

JACOB TOME INSTITUTE, TOME School for Boys  
(Bainbridge Naval Training Center)  
Tome School for Boys Historic District  
Tome Road, between Bainbridge Road and Route 276  
Port Deposit vicinity  
Cecil County  
Maryland

HABS NO. MD-1110

HABS  
MD  
8-PODEP.V,  
1-

PHOTOGRAPHS  
WRITTEN HISTORICAL & DESCRIPTIVE DATA

HISTORIC AMERICAN BUILDINGS SURVEY  
National Park Service  
U.S. Department of Interior  
1849 C Street, NW  
Washington, D.C. 20240

HABS  
MD  
8-PODEP.V,  
1-

HISTORIC AMERICAN BUILDINGS SURVEY

JACOB TOME INSTITUTE  
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Location:

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Port Deposit vicinity  
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The Jacob Tome School for Boys is located in Cecil County, Maryland, atop a high bluff overlooking the town of Port Deposit and the Susquehanna River. Since 1942, it has been part of the larger former Bainbridge Naval Training Center. The main entrance is located on US Route 222, 0.65 miles northeast of the intersection of Rt. 222 and Main Street in the town of Port Deposit.

The school is located in USGS Havre de Grace Quadrangle.  
Universal Transverse Mercator Coordinates for historic district:

- A: 18-405200-4384260
- B: 18-405020-4384000
- C: 18-404710-4383800
- D: 18-404600-4383980
- E: 18-405000-4384320
- F: 18-405080-4384230
- G: 18-405160-4384300

Present Owner: Bainbridge Development Corporation

Present Occupant: Not occupied

Present Use: Not in use

Significance: Constructed 1900-1908 on a hill above the Susquehanna River just outside Port Deposit, Maryland, the Tome School for Boys played an important role in private school, naval, and vocational education. The architecture of the school is a significant example of Beaux Arts design used for an entire school. Its architects (Boring and Tilton; Newman and Harris; Wyatt and Nolting; and Parker and Thomas) all were of national reputation. The master plan is a significant example of Beaux-Arts campus design

executed by Charles W. Leavitt, Jr. The Tome School for Boys and its parent school, the Tome Institute, exemplified private school philanthropy in the late nineteenth and early twentieth centuries. Jacob Tome, a prominent Port Deposit businessman and its first millionaire, built and endowed the Tome Institute in 1894 to provide a free education in both vocational and college-preparatory studies for all of the white children of the town, male and female. The Tome School for Boys was established as part of the institute five years later under the direction of James Cameron Mackenzie, a nationally recognized leader in the secondary-school movement of the period, as a tuition-charging, boarding school for boys. It became one of the preeminent preparatory boarding schools in northern Maryland. After the Tome School for Boys closed in 1941, the campus was acquired by the U.S. Navy, becoming part of the Bainbridge Naval Training Station in 1942. Except for a brief hiatus after World War II, the Tome School campus itself was used as the Naval Academy Preparatory School from 1943 until 1974. From 1979 until 1991, it was leased by the Navy to the U. S. Department of Labor to house the Susquehanna Job Corps Training Center.

## PART I: HISTORICAL INFORMATION

### A: Physical History:

1. Date of erection: 1900-1908; 1942-ca. 1952

#### Chronology of Tome School Construction:

June 1899	James Cameron Mackenze hired as Tome Institute headmaster
Summer 1899	Mackenzie tours European schools for inspiration
4 November 1899	Mackenzie submits recommendations for buildings and equipment
6 November 1899	Committee on Site for Proposed New Buildings presents verbal report from "Mr. Frederick L. Olmstead [sic], a landscape gardener from near Boston, Massachusetts. Mr. Olmsted stated he had viewed two sites, the one on the Abraham farm and the Asmith property. . . . [He] thought the Asmith property preferable. . . [The] latter place had the a greater advantage for boating and bathing."

