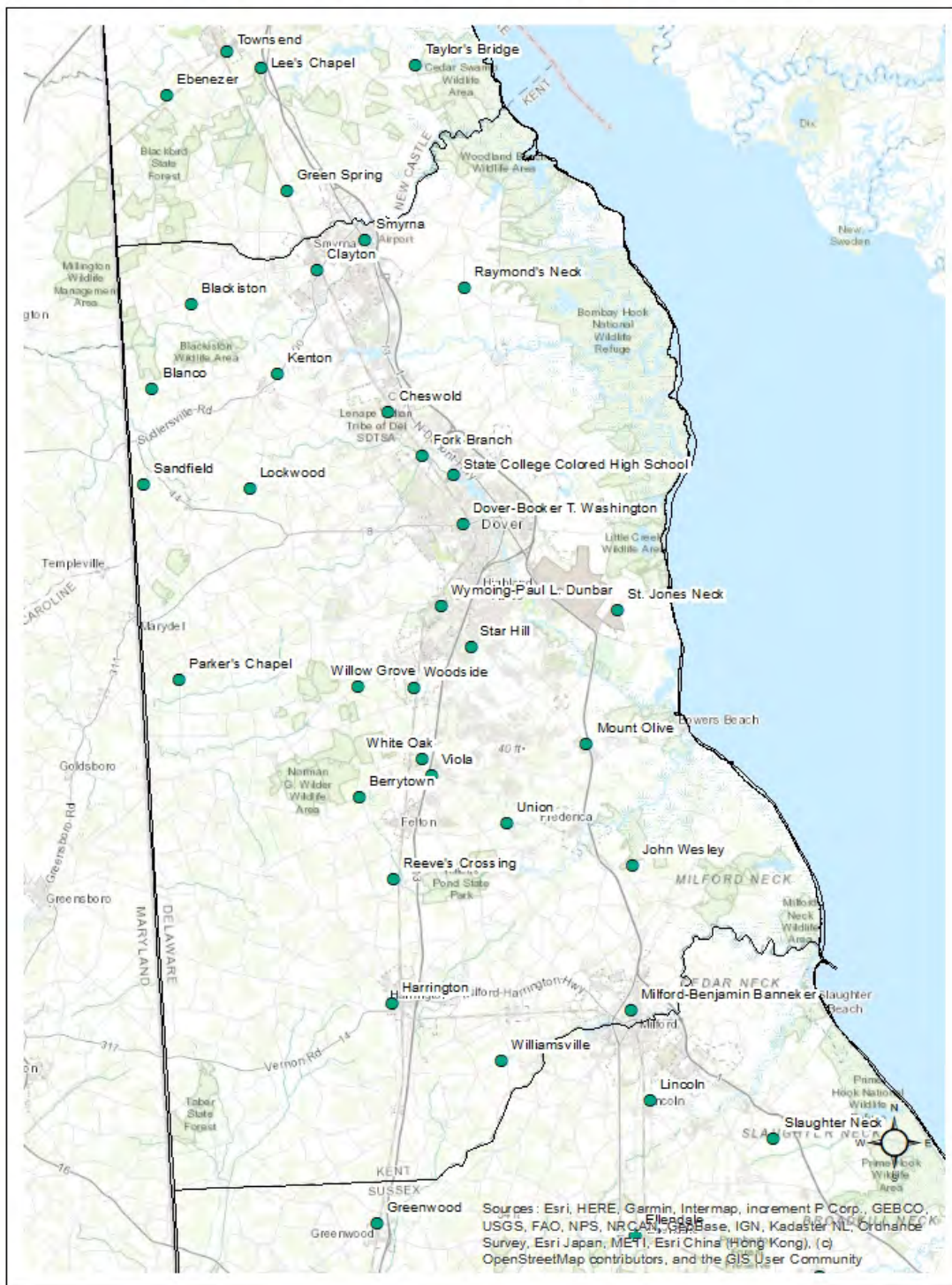


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Date: 2/6/2022

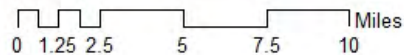


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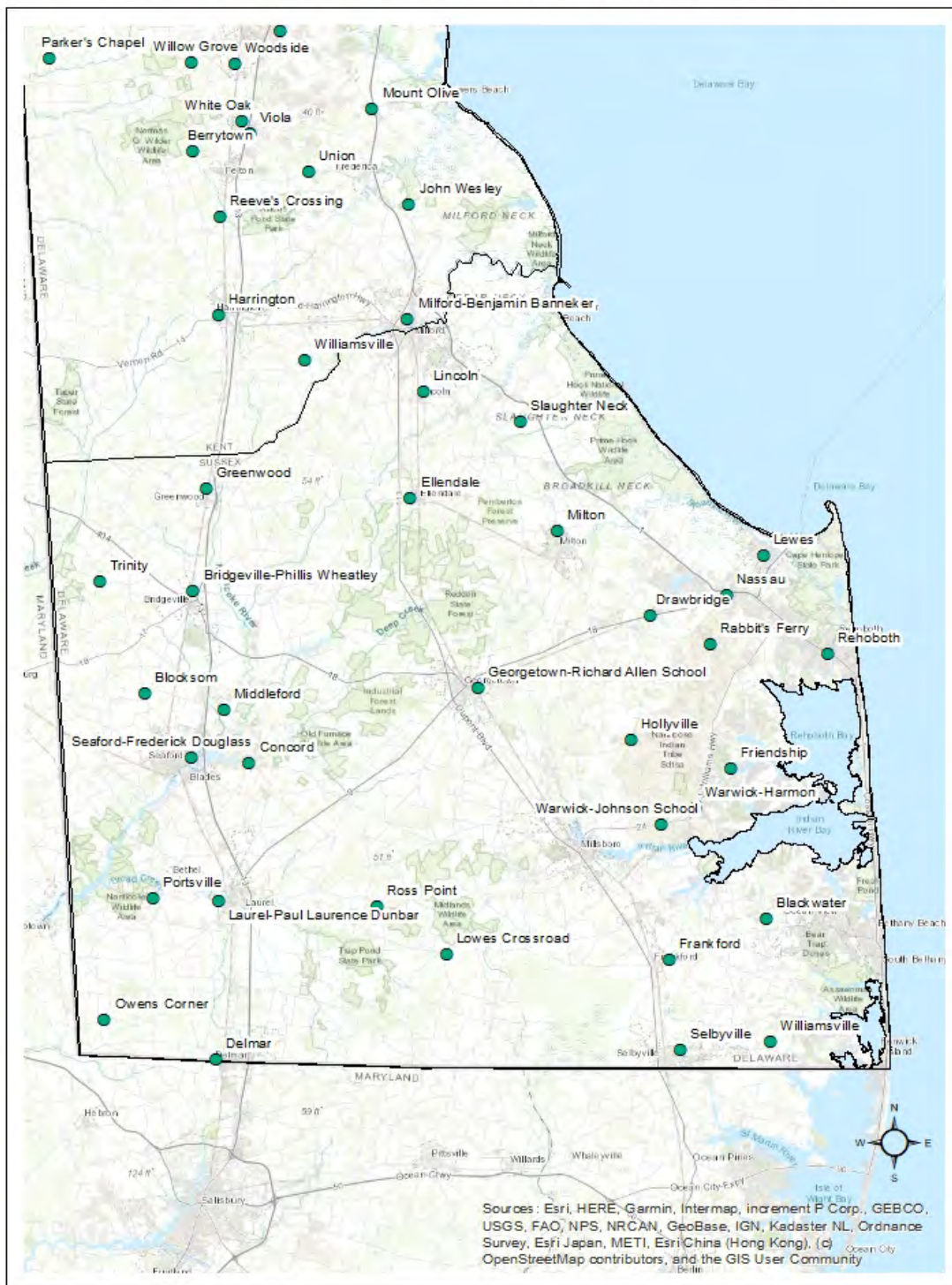


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Date: 2/6/2022



Location Map of Sussex County DuPont Schools



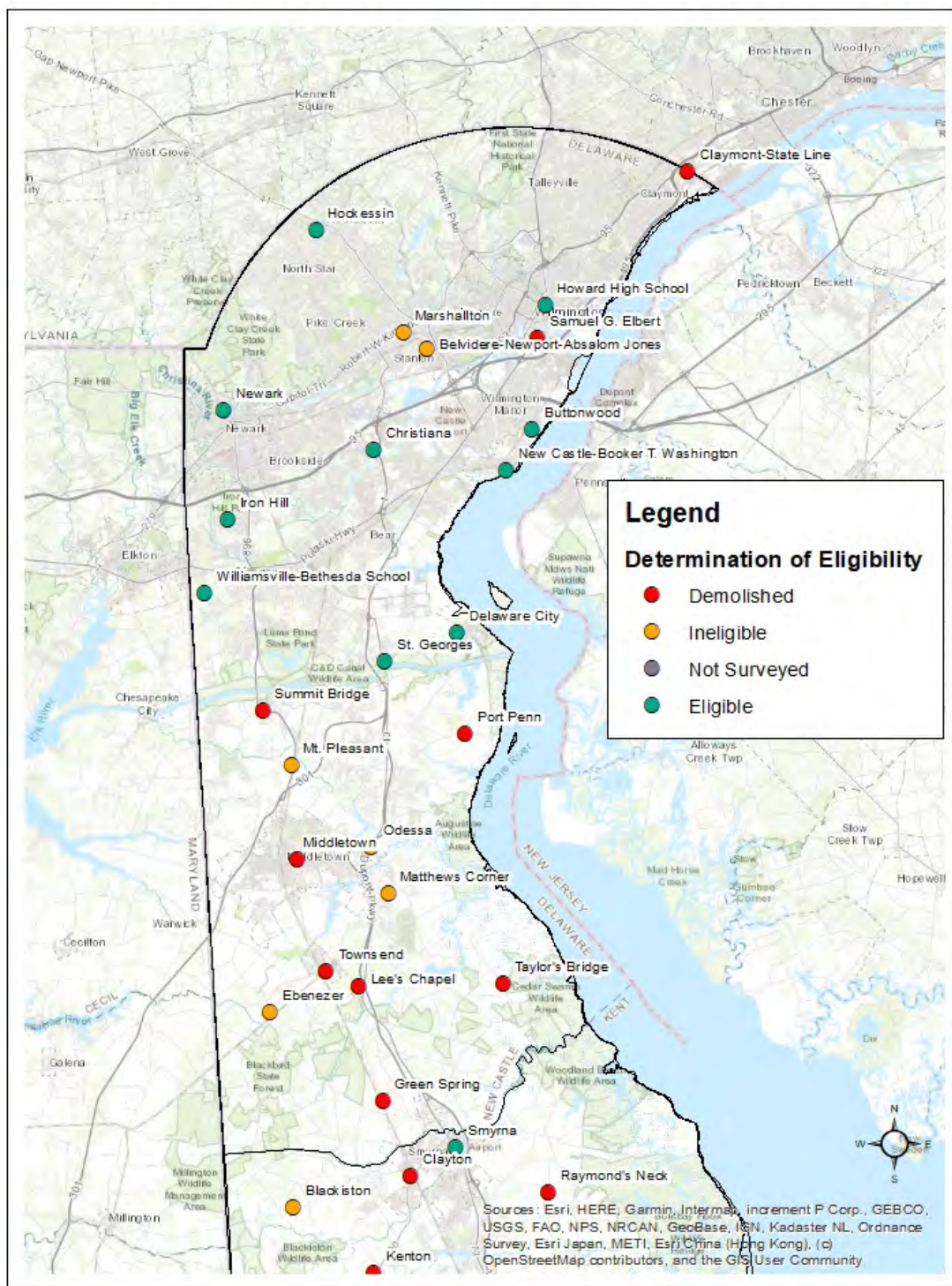
Sources: Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), (c) OpenStreetMap contributors, and the GIS User Community

Drawn by: Catherine Morrissey

Date: 2/6/2022

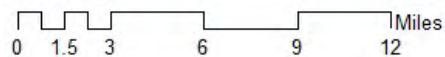
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Determination of Eligibility for New Castle County DuPont Schools

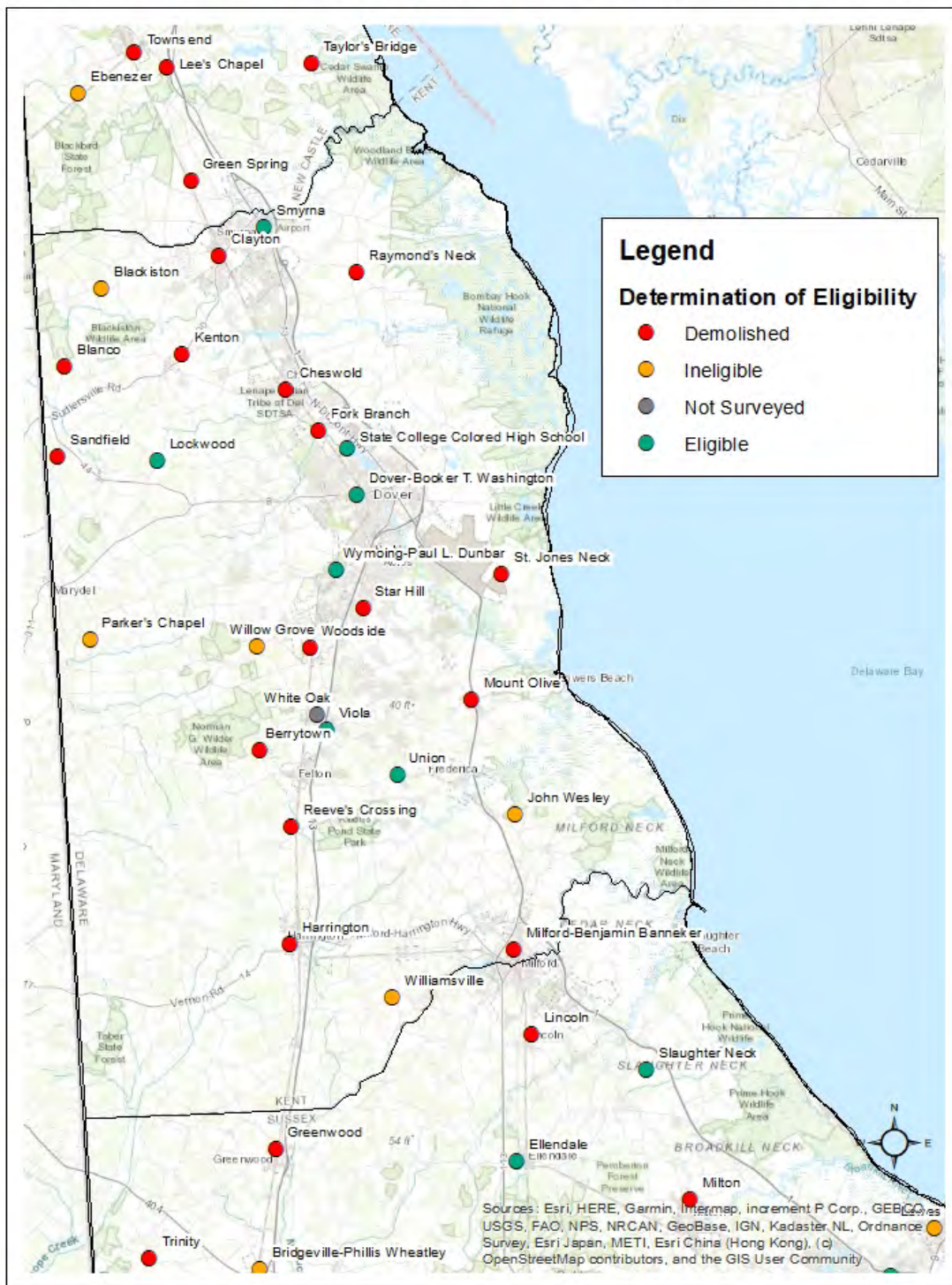


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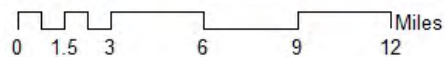


