

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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HISTORIC PRESERVATION OFFICE

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NAT REGISTER OF HISTORIC PLACES

OMB No. 10024-0018

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name New Jersey Manual Training and Industrial School for Colored Youth
Bordentown Manual Training and Industrial School
other names/site number Edward R. Johnstone Education and Training Center

2. Location

street & number North of Burlington Rd., West of Interstate 295 N/A ☐ not for publication
Right of Way
city or town Bordentown Township ☐ vicinity
state New Jersey code 034 county Burlington code 005 zip code 08505

3. State/Federal Agency Certification

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

Signature of certifying official/Title

Date

Assistant Commissioner for Natural & Historic Resources/DSHPO
State of Federal agency and bureau

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

Signature of certifying official/Title

Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

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

Signature of the Keeper

Date of Action

Peterik Andrews

1/5/98

5. Classification

Ownership of Property
(Check as many boxes as apply)

- ☐ private
☐ public-local
☒ public-State
☐ public-Federal

Category of Property
(Check only one box)

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

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

Contributing	Noncontributing	
11	10	buildings
1		sites
1	3	structures
		objects
13	13	Total

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

N/A

**Number of contributing resources previously listed
in the National Register**

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

Education/Education Related

Current Functions
(Enter categories from instructions)

Vacant/Not in use.

Work in progress

Government/correctional facility

7. Description

Architectural Classification
(Enter categories from instructions)

Colonial Revival

Materials
(Enter categories from instructions)

foundation Stone, brick, cement.

walls Brick, wood.

roof Slate, cedar and asphalt shingles.

other

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations N/A

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

Property is:

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

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS): N/A

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

- ☐ recorded by Historic American Engineering Record # _____

Areas of Significance

(Enter categories from instructions)

Ethnic Heritage: African American

Education

Period of Significance

1902-1947

Significant Dates

1903, 1914, 1922, 1929, 1931

Significant Person

(Complete if Criterion B is marked above)

Valentine, William R.

Cultural Affiliation

N/A

Architect/Builder

Guilbert & Betelle (architects)

Lowrie, Charles N. (landscape architect)

Brinley & Holbrook (landscape architects)

Primary location of additional data:

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

Name of repository:

NJ State Correctional Inst., Bordentown

NJ Manual Training....
Name of Property

Burlington County, NJ
County and State

10. Geographical Data

Acreage of Property circa 97

Trenton East, NJ-PA Quad

UTM References

(Place additional UTM references on a continuation sheet.)

1	1 8	5 2 3 8 6 0	4 4 4 3 6 8 0
	Zone	Easting	Northing
2	1 8	5 2 3 9 9 0	4 4 4 3 3 2 0

3	1 8	5 2 3 3 8 0	4 4 4 2 9 2 0
	Zone	Easting	Northing
4	1 8	5 2 3 0 0 0	4 4 4 3 2 0 0

☐ See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Nan Pillsbury, Ph.D. (significance statement by Robert Craig, NJ Hist.Pres.Office)

organization assisted by Merabash, Inc., Willingboro, NJ date May 1997

street & number 401 Mill Street telephone (609) 235-6080

city or town Moorestown state NJ zip code 08057

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A Sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items

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

Property Owner

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

name William Ward, State of New Jersey, Department of the Treasury

street & number CN 039, 33 West State Street telephone (609) 292-9694

city or town Trenton state NJ zip code 08625

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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NJ Manual Training & Industrial School
for Colored Youth

The campus of the former New Jersey Manual Training and Industrial School for Colored Youth is situated in Bordentown Township, New Jersey, between Burlington Road on the southerly side of the property and the railroad right-of-way along the Delaware River on the northerly side. The eastern boundary is the Interstate 295 right-of-way, and the westerly boundary is the Fieldsboro Borough line. The property currently consists of 97 acres, which corresponds to the size of the campus, even though the farming operations of the school once used a larger acreage. Nine buildings and one structure, the amphitheater, are considered "contributing"; the campus itself is a contributing site. The nominated area also contains non-contributing buildings and structures, which date from after 1955.

The institution was a boarding school. These buildings were the main campus structures used by African American children from grades six through twelve. In 1897 the school came to this site and moved into the two-story Stewart/Parnell mansion that stood here (see significance statement).(6).

According to an 1859 map (5), there were four buildings on the site when Commodore Stewart was alive. In the 1876 Scott's Atlas, there were three remaining (31). Besides the mansion, it is known that there were at least two barns. In a 1955 "Historical Edition" of the school paper, "The Ironsides Echo" (18), a citation noted that in 1921 "Barns removed from the campus proper to a new location on the Burlington Road." The mansion *per se* burned down in 1906 (6).

In 1902 the State of New Jersey purchased the leased land for \$15,000. Between 1902 and the early 1930s, the State erected new dormitory, education and trades buildings, athletic fields, roadways, and site infrastructure. Many of these structures are similar in shape and size because the majority were designed by architects Guilbert and Betelle from Newark, New Jersey in the 1920s and '30s. The buildings are described below; their numbers correspond to the site plan sketch in this section.(16)

No. 1: The **VOCATIONAL (TRADES) BUILDING** is a three-part Colonial Revival brick structure built in 1931 to replace the 1918 Trades Building. It cost \$150,000. The windows sashes are 9/9, all in pairs. The central section has a chimney at each end, and a bell-shaped surround to the windows above the two entrance doors. The north and south portions are tall one-story wings. (Photo No. 1).

The offices were located in the central two-story portion front or westerly side of the "front" of the building. The northerly and southerly wings are large, high-ceilinged, one-story, single rooms which housed heavy training equipment for boys (now empty).

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The rear, single-story or easterly portion was divided, with a trades room for lathes and presses on the northerly side. The flooring was composed of upright 2 x 4 board ends installed in a parquet manner to withstand the weight of the equipment. (Presently these floors are warped.)

The southerly side of the central rear section was a theater-training area. There is a small stage with rear entrances overlooking an extant classroom area with work tables, chairs and blackboards.

CONTRIBUTING

No. 2: **RICE HALL** was the second and largest of the two boys' dormitories. It was constructed in 1932 at a cost of \$160,000. This 2 1/2 story Colonial Revival brick structure lies westerly to easterly (Photo No. 2), and each five-bay end contains a two-story columned porch with spindle banisters. Windows for the ends are 6/6 for the lower two floors and 4/4 on each side of the chimney at the third level. When you stand on the upper-level porch of the westerly end, it affords you an excellent survey of the majority of the entire campus (Photo no. 6).

Windows on the central portion first and second floors are tripartite. Their mid-section is 6/6 with 2/2 on each side. Dormer windows are 6/6.

The main entrance (Photo No. 3) is located mid-building on the northerly side. Across the building on the southerly side is a chapel/meeting room extension (Photo No. 4). The southerly wall of the chapel/meeting room receives light from a Palladian type window (Photo No. 5). Inside as you face this window, there is an alcove extension on each side wall containing wooden benches on both sides of a fireplace.

The Rice Building first floor house necessary facilities such as bathrooms, showers, recreation rooms and offices. The second floor was composed of study rooms, and the top floor contained the sleeping quarters which has large closets for the boys' clothes and possessions. **CONTRIBUTING**

No. 3: **GREGORY HALL** was the first boys dormitory. Located north of the Vocational Building and northeasterly of Rice Hall, it was built in 1914 and enlarged and remodelled in 1929. It also is a Colonial Revival, 2 1/2 story brick structure similar to Rice Hall in that the ends have small portions perpendicular to the rest of the building. The windows are again tripartite with central 6/6 sashes and 2/2 on each side. The central main entrance windows are 6/6, and so are the dormers. (Photos No. 7,8)

Sleeping and study areas are at the northerly and southerly ends plus the upper floors. The central westerly first floor housed the mail room and administrative offices. Located at the back easterly mid-central section is a large two-story recreation room/lounge with couches, tables and piano.

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Lounge entry is from the second level with stairs leading down to the main floor of the lounge area. In the second-floor hall wall are clothes chute doors. **CONTRIBUTING**

No.4: **IRONSIDES** is a 1926 wooden house in which the NJMTIS principal/superintendent lived. It was built near the site of the 1797 structure the home of Commodore Charles Stewart, commander of the USS Constitution during its famous U.S. Navy battles. The house, as well as the school, was nicknamed "Ironsides" for the earlier owner, and the name has remained.