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- 13 November 1899 Committee of Five authorized to acquire title to land and secure services of landscape architect; secure services of sanitary engineer for advice on water supply drainage and sewerage; have prepared competitive drawings of buildings "with view to the selection of the most satisfactory plans for submission to the Trustees."
- 3 February 1900 Board hires FLO as consulting landscape architect Design competition announced; invitation/letter of instruction of Mackenzie sent to Wilson Brothers, Phila.; Seymour Davis, Phila.; A. J. Manning, NYC; Mann and MacNeille, NYC; and Boring & Tilton, NYC. (Competition was compensated at customary AIA rates.)
- 18 April 1900 Board hires Robert Swain Peabody of Peabody & Stearn as consulting architect (\$1000 compensation)
- 4 May 1900 Peabody meets with Board, which opens submissions
- 5 May 1900 Board selects Boring & Tilton as architects (Peabody's report/recommendation: "...favored drawings 5 and 4, the former in Colonial style and the latter English Collegiate style. He had a very fixed opinion the Colonial style of architecture is best adapted for the purpose of the institute." B&T's submission was number 1.) B&T employed "to erect all or part of the proposed buildings."
- 21 May 1900 B&T accept appointment, bill \$1000 for preliminary services, plus \$1000 for general plans. Board thought amount excessive.
- 11 June 1900 Charles W. Leavitt [& Son] recommended and employed as civil engineer and landscape gardener upon conditions of his letter of May 23, 1900. Boring & Tilton paid \$1000 for services for Inn, \$1000 for general plans
- 28 June 1900 Boring and Tilton and Leavitt general plan for grounds, roads, planting, etc. accepted by board but they recommend moving Memorial Hall south about 50' and dining hall from east to north side of athletic field

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9 July 1900	J.H. Fuertes hired as sanitary engineer to construct water/sewer system
14 July 1900	Leavitt submits revised site plan for buildings on hill on Abrahams Farm; adopted. Memorial Hall moved, dining remained as originally planned
11 August 1900	Plans for director's residence, dormitory (with changes), professors/master residence (but get bids for number of each of three classes--a, b, ,c), Memorial Hall (with minor changes) adopted
December 1900	Tome Inn (also called before construction Chesapeake Inn and later Van Buren House) construction begun mid-1900-completed December 1900; furnished and occupied March 1901 (Hogue says "by 5 March 1901.")
1900-1902	Memorial Hall (Boring & Tilton)
1901	Power Plant (outside study area; building also contained laundry) (Boring and Tilton)
1900-1902	Director's Residence (Boring and Tilton)
1900-1902	Monroe Hall Dining Hall (Boring & Tilton); later (1903?) was gymnasium
1901-1902	Dormitory #1 (Madison House; Boring & Tilton)
1900-1901	Infirmery (Boring & Tilton). (Not within the study area; now demolished.)
1900-1901	Master's Cottages #1-3 (Navy Buildings L, B, E) (Boring & Tilton)
1901-1902	Two sets of steps built from palisades to Port Deposit
1901-1903	Dormitory #2 (Jackson House), Newman & Harris
1902	Football field completed
1902-1903	Dormitory #3 (Harrison House, Wyatt & Nolting]; construction begun in November 1902
1903-1904	Master's Cottages #4-6 (Navy Buildings C, D, F) (Newman & Harris)
1903	Memorial Hall dedicated after installation of organ in chapel
March 1904, September 1904, May 1905	Typhoid fever outbreaks at Tome School
4 November 1904	Trustees select Wyatt & Nolting as architects for Dining Hall
28 February 28 1905	Nolting presents plans and specifications for new

1905	Dining Hall (not built) Dormitory #3 (Harrison House, Wyatt & Nolting) (Plaque on building says ground was broken 22 November 1904, but construction bids were not opened until 15 February 1905)
1905	Swimming pool addition to Monroe House gymnasium (Wyatt & Nolting)
1905	Golf links plan accepted by trustees
1905	New Dining Hall plans by Wyatt & Nolting accepted by trustees but bids rejected and referred to building committee
1905-1906	Dining hall and kitchen addition to Inn (also called Van Buren House; Wyatt & Nolting)
1907-1908	The Cage addition to Monroe House gymnasium (Parker & Thomas, architects)
1909	Golf links, tennis courts and other landscape work (Leavitt)
July 11, 1911	Leavitt terminated by board (“recommendations all rejected and settlement prepared of his bill”)

2. Architects: Boring and Tilton; Wyatt and Nolting; Newman and Harris;  
Parker and Thomas; Robert S. Peabody, consulting  
architect

Early in 1900, James C. Mackenzie, the director of the Jacob Tome Institute, issued a letter of instruction for architects entering a closed competition for the design of the institute campus, including new buildings in Port Deposit and, much more importantly, on the palisade above town, on land newly acquired by the institute. Five architectural firms responded to the invitation. It is not known whether any others may also have been asked to submit designs. Each of the competing firms was to be compensated at the AIA standard rates for preliminary studies. The winner would be commissioned to design “all or part” of the proposed buildings for the new campus.