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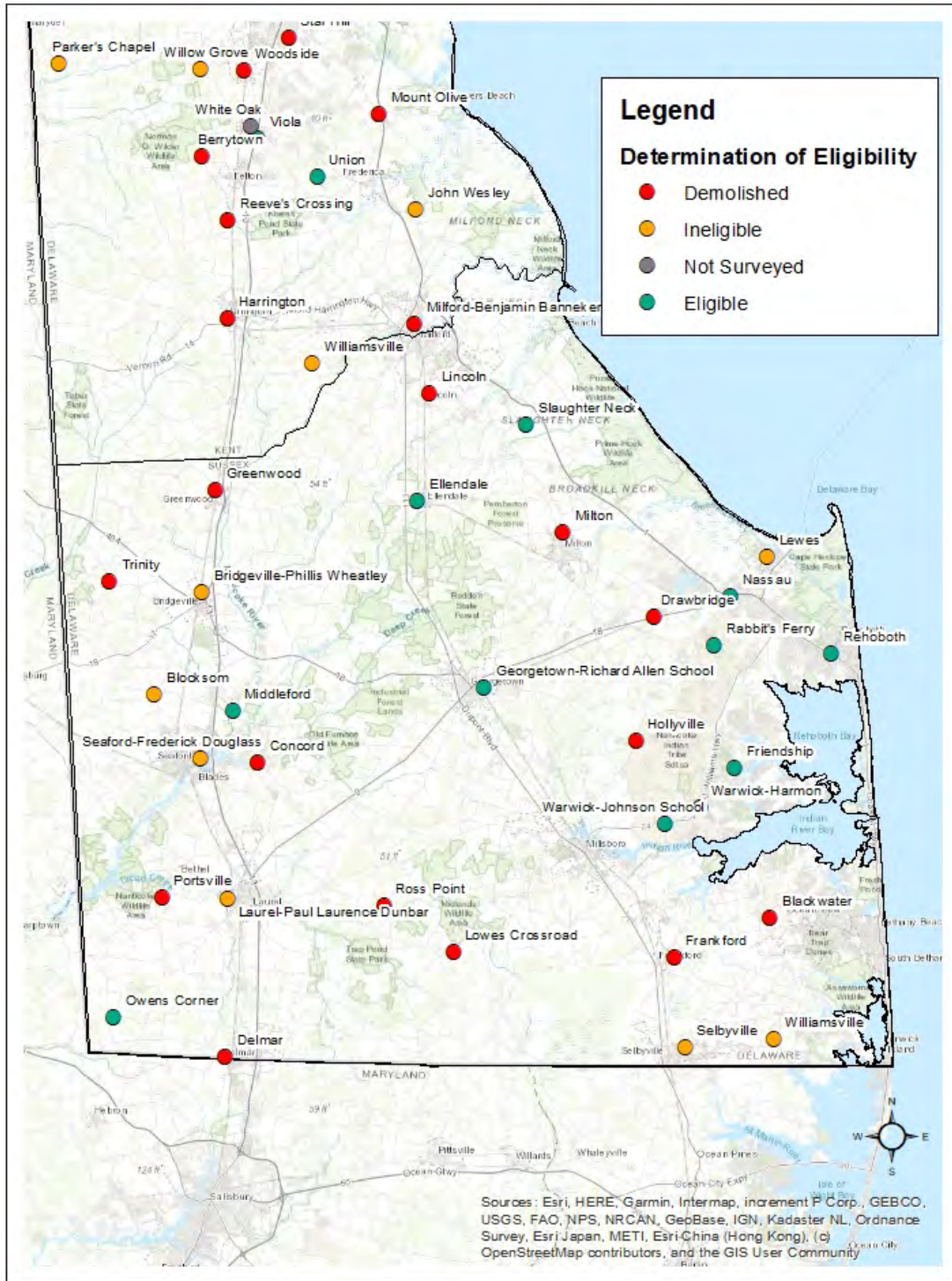


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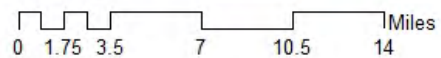


Determination of Eligibility for Sussex County DuPont Schools

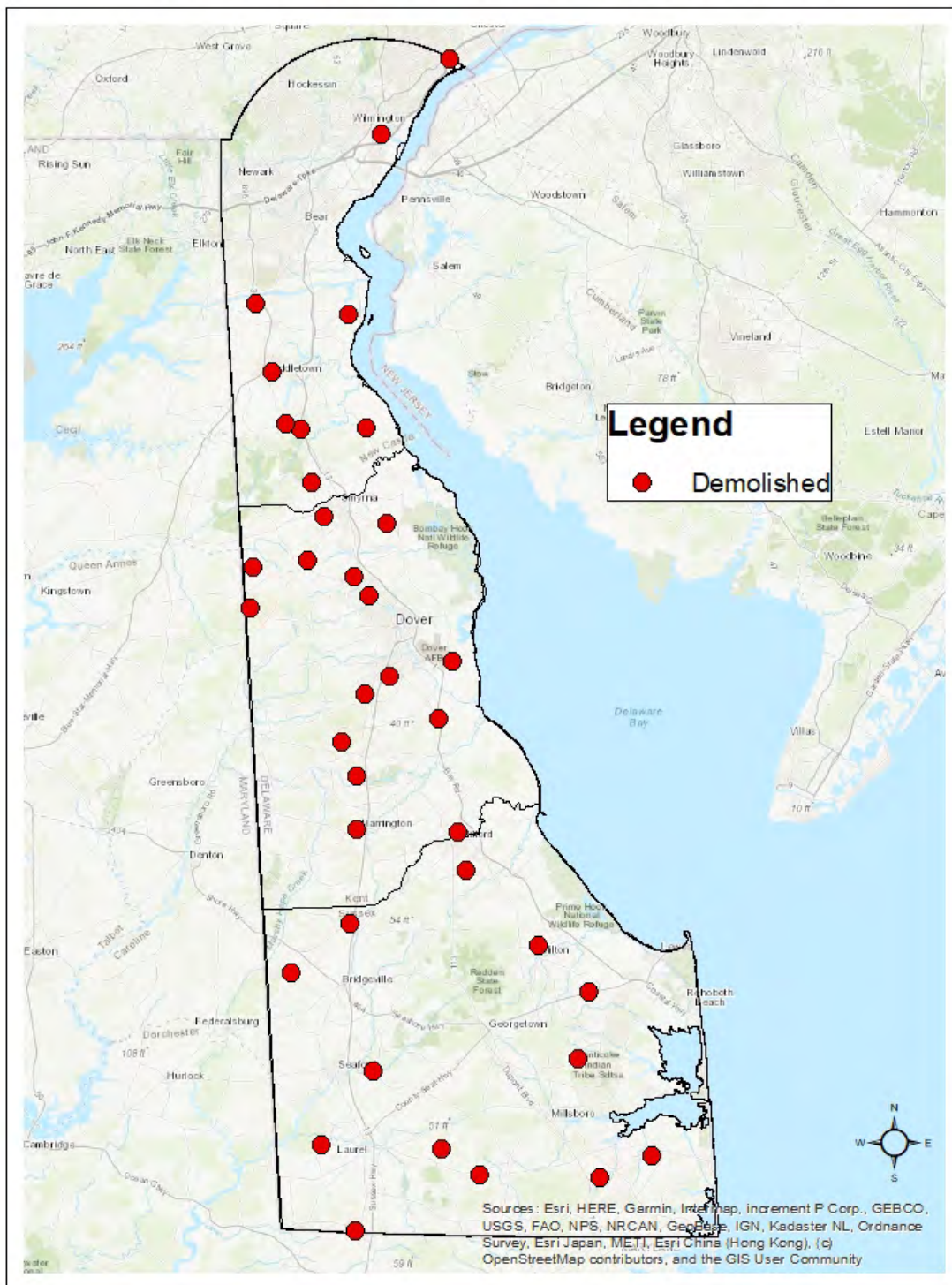


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Date: 2/8/2022



Location Map of Demolished DuPont Schools

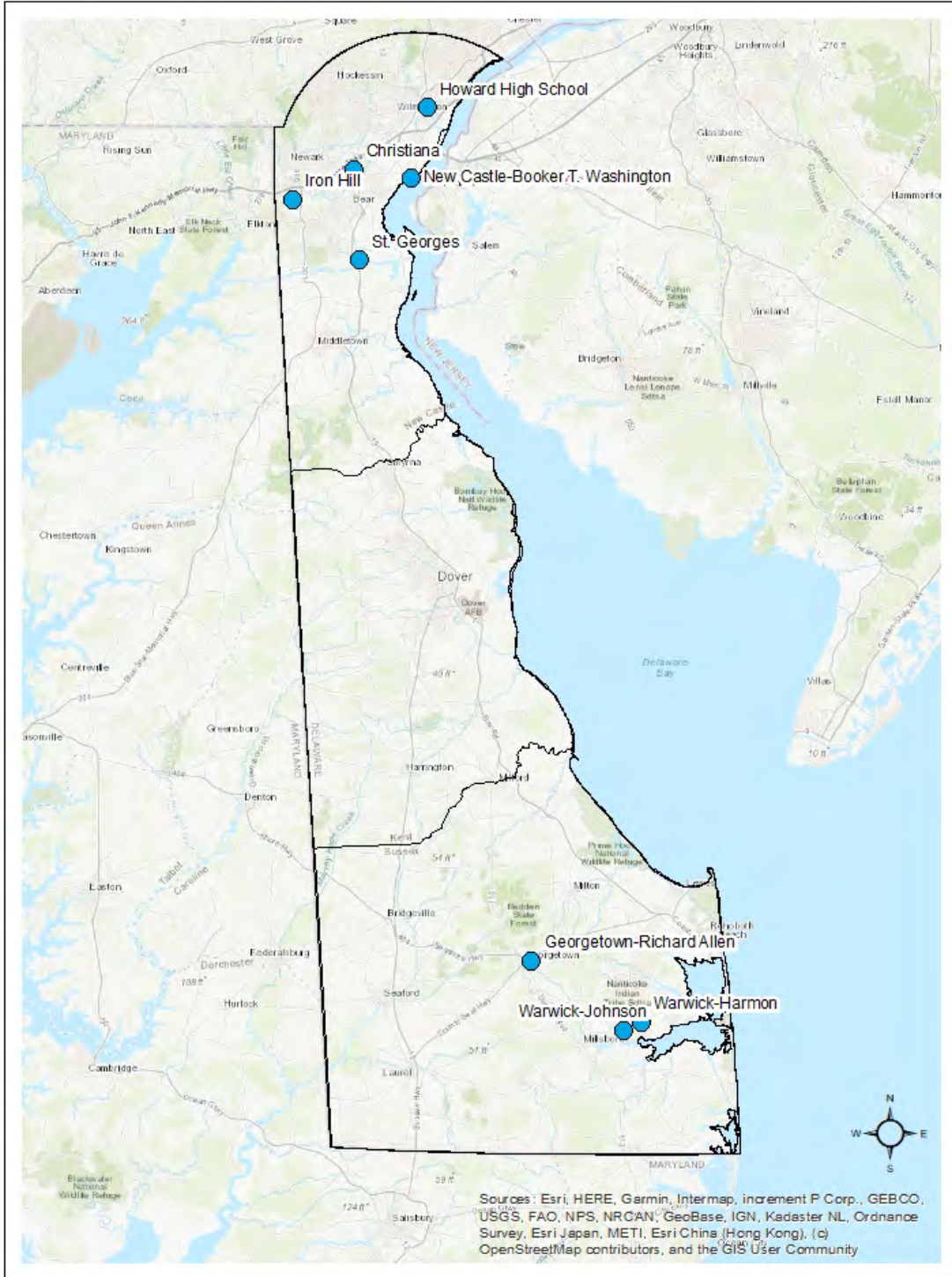


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Date: 2/6/2022

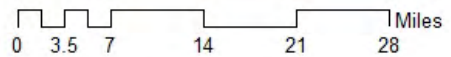
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DuPont Schools Listed on the National Register of Historic Places



Drawn by: Catherine Morrissey

Date: 2/6/2022



Appendix B: Table of Properties Inventoried

DuPont Schools Surveyed in Kent County			
SCHOOL NAME	CRS #	DETERMINATION	YEAR BUILT
Berrytown 157-C	K02996	DEMOLISHED	1923
Blackiston 137-C	K06792	INELIGIBLE	1922
Blanco 138-C	K08156	DEMOLISHED	1922
Cheswold 143-C	K08151	DEMOLISHED	1922
Clayton 136-C	K08157	DEMOLISHED	1922
Dover-Booker T. Washington 3-C	K06796	ELIGIBLE	1922
Fork Branch 145-C	K08152	DEMOLISHED	1921
Harrington 162-C	K08158	DEMOLISHED	1923
John Wesley 160-C	K04766	INELIGIBLE	1921
Kenton/Mt. Friendship 140-C	K08153	DEMOLISHED	1923
Lockwood 142-C	K01173	ELIGIBLE	1922
Milford-Benjamin Banneker 163-C	K06801/K01878	DEMOLISHED	1921
Mount Olive 155-C	K02685	DEMOLISHED	By 1926
Parker's Chapel 153-C	K06802	INELIGIBLE	1922
Raymond's Neck 167-C	K08160	DEMOLISHED	1922
Reeves Crossing 159-C	K02857	DEMOLISHED	1922
Sandfield 141-C	K08154	DEMOLISHED	1922
Smyrna-Thomas D. Clayton 135-C	K06791	ELIGIBLE	1921
St. Jones Neck 149-C	K08161	DEMOLISHED	1922
Star Hill 150-C	K06797	DEMOLISHED	1926
State College Colored High School	K06793	ELIGIBLE	1922
Union 158-C	K00897	ELIGIBLE	1921
Viola 156-C	K06800	ELIGIBLE	1922
White Oak 146-C	K08159 (site)/K03713	INELIGIBLE	1923
Williamsville 164-C	K04548	INELIGIBLE	1922
Willow Grove 152-C	K03674	INELIGIBLE	1921
Woodside 154-C	K03794	DEMOLISHED	1922
Wyoming-Paul L. Dunbar (Caesar Rodney) 151-C	K06798	ELIGIBLE	1926 or after

DuPont Schools Surveyed in New Castle County

SCHOOL NAME	CRS #	DETERMINATION	YEAR BUILT
Belvidere/Newport-Absalom Jones 106-C	N13533	INELIGIBLE	1922
Buttonwood	N13535	ELIGIBLE	1926
Christiana-Public School No. 111-C	N05258	NR LISTED	1920
Claymont-State Line	N14788	DEMOLISHED	1921
Delaware City 118-C	N06183	ELIGIBLE	1922
Ebenezer 126-C	N14425	INELIGIBLE	1922
Elbert, Samuel G.	N06712	DEMOLISHED	1931
Green Spring 128-C	N13540	DEMOLISHED	1922
Hockessin 107-C	N10200	ELIGIBLE	1920
Howard High	N04234	NHL, NR LISTED	1927
Iron Hill 112-C	N13315	NR LISTED	1923
Lee's Chapel (New Discovery) 124-C	N06224	DEMOLISHED	1922
Marshallton 108-C	N13005	INELIGIBLE	1920
Matthews Corner 129-C	N14424	INELIGIBLE	1920
Middletown 120-C	N14426	DEMOLISHED	c. 1923
Mt. Pleasant 119-C	N013536	INELIGIBLE	c. 1923
New Castle-Booker T. Washington 109-C	N00349.338	NR LISTED (IN DISTRICT)	1923
Newark 110-C	N05436	ELIGIBLE	1922
Odessa 121-C	N13537	INELIGIBLE	1920
Port Penn 122-C	N14773	DEMOLISHED	1920
St. Georges 117-C	N05002.063	NR LISTED (IN DISTRICT)	1924
Summit Bridge 116-C	N14774	DEMOLISHED	1922
Taylor's Bridge 127-C	N14775	DEMOLISHED	1923
Townsend 125-C	N12129	DEMOLISHED	1928
Williamsville-Bethesda 113/114-C	N13338	ELIGIBLE	1927

DuPont Schools Surveyed in Sussex County

SCHOOL NAME	CRS #	DETERMINATION	YEAR BUILT
Blackwater 207-C	S02461	DEMOLISHED	1922
Blocksom	S06460	INELIGIBLE	1922
Bridgeville-Phillis Wheatley 220-C	S04765	INELIGIBLE	1921
Concord 216-C	S04107	DEMOLISHED	1922
Delmar 212 1/2-C	S13451	DEMOLISHED	1922
Drawbridge 197-C	S00739	DEMOLISHED	1923
Ellendale 195-C	S03900/S08733.052	ELIGIBLE	1923
Frankford 206-C	S09017	INELIGIBLE	1921-22
Friendship 202-C	S03042	ELIGIBLE	1922
Georgetown-Richard Allen 223-C	S09016	NR LISTED	1923-25
Greenwood 222-C	S13452	DEMOLISHED	1922
Hollyville 224-C	S13456	DEMOLISHED	1922
Laurel-Paul Laurence Dunbar	S09019	INELIGIBLE	1921
Lewes	S09015	INELIGIBLE	1923
Lincoln 194-C	S13453	DEMOLISHED	By 1926
Lowes Crossroads 211-C	S13454	DEMOLISHED	1922-23
Middleford 219-C	S06081	ELIGIBLE	c. 1923
Milton 196-C	S09014	DEMOLISHED	1921
Nassau 198-C	S00878	ELIGIBLE	1922
Owens Corner 213-C	S06928	ELIGIBLE	1923
Portsville 214-C	S13455	DEMOLISHED	1922
Rabbit's Ferry 201-C	S03073	ELIGIBLE	1922
Rehoboth 200-C	S01092	ELIGIBLE	1923
Ross Point 215-C	S00402	DEMOLISHED	1922
Seaford-Frederick Douglass	S09020	INELIGIBLE	1922
Selbyville 210-C	S09018	INELIGIBLE	1921
Slaughter Neck 193-C	S09013	ELIGIBLE	1922
Trinity 221-C	S00329.003	DEMOLISHED	1923
Warwick-Harmon 225-C	S00757	NR LISTED	1922
Warwick-Johnson 203-C	S00756	NR LISTED	1922
Williamsville 226-C	S08103	INELIGIBLE	1920

Appendix C: Kent County, Descriptions and Evaluations of Properties

Note: In the architectural descriptions that follow, fenestration patterns (the window and door openings on a building) are described with abbreviations, with W for window and D for door. For example, a building with three bays (openings) and described as W-D-W indicates that across a façade, there is first a window opening, followed by a doorway, followed by another window opening, reading left to right.