This residence is a 2 1/2 story wooden building with two dormers in front. The windows are all 6/1 sash. There is a 2 1/2 story two-bay extension at the rear, most recently housing administrative offices (Photo No. 9).

One fireplace with extending chimney is located on the northerly porch entry facade. The porch is roofed and has brick-covered support beams and spindle banisters.

When entering the westerly "front" entrance, there is a stairway leading to the second floor on the right and a hallway leading to the back on the left. The rear portion is where the first-floor kitchen is located, and the bedrooms are above. The kitchen is part of the three-bay wide x two-bay deep back extension. When descending a twisting "servants" staircase from the second floor, it terminates on the first floor at the junction of the kitchen, hall and office entry.

On the northerly fireplace side, there are large family rooms on the first and second floors. The second floor room is smaller with corner fireplace, while the first floor area takes up the full house end and floor to ceiling double window doors on both sides of the fireplace. **CONTRIBUTING**

No. 5: The largest building on campus is the **SERVICES BUILDING**, erected in 1922 (Photo 10). The school services are auditorium, gymnasium and food service. This Colonial revival brick structure is one story for the auditorium and food service wings, while the central offices are two stories in front. To the rear from the offices is a one-story gymnasium.

At the southerly end of the building, the auditorium (Photo No. 11) contains two main sections of rows of connected wooden shaped-back chairs with foldup seats. There is a main central aisle and two side aisles by the windows which are 12/12. The front stage has back entrances on both sides. An elevated projection booth is located at the rear.

The gymnasium has hardwood floors, metal ceiling supports and space down the sides for several rows of bleachers. The closely spaced windows, which are tripartite with 9/9 middle and 6/6 on each side, allow a large amount of natural light to illuminate the room.

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There is nothing remarkable about the offices. The rooms have space to accommodate two to four desks and file furniture.

The food service wing is composed of three sections: student cafeteria, faculty cafeteria and kitchen/service area. The eating sections are empty, but much of the industrial-sized kitchen equipment remains intact. **CONTRIBUTING**

No. 6: Built in 1903 and remodelled and enlarged in 1923, the **ADMINISTRATION BUILDING** is an imposing edifice with a three-bay wide, two-story, four-columned main entrance on the southerly side. The entrance was changed from facing the river to facing the campus. At mid-roof, it has a hexagonal based cupola with louvered panels and a round-dome cap. This Colonial Revival two-story brick structure has 6/6 windows in the central portion, but 8/8 on the ends. (Photos No. 12, 13, 14)

The main entry opens into a spacious foyer which contains a fold-door phone booth. The entire building is made up of offices on the first floor and classrooms on the second.

Building corners have especially interesting raised brick patterns. There is an arch-shaped area with keystone top design. Entrance doors on the westerly and easterly extremities have arched spiderweb lights above. The windows on the second floor above these doors have arched tops with cathedral pattern and twelve-pane lowers. **CONTRIBUTING**

No. 7: Just westerly across the road from the Administration Building is **HAYES HALL** girls dormitory. Constructed in 1968, this building replaced a 1907 building which was located on the same site and burned down. Although non-contributing historically, it is included because the unit of buildings for the "school district" includes the property of this hall (Photo No. 15).

An overhead view of Hayes Hall would reveal a T-shaped building. The three wings are one story, while the central area where they join is two stories. The windows on the front (southerly wings) are side-by-side six-paned units, twelve lights total. Central building windows are 4/4; the rear section has more than one configuration.

Although there was no access to the inside makeup of rooms, it is known that both classrooms and living quarters both existed in the wings. Offices and administration were located in the two-story central area. During the Johnstone Training and Research Center occupancy, it was call "The Blind Building" (11). **NON-CONTRIBUTING**

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No. 8: The **CAMPUS LAUNDRY** is a two-part, one story brick building located easterly from Hayes Hall. The oldest portion was constructed in 1907, and an addition in 1927. The windows are 1/1. Along the road on its easterly side is a brick wall from the 1907 construction, indicated by the older type bricks. (Photo No. 16) **CONTRIBUTING**

No. 9: **VALENTINE HALL**, completed in 1929, is the older of the extant girls' dormitories. It was named Grace B. Valentine Hall in 1951 to honor the wife of principal William R. Valentine after he retired in 1950 with thirty-five years of service. A 2 1/2 story brick structure, it also is similar in design to Gregory and Rice Halls designed by Guilbert and Betelle. The windows on the central portion are tripartite also like Gregory and Rice Halls. Each window has a 6/6 central part with 2/2 sides. (Photo No. 17)

Two small two-bay by five-bay portions with chimneys on both ends duplicate the earlier described buildings (Photo No. 18). The main entrance is imposing. A peaked-roof, two-story, ten-columned structure dignifies Valentine Hall. As with the boys dorms, facilities on the first floor, study rooms second floor and sleeping quarters above. **CONTRIBUTING**

No. 10: Carpentry Shop students built a cottage called **WERNER HOUSE** in 1922 (Photo No. 19). Located southerly from the Laundry, the plaque above the entry reads, "The Henry Werner Group Home". This one-story brick house is four bays wide by three bays deep. Wooden steps lead to a four-columned porch with side banisters. Located next to an open park, it lies a pacific setting. **CONTRIBUTING**

No. 11: To the rear of Valentine Hall is an **AMPHITHEATER** area, date unknown (Photo No. 22)

The landscape around the buildings is quite open. Within the above described school buildings is an extensive expanse where school inhabitants and visitors may enjoy an outdoor stroll or picnic/study at tables and benches provided. **CONTRIBUTING**

No. 12: A large **ATHLETIC FIELD** running the full length of the school property on the northerly side (next to I-195 beyond the fence), and it is a good distance wide as well (Photos No. 20 & 21). This field was completed in 1938 at a cost of \$45,000, and it was used for military parade grounds for the student cadets as well as athletic events and recreation. **CONTRIBUTING**

There are many large trees of oak, maple and sycamore as well as some evergreens. Each building has shrubbery of some sort.

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OTHER BUILDINGS and STRUCTURES

No. 13: MAINTENANCE BUILDING is the first structure located on the first road leading westerly off the main entrance road into the school. It can't be missed as it was just recently painted a bright red. (Photo no. 23) The cinderblock building was constructed around 1945 (11). Offices are located at the easterly end. CONTRIBUTING

No. 14: Just after you enter the Training School grounds, there is a road to the left, leading to several buildings and structures. As you travel westerly past the Maintenance Building (bright red) you reach a rectangular building, the PAVILION (Photo No. 24). This wood frame building was built ca. 1927, but has been altered beyond recognition and is now used for storage.(11). NON-CONTRIBUTING

No. 15: Two small SLEEP CABINS are located at the northerly side of an open field across from the Pavilion. Constructed around 1975 (11), these cabins were used for students to stay overnight away from their dormitories. (Photo No. 25). NON-CONTRIBUTING

No. 16: The TRAMBURG UNIT is a large brick building with a central open space. (Photo No. 26). Tramburg Unit was used as the medical and research facility for Johnstone Training School, and it was erected in 1965 (11). NON-CONTRIBUTING

No. 17: Northerly and across the road from Tramburg Unit is the POWER PLANT (Photo No. 27). It is a relatively small brick building which houses the power units for the school. Power Plant was constructed in 1965, the same time as the Tramburg Unit (11). NON-CONTRIBUTING

No. 18: BATH HOUSE is the changing and rest room area for the school's swimming pool. It is a rectangular cinderblock structure , northerly from the Maintenance Building (Photo No. 28). The Bath House was built around 1962 (11). NON-CONTRIBUTING

No. 19: In back of (southerly) the greenhouse buildings is the WATER TOWER (Photo No. 29). It was erected around 1976 (11). NON-CONTRIBUTING

Nos. 20 and 21: A small ENVIRONMENTAL PROTECTION BUILDING is located right next to the GREENHOUSE, and its purpose is as a heating source for the Greenhouse (Photo No. 29). The EPA built these structures circa 1975 (11). They are located across from the Storage Building for equipment and sand (Site No. 22). NON-CONTRIBUTING