Boring and Tilton, architects, of New York were among the five firms submitting designs, and it was their Georgian Revival design that was selected. The required drawings included the “General Plan of the property, at a scale of 100 feet to the inch, showing location of principal buildings, and such suggestions as to roads, plantings, approaches, etc., as he may consider desirable. This plan to be drawn

on white paper, and the different substances are to be indicated by not more than five flat conventional colors.”

The competition prospectus listed the buildings to be provided for the future campus, indicating those that were to be built first and those for which the architect was to provide designs. The invitation goes on in some detail with instructions and suggestions for the architect, covering such items as stairways from the town, athletic fields, weather, and the functional character of the buildings. The plan was to be “formal or free” in arrangement. Campuses with which the architect should be familiar are listed, such as the Lawrenceville School, Groton and St. Paul’s, among the preparatory schools, Cornell, Washington University, St. Louis, and the University of Virginia, among the colleges.

Although the invitation letter is signed by Mackenzie, the professionalism of its detail suggests it was, at the least, drafted by the board’s consulting architect, Robert Swain Peabody of Peabody and Stearns, a Boston firm of national renown.

#### Boring and Tilton:

As graduates of the Ecole des Beaux Arts, with training in the office of McKim, Mead and White, both Boring and Tilton were thoroughly proficient in the Beaux Arts or American Renaissance style. Their work reflects this background and their ability to apply its precepts to their commissions. The basis of Beaux Arts training is in the understanding of the formal architecture of the past and the ability to reinterpret it for new buildings. Boring and Tilton's work was always in the Beaux Arts style, adapted to individual needs as required, with influence primarily of French or Italian classicism; of Georgian Revival, as at Tome School; or of other influences, including Jacobean and even Flemish. They were not given to the more vernacular expressions of Colonial Revival, or to Victorian period styles, of which Romanesque and Gothic revivals were still in wide use in 1900. Hence we see their designs within the Beaux Arts umbrella, with various stylistic influences as appropriate or as required of them. A general characteristic of their work is that it is designed with an unusually bold and competent hand. They made good use of multiple materials and finishes, large-scaled ornament and features, with an especially creative use of the style at hand.

Boring and Tilton’s winning competition design for the Ellis Island U. S. Immigration Station is probably their finest work and a major example of the Beaux Arts style at its purest and grandest, representing a well thought-out plan

for the Island complex as well as designs for the individual buildings. It is a formal, axial, and highly successful interpretation of classical styles in the richness of the best of Beaux Arts. The main hall is imposing, and the subsidiary buildings have simpler designs. Other works by Boring and Tilton also express this style, but in designs more classically Roman or French Renaissance, such as their competition design for the Baltimore Court House (in which they lost to Wyatt and Nolting) or their winning design for the Milwaukee Library and Museum. Others, like the design for the Carnegie Library in Pittsburgh, lie more on the French side of classicism. Boring and Tilton's competence in the formal Georgian Revival mode of Beaux arts, especially as seen in the Tome School's imposing Memorial Hall, shows their facility in this mode. The design of the Tome School campus, done with Charles W. Leavit, is formal and axial, and the design of Memorial Hall is especially forceful and creative, certainly more so than we would expect to find in actual Georgian-era buildings in the United States. Their interpretation of Georgian in its formal aspects is also seen in Boring's competition design for the Johns Hopkins University administration group, published in 1905, though the Baltimore design lacks the portico and tower of Memorial Hall. At Tome, Boring and Tilton's understanding of the style is clear in the relationship of Memorial Hall to the lesser campus buildings, such as Madison House or Monroe Hall. The latter are simpler, less monumental structures distinguished by a crispness and restraint absent in the larger building, yet the gable side and recessed colonnaded porch of Monroe is a most unusual design feature that fits in gracefully under the architects' skilled treatment.

The use of colonial and Georgian motifs was very appropriate for the Tome buildings, as the style was in the ascendancy to a great popularity at that time. Georgian Revival, Jacobean (or Old English, or Collegiate Gothic, as it was also frequently called), and Gothic Revival were the most popular styles for colleges and private schools at the turn of the century. Cram and Goodhue's Princeton Graduate Center exemplified the Gothic, as did Cope and Stewardson's University of Pennsylvania dormitory quads did the Jacobean, or Collegiate Gothic, to give it another and popular name. The Tome trustees, in their competition prospectus permitted either a classical or free design. For Boring and Tilton, with their thorough background in the classicism of the Beaux Arts, the natural choice was the classic, and no building by them in the Gothic style has yet come to light. Thus, the formal, axial site plan done in collaboration with landscape architect Charles Leavitt, was a natural solution, and the formal Georgian Revival buildings made sense for the firm. The school's architectural advisor, Robert Swain Peabody, said, after the competition, that his preferred style for Tome was the colonial. It is not known whether he meant the informal colonial tradition, or the

academic and formal Beaux Arts form of Georgian, nor whether the architects may have known of his preference.