Berrytown School 157-C

Built 1923

CRS# K02996

NW corner Berrytown Rd and Indian Runner Rd intersection, Felton

South Murderkill Hundred

Determination of Eligibility: DEMOLISHED

Integrity Aspects Retained: None

The Berrytown School 157-C was demolished between 1982 and 1992. The lot is vacant, and no visible foundations remain. The school was a one-story, frame building with a hipped roof built in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Blackiston School 137-C**Built 1922****CRS# K06792****2819 Millington Rd, Clayton****Duck Creek Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

The Blackiston School 137-C, currently a dwelling, is a one-and-a-half story, frame building with a front-gabled roof constructed in the one-room form. The building rests on a parged concrete block foundation and is clad in vinyl weatherboard siding with an asphalt shingle roof. It has moulded wood cornices with partial returns. It consists of a main block with a one-story, shed-roofed wing on the west side and a one-story, hipped-roof enclosed porch addition that wraps around the west and south elevations. The wing is original to the building and served as a coatroom. An exterior brick chimney is located at the northwest corner. A modern, one-over-one vinyl window is in the gable end of the south (front) elevation. The porch also contains a bank of six, modern, one-over-one vinyl windows and a modern four-light-over-four-panel door with a metal screen door. A concrete step leads up to the entry. A c. 1960, noncontributing two-car garage is located to the west of the school.

The Blackiston School 137-C is in its original location and retains its original massing and roof shape, which are both legible despite the later enclosed porch addition. The school also retains its exterior brick chimney, moulded cornices with partial returns, and the window beneath the front gable. Features that diminish the integrity of the building include the front, wrap-around enclosed porch, which obscures the original fenestration patterns and likely necessitated the removal of the original entry portico, as well as the east elevation's fenestration and the west wing's fenestration. The original span of classroom windows in the east elevation have been removed, as has the six-paneled wood door in the west wing, which has been replaced by a modern window. All of the nine-over-nine Austral windows have been replaced with modern vinyl, one-over-one windows.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Blanco School 138-C
Built 1922
CRS# K08156
North of 1833 Lion Hope Rd, Clayton
Kenton Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Blanco School 138-C was demolished between 1968 and 1982 based on historical aerial photographs. The lot is vacant and heavily wooded with no visible foundation remains. The school building was a one-story, frame building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Cheswold School 143-C**Built 1922****CRS# K08151****School Lane Park, School Ln, Cheswold****Kenton Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Cheswold School 143-C was demolished between 1968 and 1981. The site is now the Cheswold Town Park, and contains a shed, a basketball court, a gravel parking area, and two grills. The school building was a one-story, frame building with a cross-gable hipped roof constructed in the three-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Clayton School 136-C**Built 1922****CRS# K08157****On Preston Ln just south of its intersection with School Ln, Clayton****Kenton Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Clayton School 136-C was demolished between 1968 and 1981. The school building was located in the middle of Preston Lane. The site is now a subdivision of townhouses. The school was a one-story, frame building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Dover-Booker T. Washington School 3-C**Built 1922****CRS# K06796****901 Forest St, Dover****East Dover Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Materials, Workmanship, Feeling, Association**

Dover-Booker T. Washington School 3-C, currently an elementary school, is a one-story, brick building with a flat roof constructed in the consolidated form. The building has a concrete block foundation with a water table. Originally constructed in a three-part plan, the center block contains the front entrance with classrooms in the flanking wings. The entrance has three round arched doorways with recessed doors. The arches are brick with concrete keystones and springers. The doors are modern with two-light multilight insets, multilight inset sidelights, and thirteen-light fanlights. Vinyl windows with ten-over-fifteen light inserts flank either side of the doors. The center block has a moulded concrete cornice and concrete steps. A second-floor level is setback behind a brick parapet with concrete coping. The three window openings on the second floor have been closed with bricks. The classroom wings each have three sets of paired windows with nine-over-nine replacement windows in a mix of vinyl and metal frames with concrete sills. The wings have brick denticulated cornices and brick parapets. The school building has had numerous additions, including a c. 1934 one-story addition to the north and east (rear) of the original building, as well as subsequent mid-twentieth century additions to the east. The additions are in wings, leaving the original core of the building easily discernible.

Dover-Booker T. Washington School 3-C is the only consolidated example built in this specific style. It is in its original location and retains its original massing and roof shape. The building retains its concrete and brick cornices, concrete water table, concrete windowsills, brick and concrete arches, fanlights, and brick parapets, as well as its fenestration patterns. Although the windows have been replaced, they retain the original configuration and glazing patterns. The replacement doors, bricked-in auditorium windows, the loss of the exterior brick chimney, and the scale and contemporary style of some of the later additions to the east somewhat diminish the building's architectural integrity; however, the original core is clearly legible, and the additions are constructed in such a manner that they do not obscure or significantly reduce the design integrity of the school.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Fork Branch School 145-C**Built 1921****CRS# K08152****5200 W. Denneys Rd, Dover, Northeast of the Fork Branch Cemetery****East Dover Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Fork Branch School 145-C served the local Lenape/Moor community. The Delaware State Police purchased the property during the 1960s, demolishing the school building and using the lot as a shooting range. The now vacant lot is currently enclosed by a chain link fence with barbed wire. A concrete path and single step remain from the school building, as well as a concrete, table-like structure and wooden posts from the property's use as a shooting range. The school building was a one-story, frame building with a hipped roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Harrington School**Built 1929****CRS# K08158****100 W. Mispillion St, Harrington****Mispillion Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Harrington School was demolished and replaced with the current school building, now the Delaware Early Childhood Center, on the site during the 1960s. The site contains the mid-century school building and two sheds. The school was a one-story, frame building with a cross-gable roof constructed in the three-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

John Wesley School 165-C**Built 1921****CRS# K04766****926 Milford Neck Rd, Milford****Milford Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

John Wesley School 165-C, now a dwelling, is a one-story, frame building with a hipped roof built in the one-room form. The building sits on a rusticated concrete block foundation. Its walls are clad with vinyl siding and its roof is clad with asphalt shingles. The shed-roofed sections of the building on the north and south are original. The building has two additions, including a one-story, frame, hipped-roof addition on the west and a one-story, enclosed porch, shed-roofed addition to the east. The windows are vinyl, one-over-one, double-hung sashes with thin vinyl surrounds and fixed, two-panel vinyl shutters. The metal door has one light and four panels with a vinyl storm door. Three, noncontributing, one-story, frame, gable-roofed sheds are located to the southeast of the building.

John Wesley School 165-C is in its original location. The building's massing and original roof shape are legible despite the two additions. The school also retains its rusticated concrete block foundation. The building does not retain its exterior brick chimney, moulded wood cornices, wood shingle siding and roofing, entrance portico, or its original fenestration patterns like the bank of classroom windows, greatly diminishing its integrity. The additions also diminish the building's integrity.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Kenton/Mt. Friendship School 140-C
Built c. 1920
CRS# K08153
North of 385 Wheatley's Pond Rd, Kenton
Kenton Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Kenton School 140-C, also known as the Mt. Friendship School, was demolished during the mid-twentieth century. The site of the school building is now under water or on the banks of the southwest corner of Wheatley's Pond. The school was a one-story, frame building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Lockwood School 142-C**Built 1922****CRS# K01173****3025 Judith Rd, Hartly****West Dover Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Workmanship, Feeling, Association**

Lockwood School 142-C, now the Plain Truth Gospel Baptist Church, is a one-story, frame, building with a hipped roof constructed in the one-room form. The building has an original shed-roofed wing on the northwest. The building stands upon a rusticated concrete block foundation. The building is clad with vinyl siding with a stone block veneer covering the bottom third of the southeast (front) façade. The roof is clad with asphalt shingles and retains its moulded wood cornices with partial returns. An exterior brick chimney is located at the southwest corner of the building. The front elevation retains the bank of six classroom windows, but they have been replaced with vinyl, one-over-one, double-hung sashes with six-light inserts beneath six-light-insert transoms. The windows have aluminum surrounds. The metal front door is modern with a fanlight over four panels and etched single sidelights over one panel. The original one-story, pedimented entrance portico is supported by two square Tuscan columns and two engaged columns. The sides of the porch have been enclosed with lattices. The porch steps and landing are concrete with a modern wheelchair ramp paralleling the steps on the north. Several noncontributing, one-story, frame sheds, one of which is used as an office, stand to the northwest of the building.

Lockwood School 142-C stands in its original location. Its massing and roof shape are clearly discernible and have not been obscured by any later additions. The building also largely retains its fenestration patterns, including the bank of classroom windows, as well as its entrance portico. Other original character defining features include the rusticated concrete block foundation, moulded wood cornices with partial returns, and exterior brick chimney. The replacement windows and doors detract from the building's integrity, as does the stone veneer on the front façade.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Milford-Benjamin Banneker School 163-C
Built 1921
CRS# K06801
449 North St, Milford
Milford Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Milford-Benjamin Banneker School 163-C was demolished c. 2003 and replaced with the current Benjamin Banneker Elementary School building. The original section of the school stood in the grassy area between the parking lot and North Street to the south of the present school building. The original school building was brick with a flat roof and contained five classrooms.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Mount Olive School 155-C**Built by 1926****CRS# K02685****East of the intersection of Old Beach Rd and Holly Dr, Little Heaven****South Murderkill Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Mount Olive School 155-C was demolished in 2014 by the Delaware Department of Transportation during the widening of Rt. 1. The site is now the location of a transformer box and a drainage pond. The school was a one-story, frame, two-room building with a side-gable roof that had been converted into a dwelling.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Parker's Chapel School 153-C**Built 1922****CRS# K06802****3341 Mahan Corner Rd, Marydel****West Dover Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Parker's Chapel School 153-C, now the New Beginning Church of God, is a one-story, frame building with a side-gable roof constructed in the one-room form. The building has a one-story, frame addition with a cross-gable roof on the west (rear) side, creating an L-plan. The building stands upon a poured concrete foundation. Its walls are clad with vinyl siding and the roof is clad with asphalt shingles. The roof has an aluminum cornice. The three windows in the primary (east) façade are vinyl, one-over-one light, double-hung sashes with six-light inserts, aluminum trim, and brick sills. The double doors are metal with six panels and plain wood trim, located within a shed-roofed vestibule in the location of the school's original entrance portico. A concrete ramp leads up to the entrance. The site contains many outbuildings located to the south of the building near the property line, including an outhouse, several sheds, and a mobile home. The privy is a one-story, frame building clad in wood tongue-and-groove siding with a corrugated metal shed roof. The privy likely dates to the period of significance and is considered a contributing resource. Parker's Chapel School 153-C is located across the road from the site of Parker's Chapel and the Parker's Chapel Cemetery.

Parker's Chapel School 153-C is in its original location and expresses its historic relationship to Parker's Chapel. The building otherwise has low historic integrity. The rear addition resulted in the removal of the shed-roofed coatroom, altering the building's massing. The original hipped roof was removed and replaced with a side-gable roof, and the exterior brick chimney was removed. The building does not retain its fenestration patterns, such as the bank of classroom windows, or its Colonial Revival style portico entrance. The original nine-over-nine Austral windows were not replaced in kind and the moulded wood cornice was replaced with plain aluminum.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Raymond's Neck School 167-C
Built 1922
CRS# K08160
3561 Smyrna Leipsic Rd, Leipsic
Duck Creek Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Raymond's Neck School 167-C was demolished by 1957 based on historical aerial photographs. The present dwelling on the site appears to have been constructed between 1954 and 1961. The school was a one-story, frame building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Reeve's Crossing School 159-C**Built 1922****CRS# K02857****3 Little Mastens Corner Rd, S. Felton****South Murderkill Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Reeve's Crossing School 159-C was demolished during the 1990s based on historical aerial photographs. The present dwelling on the site was constructed by 2005. The school was a one-story, frame building with a hipped roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Sandfield School 141-C**Built 1922****CRS# K08154****649 Fords Corner Rd, Hartly****West Dover Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Sandfield School 141-C was demolished by 1954 based on historical aerial photographs. The present dwelling located to the northwest of the school site was constructed during the 1990s. The school was a one-story, frame, building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Smyrna School**Built 1921****CRS# K06791****80 Monrovia Ave, Smyrna****Duck Creek Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Materials, Workmanship, Feeling, Association**

Smyrna School, now the Thomas D. Clayton Administration Building, is a one-story, brick building with a flat roof constructed in the five-room form. It has two, one-story brick classroom additions to the south and northeast. The building has a brick foundation with a stretcher bond water table topped by a rowlock course. The walls are five-to-one common bond. The building has moulded aluminum cornices and stepped brick roof parapets with aluminum coping over the ends of the north and south classroom wings. The west façade has symmetrical fenestration with two banks of six classroom windows between two projecting north and south classroom wings with three smaller round-arched windows in the ends of the wings. The wings have banks of six classroom windows on their respective north and south sides. The classroom windows are vinyl, one-over-one light, double-hung sashes with nine-light inserts, flat vinyl trim, and concrete sills. The round-arched windows are vinyl, fixed, one-light casements with eight-light inserts, flat vinyl trim, concrete sills, and brick arches with concrete keystones. The entrances are located on the north and south sides of the building to the east of the classroom wings. The doors are recessed into projecting brick entry porticos with round-arched openings with concrete keystones and springers. The south entry portico was extended to accommodate a classroom addition to the east constructed during the 1960s. The entrances have fully glazed metal double doors with eight-light insets and vinyl fanlights with nine-light inserts. There are poured concrete ramps leading up to the doors.