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No. 22: Across from the Greenhouse is a multi-sectioned STORAGE BUILDING (Photo No. 30). Facility equipment is kept in most of this location, but an open-door area is used as storage as a road salt/sand shed. Storage Building was erected around (1951) (11). NON-CONTRIBUTING

No. 23: CHLORINATION and SEWER COLLECTION units are located "down the hill" from the main school units. (Photo No. 31) Their access is from the road leading westerly between Valentine Hall and the Laundry, then past the Werner House. The Chlorination Unit is a small frame building which houses the chemicals and pump which adds the chlorine to the water system. The Sewer Collection Unit is a series of receptacles which receive the disposable waste as pumped from the Lift Station (Site No. 23). Both units at this site were built around 1957 (11). NON-CONTRIBUTING

No. 24: The LIFT STATION is the integral portion of the sewer system of the school (Photo No. 32). The structure is a 10 foot by 10 foot cinderblock building with upper and lower portions. The pump inside sends the disposable waste to the Sewer Collection Unit. It was built in 1957 when the Chlorination and Sewer Collection Units were installed (11). NON-CONTRIBUTING

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The New Jersey Manual Training and Industrial School for Colored Youth, or "Bordentown School" as it became popularly known, was one of the most important secondary schools for African Americans in the northern United States, and its similarities to Booker T. Washington's Tuskegee Institute of Tuskegee, Alabama, earned it the sobriquet "Tuskegee of the North." The Bordentown School was the largest investment in the education of African Americans by the State of New Jersey during the "Jim Crow" era of segregation, and it was New Jersey's only wholly state-supported Jim Crow school. Its evolution exhibited both the strength of the idea of industrial education or manual training for black youths and the desire for academic education that increasingly informed its curriculum in the twentieth century. For its place in the history of African American education in New Jersey and the nation, the campus of the Bordentown School is of great significance for educational history. For the role that the school played as a major social center for African Americans through the first half of the twentieth century, the property meets National Register Criterion A for significance to black heritage. The campus also meets National Register Criterion B for the strength and importance of its association with William R. Valentine, whose administration from 1915 and 1950 encompassed the "golden years" of the Bordentown School, the period of its greatest strength and effectiveness. Although Valentine's tenure was impressive, the achievements of his two predecessors, school founder Rev. Walter A. Rice (principal, 1886-1895) and second principal James M. Gregory (principal, 1895-1915), also make these men figures for whom Criterion B significance might be claimed. In addition, the preceding history of this property is fascinating, and archeological significance under National Register Criterion D--while not being currently claimed--might exist if deposits associated with the 1797/1816 mansion of Commodore Charles Stewart of "Old Ironsides" (*U.S.S. Constitution*) fame and his descendants remain intact on the property. Portions of the property may indeed have a high potential for important prehistoric archeological deposits.

BACKGROUND HISTORY

The property on which the Bordentown School campus stands was purchased in 1797 by the Honorable Juriaan Francois Frederici, Governor-General of the colony of Surinam (or Dutch Guiana, now the nation of Suriname), for whom a one-story residence was built on the bluff overlooking the Delaware River, near but to the north of the site where the school's Administration Building now stands. His ownership lasted until 1805, and was followed by a series of three short-lived tenures that appear to have had no significant impact on the property. In September 1816, Commodore Charles Stewart bought the farm. Stewart had commanded the *U.S.S. Constitution*, popularly known as "Old Ironsides," during the War of 1812, and his fame would later cause the name "Ironsides" to be attached to his home and farm, and, still later, to be revived by the manual training school for its newspaper.

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Stewart added a second story to the house and made it his permanent residence, naming the farm "Montpelier." He and his wife Delia had two children, Charles Tudor Stewart and Delia Tudor Stewart. Charles became a lawyer and civil engineer; Delia married John Henry Parnell, of Ireland. Their son, Charles Stewart Parnell, emigrated to Ireland and became the Irish Home Rule Party leader in the British parliament in the 1880s.(6)

The "Old Ironsides" estate descended by will from Charles and Delia to their son Charles T. in 1869, and then passed by Charles T's will to his sister Delia in 1874. Delia held the property until her own death in March 1898. Whether or when she lived there is unclear, but in 1894, apparently out of respect for the support her father gave for the cause of educating African Americans, she leased the property, including the house, to the New Jersey Manual Training and Industrial School for Colored Youth, a fledgling institution that had been started in 1876 and had outgrown rented space in Bordentown. The State of New Jersey became involved with the property when the State Board of Education assumed control of the school in 1897. In Delia Parnell's will, probated the following year, she directed her executors to sell the farm to the State of New Jersey for \$15,000, provided it was used for the manual training school. The school would continue to occupy the Stewart mansion until it was destroyed by fire in 1906.

The manual training school had its own origins in the efforts of Reverend Walter A.S. Rice, a pastor in the African Methodist Episcopal Church who in 1876, years before the founding of Booker T. Washington's Tuskegee Institute, signed the articles of incorporation for "the Technical Industrial Educational Association of New Brunswick," an organization founded to disseminate information upon industrial education in all its branches. The school thus begun was to take students of both sexes and "train [them] in such industries as shall enable them to become self-supporting." Ten years later, Rice led the effort to remove the organization to Bordentown, where it was incorporated as the New Jersey Manual Training and Industrial School for Colored Youth. Operations in Bordentown began in 1886 with eight students, in two rented frame buildings on West Street.

Rice struggled to operate his venture as a private school, supported largely through voluntary contributions for another eight years, and occupying a series of rented spaces in Bordentown. By 1895, the school had grown to 42 students, 20 boys and 22 girls. In respect for this achievement, Rice's successor would later write that the school "has risen from humble beginnings, and pursuing a devious, difficult, and well-nigh friendless way, has earned for itself a place in our educational system." In May 1894, however, the New Jersey legislature enacted a law that reorganized the school under a state-appointed board of trustees. With the energy of the new board, plans for a more ambitious school began to take shape, and the institution began to grow more quickly. The trustees reported that they looked forward to buying land and erecting buildings. On the trustees first full year (1894-95), the report noted that "We have already

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employed an architect to draw plans for the buildings, who has submitted one consisting of a main building and two wings, the former to be of three stories and the latter of two ... [with a] frontage of [144] feet, and a depth of [44] feet." They had evidently begun to negotiate with Delia Parnell for a lease of part of the Old Ironsides property, though it would be another year before they reported the lease complete, and not until October 1897 did the school actually move to the Ironsides property, which was described as 50 acres and "several suitable buildings."

During the 1895-96 year, the trustees replaced Reverend Rice with a new principal, Professor James M. Gregory, from Howard University. Under him, the lease of the Ironsides property was completed and the move made. Gregory saw this as the "turning point" for the school. At the end of the 1896-97 school year, the enrollment stood at 55, 32 boys and 23 girls. A year later, however, after the move to Ironsides was completed, the student body doubled, to 116 (59 boys, 57 girls). Further, it was noted in the 1898 report that only 51 of the students had come from New Jersey, and that 61 came from other states. Some students came from Pennsylvania, Maryland, and Virginia; at least two students came from Alabama, and one from British Guiana. The report noted that even though many New Jersey residents [ie. whites] had never heard of the school, that African Americans had heard of it, and that they had given it "a patronage far beyond its available funds or facilities."

Gregory built on the curriculum that Rice had begun, which had both "literary" and "manual" components. Both boys and girls took short literary classes in the morning, which included spelling, reading, writing, grammar, rhetoric, Latin, geography, U.S. history, and arithmetic. They took longer "manual" training classes in the afternoons: the boys taking carpentry and farming; the girls taking sewing, dressmaking, "cooking," and household economy. In 1897/98, Gregory was able to add metalworking for the boys. The purpose, Gregory wrote, was to make the literary and manual departments "co-ordinate, and thus secure, as far as practicable, an all-round development for each student." Whether the trustees embraced this concept or merely tolerated it is unclear from the tone of the reports. The school also offered drawing and instrumental music for both boys and girls, and Captain T.J. Turner offered a course in "military tactics" for the boys, but the reports don't say whether these were offered by the "manual" or by the "literary" department. Gregory was careful to employ only faculty who could teach in both departments, or who were assigned to teach manual subjects alone.