William Alciphron Boring:

In his youth, William A. Boring (1858-1937) worked with his father, a Carlinville, Illinois, builder who also designed houses. Throughout his architectural career, the younger Boring drew on this grounding in construction techniques, as well as on his later aesthetic training at the Ecole des Beaux Arts. Although he attended the University of Illinois architecture school for a short time in 1880, he did not complete his formal training in architecture until he was nearly thirty years old. In 1882 he accompanied his ailing mother and several of his siblings to California, where he worked as a draftsman in the Pasadena architectural firm of Clinton B. Ripley. Ripley soon invited him to become a partner in the firm. After Ripley moved to Hawaii in 1883, Boring joined forces with another young architect, Sidney I. Haas, a fellow student at the University of Illinois. Boring stayed in California for another four years before returning to New York in 1887 and enrolling in Columbia University's School of Architecture under William Robert Ware. A year later, he sailed for Paris to attend the Ecole des Beaux-Arts, enrolling in Leon Ginain's atelier. Before returning to the United States, he made a series of sketching trips in France, Italy, Spain, and England with Edward L. Tilton. Back in New York, he worked briefly for McKim, Mead, and White but left to go into partnership with Tilton in 1891, when the latter received a project from a family friend for two brownstone and brick townhouses on 97<sup>th</sup> Street and West End Avenue in New York. Their first major commission, however, did not come until 1895 after they won a competition for the design of a new federal immigration station on Ellis Island to replace an earlier one destroyed by fire. It was the first such competition for a federal design to be held under the Tarnsey Act. Exhibited at the Paris Exposition of 1901, Boring and Tilton's design won a gold prize.<sup>1</sup>

In 1915, the 57-year-old Boring accepted a full-time teaching position in the

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<sup>1</sup> The Architectural Annual of 1901 commented: "The awards for architectural design at the Paris Exhibition only too plainly show how lacking our architecture is in purpose. No Grand Prize was awarded, while McKim, Mead, & White, and Boring & Tilton were recipients of gold medals. This is all the more significant when it is remembered that promiscuous honors of some sort were given to the majority of our exhibitors." [Kelsey, Albert, ed. Philadelphia: The Architectural Annual, Second Edition, 1901; p. 22]

Columbia School of Architecture, where he was a firm proponent of Beaux-Arts principles. In 1931, at the age of 73, he became the school's first dean.<sup>2</sup> Boring also served at the American Academy in Rome, Italy. A founder and president of the Society of Beaux-Arts Architects, he was also on the board of the National Academy of Design.<sup>3</sup>

Edward L. Tilton:

Edward L. Tilton<sup>4</sup> (1861-1933) was Boring's coworker in the office of McKim, Mead & White, his fellow student at the Ecole des Beaux-Arts, and his companion on sketching trips in Europe. Born and educated in New York City, Tilton studied architecture under a private tutor before training with McKim Mead & White. He and Boring both left that firm in the fall of 1887 to study at the Ecole des Beaux-Arts. On his return to New York in 1890, Tilton briefly rejoined

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<sup>2</sup>Typescripts of a number of Boring's Columbia lectures in the Boring Collection in the Avery Architectural and Fine Arts Library Archives, Columbia University, provide little insight into his own work or personal architectural philosophy. A collection of sketches Boring made while he was a student at the Ecole des Beaux-Arts are also not helpful in evaluating his later designs.

<sup>3</sup> Shortly before his death in 1937 at age 79, Boring completed his memoir ("Memories of the Life of William Alciphron Boring," 1936. Unpublished manuscript on file in Avery Architectural Library archives, Columbia University, New York, NY). The memoir is a sketchy, year-by-year treatment of his life that emphasizes Boring's personal life and, although it names projects on which he was working, provides little detail about his architectural work. Talbot Hamlin, who catalogued the Boring papers when they were donated to Columbia by the architect's widow after his death, notes that the memoir contains a number of factual errors, including Boring's own year of birth and the completion date of Boring & Tilton's best-known work, the U.S. Immigration Center at Ellis Island, New York.