Smyrna School is in its original location. Its original massing is clearly discernible since most of the additions were built east of the building and are distinguishable due to the changes in brickwork. The roof retains its original form but the rear exterior brick chimney has been demolished. The building largely retains its fenestration patterns, including the banks of classroom windows and the round-arched windows. The north entry portico remains intact, while the south entry portico was replicated in the addition. The building retains its brickwork water table and parapets. The nine-over-nine Austral windows and moulded concrete cornice and parapet coping are similar in appearance of the originals.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

St. Jones Neck School**Built 1922****CRS# K08161****Near 971 Bergold Ln, Dover****East Dover****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

St. Jones Neck School was demolished between 1954 and 1961 based on historical aerial photographs. The school was located south of the westward ninety-degree bend in Bergold Lane near its intersection with Bayside Drive. The site of the school is currently a farm field. The school was a one-story, frame building with a hipped roof built in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Star Hill School**Built 1926****CRS# K06797****594 Voshells Mill Star Hill Rd, Dover****East Dover Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Star Hill School, currently the Star Hill Elementary School, was demolished in 2001 and replaced with a school building intended to replicate the 1926 structure after officials determined that the original building was unsalvageable. The school building was a one-story, brick building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

State College Colored High School**Built 1922****CRS# K06793****Student Health Center at Delaware State University, 1200 N DuPont Hwy, Dover
East Dover Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

State College Colored High School, now the Delaware State University's Student Health Center, is a one-story, brick building with a side-gable roof constructed in the two-room form. The building has a brick foundation with a stretcher bond brick water table topped by a rowlock course. The walls are seven-to-one common bond brick. The roof is clad with asphalt shingles and has moulded wood cornices with partial returns. The northeast (front) elevation has symmetrical fenestration, reading (W-W-W-W-D-W-W-W-W) from left to right. The windows are vinyl, one-over-one light, double-hung sashes with six-light inserts. The windows have plain wood trim and brick rowlock sills. The wood door has nine panels, one-light-over-one-panel sidelights, a thirteen-light fanlight, and wood trim with Colonial Revival detailing like fluting and dentilation. The door has a three-course rowlock arched lintel. The building has a one-story, front-gable, arched entry portico. The portico is supported by two, plain, square posts. The pediment is clad with wood shingle siding with moulded wood trim around the arched cutout in the pediment. The arched cutout has bracing to resemble an unglazed fanlight. The portico also has a moulded wood cornice with partial returns. The portico has a concrete landing accessed by concrete steps and a concrete ramp. Both the landing and ramp have metal railings. The southwest (rear) elevation has two banks of vinyl replacement windows for the original sixteen-over-sixteen light classroom windows. A contributing, one-story, brick, mechanical building with a hipped roof stands to the southwest of the school building. The mechanical building has seven-to-one common bond walls, an asphalt shingle roof, and a large central brick chimney. The southeast façade has symmetrical fenestration, reading (D-W-W-D). The doors have been replaced with plain metal doors, but the original wood, six-over-six, double-hung sash windows remain. The windows have rowlock sills, and both the windows and doors have two-course rowlock arched lintels.

State College Colored High School is in its original location and retains its original massing, roof shape, fenestration patterns, and entrance portico. It also possesses its original brickwork, moulded wood cornices, and Colonial Revival wood door surrounds. Although the windows have been replaced with vinyl, they are still sympathetic to the original glazing patterns. The modern concrete steps and ramp detract from the building's integrity but are essential to its functionality as a student health center. The mechanical building also has high integrity as it retains its original location, massing, roof shape, fenestration patterns, windows, and chimney.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Union School 158-C**Built 1921****CRS# K00897****3249 Midstate Rd, Felton****South Murderkill Hundred****Determination of Eligibility: ELIGIBLE (Criterion A)****Integrity Aspects Retained: Location, Design, Setting, Workmanship, Feeling, Association**

Union School 158-C, now the United Cerebral Palsy of Delaware, INC's Camp Lenape, is a one-story, frame building with a side-gable roof constructed in the two-room form. There is a one-story, frame, side-gable addition to the west. The building has a rusticated concrete block foundation. Its walls are clad with vinyl siding and the roof is clad with asphalt shingles. There is an exterior brick chimney on the building's east elevation. The building's south (front) façade has symmetrical fenestration, reading (W-W-W-D-D-W-W-W) from left to right. The windows are vinyl, one-over-one, double-hung sashes with flat vinyl trim. The doors are metal with nine lights over two panels and flat vinyl trim. The building has a one-story, pedimented portico spanning the two doors. The portico is supported by two plain, square posts. Its landing is concrete and it is accessed by concrete steps and a concrete ramp, both of which have modern metal railings. The site has numerous outbuildings and landscape features associated with Camp Lenape to the north (rear) of the building, none of which are contributing.

Union School 158-C is in its original location. Its original massing is clearly legible due to the way in which the addition is setback from the main building plane. The school retains its original roof shape, although the building's early metal chimney flues are no longer present. The exterior brick chimney is not original to the building but was constructed by the time of the 1941 insurance evaluation. The school's entry portico and rusticated concrete block foundation are intact. Unlike many schools, Union School 158-C had exposed rafter tails instead of moulded wood cornices. These are currently covered by a fascia board. The windows closest to the east and west corners of the building have been covered on the primary façade, which otherwise retains its fenestration patterns. The bank of classroom windows on the north elevation have been removed and the vinyl replacement windows do not convey the original glazing patterns.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Viola School 156-C**Built 1922****CRS# K06800****814 Plymouth Rd, Felton****Southern Murderkill Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Viola School 156-C, now the Whole Truth of Deliverance Church, is a one-story, frame building with a side-gable roof constructed in the two-room form. There is a very small, one-story, shed-roofed addition on the south elevation. The building has a poured concrete foundation. Its walls are clad with vinyl siding over the original wood shingle siding, which is exposed in the north gable end, parts of the east elevation, the entire south elevation, and around the door and within the gable end of the entry portico on the west elevation. The roof is clad with asphalt shingles and the moulded wood cornices have partial returns. There are exterior end brick chimneys on the north and south elevations. The building's west (front) façade has irregular fenestration. The south classroom retains its original bank of four, three-over-three light, double-hung sashes with plain wood surrounds, while the two center windows in the north classroom have been enclosed and the northernmost window partially enclosed. The metal door has six-panels with moulded wood surrounds, five-light sidelights, and an enclosed fanlight. The one-story pedimented portico has moulded wood cornices with partial returns. The portico is supported by two Queen Anne-style turned posts. The landing and stairs are concrete with a wood ramp with wooden railings. The banks of nine-over-nine Austral classroom windows have been removed on the east elevation and have been replaced with six smaller, six-over-six light, double-hung sashes.

Viola School 156-C is in its original location. The building's original massing is clearly legible. The building retains its original roof shape, including the two exterior end chimneys. The corbelled top of the south chimney has collapsed. The building also retains its pedimented entry portico. The portico's paired Colonial Revival columns have been replaced, but it retains its wood shingle siding and moulded wood cornices with partial returns. The building retains many of its original materials including the poured concrete foundation, wood shingle siding, moulded wood cornices, and some windows. The building only retains one of its smaller banks of classroom windows, diminishing its integrity.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

White Oak School 146-C
Built 1923
CRS# K08159
East of 7429 Bayside Dr, Dover
Little Creek Hundred
Determination of Eligibility: INELIGIBLE
Integrity Aspects Retained: None

White Oak School 146-C (K03713) was not evaluated at the time windshield surveys were completed, as it was believed to be demolished and located after the fact. It had been previously surveyed and assigned a Cultural Resource Survey number, though it is labeled only as “school” in the Cultural and Historical Resources Information System. The school building was moved approximately 13 miles southwest to 141 Ruritan Ln, Viola, in 1966 and repurposed as a dwelling. A flight of four concrete steps remains from the school building at its original site. The grassy lot is currently vacant. The school was a one-story, frame building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Williamsville School 164-C**Built 1922****CRS# K04648****3261 Williamsville Rd, Houston****Mispillion Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Williamsville School 164-C, now a dwelling, is a one-story, frame building with a front-gable roof constructed in the one-room form. The building's original shed-roofed coatroom wing is on the east elevation. There is also a one-story, shed-roofed screened porch addition on the west elevation and a half-gambrel-roofed utility shed addition on the north elevation. The building has a poured concrete foundation. Its walls are clad with vinyl siding, except for the south (front) elevation, which is clad with composite shingle siding. The roof is clad with corrugated metal, as is the full-span pent roof on the south elevation. A brick exterior chimney is located near the northeast corner of the building. The cornices are boxed composite board with partial returns and there is a gable bracket in the south gable front. The south façade has symmetrical fenestration, reading (W-D-W) from left to right. The windows are vinyl, one-over-one light, double-hung sashes with plain vinyl surrounds. The wood door has two lights over two panels and plain vinyl surrounds. The front porch has a poured concrete landing with plain square balustrades. The lot contains a one-and-a-half story, two-car garage, a one-story, one-car garage, and a one-story shed, none of which are contributing resources.

Williamsville School 164-C is in its original location and retains its original poured concrete foundation. Its original massing is clearly legible despite the additions. The building also retains its original roof shape, as well as its exterior brick chimney. The building does not retain its original fenestration patterns, including the bank of Austral windows, nor does it retain its Colonial Revival pedimented portico, diminishing its integrity. The building also does not retain its moulded wood cornices with partial returns.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Willow Grove School 152-C**Built 1921****CRS# K03674****8771 Willow Grove Rd, Camden Wyoming****North Murderkill Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Willow Grove School 152-C, now a dwelling, is a one-story, frame building with a front-gable roof constructed in the one-room form. The coatroom wing is attached to the northeast elevation, and its original shed roof has been replaced with a gable roof. The northeast elevation has been converted into the primary façade. The building has a rusticated concrete block foundation. Its walls are clad with vinyl siding and the roof is clad with asphalt shingles. The cornices are aluminum with boxed returns. The original primary façade on the southeast elevation has two vinyl, one-over-one, double-hung sashes with plain vinyl surrounds. The door has been moved to the northeast elevation and is a contemporary wood board-and-batten door with crossbucks. The lot also contains a noncontributing, one-story, CMU garage.

Willow Grove School 152-C is in its original location and retains its original massing. It also has its original rusticated concrete block foundation. The building otherwise retains few of its character defining features, including its exterior brick chimney, fenestration patterns, bank of classroom windows, Colonial Revival entry portico, and moulded wood cornices. The roof shape has also been altered due to the replacement of the coatroom's shed roof with a gable roof.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Woodside School 154-C**Built 1922****CRS# K03794****511 Tuxedo Ln, Woodside****North Murderkill Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Woodside School 154-C was destroyed by arson in 2012. It had previously been converted into a dwelling. The lot is currently vacant and is a clearing in a wooded area. The school building was a one-story, frame building with a hipped roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Wyoming-Paul L. Dunbar School

Built 1926

CRS# K06798

7 Front St, Wyoming

North Murderkill Hundred

Determination of Eligibility: ELIGIBLE (Criteria A and C)

Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association

Wyoming-Paul Laurence Dunbar School, now the Caesar Rodney School District Office, is a one-story, brick building with a side-gable roof constructed in the two-room form. The building has an original one-story bathroom wing to the southeast, a large mid-twentieth century cross-gable rear classroom addition to the northeast, and several early-twenty first century additions to the northwest. The original building has a poured concrete foundation with a concrete water table. The walls are six-to-one common bond brick. The roof is clad with asphalt shingles. The moulded wood cornices with partial returns have been wrapped in aluminum. There are exterior brick chimneys at the northwest and southeast ends of the building. The southwest (front) façade has four windows flanking the door. The windows are vinyl, one-over-one light, double-hung sashes with six-light inserts, vinyl surrounds, brick rowlock sills, and brick jack arches. The wood door has nine-lights over one panel with plain wood surrounds, three-light-over-one-panel sidelights, and a closed transom with paneled wood. The pedimented portico is supported by two Tuscan columns and two engaged Tuscan columns. The portico has heavy entablature and a cornice with partial returns. The pediment has a blind arch. The portico steps and landing are concrete. There is also a noncontributing prefabricated office building located to the northeast of the school building.

Wyoming-Paul Laurence Dunbar School is in its original location. Its original massing is clearly legible, but the additions to the northeast decrease the buildings' integrity. The building retains its original roof shape, as well as its exterior brick chimneys. The building's original fenestration patterns on the primary façade remain intact, but the banks of classroom windows on the northeast elevation were removed due to the classroom addition. The school retains its entrance portico. It also retains many of its original materials like the concrete foundations and brickwork. The cornice has been wrapped but retains its original form. Similarly, the windows have been replaced but the glazing patterns replicate the originals.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Appendix D: New Castle County, Descriptions and Evaluations of Properties

Note: In the architectural descriptions that follow, fenestration patterns (the window and door openings on a building) are described with abbreviations, with W for window and D for door. For example, a building with three bays (openings) and described as W-D-W indicates that across a façade, there is first a window opening, followed by a doorway, followed by another window opening, reading left to right.

Belvidere/Newport-Absalom Jones School 106-C

Built 1922

CRS# N13533

302 Kiamensi Rd, Wilmington

Christiana Hundred

Determination of Eligibility: INELIGIBLE

Integrity Aspects Retained: Location, Setting

Absalom Jones School 106-C, now the Absalom Jones Senior Center, has been completely subsumed by numerous mid-twentieth century construction campaigns. It is unknown whether any portion of the original school building remains within the core of the building. The school building was a one-story, frame building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Buttonwood School**Built 1926****CRS# N13535****111 Buttonwood Ave, New Castle****New Castle Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Materials, Workmanship, Feeling, Association**

Buttonwood School, now the Buttonwood Civic Association, is a one-story, frame building with a side-gable roof. The school was initially constructed in the one-room form but was expanded into the two-room form with the addition of a classroom in 1938. The building has a 1950s addition connected to the east classroom by a hyphen, giving the school an L-plan form. The building has a poured concrete foundation. Its walls are clad with wood shingle siding and the roof is clad with wood shingles. The wood cornice is moulded and has partial returns. Two exterior brick chimneys are located on the northwest and southeast elevations. The building has symmetrical fenestration on its southwest (front) façade, exclusive of the later addition, reading (W-W-W-W-Dbl D-W-W-W-W). The windows are wood, six-over-six light, double-hung sashes with flat wood trim. The wood double doors have nine lights over one panel with wood surrounds and a twenty-two-light transom. The one-story pedimented portico is supported by two freestanding and two engaged Tuscan columns. The portico has heavy entablature and moulded wood cornices with partial returns. The portico has a concrete landing and stairs. The building retains its banks of Austral classroom windows on the northeast (rear) elevation.

Buttonwood School is in its original location. The building's massing is clearly legible due to the way in which the addition was connected by a hyphen. The school possesses its original roof form, including its exterior chimneys. It retains its fenestration patterns, including the Austral windows, and its pedimented portico. It possesses many original materials or facsimile replacements, including the wood shingle cladding on both its walls and roof, wood windows and doors with the original glazing patterns, and moulded wood cornices with partial returns.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Public School No. 111-C (Christiana)**Built 1920****CRS# N05258****50 N Old Baltimore Pike, Newark****White Clay Creek Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C; NR listed)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Public School No. 111-C (NR# 79000625), now the Christiana Community Center, is a one-story, frame building with a side-gambrel roof constructed in the one-room form. The building has original one-story, gable-roofed wings on the north, south, and east that functioned as a furnace room, bathrooms, and a workroom. The school has a poured concrete foundation. Its walls are clad with wood weatherboard siding with plywood cladding under the south gable. Its roof is clad with asphalt shingles. There is an exterior brick chimney at the north end. The plain box cornices have partial returns. The west (front) façade has irregular fenestration. The north wing has a vinyl, one-over-one, double hung window and a six-panel wood door, while the main block has a bank of six vinyl classroom windows consisting of one-light casement windows over one-over-one, double-hung sash windows. Another six-paneled wood door with an enclosed transom is south of the windows, along with a narrow vinyl, single-light casement window. The south wing has two vinyl, one-over-one light, double-hung sash windows of different sizes. The windows and doors have a mixture of wood and replacement vinyl surrounds. The shed-roofed porch over the front door and the narrow casement window has a cross gable and pediment over the door. The porch roof is supported by four square columns. The porch has a concrete floor.