The most significant highlight of Gregory's tenure was possibly the construction of the first new, major building on the campus. The New Jersey legislature approved funds for the school's construction in the 1901 budget--\$20,000--the same amount suggested in the 1895 report, despite six years of rising construction costs. The same budget also approved funds to buy the Ironsides estate, after six years of leasing. The purchase was completed on September 22, 1902, and it was the entire parcel of more than 90 acres that was purchased, not the 50 acres that had been leased.

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Construction of what would become the Administration Building (Bldg. 6) was soon underway and scheduled for completion in 1903. In his report for the 1902/03 school year, Gregory noted, "This new building will give the school that substantial beginning which it has never had and will make possible a thorough reconstruction of the Industrial Department." He felt the building's importance extended beyond New Jersey. "The school is looking forward," he wrote, "with unusual interest to the dedication exercises of the new building to be held in the fall [1903]. With the inspiration that will come from the presence of the Governor, other prominent State officials, and the many friends of the school, this event will be the most significant occasion in the history of Negro education in the North."

When the dedication of the building took place that fall, one of the officials in attendance was Charles J. Baxter, the State Superintendent of Public Instruction. The growth of the institution had impressed him, and when he came back to Bordentown later that academic year, it was after he had visited Tuskegee Institute in Alabama. He described to Gregory some of the improvements he had seen there, and, impressed with what he already saw at Bordentown, he predicted a bright future for the school.

That bright future gradually came, through the continued growth of the school. Enrollment continued to rise, and new subjects were gradually added to the curriculum. When the Administration building opened, it proved satisfactory in all respects, Gregory observed, except for its lack of architectural beauty. (Even after a substantial remodeling in the 1920s, it still remains an awkward and unharmonious design.) A setback to the institution took place when the Stewart mansion burned in 1906, but this loss was partially offset by the addition of a girls dormitory and a laundry building in 1907. (The girls dormitory stood on the site of the present Hayes Building, built in 1968.)

The State Board of Education, which took control of the school from the trustees in 1900, continued to pay attention to its progress. While Gregory evidently received generally high marks from the board for his administration, it seems apparent that Superintendent Baxter and the Board increasingly felt that the curriculum was becoming unbalanced in favor of academics and too light on manual training. The appearance of "physiology" in the curriculum in the early 1900s, a subject not taught at other manual training schools, may have been a point of contention. Booker T. Washington again visited Bordentown on May 3rd, 1907, to attend the State Board of Education meeting held there, and his advice to Baxter and the Board members emphasized strengthening the manual training courses. This seems to have been the prevailing view, despite the school's annual awarding of a "Mrs. Charles J. Baxter prize for improvement in English" at commencement. The commencement that year featured nationally prominent black journalist T. Thomas Fortune as one of the commencement speakers.

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The school was in a bind. Academic courses could be offered as long as there were talented faculty capable of teaching them. And Gregory was getting better faculty, who were college-educated in both black and integrated institutions of higher learning. But manual training courses required expensive facilities. Carpentry courses required a carpentry shop; printing courses required a printing plant; machining courses and metalwork required a machine shop. And, unlike the growing number of manual training or industrial arts schools springing up in towns and cities elsewhere in New Jersey, which had a ready supply of students close at hand, the Bordentown School required dormitories in order to bring in added students. The students wanted to come; but the school could grow only as its facilities grew. The student body in 1907 was still 116 (72 boys, 44 girls), the same number it had been ten years before.

The opening of the girls dormitory and the laundry room that were under construction in 1907 helped ease conditions, but the direction of the school continued to vex the board. In its 1914 report on manual training, the Board discussed the problem, which was not limited to Bordentown, of distinguishing between art that is legitimately a part of manual training and art that is "purely pictorial art and art study for appreciation." Booker T. Washington had made another, more publicized, visit to Bordentown School in 1913, and probably pressed state education officials to further push manual training.

In May 1915, the Board replaced Gregory with a new principal, William R. Valentine, who was Harvard-educated. Valentine's arrival ushered in a "new era" (according to the 1915 report) in the history of the school. Under Valentine, the president of the State Board of Education wrote the following year, came a great advance in the work of the school, and that "more attention is being paid to industrial training." He added, "It is hoped that the school may become in a small way a copy of Tuskegee." His arrival came at almost the same time that the first boys' dormitory (Bldg. 3) was finished. Its completion allowed enrollment to rise to 188. Even under Valentine, however, the curriculum continued to balance academics and manual training. In his 1930 report Valentine observed that "the regular course of the school ... requires [of each student] an equal division of their time between academic and trade work."

Campus planning began to be formalized. In 1916 Charles N. Lowrie was hired to design a campus plan that could be used to focus school development in an organized and harmonious way. The original orientation of the school's Administration Building of 1903 had been toward the river, as had the Stewart mansion before it, but the girls' dormitory of 1907 and the boys' dormitory of 1914-15 were beginning to form a quadrangle to the rear. In addition, the size of the enrollment was beginning to seriously overburden the site's sanitary infrastructure. The school was also "at the utmost capacity of our housing facilities." Valentine reported that the normal capacity of the physical plant was 96 students, and that the school was actually handling

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nearly twice that number. For the first time in the history of the school, there was a waiting list of prospective students.

The state had already begun construction of a new trades building (completed in 1918), and based on the Lowrie plan, the school was also building a new water plant and a new sewer plant to tie in both current buildings and future ones. The trade building was the key element of the new developments. Valentine wrote in 1917 that the completion of the trades building "will mark the real beginning of the growth of the school. The trade work will then become really effective for the first time." He again compared the school to Hampton and Tuskegee, the schools that the state board wanted to model Bordentown on. The girls were still taught "domestic science," "domestic art," and laundry; the boys studied agriculture, carpentry, printing, and "operating machine" work. The students' efforts were financially rewarding to the school. Not only did the boys grow crops and fruit trees, the value of the portion of their agricultural produce and carpentry work that was sold amounted to 28 percent of the total operating cost of the institution that year.

Valentine focused part of his 1917 report on the school's "extension" efforts. "The school," he wrote, "cooperates freely in movements for the uplift of colored people in the state." It provided recreational opportunities for black soldiers who were stationed at Camp Dix in nearby Wrightstown. The black state teacher's association had its annual meeting at the school that year. And in January 1918 the school was to host a conference for New Jersey's African American farmers. Direct agricultural extension work with individual farmers in Salem and Cumberland counties had already been underway for some years. Such efforts and events, together with many others, became the mainstay of the school's outreach efforts into the African American community.

The next fifteen years brought much new building on campus as the 1916 plan was increasingly brought into effect. The remaining barns from the 19th-century farm on the property were removed in 1921 to prepare for this expansion. They were moved to a position off-campus where the students could continue to use them for farming activities. A number of cottages or small houses were built or moved to the campus. Among them were Werner House (Bldg. 10) and Ironsides (Bldg. 4), which became Valentine's residence. A "Services Building" (Bldg. 5) was built in 1922, becoming the largest building on campus. It housed an auditorium, a gymnasium, and food service wings. An addition was made to the Laundry Building (Bldg. 8) in 1927, and Gregory Hall, the boys dormitory (Bldg. 3) was enlarged in 1929. Much of this and later work was designed by the architectural firm of Guilbert and Betelle, of Newark, New Jersey. This firm, which specialized in school design, was frequently hired to design buildings for state institutions between 1910 and 1940. Their work at Bordentown produced a series of buildings that are

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distinguished for their relatively high Georgian Revival design values and with their harmony as a group. They gave the site the look and feel of a small private preparatory school.

By 1929, the enrollment was increased to 383 (221 boys, 162 girls). Of these, 204 were enrolled in the high school program, 179 in the sixth through eighth grades. That year the firm of Brinley and Holbrook, landscape architects, were hired to update and enlarge upon Lowrie's site plan of 1916. "These plans of 1916 have been practically completed, which involved a radical change in the topography of the grounds." The landscaping changes, which included roads, drainage, and grading, were carried out entirely by student labor, supervised by the farm manager, Mr. Frank Urquhart. In the years to come, boys would learn to become firemen in steam and power plants in part by running the steam boilers at Bordentown. Girls would become experienced in commercial laundry operations by running the laundry at the school. They would become experienced in commercial food-service work by preparing meals for faculty and students.