<sup>4</sup> Biographical Dictionary of American Architects, Deceased ( Henry F. and Elsie Rathburn Withey, Los Angeles: Hennessy and Ingalls, Inc., 1956). Tilton references from Withey include the National Cyclopedia of American Biography, vol. 10; obituaries in the New York Times, January 6, 1933; and American Architect, January 1933. Guide to Massachusetts Federal Writers Project; and Who Was Who in America, 1897-1942.

McKim, Mead & White, but after he received a commission to design a house for a friend of his father, he and Boring both resigned to set up a new firm, Boring and Tilton. Five years later, the office won its largest commission to date in a competition for the design of the U. S. Immigration Station on Ellis island. After 1904, in an ambiguous but apparently amicable parting of their professional ways, the two men continued to share offices but worked independently of each other.

Other buildings credited to Boring and Tilton include the East Orange, New Jersey, Town Hall; the Seamen's Institute, New York City, and a number of public libraries. Tilton, in fact, specialized in libraries. He is credited with designing the Pack Memorial Library in Asheville, North Carolina; the Springfield, Massachusetts, Public Library; the Knight Memorial Library in Providence, Rhode Island; and the Mount Pleasant Library in Washington, D.C. In addition, more than sixty libraries and thirty theaters built at U.S. Army camps during World War I are attributed to him. After Boring left the firm altogether in 1915, Tilton worked alone for a time, then, in 1920, went into partnership with Alfred T. Githens in the firm of Tilton and Githens. Tilton remained with that firm for the rest of his life, continuing to specialize in public buildings. His later work includes the McGregor Public Library, Highland Park, Detroit, 1925; William H. Welch Library at Johns Hopkins Medical School, Baltimore; libraries at Emory University, Atlanta, Georgia.; the Girard College Library Philadelphia; Currier Art Gallery, Manchester, New Hampshire, 1927; Wilmington, Delaware, Public Library, 1930 (awarded an American Institute of Architects gold medal, 1930). Tilton and Githens served as consulting architects on the Enoch Pratt Free Library, Baltimore, designed by Clyde and Nelson Fritz. At the time of Tilton's death, the firm was working on the Springfield, Massachusetts, Museum of Fine Arts and Natural History, and a U.S. Post Office building at Manchester, New Hampshire.

Tilton was a member of the New York City chapter of the AIA from its founding in 1900 and was elected FAIA in 1908. He was also a member of the Architectural League of New York and a founder of the Society of Beaux-Arts Architects. He died at Scarsdale, New York, in 1933, survived by his wife and son.

Frank Eaton Newman:

Frank Eaton Newman ( --1919) first appears in the Philadelphia directories in 1897. Nothing is known about his earlier life. Until 1899 he worked for Frank Miles Day. In 1900 he formed a partnership with Henry Gillette Woodman and

James Russell Harris, which lasted until Woodman's death in 1902. It should be noted that all Tome School references to the firm are to Newman and Harris only. Although Newman lived in New York City by 1907, the partnership continued until 1910, the date of the last directory listing.

Henry Gillette Woodman :

Born in Youngstown, Ohio, Henry Gillette Woodman (1873-1902) was educated at the University of Pennsylvania, receiving a Certificate of Proficiency in Architecture in 1895. He worked as a draftsman before joining Newman and Harris in the partnership that lasted until his death in 1902. He was a member of the T-Square Club and in 1916 a traveling scholarship was established in his honor at the University.

James Russell Harris:

James Russell Harris (1874-ca. 1936) was born in Philadelphia and educated at Friends Central School and at Harvard University, where he received a B.S. in Architecture in 1896. He worked for Frank Miles Day in Philadelphia, forming the Newman, Woodman, and Harris firm in 1900. After Newman moved to New York, Harris practiced, independently or in one of several other partnerships until his death. He was a member of the T-Square Club and the AIA.

James Bosley Noel Wyatt:

James Bosley Noel Wyatt (1847-1926)<sup>5</sup> was a native of Baltimore. He graduated from Harvard University in 1870 and then studied architecture at the Massachusetts Institute of Technology and the Ecole des Beaux Arts in Paris. He returned to Baltimore and opened his office there in 1876. In 1880 he was joined by John Evans Sperry, and the two men practiced as Wyatt and Sperry until 1887. In that year, Wyatt joined William C. Nolting to form Wyatt and Nolting. He maintained his place in the firm until his death in 1926. Wyatt joined the AIA in 1876 and rose to FAIA in 1880.

William G. Nolting:

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<sup>5</sup>Withey, op. cit.