Public School No. 111-C is in its original location. The building largely retains its original massing, although the north wing was rebuilt with a slightly different form and massing following a fire in 1990. The building also retains its original roof shapes, as well as the exterior end brick chimney. Aside from the north wing, the school retains its original fenestration patterns, including the bank of classroom windows. It also retains the entrance portico. The reconstruction of the north wing, the removal of the original box cornices and the quarter-round gable vents, and the replacement windows diminish the building's integrity. Public School No. 111-C was listed in the National Register of Historic Places in 1979.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Claymont-State Line School**Built 1921****CRS# N14788****Between Woodfield Dr and Sherman Dr cul-de-sacs, east of Hickman's Row, Claymont
Brandywine Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Claymont-State Line School was demolished between 1958 and 1963 based on historical aerial photographs. The site is now a power station and is inaccessible. The school was a one-story, brick building with a flat roof constructed in the two-room form. It served the children of Worth Steel's Black employees who lived on Hickman's Row.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Delaware City School 118-C**Built 1922****CRS# N06183****611 Madison St, Delaware City****Red Lion Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Workmanship, Feeling, Association**

Delaware City School 118-C, now the Dragon Run Hall in Dragon Run Park, is a one-story, frame building with a side-gable roof constructed in the two-room form. The building has a small shed-roofed addition on the northeast, a large shed-roofed addition on the northwest, a gable-roofed on the southwest, and a shed-roofed addition on the southwest, all which date to the late-twentieth century. The building has a poured concrete foundation. Its walls are clad with vinyl siding and its roof is clad with asphalt shingles. There is an exterior brick chimney on the northeast end of the building. The cornices are wrapped in aluminum and have partial returns. The southeast (front) façade has symmetrical fenestration reading (W-W-W-W-D-W-W-W-W) from left to right. The windows are vinyl, one-over-one light, double-hung sashes with flat vinyl surrounds. The wood door has two lights over four panels with paneled wood surrounds and a six-light fanlight. The pedimented portico over the entry has an arched cutout and moulded cornices with partial returns. The portico roof is supported by four round posts. The portico has a concrete landing with concrete steps and iron railings.

Delaware City School 118-C is in its original location. The building's original massing is clearly discernible despite the later additions. The building retains its original roof form, although the large center chimney has been replaced with an exterior end chimney. The school retains its original fenestration patterns on the front elevation, but the large northwest addition resulted in the removal of the banks of Austral classroom windows. The building also retains the pedimented entry portico, but the columns have been replaced with posts. Also somewhat diminishing the building's integrity is the replacement of the six-over-six light windows and the replacement of the double doors with a single door with paneled surrounds. However, the entry retains its original fanlight, and the moulded cornices with partial returns have either been wrapped or replaced in kind.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Ebenezer School 126-C**Built 1922****CRS# N14425****188 Blackbird Station Rd, Townsend****Appoquinimink Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Ebenezer School 126-C, now a dwelling, is a one-story, frame building with a hipped roof built in the one-room form. The building has a small shed-roof addition on the southeast elevation and a larger shed-roof addition on the southwest. The building has a poured concrete foundation. Its walls are clad with vinyl siding and its roof is clad with asphalt shingles. The cornices are moulded wood. The original exterior brick chimney is located at the southeast end, while a later exterior brick chimney is at the northwest end. The northeast (front) façade has irregular fenestration reading (W-W-W-DbI W-D) from left to right. The windows are vinyl, one-over-one light, double-hung sashes with six-light inserts and moulded wood surrounds. The double window has a scrolled broken pediment. The wood door has a leaded glass fanlight over two leaded lights, over two panels with leaded glass sidelights and moulded wood surrounds. The school's original pedimented portico has been enclosed to form a vestibule. The vestibule features moulded wood cornices with partial returns, and the roof has been extended to form a projecting gable over the stairs. The landing and stairs are concrete and built on a curve. A noncontributing one-story, frame shed with a side-gable roof is located to the southwest of the building.

Ebenezer School 126-C was heavily damaged by fire prior to 2018 and then renovated. The building remains in its original location. On the primary façade, it retains its original massing, but the rear addition obscures the massing of the coatroom wing. The building also possesses its original roof shape, including the exterior brick chimney, although the integrity is diminished by the addition of the later exterior brick chimney. The building does not retain its original fenestration patterns or materials, including the bank of Austral windows on the primary façade. It also does not retain the original pedimented entry portico due to the way in which it has been rebuilt and enclosed to form a vestibule with the roof extended.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Samuel G. Elbert School**Built 1931****CRS# N06712****Elbert Playground, intersection of C St and Townsend St, Wilmington****Wilmington Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Samuel G. Elbert School, also known as Elbert School, was demolished in 1983 to make the Elbert Playground. The lot contains a grassy field, two basketball courts, picnic tables, and a playground. The school building was a two-story, brick building with a flat roof constructed in the consolidated form and was named in honor of African American Wilmington Board of Education member Dr. Samuel G. Elbert.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Green Spring School 128-C**Built 1922****CRS# N13540****855 Blackbird Greenspring Rd, Smyrna****Blackbird Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Green Spring School 128-C was demolished between 2002 and 2006. The site currently contains a dwelling, garage, and several sheds constructed following the demolition of the school building. The school was a one-story, frame building with a hipped roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Hockessin School 107-C**Built 1920****CRS# N10200****4266 Mill Creek Road, Hockessin****Mill Creek Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)¹²⁷****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Hockessin School 107-C, currently a community center, is a one-story frame building with a cross-gabled roof. It is clad in brick veneer and features moulded wood cornices with partial returns. The building rests on a fieldstone foundation and is comprised of a main block with two lower wings, one extending from the north elevation and another from the south, the latter of which has a concrete foundation. The north wing is original to the school building and served as a workroom. An exterior brick chimney is located at the north gable end. Two front-gabled sections extend from the primary façade (east) to either side of the central entry and originally held the coat rooms and restrooms. Modern one-over-one vinyl window with six-over-six inserts, wood trim, brick jack arches, and brick sills are centered on each front-gabled section. The entry is recessed and contains six-panel metal double doors, with a four-light vinyl transom and wood trim. A hipped roof extends from the eastern slope over the doorway. A non-contributing pre-fabricated frame shed with a front-gambrel roof is south of the school.

Hockessin School 107-C is one of the first three schools to be constructed during the rebuilding campaign and built in an experimental format. It is the only school that was constructed in this manner. Situated in its original location, the building retains its original massing and roof shape, though the wing to the south is a later sympathetic addition. It retains its exterior brick chimney and moulded wood cornices, as well as original fenestration patterns at the front and side elevations. As an experimental model, this school was not built with the usual pedimented portico that the later, more standard plans exhibited; however, it does retain its original and unique hipped roof porch. Diminishing the architectural integrity of this building is its altered rear (west) elevation, which originally featured the span of classroom windows, in addition to two windows and an exterior door. A large gabled addition was formerly attached to the rear elevation and demolished c. 2015.

¹²⁷ Further investigation is needed due to known interior integrity issues; however, its exceptional significance derives from its association with the landmark 1954 U.S. Supreme Court case *Brown v. Board of Education of Topeka*. *Brown v. Board* consolidated several cases challenging the constitutionality of racial segregation in public schools, including two combined Delaware cases, one of which was *Bulah v. Gebhart*. At the center of *Bulah v. Gebhart* was Hockessin School 107-C, the school that student Shirley Bulah was made to attend but for whom there was no public transportation, as she was prohibited from riding the school bus with white children. Ultimately, the decision in *Brown v. Board* determined that state laws establishing racial segregation in public schools were unconstitutional. See also the Statement of the National Trust for Historic Preservation before the House Committee on Natural Resources' Subcommittee on National Parks, Forests, and Public Lands: Legislative Hearing on H.R. 920, the *Brown v. Board* of Education National Historic Site Expansion Act, April 21, 2021. Additionally, local and state significance derives from Hockessin School 107-C being among the first three minority DuPont schools built and of an experimental format. It is the only example that was built in this design.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Howard High School**Built 1927****CRS# N04234****401 E 12th St, Wilmington****Wilmington Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C; NR and NHL Listed)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Howard High School (NR# 85000309), now the Howard High School of Technology, is a two-story, brick building with a flat roof constructed in the consolidated form with a five-part plan on the primary façade. The five-part plan features a central entrance portico flanked by classrooms with two projecting blindstory classroom wings anchoring the corners of the building. The school has a large modern addition to the southeast attached by a glass skywalk, leaving the massing of the original building intact. The building has brick foundation with a concrete water table. The walls on the northwest (front) elevation are Flemish bond brick with brickwork accentuating the blindstory flanking wings. There are concrete plaques on the second floor blindstories. The building has a concrete belt course and a concrete cornice with brick roof parapets. The school has symmetrical fenestration on its primary façade, reading (W-W-W-W-D-D-D-W-W-W-W) on the first floor and ((W-W-W-W-W-W)-W-W-W-(W-W-W-W-W-W)) on the second floor. The first-floor windows are vinyl, one-over-one light, double-hung sashes with six-over-nine-light inserts, moulded vinyl surrounds, and concrete sills. The windows are set within round arched recesses. The second floor contains two banks of six classroom windows with vinyl, one-over-one light, double-hung sashes with nine-over-nine-light inserts and vinyl trim. The banks of windows flank three center windows with vinyl trim. The center window is a vinyl, one-over-one light, double-hung sash with ten-over-fifteen-light inserts, while the other two windows are vinyl, one-over-one light, double-hung sashes with eight-over-twelve inserts. The three doors are metal with nine lights over two panels, twelve-light transoms, fluted Doric pilasters, and blind fanlights over the transoms with scrolled Neoclassical ornamentation. The two-story Neoclassical entrance portico has four freestanding and four engaged concrete Ionic columns supporting a heavy concrete entablature. The stepped concrete pediment over the entablature contains the name of the school. The portico stairs and landing are concrete. A concrete ramp with a brick veneer accesses the landing from the south. Both the stairs and the ramp have modern metal railings.

Howard High School has high integrity. It is in its original location and retains its original massing and roof shape due to the sensitive addition of a modern school building to the south of the historic building. The building possesses its original fenestration patterns, as well as its Neoclassical portico. The building retains its original brickwork, including the roof parapets, and its historic concrete ornamentation, such as the water table, belt course, cornice, plaques, and Neoclassical portico. While the windows and doors have been replaced, they replicate the glazing patterns and styles of the originals. Howard High School is listed in the National Register of Historic Places and is designated as a National Historic Landmark.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Iron Hill School 112-C**Built 1923****CRS# N13315****1355 Old Baltimore Pike, Newark****Pencader Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C; NR listed)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Iron Hill School 112-C (NR# 95001032), now the Iron Hill Museum, is a one-story, frame building with a front-gable roof built in the one-room form. The building has a shed-roofed coatroom wing to the northeast. The school has a poured concrete foundation. Its walls are clad with wood shingle siding and the roof is clad with wood shakes. There is an exterior brick chimney north of the coatroom wing. The wood cornices are moulded and have partial returns. The southeast (front) façade has symmetrical fenestration reading (W-D-W). The windows are wood, six-over-six light, double-hung sashes with plain wood surrounds and moulded drip caps. The wood door has six lights over three panels with plain wood surrounds and a moulded drip cap. The one-story pedimented entry portico has a moulded wood cornice with a full return and heavy entablature. The portico is supported by two round Tuscan columns and two engaged square Tuscan columns. There is a louvered wood gable vent above the portico. A noncontributing, frame, gambrel roof shed is located to the southwest of the school building.

Iron Hill School 112-C has high integrity. It is in its original location and continues to express its proximity to Iron Hill and the African American community at Iron Hill centered around the nearby St. Daniel's Church. The school retains its original massing and roof form, completely unobstructed by later additions. The building possesses its original fenestration patterns, including the bank of Austral classroom windows on the southwest elevation. It also retains its front entry portico. The building retains its moulded wood cornices and exterior brick chimney. Materials like the wood shingle siding, windows, and doors are original or are in-kind replacements. Iron Hill 112-C was listed in the National Register of Historic Places in 1995.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Lee's Chapel School 124-C
Built c. 1923
CRS# N06224
6303 Summit Bridge Rd, Townsend (New Discovery)
Appoquinimink Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Lee's Chapel School 124-C was demolished in 2007. The site contains a dwelling and several sheds constructed following the demolition of the school building. The school was a one-story, frame building with a hipped roof built in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Marshallton School 108-C**Built 1920****CRS# N13005****2021 Jackson Ave, Marshallton****Millcreek Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location**

Marshallton School 108-C, now a multi-family dwelling in a mobile home park, is a one-story, frame building with a cross-gable roof built in the one-room form. The building has an early L-plan design with a cross-gable wing on the northwest and lacked Colonial Revival details. The building has a rusticated concrete block foundation. Its walls are clad with aluminum siding and its roof is clad with asphalt shingles. It has plain boxed vinyl cornices and an interior parged chimney located near the northeast end of the building. The southwest (front) façade has irregular fenestration reading (D-Db1 W-W) from left to right. The windows are vinyl, one-over-one light, double-hung sashes with plain vinyl trim and fixed louvered vinyl shutters. The metal front door has six panels, a glass storm door, and vinyl Colonial Revival surrounds with pilasters and a denticulated cornice. The building has an at-grade entrance with a concrete patio and brick walk.

Marshallton School 108-C is in its original location, although its setting has changed due to its location in a mobile home park. It retains its original massing and roof shape, including the interior chimney, which has been parged. The building does not retain its original fenestration patterns. It also does not retain the original one-story, shed-roofed entrance porch. The building still possesses its plain eaves, although they have been replaced with vinyl. The windows and doors have been replaced.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Matthews Corner School 129-C

Built 1920

CRS# N14424

381 Old State Rd, Townsend

Appoquinimink Hundred

Determination of Eligibility: INELIGIBLE

Integrity Aspects Retained: Location, Setting

Matthews Corner School 129-C, now a dwelling, is a one-story, frame building with a hipped roof constructed in the one-room form. The building has a large, two-story addition to the northwest, creating an L-plan. The building has a poured concrete foundation. Its walls are clad with aluminum siding and its roof is clad with asphalt shingles. There is an exterior brick chimney on the southeast elevation between the second and third bays. The plain cornice is wrapped with aluminum. The southeast (front) façade has regular fenestration reading (D-DbI W-DbI W-DbI W) from left to right. The double windows are vinyl, one-over-one light, double-hung sashes with plain aluminum trim and fixed louvered vinyl shutters. The metal door has one light and multiple panels with a metal storm door with crossbucks and plain aluminum trim. The porch has a hipped roof and is supported by scrolled brackets. The front stoop is concrete with concrete steps and a modern metal railing. The lot contains a noncontributing mid-to-late twentieth century shed and a contributing octagonal privy. The privy is a one-story, frame building with an octagonal roof. Its walls are clad with wood shingle siding and the roof is clad with asphalt shingles. It has a two-panel over two-panel Dutch door.

Matthews Corner School 129-C is in its original location and retains its rural setting. The building's original massing is clearly legible due to the way in which the additions were added to the rear of the building. It also retains its original roof shape. While no known early photographs of the building exist, the window placement likely follows original fenestration patterns but the window openings have been enclosed to accommodate smaller dwelling windows, replacing larger classroom windows. The building retains its original porch with its hipped roof supported by brackets. The exterior brick chimney is likely a later chimney.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Middletown School 120-C**Built c. 1923****CRS# N14426****201 New St, Middletown****St. Georges Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Middletown School 120-C was replaced with the present Louis L. Redding Middle School building during the early 1950s based on historical aerial photographs. The Middletown School was a one-story, frame building with a side-gable roof built in the three-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Mt. Pleasant School 119-C**Built 1923****CRS# N13536****4648 Summit Bridge Rd, Middletown****St. Georges Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Mt. Pleasant School 119-C, now a dwelling, is a one-story, frame building with a front-gable roof constructed in the one-room form. The building's original coatroom wing is on the west with the pedimented portico enclosed to form a room on the north with a one-story, flat-roofed frame addition to the east of the enclosed portico. The building has a poured concrete foundation. Its walls are clad with aluminum siding and its roof is clad with asphalt shingles. The building's original exterior brick chimney is located near the southwest corner of the building with an additional interior CMU chimney near the northwest corner. The moulded cornices are aluminum wrapped and have partial returns. The building's orientation has been changed to face east instead of north, the north façade's fenestration now reading ((W-W-W)-W-W). The windows are vinyl, one-over-one light, double-hung sashes with aluminum wrapped trim. The fourth and fifth windows have fixed louvered vinyl shutters. The lot contains three, noncontributing, one-story, frame sheds.