The year 1929 was also notable at Bordentown because the legislature appropriated \$150,000 to add a new Vocational Trades Building (Bldg. 1) to the campus. It was with this structure that Valentine placed his hopes for the further progress of the curriculum. Its size and appointments were to be such that he believed that instruction in five new trades could be given, though he did not specify which trades. When completed in 1931, it was used for the trades taught in the 1918 trades building, except for the automobile mechanics classes, which took over the entire 1918 building. Automobile work was a popular course for boys at Bordentown, and part of the training was the actual repair of cars. In the 1931/32 school year, students worked on 228 automobiles, carrying out 42 "complete overhauls," 129 minor repairs, and 57 "Simoniz" jobs. The value of this work was estimated at \$2,000. Students in the carpentry department performed maintenance and repair of 20 campus buildings that year, plus four barns and three silos of the farming operation, and they built a new cow barn and bull pen. A new "pre-vocational" wood shop for boys under 16 was started, with a focus on constructing a wide variety of wooden case furniture. Hair dressing and beauty culture were added to the girl's curriculum. Students were expected to take part in at least one after-school activity. Extracurricular options included band, glee club, quartet, and choral society for the musically inclined; football, basketball, baseball, and track for the student athletes; some clubs, and a school newspaper, the *Ironsides Echo*. In 1930, the glee club sang at Columbia University in New York and at the Barnes Foundation in Philadelphia. Negro History Week was observed at the school. In 1931, the *Ironsides Echo* took second prize among vocational school newspapers in a journalism contest at Columbia University.

The expansion of manual training instruction was matched in 1932 with the completion of a new boys dormitory, Rice Hall (Bldg. 2). This dormitory housed 100 boys, and enabled enrollment to expand to 444 students. Enrollment might have increased further, but for the Great Depression and the need to relieve existing overcrowding. The girls' dormitories were remodeled in 1931.

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These improvements brought the enrollment to what appears to have been its all-time high. Valentine's reports for the years 1933-43 were not available for this writing, but the peak enrollment after World War II was 435 in 1945/46. The Depression's effects are evident from Valentine's reports to the State Board of Education. In his 1930 report, he described efforts that his administration was making to directly place graduates in jobs. That year, he reported that the school had placed 22 graduates into suitable jobs, including 1 auto mechanic, 2 garage attendants, 2 carpenters, 2 painters, 1 electrician, and 4 musicians. In the terrible employment conditions of the early 1930s, the school took a three-step approach to its job placements. First was to find any job for a graduate, in the belief that some work was better than none. The second step was to find an industrial job, and the third was to find a position where the graduate could practice the specific trade for which he or she had been trained.

Still, the school continued to flourish as the 1930s continued. Valentine wrote in 1930 that the school's prestige among African American teachers in New Jersey was unsurpassed. He boasted that they increasingly saw "Bordentown [as] the logical place for many of their brightest and most promising students." He also noted proudly that the school "has come to be a rallying point and a social center for the Negro citizenry of New Jersey." Even in summer, when school was out, the campus was turned over to activities of the African American community. Teachers met there, there were continuing education activities, and beginning about 1930, the "Chesapeake Summer School" for YMCA secretaries was conducted for three weeks beginning in early July. Valentine began to cultivate Bordentown alumni. An Alumni and Old Students Day was held in 1930, which drew 175 graduates. Students in the printing classes, who handled all of the school's printing needs, produced two "alumni bulletins" in 1931. The present alumni association of the school has its roots in these activities. "It is certain," Valentine wrote in his 1930 report, "that the school stands higher than ever in the estimation of the colored people in the state."

As the 20th century progressed, the elementary education of African Americans improved to a degree that the Bordentown school felt a reduced need for their lower grades. As early as the 1890s, incoming students were required to have completed the fifth grade, and the Bordentown curriculum started with the sixth grade. In the early years of the school, a clear majority of the students were in grades six through eight. In 1930, however, Valentine reported that fewer students were entering the lower grades and more were entering at the high school level. As additional years passed, the inability of the school to keep its lower grades would be the first sign that the school would have difficulty adapting to postwar conditions. The sixth grade was dropped sometime after 1933, the seventh grade after the close of the 1946/47 school year, and the eighth grade after the 1952/53 school year.

What was to affect Bordentown the most after the war was the climate of change outside the school, rather than anything that was going on within it. Manual or industrial training had become

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a widespread activity in New Jersey, not just for the few hundred students at Bordentown or the hundreds of mostly white children who attended similar "industrial arts" schools in Trenton and Asbury Park. Such programs had sprung up in many local public schools and on the county level. In 1933, the State Board of Education reported that more than 200,000 pupils were taking manual training classes in New Jersey in grades 6 through 12. A network of county-funded and operated "vocational education" schools was also emerging. With the adoption of the 1947 New Jersey Constitution, segregation in public education became unlawful for the first time. The State Board of Education responded the following year by opening enrollment to white students for the first time. By and large, however, white students, who had other vocational opportunities, did not respond to this action. The end of an era came on October 1, 1950, when Valentine retired, after 35 years at the helm. An acting principal served until James E. Segear took office on February 1, 1951. Various attempts were made in the early 1950s to justify the continued operation of the school, to evaluate ways to revitalize it, and to convince the public that the school still mattered. In 1954 Segear reported that the "future role of the school [was] being studied." He noted in his report that "The status quo is being maintained pending the making of certain important decisions regarding the future of this institution. When those decisions were made the following year, they came down from the top. The climate in which the school had flourished was disappearing. The school had not effectively integrated in the seven years since 1948, and the U.S. Supreme Court had issued its landmark ruling, *Brown v. Board of Education*, in 1954. Finally, the New Jersey Commissioner of Education announced that as part of a departmental reorganization, the Bordentown School would close permanently, effectively June 30, 1955.

The campus was turned over to the Division of Institutions and Agencies, which converted it into the Edward R. Johnstone Training Center for the mentally handicapped. It continued to be used in this role for almost another 40 years, closing about 1993. During that time, most of the Bordentown School campus remained intact. Site infrastructure was upgraded or replaced as needed, often in the same locations used during the Bordentown School era. The Tramburg Unit (Bldg. 16) was built in 1965 as a medical research facility. Hayes Hall (Bldg. 7) was rebuilt in 1968 on the site of the 1907 girls' dormitory. The overall impression still given by the facility, however, is of a secondary school campus of the first third of the twentieth century.

[NOTE: This narrative is largely based on the reports submitted by the principals of the Bordentown School to the State Superintendent of Public Instruction (later the Commissioner of Education), and which were printed as appendices of the annual reports of the New Jersey State Board of Education to the New Jersey Legislature. Reports from the principal for the school years ending in 1895, 1896, 1897, 1898, 1903, 1904, 1907, 1914, 1915, 1916, 1917, 1929, 1930, 1931, 1932, 1951, 1953, 1954, and 1955 were consulted. The annual reports of the state board for the years 1908-13, 1918-28, and 1933-45 do not contain narrative reports specific to the activities of the Bordentown School.]

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KEY TO LOCATIONS SYMBOLS FOR BIBLIOGRAPHICAL SOURCES.

AIAL = AIA Library, Washington, D.C.; BCHL = Burlington County Historical Society Library, Burlington, NJ; BCL = Burlington County Library, Mt. Holly, NJ; HPO = Historic Preservation Office, Trenton, NJ; ML = Moorestown, Library, Moorestown, NJ; MM = Merabash Museum, Willingboro, NJ; NJSL = New Jersey State Library, Trenton, NJ; RUL = Rutgers University Library, New Brunswick, NJ; WA = Westfield Architects, Haddon Heights, NJ.