Born in Baltimore, William G. Nolting (1866-1940)<sup>6</sup> worked first for Albert Lybrook in Richmond and then for William Poindexter and Hornblower and Marshall in Washington, D.C. Back in Baltimore, he joined Joseph E. Sperry to form Nolting and Sperry. In 1887, he and James Wyatt became partners in Wyatt and Nolting, which continued as a prominent Baltimore firm until Wyatt's death in 1926. He subsequently practiced with his son, Wyatt Nolting, and John R. Scaife. He was an FAIA. He designed the firm's winning entry in the competition for the Baltimore Court House (1895-1900), a monumental Beaux-Arts design that is probably their best-known work.

Parker and Thomas, Boston, MA (After 1907--Parker, Thomas and Rice):

Douglas H. Thomas, Jr.:

Douglas H. Thomas, Jr. (1872-1915)<sup>7</sup> was trained in architecture at the Massachusetts Institute of Technology and in Paris (at the Ecole des Beaux Arts?). In 1900 he entered in partnership with J. Harleston Parker. Arthur W. Rice was added in 1907. Although the firm was located in Boston, Thomas was a Baltimorean, and he designed some important Baltimore buildings, including the great Belvedere Hotel, the Baltimore and Ohio Railroad Office building, the Baltimore Savings Bank, and the plan for Johns Hopkins University. He died at an early age from an automobile accident. He was a member and fellow of the AIA.

J. Harleston Parker:

Parker (1873-1930)<sup>8</sup> was the senior member of the firm, trained at Harvard, Boston Tech, and, four years, at the Ecole des Beaux-Arts, Paris, receiving its diploma. Returning to his native Boston, he formed the partnership with Douglas H. Thomas, Jr. They did many large and important buildings in Boston and Massachusetts, including: Commonwealth Trust Building, National Shermont Bank, State Street Trust facade, John Hancock Building, Harvard Club, as well as many other buildings and residences. He was a member and fellow of the AIA,

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<sup>6</sup>Withey, op. cit.

<sup>7</sup>Withey, op. cit.

<sup>8</sup>Withey, op. cit.

chairman of the Boston Art Commission, among other professional associations.

Arthur Wallace Rice:

Born in Roxbury, Massachusetts, Arthur Wallace Rice (1869-1938)<sup>9</sup> studied architecture at MIT and in Paris at the Ecole des Beaux Arts. He was a member and fellow of the AIA.

Landscape architects: Charles W. Leavitt, Jr.; Frederick Law Olmsted [Jr.],  
consulting landscape architect

Charles Wellford Leavitt, Jr.:

Charles Wellford Leavitt, Jr. (1871-1928) was an 1888 graduate of the Cheltenham Military Academy, near Philadelphia. This early training may have provided him with a basic knowledge of civil engineering. He most frequently referred to himself as a “landscape engineer,” and sometimes as a “landscape architect.” Although he had no college training as an engineer, his early career was in civil engineering and his later work was certainly also that of a planner. He also sometimes styled himself as a “landscape gardener and architect.”

From 1891 to 1896, he worked in civil engineering posts in New York and New Jersey. In 1897 he opened his office in New York City as a landscape engineer, where he probably became acquainted with Boring and Tilton, architects of the Tome School for Boys and for whom Leavitt did the overall campus plan and individual building landscaping. His work was varied, including large private estates, small garden designs for Ladies' Home Journal, city plans, park plans, parkways, college campuses, race courses, and country clubs. His firm published two booklets, in 1925 and 1927, promoting its work, “Executed Work and Drawings from the Office of Charles Wellford Leavitt and Son,” Brochures I and II.

In 1904 Leavitt became a member and fellow of the American Society of Landscape Architects and was also a member of the American Society of Civil Engineers and president of the American Institute of Consulting Engineers. He belonged to the Architectural League of New York as well. In the early 1920s Leavitt's son joined the practice and, after his father's death, continued the work

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<sup>9</sup>Withey, op. cit.

of the firm into the early years of the Great Depression.

Charles Wellford Leavitt, Jr., died April 22, 1928, at his home in Hartsdale, New York. Heidi Hohmann's essay on Leavitt in Pioneers of American Landscape Design (edited by Charles A. Birnbaum and Robin Karson; McGraw-Hill, 2000) is the best summary of his life and work. A partial list of the firm's published works is attached to this report.