Mt. Pleasant School 119-C is in its original location. Its original massing is discernible, but its integrity is diminished due to the one-story addition on the primary façade. The building retains its original roof form, including the exterior brick chimney. The building does not retain its original fenestration patterns, including the bank of classroom windows. While the pedimented portico retains its massing and roof shape, it does not retain its pediment, cornices, or columns. The building still possesses its moulded cornices with partial returns aside from those of the pedimented portico.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

New Castle-Booker T. Washington School 109-C

Built 1923

CRS# N00349.338

400 South St, New Castle

New Castle Hundred

Determination of Eligibility: ELIGIBLE (Criteria A and C; NR listed in historic district)

Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association

New Castle-Booker T. Washington School 109-C, now the New Castle Senior Center, is a one-story, brick building with a side-gable roof constructed in the two-room form. The building has a large addition to the southwest connected by a glass hyphen. The building stands on a poured concrete foundation with a soldier course water table. Its walls are seven-to-one common bond brick. The building's roof is clad with asphalt shingles. There is an exterior brick chimney on the southwest end of the building. The moulded wood cornices have partial returns. The northwest (front) façade has symmetrical fenestration reading (W-W-W-W-Dbl D-W-W-W-W). The windows are wood, six-over-six light, double-hung sashes with moulded wood trim and brick rowlock sills. The double wood doors have six lights over two panels with moulded wood surrounds and a fourteen-light fanlight. The pedimented entry portico has moulded wood cornices with partial returns and a fanlight-shaped cutout in the gable end. Its roof is supported by four freestanding and two engaged square Tuscan columns. The portico has plain square balustrades and a concrete landing and stairs. The lot contains a noncontributing one-story, side-gabled shed.

New Castle-Booker T. Washington School 109-C is in its original location. Its original massing and roof shape are clearly legible due to the sensitive addition connected by a glass hyphen. The building retains its original fenestration patterns, including the banks of classroom windows on the southeast elevation. Its Colonial Revival entry portico is also intact. The building also possesses its exterior brick chimney, moulded wood cornices with partial returns, and windows and doors that are either originals or in-kind replacements. The New Castle-Booker T. Washington School 109-C is a contributing resource to the New Castle Historic District (NR# 84000312, 1984).



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Newark School 110-C**Built 1922****CRS# N05436****303 New London Rd, Newark****White Clay Creek Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Newark School 110-C, now the George Wilson Community Center, is a one-story, brick building with a full basement and flat roof constructed in the four-room form. The building has a stretcher bond brick foundation with a soldier course water table. The walls are five-to-one common bond brick with an additional rowlock accent course several courses above the water table. The building has moulded wrapped aluminum courses and brick roof parapets with concrete coping. There are two entrance porticos on the northwest and southeast elevations containing a single set of double doors. The double doors are modern metal doors with single-light glazing, wood trim, and fifteen-light fanlights. The northwest elevation has three vinyl, one-over-one light, double-hung windows with brick surrounds, while the southeast elevation has one such window. The northeast elevation formerly contained three banks of classroom windows and the southwest elevation two banks. The window openings have been infilled with stucco and now have groups of four, one-light casement windows. The porticos are rectangular projections containing three round arched openings: one side opening for the stairs and two openings on the landings with metal railings. The arches have concrete springers and keystones, as well as basketweave brickwork over the arches. The porticos also have moulded cornices and brick parapets. The northwest portico has a concrete ramp with modern metal railings, while the southeast portico has concrete stairs with a brick sidewall. The lot also contains a noncontributing, one-story, CMU pool building with a hipped roof.

Newark School 110-C is in its original location. It retains its original massing and roof shape, although the center brick chimney has been removed. The building retains its original fenestration patterns except for the banks of classroom windows. Due to the way in which the windows were infilled, the scale and placement of the banks of classroom windows remains clearly discernable. The building also retains its original entrance porticos, although the stairs of the northwest portico have been replaced with a ramp for accessibility. The building also possesses many of its original masonry details, including the soldier and rowlock courses, brick arches with concrete springers and keystones, basketweave brickwork above the arches in the porticos, and brick roof parapets with concrete coping. The building also retains its heavily moulded cornices, although they are aluminum wrapped, as well as the metal portico railings. The windows and doors have not been replaced in kind, diminishing the building's integrity.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Odessa School 121-C**Built 1920****CRS# N13537****505 Osbourne St, Odessa****St. Georges Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Odessa School 121-C, now the Tree of Life Lutheran Church, is a one-story, frame building with a front-gable roof built in the one-room form. The school was closed by 1938 and repurposed as a church. It has been so heavily altered that the core of the school building within the northeast (rear) part of the church's sanctuary block is barely distinguishable and has been almost entirely surrounded by numerous additions. Although not visible from the primary (southwest) façade, the school building has a brick foundation and half-timbered walls, which have been stuccoed to match the later church building. The school building is in its original location and retains its hipped roof at the northeast end of the sanctuary, but the southwest end was demolished when the building was extended to create a larger sanctuary. The southwest façade dates to the building's period as a church, possessing two large stained-glass windows and a steeple. The school building does not retain its original fenestration patterns or much of its original materials.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Port Penn School 122-C**Built 1920****CRS# N14773****In the vicinity of 986 Port Penn Rd, Port Penn
St. Georges Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Port Penn School 122-C stood near 986 Port Penn Rd near Thorntown based on historical aerial photographs. The school closed by 1946 and was demolished by 1951. The lot is the site of a later dwelling. The school was a one-story, frame building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

St. Georges School 117-C**Built 1924****CRS# N05002.063****201 Broad St, St. Georges****Red Lion Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C; NR listed in historic district)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

St. Georges School 117-C, now the St. Georges Post Office, is a one-story, brick building with a front-gable roof constructed in the one-room form. The building has a coatroom wing to the northeast. The building's foundation is stretcher bond brick with a water table consisting of a soldier course beneath a rowlock course. Its walls are three-to-one common bond brick. The roof is clad with asphalt shingles. There is an exterior brick chimney near the north corner of the building. The moulded cornices are wrapped in aluminum and have partial returns. The southeast (front) façade has symmetrical fenestration reading (W-D-W). The windows are vinyl, one-over-one light, double-hung sashes with vinyl trim, wood sills, and brick jack arches. The metal door has two lights over two panels with plain aluminum trim and a brick jack arch. The pedimented entry portico has full cornice returns. It is supported by two freestanding and two engaged square columns. The portico has a concrete landing, ramp, and steps with modern metal railings. There is an ocular window in the gable above the portico that has been covered with a post office sign.

St. Georges School 117-C is in its original location. It retains its original massing and roof shape, including the exterior brick chimney. The building retains its original fenestration patterns except for the bank of Austral windows, which have been covered with corrugated metal and have three smaller window openings. The scale and placement of the bank of classroom windows is still clearly legible. The building also retains its pedimented portico, as well as features of its brickwork, like the water table and jack arches. It also possesses its moulded cornice with partial returns, although it has been wrapped with aluminum. The building does not have its original doors and windows, diminishing its integrity. St. Georges School 117-C is a contributing resource to the North Saint Georges Historic District (NR# 95001033, 1995).



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Summit Bridge School 116-C**Built 1922****CRS# N14774****Vicinity of 815 Bethel Church Rd, Summit Bridge****St. Georges Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Summit Bridge School 116-C appears to have stood near 815 Bethel Church Rd based on historical aerial photographs. It was demolished during the 1970s. The lot contains a dwelling constructed following the demolition of the school. The school building was a one-story, frame building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Taylor's Bridge School 127-C
Built 1923
CRS# N14775
Vicinity of 513 Fleming Landing Rd, Townsend
Blackbird Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Taylor's Bridge School 127-C was located on a wooded site at a bend in Fleming Landing Rd, southeast of a stream. The site is adjacent to a cemetery with at least six visible gravestones dating to the 1860s and 1870s. Based on Frank Zebley's 1947 book, *Churches of Delaware*, the cemetery is associated with the Scott ME Church or its predecessor. It appears on the 1881 Hopkins Map of New Castle County as "Aff Church." Taylor's Bridge School 127-C appears only in an aerial photograph from 1926 and reportedly closed in 1929 due to a low population. A 1931 USGS map shows "Mt. Zion School" at this site. The school building was a one-story, frame building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Townsend School 125-C**Built c. 1923****CRS# N12129****East end of Finley St, Townsend****Appoquinimink Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Townsend School 125-C was located in a clearing in the woods at the east end of Finley St. to the south of Sunnyside Ln. The Appoquinimink School District demolished the school by neglect. Its ruins stood in the woods for many years until they were removed in 2016. The school building was a one-story, brick building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Williamsville-Bethesda School 113/114-C**Built 1927****CRS# N13338****2636 Frazer Rd, Glasgow****Pencader Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Williamsville-Bethesda School 113/114-C, now part of the Woodside Inn mobile home park and currently vacant, is a one-story, brick building with a side-gable roof constructed in the two-room form. The building has a poured concrete foundation with a soldier course water table. Its walls are six-to-one common bond brick. The building's roof is clad with asphalt shingles. Two exterior brick chimneys are located at the northwest and southeast ends of the building. The moulded wood cornices have partial returns. There are louvered wood quarter-round vents in the gable ends. The northeast (front) façade has symmetrical fenestration reading (W-W-W-Dbl D-W-W-W). The windows in the first, second, sixth, and seventh bays are wood, six-over-six light, double-hung sashes with plain wood trim and brick sills. The windows in the third and fifth bays replaced two original windows and are fixed, twelve-light, wood windows. The double doors are wood with six panels. The doors have wood trim, a thirteen-light fanlight, and a brick arch doorway. The pedimented portico is supported by two freestanding and two engaged square brick columns with moulded wood capitals. The portico has moulded wood cornices with partial returns and the pediment has an arched cutout. The stairs and landing are brick veneered over concrete with brick sidewalls.

Williamsville-Bethesda School 113/114-C is in its original location. It retains its original massing and roof shape, including its exterior brick chimneys. The building does not retain its original fenestration patterns. Two windows on either side of the front door have been replaced with fixed, twelve-light windows and the banks of classroom windows on the rear elevation have been infilled to create smaller windows. The building retains its entry portico, which is unusual due to its brick columns. It also possesses its original moulded wood cornices with partial returns, louvered wood quarter-round gable vents, fanlight, and some of its original windows on the front and side elevations.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Appendix E: Sussex County, Descriptions and Evaluations of Properties

Note: In the architectural descriptions that follow, fenestration patterns (the window and door openings on a building) are described with abbreviations, with W for window and D for door. For example, a building with three bays (openings) and described as W-D-W indicates that across a façade, there is first a window opening, followed by a doorway, followed by another window opening, reading left to right.

Blackwater School 207-C

Built 1922

CRS# S02461

32137 Powell Farm Rd, Clarksville

Baltimore Hundred

Determination of Eligibility: DEMOLISHED

Integrity Aspects Retained: None

Blackwater School 207-C burned in 1952. The present Union Wesley United Methodist Church building was constructed on the site of the school in 1959. The site also contains a cemetery to the southeast of the church, as well as small Methodist camp meeting buildings and a c. 1892 Delaware Association school building are located east of the church. The Blackwater School 207-C was a one-story, frame building with a hipped roof constructed in the one-room form. It was later expanded with the addition of a second classroom.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Blocksom School**Built 1922****CRS# S06460****22025 Atlanta Rd, Seaford****Northwest Fork Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: None**

Blocksom School was originally located at the north side of the intersection of Briarhook Road and Blocksom School Road. During the 1960s, it was moved approximately two miles to its present location at Wesley United Methodist Church where it was used as a rear addition to the church building. The school is a one-story, frame building with a side-gable roof constructed in the two-room form. It has a CMU foundation. Its walls are clad with vinyl siding and its roof is clad with asphalt shingles. The building has plain vinyl cornices. The school building's primary façade is oriented to face southeast and has symmetrical fenestration reading (Dbl W-Dbl W-Dbl D-Dbl W-Dbl W). The windows are vinyl, one-over-one light, double-hung sashes with nine-light inserts and plain vinyl surrounds. The double doors are fully glazed with aluminum frames and plain vinyl surrounds. The one-story entrance portico is supported by four plain square columns. It has a CMU foundation with concrete stairs and a concrete ramp. The portico, stairs, and ramp have plain square railings. In addition to the church, there is also a noncontributing, one-story, frame gambrel-roofed shed on the property.

Blocksom School is not in its original location. Due to the way in which it is attached to the church building at its west corner, the school building's original massing and roof form are legible. The building does not retain its original fenestration patterns, including the banks of classroom windows on the northwest façade. While it has an entry portico, the portico is not the pedimented portico original to the building. The building also does not retain its exterior brick chimneys or its moulded wood cornices with partial returns. The windows and doors are later replacements and are not replicas of the originals.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Bridgeville-Phillis Wheatley School 220-C**Built 1921****CRS# S04765****48 Church St, Bridgeville****Northwest Fork Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Bridgeville School 220-C, now the Phillis Wheatley Middle School, is a one-story, brick building with a flat roof constructed in the four-room form. The 1921 school building has been incorporated into the extensive modern school complex, but the shell of the original building is located at the southwest end of the complex facing Church St. The 1921 building has a common bond brick foundation with a concrete water table. Its walls are common bond brick with a rowlock course with rowlock brickwork surrounding window openings and decorative blind windows. The building has a contemporary wide vinyl cornice. The southwest elevation has irregular fenestration with a group of three aluminum, one-over-one light windows at each of the original corners of the old building with three banks of classroom windows in between. The banks of classroom windows are separated by blind windows or a single one-over-one aluminum window. The banks of windows have six-light aluminum casements with solid vinyl inserts in the upper windows. None of the doors or entry porticos survive.

Bridgeville-Phillis Wheatley School 220-C is in its original location. Its original massing is still legible through changes in the brickwork but not clearly apparent from the street due to additions on the northwest, northeast, and southeast elevations. The building retains its original roof form but not its interior brick chimney or its heavy moulded concrete cornices. It also retains its original fenestration patterns on the southwest elevation, but the banks of Austral windows have been replaced with modern school windows. The building does not retain its flat-roofed entry porticos with arched openings on the northwest and southeast elevations. While this building does not retain sufficient historic integrity to meet eligibility requirements within the context of this report, it may have acquired additional layers of significance not thoroughly evaluated as a part of this context and/or may be eligible for listing under other National Register criteria and should be considered for further study. For example, this school may be eligible for listing for subsequent historical developments that created additional layers of significance, such as building additions and alterations possibly reflecting equalization strategies during the mid-twentieth century as school districts reacted to the *Brown v. Board* cases addressing racial segregation.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Concord School 216-C**Built 1922****CRS# S04107****East of Mount Cavalry AME Cemetery on Henry Dr, Concord****Broad Creek Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Concord School 216-C was demolished around the turn of the twenty-first century. It stood in the present-day woods to the east of the Mount Cavalry AME Church Cemetery on Henry Dr in Concord, east of Seaford. Its poured concrete foundations and steps are still visible. The school building was a one-story, frame building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Delmar School 121-1/2 C
Built 1922
CRS# S13451
9649 W. Jewell St, Delmar
Little Creek Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Delmar School 121-1/2 C was demolished between 1961 and 1968 based on historical aerial photographs. It was located on the northeast corner of the intersection of West Jewell Street and Pineside Drive in the area known as Frogtown, outside the town limits of Delmar. The lot currently contains a dwelling postdating the school. The school was a one-story, frame building with a gabled roof built in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Drawbridge School 197-C
Built 1923
CRS# S00739
18408 Joseph Rd, Cool Spring
Lewes and Rehoboth Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Drawbridge School 197-C was demolished in 2019. It is now the site of a large pole building with two garage doors. The school was a one-story, frame building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Ellendale School 195-C**Built 1923****CRS# S03900/S08733.052****12564 N. Old State Rd, Ellendale****Cedar Creek Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Ellendale School 195-C, now New Hope Recreation and Development, is a one-story, frame building with a side-gable roof constructed in the two-room form. A small shed-roofed boiler room addition is on the north elevation, dating to the period of significance. The building has a poured concrete foundation with a plaque from Mt. Zion AME Church. Its walls are clad with wood shingle siding and its roof is clad with asphalt shingles. The cornices are aluminum wrapped and have boxed returns. There is an exterior brick end chimney on the north elevation with remnants of an exterior chimney base on the south elevation. The building has asymmetrical fenestration on the east (front) façade reading (W-W-W-W-Dbl D-Trip W-W). The windows are vinyl, one-over-one light, double-hung sashes with plain vinyl surrounds. The double doors are metal with one light over two panels, plain vinyl surrounds, and a painted thirteen-light fanlight. The one-story pedimented entry portico is supported by four freestanding and two engaged square Tuscan columns. It has heavy entablature, cornices with boxed returns, an arched cutout in the pediment, and a concrete landing and stairs with square balustrades. The west elevation has two banks of Austral windows. There is a contributing one-story, frame dwelling clad with asbestos shingle siding over wood shingles with a hipped roof to the southwest.