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History of Title to the Real Estate, 1797-Present:

Current Owner: State of New Jersey

- I. Robert L. Harrison, Exr. LW&T Delia Tudor Stewart Parnell
to
State of New Jersey
September 22, 1902 Deed Book 369 p.59
- II. Delia T.S. Parnell Last Will and Testament
to
Robert L. Harrison, Exr.
Died March 20, 1898 Will Book Z, p.357
- III. Charles T. Stewart Last Will and Testament
to
Delia T.S. Parnell Died December, 1874
Probated January 5, 1875 Will Book N, p 368
- IV. Charles Stewart Died Intestate
to
Charles T. Stewart
Died, November 24, 1869 Letters Admin. Book C, p 107
- V. Frederick Wilmans and wife Elizabeth
to
Charles Stewart, Esq.
September 18, 1816 Deed Book D-2, p 634
- VI. Henry Block and wife Johanna Block (earlier Repp)
to
Frederick Wilmans
April 9, 1814 Deed Book A-2, p 370
- VII. Godfried Ascherman
to
Johanna Repp (later Block)
December 2, 1806 Deed Book R, p 168

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VIII. High Noble Juriaan Francois Frederici

to
Godfried Ascherman
February 4, 1805

Deed Book R, p 75

IX. Peter Benanger
to

Honorable Juriaan Francois Frederici
November 29, 1797

Deed Book E, p 444

Search by:

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BOUNDARY DESCRIPTION

When the State of New Jersey purchased the property from Mrs. Parnell's estate, its size was 226 1/4 acres, less several small parcels sold after her father purchased the land in 1816. After subdividing for the Correctional Institution, etc., the school property is now 96.75 acres, Township of Bordentown Tax Map 22, Block 123.01.

The only current boundary description available was from the Tax Map. Three courses are readable. The fourth, on the Delaware River side, has some illegible numbers. Hence, I have included two enlarged maps for the records.

Courses:

1. Westerly line along Fieldsboro/Bordentown Township line, 1500 feet.
2. Southerly boundary along Burlington-Bordentown Road. Two courses totalling 2680.37 feet.
3. Easterly boundary, next to NJ Route 295, 1260 feet.
4. Northerly has several courses along the Conrail Railroad line next to the Delaware River.
(Please see attached enlarged Tax Maps to show the total length of the courses.)

BOUNDARY JUSTIFICATION

The nominated property is the remaining portion of the Stewart-Parnell estate that was purchased in 1902 by the State of New Jersey for use by the New Jersey Manual Training and Industrial School for Colored Youth.

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KEY TO BLACK AND WHITE PHOTOGRAPHS

1. VOCATIONAL BUILDING (No. 1, Site Plan) at Manual Training School, westerly and southerly facades.
2. Westerly facade of RICE HALL (No. 2, Site Plan) (boys dormitory).
3. Main entrance (westerly facade) to RICE HALL (boys dormitory).
4. Easterly side of north wing, RICE HALL. Eastern building extension left.
5. RICE HALL eastern extension (meeting room/chapel) with Palladian window.
6. Southerly facade RICE HALL with two-story porch/balcony.
7. Main entrance on southerly facade of GREGORY HALL (No. 3, Site Plan)(boys dormitory).
8. Westerly end of GREGORY HALL.
9. Southerly and easterly facades of IRONSIDES (No. 4, Site Plan). Principal's house, later an office building.
10. SERVICES BUILDING (No. 5, Site Plan), containing auditorium, gymnasium, and food services areas. Southerly and easterly facades.
11. Easterly auditorium wing of SERVICES BUILDING.
12. ADMINISTRATION BUILDING (No. 6, Site Plan) at Manual Training School. Main entrance with columns, eastern facade.
13. Southerly facade of ADMINISTRATION BUILDING.
14. Southerly corner of eastern facade, ADMINISTRATION BUILDING.
15. HAYES HALL (No. 7, Site Plan); 1968 girls' dormitory which replaced fire-destroyed building (non-contributing).
16. Southerly and easterly facades of LAUNDRY BUILDING (No. 8, Site Plan).
17. VALENTINE HALL (No. 9, Site Plan) front or northerly facade with columned main entrance. Easterly facade, left.
18. Rear of VALENTINE HALL (girls' dormitory) showing westerly and southerly facades.
19. WERNER HOUSE (No. 10, Site Plan) group home, south of Laundry Building.
20. Westerly half of athletic field/parade ground (North of campus).
21. Easterly half of athletic field/parade ground.
22. AMPHITHEATER (No. 11, Site Plan), located behind (SE) of Valentine Hall.

NON-CONTRIBUTING BUILDINGS AND STRUCTURES

23. MAINTENANCE BUILDING (No. 12, Site Plan), showing southerly and easterly facades.
24. PAVILION (No. 13, Site Plan, now storage building), northerly and westerly facades.
25. SLEEP CABINS (No. 14, Site Plan), located southwestly and across a field from the PAVILION BUILDING. Easterly and northerly facades.
26. Northerly and westerly facades of TRAMBURG UNIT (No. 15, Site Plan).
27. POWER PLANT (No. 16, Site plan, across from Tramburg); southerly and easterly facades.

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

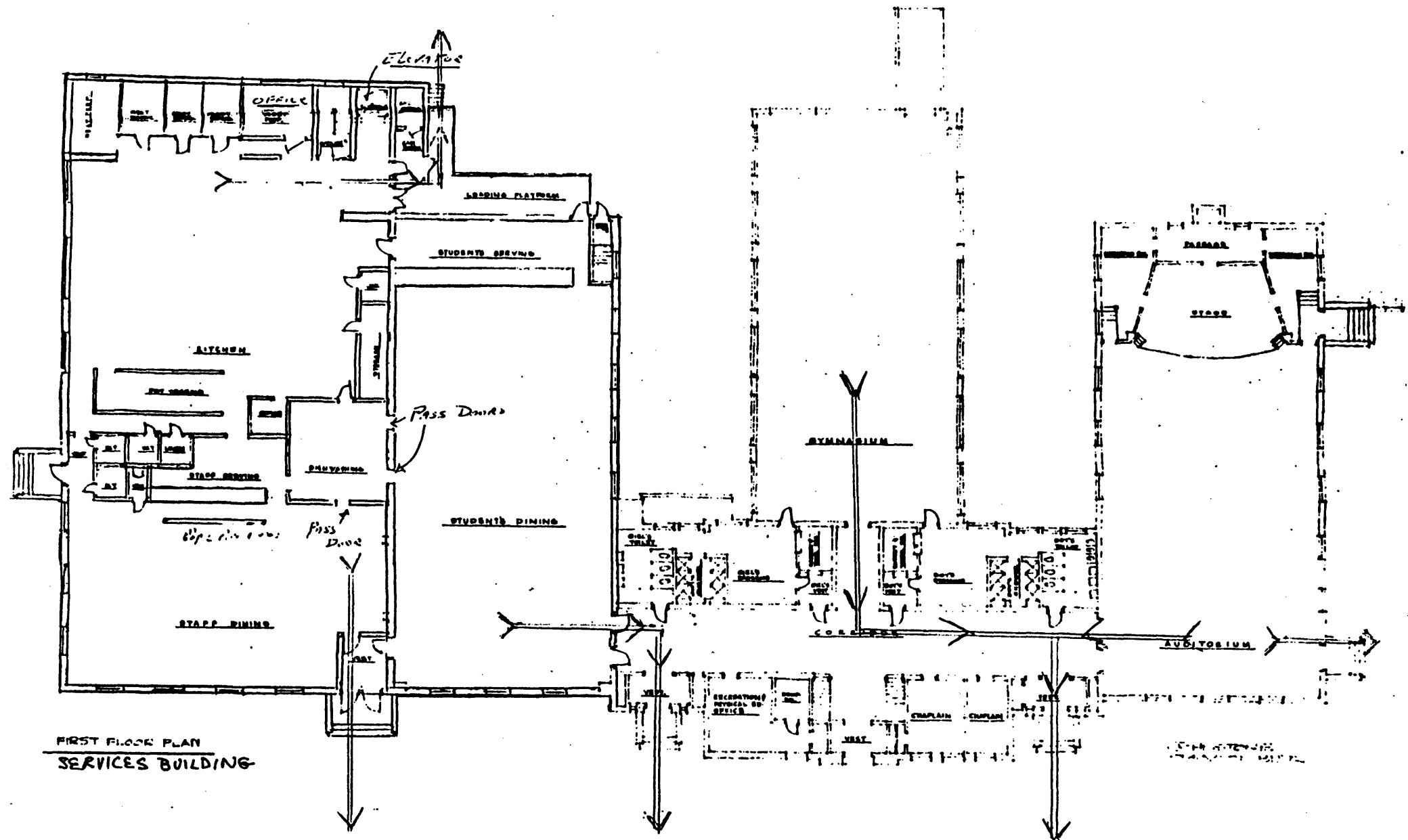
**National Register of Historic Places
Continuation Sheet**