#### Master Plan and Landscape Design for Tome School for Boys:

The Tome School for Boys, situated atop a bluff overlooking the town of Port Deposit, Maryland, and the Susquehanna River, is a classically designed boarding school campus that exemplifies the educational and esthetic values of the early twentieth century. Its stone buildings, approximately a dozen in all, and its formal grounds manage to accommodate with considerable elegance the practical demands of a boys' boarding school. Campus buildings constructed between 1900 and 1908 include the Tome Inn (also called the Van Buren House) by Boring and Tilton, 1900-1901, and its dining hall/kitchen addition by Wyatt and Nolting, 1905-1906; Tome Memorial Hall, a large and formal Georgian Revival classroom building by Boring and Tilton, 1900-1902; the Director's Residence (later called Tome House) by Boring and Tilton, 1900-1902; Madison House, a dormitory, Boring and Tilton, 1900-1902; Monroe Hall, built as dining hall but soon used as a gymnasium, Boring and Tilton, 1900-1902, with additions by Wyatt and Nolting, 1905, and Parker and Thomas, 1907-1908; two more dormitories, Jackson House, by Newman and Harris, 1902-1903, and Harrison House, by Wyatt and Nolting, 1905; an infirmary, 1900-1901, by Boring and Tilton; three stucco-and-frame faculty residences (masters' cottages), 1901-1902, by Boring and Tilton; three more masters' cottages by Newman and Harris, 1903-1904; and a power plant and laundry by Boring and Tilton, 1901. Frederick Law Olmsted, Jr., served as consulting landscape architect for the site selection, and Charles W. Leavitt, a prominent New York landscape architect, was chosen as landscape architect for the campus. The grounds, which included a formal Italian garden and a number of interior roads, were laid out by Leavitt in concert with Boring and Tilton. The outlines of the original gardens, known as the Italian Gardens, and of the grounds are still evident.

The invitation for the 1900 architectural competition says nothing about a landscape architect or a city planner. However, Boring and Tilton selected one of the nation's most talented up-and-coming "landscape engineers," Charles W.

Leavitt, Jr., to participate in the project with them. It was he who apparently had provided a substantial part of the campus design, a joint design rather than by one or the other. Presumably, Boring and Tilton's having sought a landscape architect's advice early on would also have pleased Frederick Law Olmsted, Jr., the institute's landscape consultant. Boring and Tilton and Leavitt were separately engaged by the board, on May 11, 1900, and May 21, 1900, respectively. [Minutes of the Jacob Tome Institute Board of Trustees] Following the competition, Leavitt developed the general plan, which he submitted to the board on June 18, 1900. It was approved with further revisions July 14. [Minutes of the Jacob Tome Institute Board of Trustees] The plan that the trustees adopted, or at least the one that was published, is credited only to "Charles W. Leavitt, Jr., Landscape Engineer, 13 Cordtlandt Street, New York, December 1900." It appears to represent something closer to the actual intentions of the Institute than the massive building plan Boring and Tilton used for the competition. Leavitt generally signed himself as "landscape engineer," but that is not the case here, despite the fact that the campus would require a great deal of engineering of roads, walks, and grading. Leavitt was noted for skillfully blending civil engineering with formal, European-style designs that used informal, American plant materials.

The plan here is formal, with a strong main axis looking southwest over the palisades and the town of Port Deposit to the Susquehanna. From the southwest corner of the site, the Director's Residence, the view opens magnificently to the mouth of the river and the Chesapeake Bay at Havre de Grace. The campus site is reasonably level, punctuated by deep ravines but with an overall slope toward the river. It is cut by two ravines that let down into the river. The southern ravine is now the location of the modern main highway, U.S. 222.

This formal axis runs southwest to northeast and is focused upon a mall that terminates abruptly at the edge of the palisade and extends northwest, containing at its upper end the sports field known informally as the Quad. The plan places the principal buildings along its perimeter. The main building on the campus, Memorial Hall, is used as the focal point of a cross-axis, looking across the mall from a plaza to a splendid formal garden known as the Italian Gardens. Thus, there are two principal divisions of the mall--the gardens, focused on the cross-axis, and, to the northeast, an athletic field and gymnasium area. There are subsidiary axes set on the original plan north and south at the palisades edge, extending from the Director's Residence northwest parallel to the palisades, one on the left side of Memorial Hall, and another on the right side. As called for in the invitation to bid, so-called Masters' Cottages were placed southeast of the mall on a gently curving road on the side of the slope to the south ravine, probably

in order to provide some measure of weather protection. The plan provided for what was in effect a separate campus cluster along the palisade to the north-northwest designed for post-high school students, but this feature was not built. Most of the remaining 330 acres were in curving roads and walks, with two early buildings, the infirmary, off in the northeast corner, and the power plant, to the north.