Ellendale School 195-C is in its original location. It retains its original massing and roof form, including one of its exterior brick chimneys. Aside from the triple window, which replaced three windows, the building retains its original fenestration patterns, including the two banks of Austral windows. It also possesses its fanlight, gable vents, and pedimented entry portico, including the columns, balustrades, and entablature. The building retains its original banks of classroom windows, but the front windows and doors are later replacements. The building does not retain its moulded wood cornices with partial returns.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Frankford School 206-C**Built 1921****CRS# S09017****30207 Frankford School Rd, Frankford****Baltimore Hundred****Determination of Eligibility: INELIGIBLE**

Frankford School 206-C, now the George Washington Carver Academy, is a one-story, frame building with a side gable roof constructed in the two-room form. It was almost immediately expanded into a three-room form with the addition of a third classroom in 1922. The school was enlarged with multiple wings by the mid-1950s and continued to expand through multiple additions. The 1921-1922 building remains in the core of the school but is barely visible due to the numerous wings appended to it. The original building was clad with wood single siding, lacked moulded wood cornices, and had two plain pedimented porticos. The building was stuccoed and any surviving Austral windows replaced with modern school windows to match the additions, and the porticos were removed due to the additions.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Friendship School 202-C**Built 1922****CRS# S03042****25071 Banks Rd, Long Neck****Indian River Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Friendship School 202-C, now a dwelling, is a one-story, frame building with a front-gable roof constructed in the one-room form. The building has a one-and-a-half story, cross-gable addition to the northeast with a below-grade two-car garage, first-floor deck and second-floor living space. The original coatroom wing is on the southwest. The school building has a rusticated concrete foundation. The building's walls are clad with wood shingle siding and its roof is clad with asphalt shingles. The exterior brick chimney is located near the south corner. The moulded wood cornices have partial returns. The northwest (front) façade has symmetrical fenestration exclusive of the addition, reading (W-D-W). The windows are wood, six-over-six light, double-hung sashes with plain wood trim with moulded drip caps. The wood door has six panels with plain wood trim and moulded drip caps and a metal storm door with two screens. There is a louvered wood gable vent beneath the front gable. The one-story pedimented portico has plain heavy entablature and full cornice returns. It is supported by two freestanding and two engaged Tuscan columns. The portico has a concrete landing and stairs with a rusticated concrete foundation. The site also contains a noncontributing one-story frame shed clad with plywood siding.

Friendship School 202-C is in its original location. Its original massing and roof shape are still legible despite the addition. The building retains its original fenestration patterns on the primary façade, but the placement of windows has been altered on the southwest elevation, and the bank of classroom windows has been removed on the northeast elevation. The building retains its pedimented portico, complete with the original columns, rusticated concrete stairs and landing, moulded wood cornices with full returns, and entablature. The building also possesses its original wood shingle siding, exterior brick chimney, and moulded wood cornices with partial returns. Some of the windows, such as those on the primary façade, appear to be originals, while other windows and the front door are modern replacements.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Georgetown-Richard Allen School**Built 1923-1925****CRS# S09016****316 S. Railroad Ave, Georgetown****Georgetown Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Georgetown-Richard Allen School (NR# 100004083), still known as the Richard Allen School, is a one-story, brick building with a side-gable roof built in the two-room form. The 1923 building is on the east. In 1954, the school was remodeled and doubled in size. The 1923 building's vestibule was removed, and it was connected to a nearly identical brick building to the west, forming an H-plan. A flat-roofed modern school addition with two more classrooms was added to the rear in 1964. In 2002, a mobile, two-room classroom was attached to the 1964 addition. The 1923 building has a poured concrete foundation with a soldier course water table. Its walls are faced with stretcher bond brick and its roof is clad with asphalt shingles. The building has exterior brick chimneys on its north and south gable ends, along with openings for quarter-round louvered gable vents. The moulded wood cornices with partial returns have been wrapped with aluminum. The building's west (front) façade is no longer visible due to the vestibule connecting the 1923 and 1954 buildings. The east façade retains two banks of six classroom windows with the upper sections of the original window openings infilled. The windows are vinyl, one-over-one light, double-hung sashes with vinyl bead board infill.

Georgetown-Richard Allen School is in its original location. The 1923 building's massing and roof shape are still discernible despite the 1954 addition. The 1923 building retains some original features including the exterior brick chimneys and moulded cornices with partial returns. While the 1954 school modernization campaign resulted in the replacement of windows, the alteration of fenestration patterns, and the removal of the portico, diminishing the integrity of the 1923 building, these changes have since been established as historically significant. The 1954 modifications reflect equalization strategies of the early-to-mid 1950s as school districts reacted to the *Brown v. Board* cases, scrambling to build better and more modern educational facilities for Black students. Georgetown-Richard Allen School was listed in the National Register of Historic Places in 2019 because it reflects major themes in African American education in Delaware during the twentieth century, from du Pont and the Service Citizens of Delaware's progressive-era efforts to reform Black educational facilities during the 1920s to the school equalization movement of the 1950s.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Greenwood School 222-C
Built 1922
CRS# S13452
12655 N 1st St, Greenwood
Northwest Fork Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Greenwood School 222-C was demolished between 1992 and 1997 based on aerial photographs. The site is now a vacant field near a small industrial park. The school was a one-story, frame building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Hollyville School 224-C**Built 1922****CRS# S13456****Across Hollyville Rd from 28561 Harmons Hill Rd, Hollyville****Indian River Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Hollyville School 224-C was demolished between 1954 and 1961 based on historical aerial photographs. The school was located on the west side of Hollyville Rd across from a late-twentieth century mobile home park along Harmons Hill Rd. The site of the school is heavily wooded. The school was a one-story, frame building with a hipped roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Laurel-Paul Laurence Dunbar School**Built 1921****CRS# S09019****1110 W. 6th St, Laurel****Little Creek Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Laurel-Paul Laurence Dunbar School, now transitioning into the Laurel Police Department headquarters, is a one-story, brick building with a flat roof initially constructed in the four-room form but quickly expanded to the six-room form. The building has additions from the mid-to-late twentieth century appended to its northwest and southeast sides. The 1921 building has a stretcher bond brick foundation with a concrete water table. Its walls are five-to-one common bond brick with a rowlock course at the height of the windowsills. There is decorative brickwork in header stack bond between the banks of classroom windows, some sections of decorative brickwork having a window in their centers and others a blind window. The building's moulded wood cornice has large friezes and is wrapped with aluminum. The building retains its original interior brick chimney, as well as later exterior brick chimneys on its northeast and southwest elevations. The northeast (front) façade has regular fenestration reading ((W-W-W)-(Bl W)-(W-W-W-W-W-W)-(W)-(W-W-W-W)-(Bl W)-(W-W-W-W-W-W)-(W)-(W-W-W)). The windows are four-light louvered metal windows, except for the banks of classroom windows, which are seven-light louvered windows. The entrance on the northwest elevation was enclosed when the addition was built, but the side of the one-story brick entry portico is still visible. The arched opening has been infilled with brick but remains visible due to the brickwork with concrete springers and keystone.

Laurel Paul Laurence Dunbar School is in its original location. It retains its original roof shape, and its massing is clearly visible through changes in brickwork despite two later additions that flank the building. The building retains its fenestration patterns on its primary façade, even though the windows are later replacements. It also retains a portion of its entry portico with some original features like its concrete keystone and springers, but the arched opening has been infilled with brick and the portico is attached to a later addition. The building also retains its interior brick chimney and its moulded cornices. While this building does not retain sufficient historic integrity to meet eligibility requirements within the context of this report, it may have acquired additional layers of significance not thoroughly evaluated as a part of this context and/or may be eligible for listing under other National Register criteria and should be considered for further study. For example, this school may be eligible for listing for subsequent historical developments that created additional layers of significance, such as building additions and alterations possibly reflecting equalization strategies during the mid-twentieth century as school districts reacted to the *Brown v. Board* cases addressing racial segregation.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Lewes School
Built 1923
CRS# S09015
520 Dupont Ave, Lewes
Lewes and Rehoboth Hundred
Determination of Eligibility: INELIGIBLE
Integrity Aspects Retained: Location

Lewes School, now the Frederick D. Thomas Building, is a one-story, brick building with a flat roof initially constructed in the three-room form with mid-to-late twentieth century additions. The 1923 building now connects northeast and southwest sections of the building and only its southeast and northwest elevations are visible. The 1923 building has a parged concrete foundation and walls with a stretcher bond brick facing. Rowlock courses from the sills of infilled classroom window banks remain, as well as decorative brickwork surrounding blind window openings. The building's heavy moulded wood cornice is wrapped with aluminum. The southeast (front) façade has irregular fenestration reading (W-Trip Blind W-W-Vent-W-Blind D-Blind W-W-Vent-W-Trip Blind W). The windows are metal with a fixed upper pane over a lower hopper window with plain metal surrounds and brick sills. The northwest façade also has infilled classroom windows with an assortment of modern metal windows. The entrance porticos were removed during the construction of the additions. There is an office building and a shed on the property, both of which are noncontributing.

Lewes School is in its original location. It retains its original roof shape, but the area above the cornice has been altered with the removal of balustrades. The 1923 building's original massing is obscured due to the way in which the large additions wrap around both ends of the building. The building does not retain its original fenestration patterns or entry porticos. It retains its moulded cornices but not its interior brick chimney. While this building does not retain sufficient historic integrity to meet eligibility requirements within the context of this report, it may have acquired additional layers of significance not thoroughly evaluated as a part of this context and/or may be eligible for listing under other National Register criteria and should be considered for further study. For example, this school may be eligible for listing for subsequent historical developments that created additional layers of significance, such as building additions and alterations possibly reflecting equalization strategies during the mid-twentieth century as school districts reacted to the *Brown v. Board* cases addressing racial segregation.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Lincoln School 194-C**Built by 1926****CRS# S13453****7550 Marshall St, Lincoln****Cedar Creek Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Lincoln School 194-C was demolished between 1968 and 1981 based on historical aerial photographs. The present dwelling on the site was constructed between 1981 and 1982. The school was a one-story, frame building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Lowes Crossroads School 211-C**Built c. 1921****CRS# S13454****Vicinity of 20024 Careys Camp Rd, Millsboro****Gumboro Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Lowes Crossroads School 211-C was located in a clearing in a wooded area to the northeast of 20024 Careys Camp Rd based on USGS maps. The school building does not appear on early aerial photographs, indicating that it had been moved or demolished by the time of the earliest aerial photograph for this area (1937). The school was a one-story, frame building constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Middleford School 219-C**Built c. 1923****CRS# S06081****10030 Old Furnace Rd, Seaford****Northwest Fork Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Middleford School 219-C, now the Iglesia Adventista del Septimo Día church, is a one-story, frame building with a front-gable roof originally constructed in the one-room form. An early one-room, front-gabled addition was added to the rear (south) of the building in line with the original block, utilizing the same design features and with the same materials. The building has a CMU shed-roofed addition to the south of the original shed-roofed coatroom wing on the west side of the building. The building has a poured concrete foundation. Its walls are clad with wood shingle siding, and its roof is clad with standing seam metal. There is an interior brick chimney that was formerly an exterior chimney appended to the southwest corner of the coatroom wing of the north classroom prior to the construction of the addition. The moulded wood cornices have partial returns. The building features entrances with pedimented porticos on both the north and south elevations, although the north elevation is considered the primary façade (and is the original entry). Both elevations read (W-D-W). On the north elevation, the windows are wood, six-over-six light, double-hung sashes with plain wood surrounds with drip caps. The door is a six-light-over-three-panel wood door with plain wood surrounds with a drip cap. There is a rectangular louvered wood vent in the gable end. The one-story pedimented portico has heavy moulded wood cornices with full returns. The portico is supported by two square columns and two engaged round Tuscan columns. The portico has a concrete landing with brick steps and plain square balustrades. On the south elevation, the windows have been replaced with wood, one-over-one light, double hung sashes. The wood door has nine lights over four panels. The portico retains round Tuscan columns and has concrete steps and a concrete landing with plain square balustrades. The east elevation retains its original bank of six wood, nine-over-nine light, double-hung Austral windows in the north section, while the south section features three sets of double nine-over-nine light, double-hung, wood Austral windows.

Middleford School 219-C is in its original location. Its original massing is clearly legible due to the way in which the shed-roofed addition has a similar scale and roof slope as the coatroom wing and is constructed with CMU. Its early rear addition is consistent in design with the original one-room plan, creating an elongated two-room plan. The school also retains its original roof shape and original brick chimney. The school retains its original fenestration patterns on all elevations except for in the location of the CMU addition and south elevation of the original block. It also retains its pedimented portico with original moulded full cornice returns, round Tuscan columns, plain square balustrades, and concrete and brick stairs. The building also possesses its wood shingle siding and moulded wood cornices with partial returns. Many of the windows and doors are original to the building, including the windows on the north elevation, the Austral classroom windows on the east elevation, the door on the south elevation, and the north classroom's windows on the west elevation. The north elevation's door may also be original.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Milton School 196-C
Built 1921
CRS# S09014
201 Broadkill Rd, Milton
Broadkill Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Milton School 196-C was demolished between 2002 and 2007. The site is now a vacant grassy lot with a state historical marker for the school. The school was a one-story, frame building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Nassau School 198-C**Built 1922****CRS# S00878****32501 Lewes Georgetown Hwy, Lewes****Lewes and Rehoboth Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Materials, Workmanship, Feeling, Association**

Nassau School 198-C, currently vacant and owned by the Delaware Department of Transportation, is a one-story, frame building with a side-gable roof constructed in the two-room form. There is a small addition with a hipped roof on the northeast elevation, likely a boiler room. The building has a rusticated concrete block foundation. Its walls are clad with wood shingle siding and its roof is clad with asphalt shingles. There is a central interior brick chimney. The moulded wood cornices have partial returns and have been mostly wrapped in aluminum. There are four windows flanking the double doors on the southeast (front) elevation. The windows are wood, six-over-six light, double-hung sashes with plain wood surrounds. The double doors have nine lights over two panels with plain wood surrounds and a fanlight that has been covered. The one-story pedimented portico has moulded wood cornices with partial returns, heavy entablature, and an arched cutout in its gable end. The portico is supported by two pairs of freestanding Tuscan columns and two engaged square Tuscan columns. The portico has a rusticated concrete block foundation with a concrete landing and stairs. The northwest elevation retains two banks of six Austral windows.