NJ Burlington Co.
NJ Manual Training & Industrial School
for Colored Youth

Section number Photos Page 2

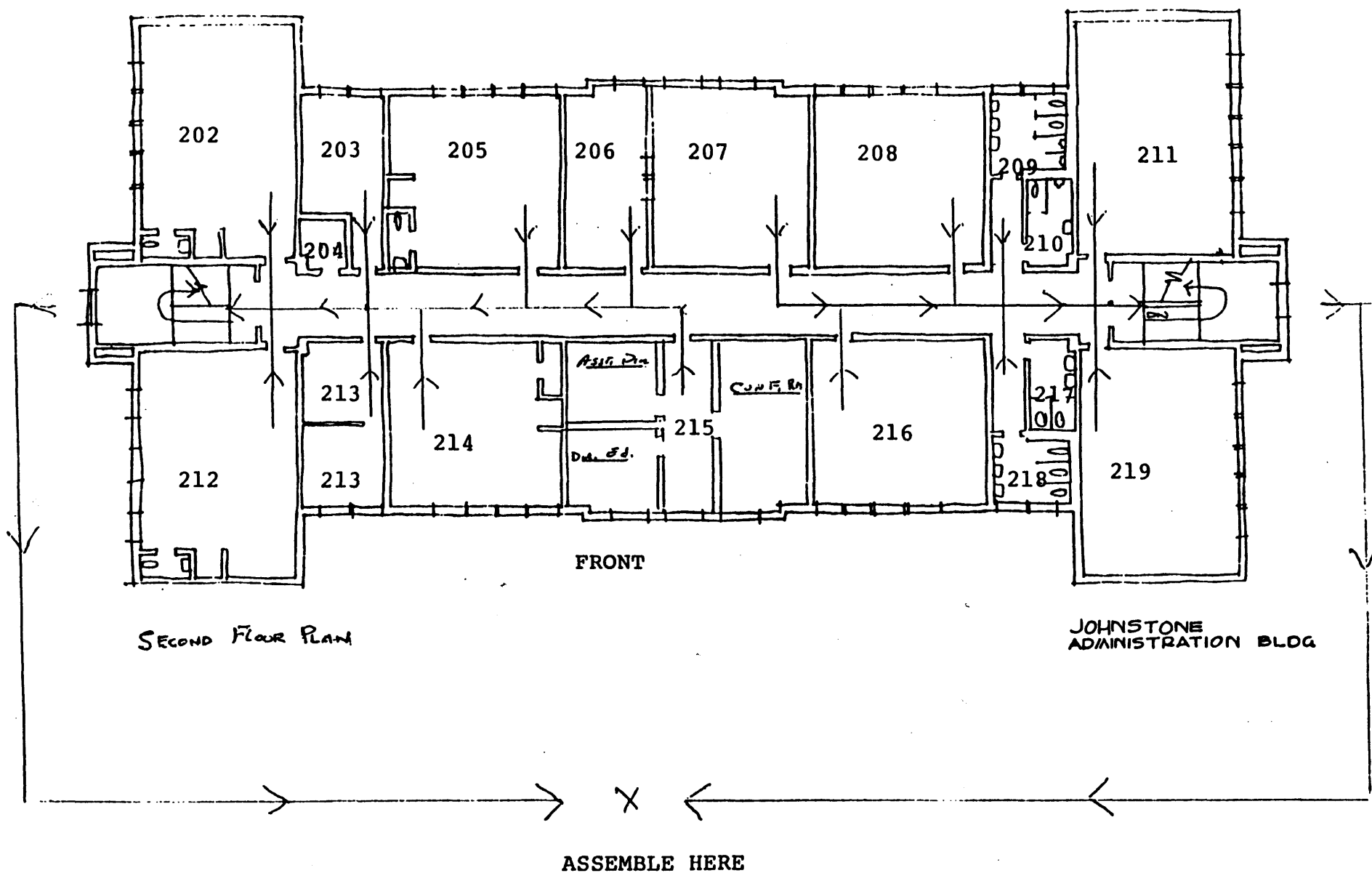
28. BATH HOUSE (No. 17, Site Plan), westerly and southerly facades. Fence to right surrounds the pool area.
29. Small ENVIRONMENTAL PROTECTION BUILDING to left (heater bldg. for Greenhouse) (No. 19, Site Plan), large GREENHOUSE BUILDING middle (No. 20, Site Plan), westerly and southerly facades. WATER TOWER (No. 18 Site Plan) to rear of both buildings.
30. Easterly facades of STORAGE (No. 21, Site Plan) for equipment and road salt/sand shed.
31. CHLORINATION and SEWER COLLECTION units (No. 22, Site Plan), southerly view.
32. LIFT STATION (No. 23, Site Plan).

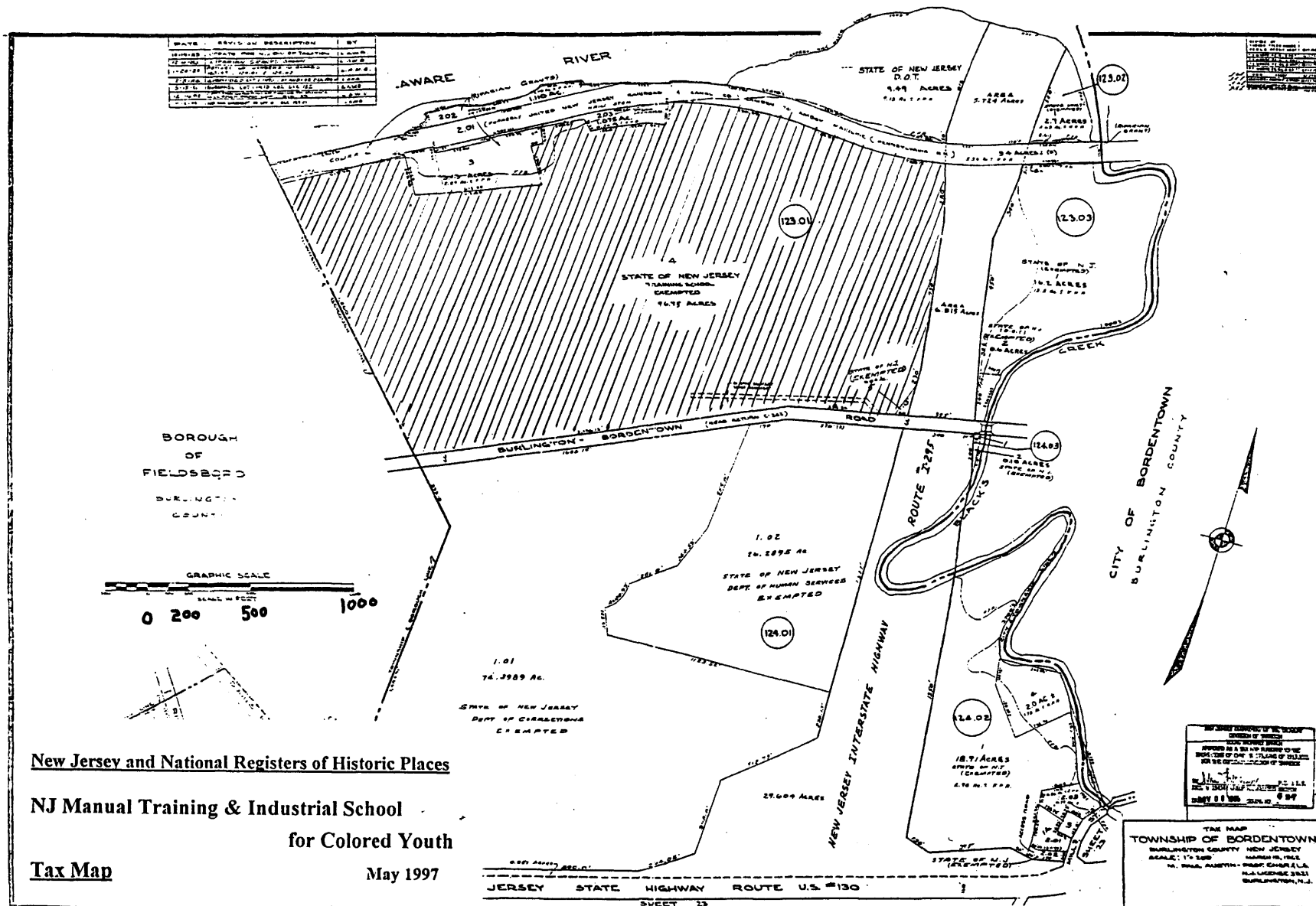
New Jersey Manual Training & Industrial School for Colored Youth
Bordentown Township, Burlington County, NJ



No scale provided.