Nassau School 198-C is in its original location. It retains its original massing and roof shape, including the central brick chimney. It possesses its original fenestration patterns and pedimented portico. The building has high material integrity, including its rusticated concrete block foundations, wood shingle siding, moulded wood cornices with partial returns, original wood six-light and nine-light windows, and doors.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Owens Corner School 213-C
Built 1923
CRS# S06928
4513 White Deer Rd, Delmar
Little Creek Hundred

Determination of Eligibility: ELIGIBLE (Criteria A and C)

Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association

Owens Corner School 213-C, possibly used as a fellowship hall by the nearby Mt. Nebo Church, is a one-story, frame building with a side-gable roof constructed in the two-room form. The building has a one-story, frame addition with a hipped roof on its southeast side and a shed-roofed boiler room addition on the northwest, both built prior to 1954. The building has a poured concrete foundation. Its walls are clad with vinyl siding and its roof is clad with asphalt shingles. An exterior brick chimney is on the northwest end. The moulded cornices with partial returns are aluminum wrapped. Two sets of four windows flank the double doors on the southwest (front) façade. The windows are vinyl, one-over-one light, double-hung sashes with plain vinyl surrounds. There are also two of these vinyl windows in the southeast addition. The double doors are metal with one-light-over-two-panels with nine-light inserts, a thirteen-light fanlight, and plain vinyl trim. The one-story pedimented portico has aluminum wrapped moulded cornices with partial returns and an arched cutout. The portico roof is supported by four paired freestanding and two engaged square Tuscan columns. The portico has a concrete landing with concrete ramp and stairs. There is a noncontributing, c. 2010 one-story, gambrel-roof shed to the southeast.

Owens Corner School 213-C is in its original location. Its original massing is clearly legible despite the later additions. It retains its original roof shape, including the exterior brick chimney on the northwest. The southwest chimney was demolished during the construction of the addition. It also retains its moulded cornices with partial returns and its original fenestration patterns, but the tops of the openings for the banks of classroom windows on the northeast elevation have been enclosed to create smaller window openings. The building also retains its pedimented portico with moulded partial cornice returns and Tuscan columns, but the heavy entablature has been removed. Aside from the fanlight, the windows and doors are modern replacements.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Portsville School 214-C**Built 1922****CRS# K13455****Vicinity of 31263 Mt. Pleasant Rd, Laurel****Little Creek Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Portsville School 214-C was demolished between 1961 and 1968 based on historical aerial photographs. The site contains a house, garage, and sheds constructed after the demolition of the school. The school was a one-story, frame building with a front-gable roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Rabbit's Ferry School 201-C**Built 1922****CRS# S03073****19132 Robinsonville Rd, Lewes****Indian River Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Rabbit's Ferry School 201-C, now the Rabbit's Ferry Community Center, is a one-story, frame building with a front-gable roof constructed in the one-room form. The coatroom wing is on the northwest side of the building. The building has a rusticated concrete block foundation. Its walls are clad with wood shingle siding and its roof is clad with asphalt shingles. There is a large exterior brick chimney near the west corner of the building with a smaller exterior brick chimney on the southwest elevation. The moulded wood cornices have partial returns. The northeast (front) façade has a center door flanked by two windows. The windows are wood, six-over-six light, double-hung sashes with plain wood trim and moulded drip caps. The wood door has one light over three panels with plain wood trim and a moulded drip cap. There is a rectangular louvered wood vent beneath the front gable. The one-story pedimented portico has moulded wood cornices with full returns. It is supported by two round freestanding and two square engaged Tuscan columns. The portico has a rusticated concrete block foundation with a concrete landing and stairs with a center metal railing. The portico is also accessed by a wood ramp with wooden railings.

Rabbit's Ferry School 201-C is in its original location. It retains its original massing and roof shape, including the large exterior brick chimney. The building possesses its original fenestration patterns, including the bank of Austral classroom windows on the southeast elevation. It also retains its pedimented portico, including the moulded wood cornice with full returns and the Colonial Revival columns. The building also retains its original rusticated concrete block foundations, wood shingle siding, windows, doors, and moulded wood cornices with partial returns or has in-kind replacements.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Rehoboth School 200-C**Built 1923****CRS# S01092****37439 Oyster House Rd, Rehoboth Beach****Lewes and Rehoboth Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C)****Integrity Aspects Retained: Design, Setting, Materials, Workmanship, Feeling, Association**

Rehoboth School 200-C, now the Faith UMC Fellowship Hall, is a one-story, frame building with a side-gable roof constructed in the two-room form. It has small additions with hipped roofs on the northeast and southwest elevations, likely built when it was moved. The building has a CMU foundation. Its walls are clad with wood shingle siding and its roof is clad with asphalt shingles. There is a CMU chimney at the southeast end enclosed by the addition. The moulded wood cornices have partial returns. The northwest (front) elevation has paired windows in each of the additions with four windows in the original building on either side of the double doors. The windows are vinyl, one-over-one light, double-hung sashes. The windows have plain wood trim with moulded drip caps except for the addition windows, which have plain vinyl surrounds. The double doors are metal with one light, plain wood trim, and a twelve-light fanlight. The one-story pedimented portico has moulded wood cornices with partial returns, heavy entablature, and an arched cutout in the pediment. It is supported by four freestanding paired square Tuscan columns. The portico has a modern wood floor and is accessed by two flights of modern wood stairs with wood railings.

Rehoboth School 200-C was moved in the late-1960s just over one-tenth of a mile from its original location at 20080 Church St. to make way for the construction of West Rehoboth Elementary School (now the Sussex Family YMCA). The relocation allowed for the DuPont school's retention on the landscape, positioning it close to its original site and in a comparable setting. It was originally oriented towards the southeast (with its banks of classroom windows to the northwest). Its original massing and roof shape are discernible despite gable end additions. The main block of the building retains its original fenestration patterns, though the tops of the openings in the banks of classroom windows have been recently enclosed to reduce the height of the window openings. The building also retains its pedimented portico, though the circulation patterns have been altered so that it is now accessed from the sides instead of the front. The building retains or has in-kind replacements of its moulded wood cornices with partial returns, fanlight, and wood shingle siding, though does not retain its original gable end brick chimneys, windows, or doors.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Ross Point School 215-C**Built 1922****CRS# S00402****Across Rd 62 from St. John AME Church, 31034 E. Trap Pond Rd, Laurel****Broad Creek Hundred****Determination of Eligibility: DEMOLISHED****Integrity Aspects Retained: None**

Ross Point School 215-C (NR# 01000886) was located on the north corner of the intersection of E. Trap Pond Rd and Ross Point Rd, across Trap Pond Rd from the Saint John AME Church. The school was listed to the National Register of Historic Places in 2001 and demolished by neglect in 2012. The school was a one-story, frame building with a hipped roof constructed in the one-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Seaford-Frederick Douglass School**Built 1922****CRS# S09020****1 Swain Rd, Seaford****Seaford Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location, Setting**

Seaford-Frederick Douglass School, now an elementary school, is a one-story, brick building with a flat roof constructed in the five-room form. The original 1922 school building is located to the northeast with a gymnasium connected to the west and a large modern school building addition attached to the south elevation, both of which were constructed in the early 1950s as part of the equalization movement. Further additions were built to the south and east during the mid-twentieth century. The 1922 building has a common bond brick foundation and walls with a concrete water table, rowlock brickwork at the height of the windowsills, and decorative brickwork with blind windows between banks of classroom windows. The moulded cornice is wrapped with aluminum. The building has an interior brick chimney. There are three banks of classroom windows, the center bank containing four windows and the other two banks containing six. The banks of classroom windows are flanked by paired windows near the corners of the 1922 building. The windows are aluminum with blind transoms replacing the original upper sashes with two hopper windows below. The 1922 building's flat-roofed portico with arched entries was removed during the construction of the early-1950s addition to the south. The addition has five-to-one common bond brick foundations and walls with a concrete water table, aluminum cornices, and aluminum windows like the 1922 building. It has a modern entrance with glazed metal doors and twelve fixed lights surrounding the entrance.

Seaford-Frederick Douglass School is in its original location. The original massing of the 1922 building is not clearly discernible due to the 1950s additions, its entrance portico has been removed, and its windows have been replaced with 1950s school windows. The 1922 building retains its concrete water table, decorative brickwork, heavy moulded cornices, and brick chimney. While this building does not retain sufficient historic integrity to meet eligibility requirements within the context of this report, it may have acquired additional layers of significance not thoroughly evaluated as a part of this context and/or may be eligible for listing under other National Register criteria and should be considered for further study. For example, this school may be eligible for listing for subsequent historical developments that created additional layers of significance, such as building additions and alterations possibly reflecting equalization strategies during the mid-twentieth century as school districts reacted to the *Brown v. Board* cases addressing racial segregation.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Slaughter Neck School 193-C**Built 1922****CRS# S09013****22942 Slaughter Neck Rd, Lincoln****Cedar Creek Hundred****Determination of Eligibility: ELIGIBLE (Criterion A)****Integrity Aspects Retained: Location, Design, Setting, Materials, Workmanship, Feeling, Association**

Slaughter Neck School 193-C, now a community center, is a one-story, frame building with a side-gable roof constructed in the two-room form but expanded to the three-room form shortly thereafter. The building has a large shed-roofed addition on the east and a large side-gable addition to the south. The building has poured concrete foundations. Its walls are clad with vinyl siding and its roof is clad with asphalt shingles. The building has an exterior brick chimney on its north end and an interior brick chimney that was formerly the south exterior chimney. The cornices are aluminum wrapped with boxed returns. The fenestration on the west (front) elevation reads (W-W-W-W-DbI D-W-W-W-D-W-W-W-W). The windows are wood, six-over-six light, double-hung sashes with plain wood surrounds. The double doors are metal with full glazing, plain wood trim, and a twelve-light fanlight. The single door is solid metal with plain wood surrounds. The pedimented portico over the double doors has moulded wood cornices with partial returns, heavy entablature, and an arched cutout. It is supported by freestanding paired round and two square engaged Tuscan columns. The pedimented portico over the single door has moulded full cornice returns, heavy entablature, and is supported by two plain square posts. Both porticos have concrete landings and concrete stairs with modern metal railings. The latter also has a concrete ramp. There are several noncontributing sheds dating to the late-twentieth century.

Slaughter Neck School 193-C is in its original location. Its original massing and roof shape are discernible, but integrity is diminished due to the building's large additions. The building retains its two brick chimneys and its two pedimented porticos, the northernmost one being part of the original building and the southern portico situated on an early addition, in place by 1941. The north and south classroom's fenestration patterns are intact on the west, but two of the windows have been enclosed in the middle classroom. The banks of classroom windows on the east are not intact. The windows on the west are original, but the other windows and doors are not. The building does not retain its moulded wood cornices.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Trinity School 221-C
Built 1923
CRS# S00329.003
Vicinity of 16483 Trinity Church Rd, Bridgeville
Hickman Hundred
Determination of Eligibility: DEMOLISHED
Integrity Aspects Retained: None

Trinity School 221-C was located near the southeast corner of the intersection of Trinity Church Rd and Whitney Swamp Rd. According to USGS maps, Trinity Church originally stood on the north side of Whitney Swamp Rd and the school on the south side. By the time of a 1954 aerial photograph and a 1957 USGS map, the school was no longer extant, the church had moved to its present location on the south side of Whitney Swamp Rd, and the woods south of the church had been cleared for the church cemetery. The school was a one-story, frame building with a side-gable roof constructed in the two-room form.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Warwick-Harmon School 225-C**Built 1922****CRS# S00757****26673 John J. Williams Hwy, Millsboro****Indian River Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C; NR listed)****Integrity Aspects Retained: Location, Design, Materials, Workmanship, Feeling, Association**

Warwick-Harmon School 225-C (NR# 79003314), now the Nanticoke Indian Museum, is a one-story, frame building with a side-gable roof constructed in the two-room form. The building has a concrete block foundation. Its walls are clad with wood shingles and its roof is clad with asphalt shingles. The building has moulded wood cornices with partial returns and rectangular louvered wood vents beneath the gables. There are four windows on either side of the double doors on the northwest (front) façade. The windows are wood, six-over-six light, double-hung sashes with plain wood trim. The double doors are wood with one light over two panels, plain wood trim, and a twelve-light fanlight. The pedimented portico has moulded wood cornices with partial returns, heavy entablature, and an arched cutout in the pediment. The portico is supported by two pairs of freestanding and two engaged square columns. The portico has a concrete landing with plain square wood balustrades and concrete stairs with a center metal railing. The southeast elevation retains its two banks of Austral windows. The lot contains a garage and a log corncrib, both of which first appear on a 2002 aerial photograph and are noncontributing buildings.

Warwick-Harmon School 225-C is in its original location. It retains its original massing and roof form, except for the central brick chimney, which has been removed. The building possesses its original fenestration patterns, including the banks of Austral windows, as well as its pedimented portico. The building has high material integrity, retaining or having in-kind replacements of its original concrete block foundation, wood shingle siding, moulded wood cornices with partial returns, windows, fanlight, and doors. Warwick-Harmon School 225-C was listed in the National Register of Historic Places in 1979 as a resource in the Nanticoke Indian Community thematic nomination.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Warwick-Johnson School 203-C**Built 1921****CRS# S00765****28158 John J. Williams Hwy, Millsboro****Indian River Hundred****Determination of Eligibility: ELIGIBLE (Criteria A and C; NR listed)****Integrity Aspects Retained: Location, Design, Setting, Workmanship, Feeling, Association**

Warwick-Johnson School 203-C (NR# 79003313), now the Try Jesus Anointed Ministries Church, is a one-story, frame building with a front-gable roof constructed in the one-room form. The coatroom wing is on the east elevation and has been extended south along the east elevation through a shed-roofed addition. The building has a concrete block foundation. Its walls are clad with vinyl siding and its roof is clad with asphalt shingles. There is a brick exterior chimney near the northeast corner of the building. The moulded wood cornices with partial returns are aluminum wrapped and there is a rectangular louvered vinyl vent beneath the gables. The south (front) façade has a door flanked by a window on either side. The windows are wood, six-over-six-light, double-hung sashes with aluminum wrapped trim and fixed, two-panel vinyl shutters. The metal door has two lights over four panels and plain wood trim. The one-story pedimented portico has aluminum wrapped moulded cornices with full returns and is supported by two freestanding round Tuscan columns and two square engaged Tuscan columns. The portico has a concrete block foundation with concrete stairs and a concrete ramp with a modern metal railing. The site also contains a c. 1995 noncontributing gambrel-roofed shed.

Warwick Johnson School 203-C is in its original location. Its original massing and roof shape are discernible due to the changes in foundation materials and the way in which the addition is an extension of the coatroom wing. The building retains its original fenestration patterns on the primary façade and in the coatroom wing, but the bank of classroom windows has been replaced with two paired windows. The building possesses its original pedimented portico, exterior brick chimney, and moulded wood cornices with partial returns. It retains its original windows on the primary elevation, but the other windows and doors are modern replacements. Warwick-Johnson School 203-C was listed in the National Register of Historic Places in 1979 as a resource in the Nanticoke Indian Community thematic nomination.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020

Williamsville School 226-C**Built 1920****CRS# S08103****37576 Bob Jack Ln, Selbyville****Baltimore Hundred****Determination of Eligibility: INELIGIBLE****Integrity Aspects Retained: Location**

Williamsville School 226-C, now a dwelling, is a one-and-a-half story, frame building with a side-gable roof constructed in the one-room form. The building has been heavily modified. Its roof has been raised a half-story and it has a shed-roof vestibule addition on the northwest—possibly an enclosure of the portico, a shed-roof vestibule addition on the northeast, and a side-gable addition on the southwest, all dating to c. 1980. The building has a poured concrete foundation. Its walls are clad with vinyl siding and its roof is clad with corrugated metal with plain wood fascia. There is an exterior brick chimney on the northeast. The fenestration on the northwest (front) façade is irregular, reading (Trip W-D-W) from left to right. The windows are vinyl, one-over-one light, double-hung sashes with plain vinyl trim. The metal door has four panels, a metal storm door with two screened panels, and plain vinyl trim. It is accessed by two concrete steps.

Williamsville School 226-C is in its original location. It no longer retains its original massing due to being raised a half-story and the construction of three additions. It retains its original roof shape, including the exterior brick chimney, which was added by the time of the 1941 insurance inventory. Unlike most schools, this building had exposed rafter tails instead of moulded wood cornices. The rafter tails are covered by the fascia boards. The building does not retain any of its original fenestration patterns and none of the windows or doors are original. The original shed-roof portico supported by two square Tuscan columns has likely been enclosed to form a vestibule.



Photo: Center for Historic Architecture and Design, University of Delaware, 2020