New Jersey Manual Training & Industrial School for Colored Youth
Bordentown Township, Burlington County, NJ
FIRE EVACUATION ROUTE





NJ Manual Training +
 Industrial School for
 Colored Youth
 Burlington County, NJ

1-18/523860/4443680

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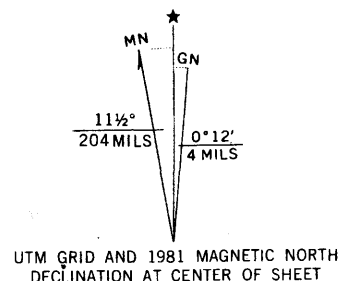
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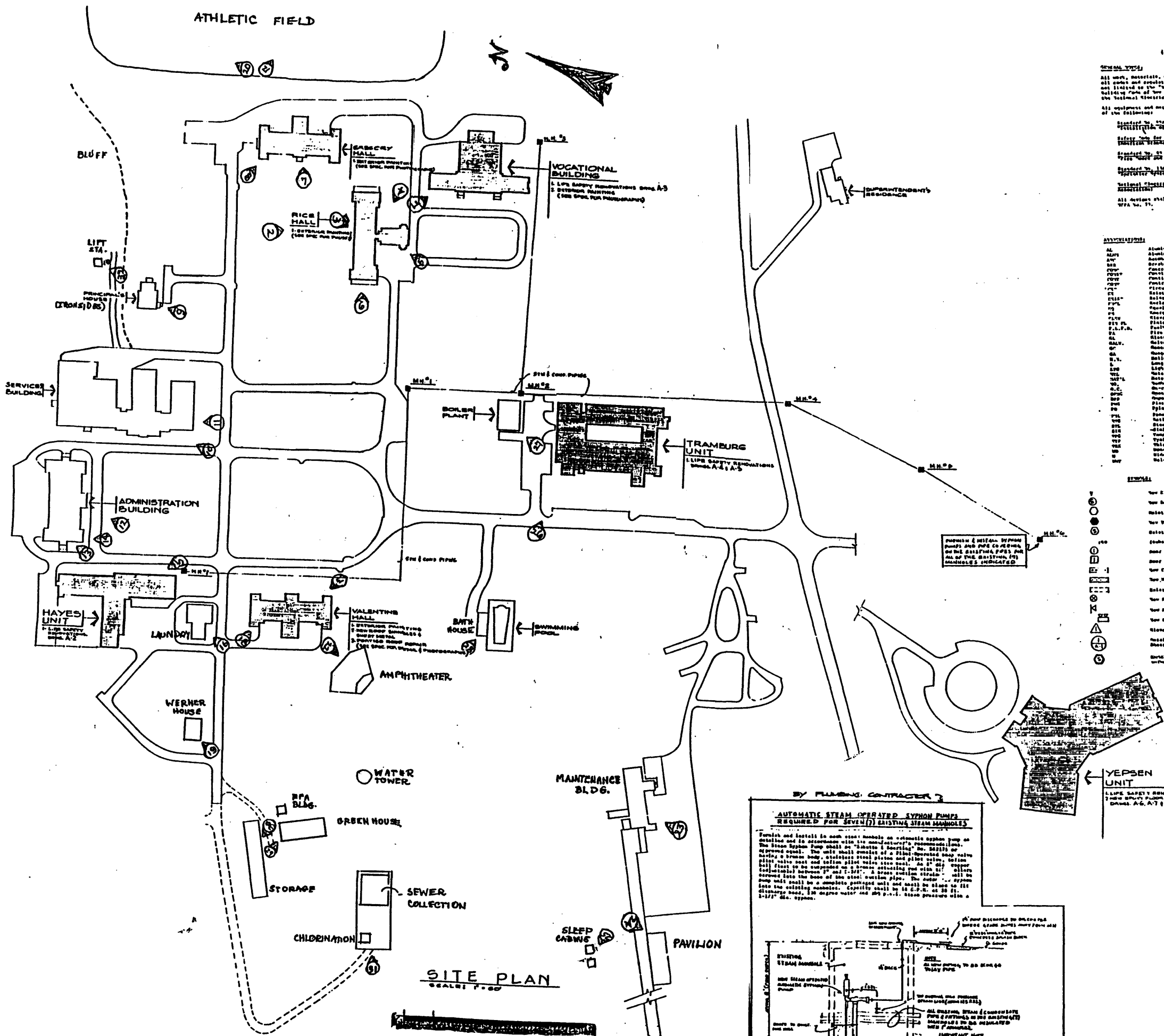
4-18/523000/4443200



(BRISTOL)
 6064 III SE

Mapped by the Defense Mapping Agency
 Published for civil use by the Geological Survey
 Control by NOS/NOAA, USCE, and New Jersey Geodetic Control Survey
 Topography by photogrammetric methods from aerial photographs
 taken 1947. Planimetry revised from aerial
 photographs taken 1955-1956. Field checked 1957
 Selected hydrographic data compiled from NOS chart 296 (1954)
 This information is not intended for navigational purposes
 Polyconic projection. 10,000-foot grid ticks based on New Jersey
 coordinate system and Pennsylvania coordinate system,
 south zone. 1000-meter Universal Transverse Mercator
 grid ticks, zone 18, shown in blue. 1927 North American
 Datum. To place on the predicted North American Datum 1983
 move the projection lines 6 meters south and 33 meters
 west as shown by dashed corner ticks
 Red tint indicates areas in which only landmark
 buildings are shown
 There may be private inholdings within the boundaries of
 the National or State reservations shown on this map





GENERAL TYPE:

All work, materials, equipment and method of construction shall comply with all codes and specifications having jurisdiction over this work including but not limited to the National Fire Protection Association, the International Building Code of New Jersey, the International Safety and Health Act, and the Uniform Building Code.

All equipment and methods of installation shall conform to the requirements of the following:

Standard No. 144 of the National Fire Protection Association entitled "Installation of Air Conditioning and Ventilation Systems" (non-prescriptive)

Refer to the following listing:

SECTION 23-00000 "MECHANICAL" PART 1-1, 1.1 or ASHRAE Standard 55-61.

Standard No. 14 of the National Fire Protection Association entitled "Fire Alarm and Detection"

Standard No. 144 of the National Fire Protection Association entitled "Ventilator Systems".

National Classification Code ASHRAE Standard No. 99 of National Fire Protection Association

All devices shall conform to applicable manufacturer's codes including but not limited to:

[illegible]

12/24/18

Two Electrically Operated "Release" Devices
Two Smoke Detectors
Radio, Smoke Detector
Two Thermal Detectors
Gas, Thermal Detector
(Subscribe) Fixed Temperature Thermal Detectors
Door No.
Door No.
Two Concrete
Two Masonry
Existing Work to be removed
Two Self Storage
Two Emergency Remote Lighthead
Two Emergency Light Fixtures
Glaciator
Steel/Aluminum No.
Sheet No.
Steel Reinforced Concrete Reinforced
Reinforced Concrete

YEPSEN
UNIT

DEPARTMENT OF HUMAN SERVICES

Ann Klein DATE 6/24/71
SIN ALB., COMMISSIONER
Sam Rothman DATE 6-28-71
SAM ROTHMAN, CHIEF, BUREAU OF FACILITIES
CONSTRUCTION & MAINTENANCE

DEPARTMENT OF THE TREASURY
DIVISION OF BUILDING AND CONSTRUCTION

2. DONALD G. DOWNEY, DIRECTOR
 DATE 9/15/71
 3. ALFRED W. WENBLEY, A.I.A., STATE ARCHITECT
 DATE 9/15/71

[illegible]

REVISÉ JUNE 6, 1977

New Jersey State Manual Training & Industrial School for Colored Youth
Bordentown Township, Burlington County, NJ