There was a system of walkways, important in this uneven ground. However, two sets of stairs to the lower school and town, shown in a 1903 layout, do not appear in the original design. Both sets were built but are not now open, the property having been fenced off by the Navy. One change, made early on, was the power house, which was moved from a location on the river and railroad up the hill to a site northwest of Madison House. It was built in 1901. A second new inclusion was an athletic field with a running track and a very small grandstand, built 1900-1901 on a site well northeast of the gymnasium (Monroe House).

Over the several years of peak construction, 1900-1906, most of the planned Tome buildings were erected, but several fell by the wayside, including several proposed in the original list of first-priority construction. Most prominent of these was the chapel, which was originally to be on the edge and slope of the palisade. It was moved in the revised plan to a site on the mall but was never built. (One of the stairs from the town rose on the side of the chapel's proposed site.)

The major buildings that were planned but not erected also include the library and a science building, originally intended to flank Memorial Hall, as shown in a published rendering by Edmund B. Nolan, "Approach to Memorial Hall," (the rendering also shows the Italian Gardens); two dormitories flanking Madison on the Quad; and separate dining halls, planned to be erected behind Monroe House, the original dining hall-turned-gymnasium.

The principal road access was from Port Deposit up the southern ravine, shown on early map as Cedar Street, roughly the same general location of present-day U.S. 222. From the road, three roads opened to Tome, the main entrance, shown in old photos and the 1903 plot plan, climbed the grade to the new campus at the Italian Gardens. This became Navy Gate 4, and the road becomes Beauchamp Road.

Farther up the hill, a second road opened to the Masters' Cottages at the north end (Navy Gate 3), and beyond this a third small lane led to other houses. At the

northeast end of the campus was a second main entrance, one that would be used by carriages or cars coming overland from Perryville or elsewhere (Navy Gate 2). Lesser roads were planned to the north, opening to present-day Route 176, the old Baltimore and Philadelphia Turnpike. These roads to the south ravine are all now closed, but traces of them can be seen. The present main gate to the former Bainbridge Naval Training Center is still farther northeast, beyond the original Tome School entrance on U.S. 222. In the early Navy period, a path from the rear of Memorial Hall extended north, then down the middle ravine, with stairs connecting it to High Street in Port Deposit; this is now closed. It was Navy Gate 6. Navy Gate 5 was a path below the Director's House. However, the concern of this report is limited to the Tome School Historic District, which includes all of the core mall area and Cottage Row, the first six masters' cottages, but not other Tome-period buildings such as the power house or later houses.

Today the original formal layout survives, with roads and parts of sidewalks. The Italian Gardens survive in ruined state, but with enough of the curving levels, foundations, steps, and railings to make it possible to envision the formal beauty of the space as seen in old photographs.

The site has large trees, presumably dating in some cases to the work of Leavitt when the school was first landscaped and planted. [Leavitt's planting efforts were limited by the trustees' firm command not to exceed a cost of \$8000 for the original planting. His plant lists, unfortunately, do not appear to have survived among the Tome School records.] The exterior trash growth that literally covered some buildings after the Navy and Job Corps periods was removed in 1999.

The principal changes to the original plan include a service road to the west rear of Memorial Hall; Hamilton Circle, a road on the outer curve of the Italian Gardens, originally a walkway; and a direct road northeast to the powerhouse/laundry. A number of originally planned roads were not built, primarily in the Commerce School area to the northwest, and behind Monroe Hall. Other lanes around the northeast campus area, originally planned for more faculty housing, were not built. The road-building events described above took place during the Tome School period.

During the Navy period, there was the gate system mentioned previously and alterations and additions in the unbuilt faculty cottage area. No significant changes were made to the original road system in the historic district by the Navy or the Job Corps. Small service lanes were built and later abandoned behind Harrison and Jackson Houses and behind Cottages C, D, E, F. The site was well

planned for trees lining the mall and principal roads, especially in the historic district. This was carried out, as may be seen, by increasing growth shown in sequential photographs and aerial photographs confirming that much of the present tree plantings are from the original campus landscaping of Leavitt or are replacements in the same locations. Leavitt also planted shrubs appropriately but it is difficult to determine what surviving ones may date to the original period; it seems unlikely that the Navy would have made much effort to maintain and replace the original plantings. The minutes of the Board of Trustees have much to say about the buildings and some about the plantings, but little about the landscape construction with roads and walkways. There was also a buildings and grounds committee, according to Dr. William Hogue, author of the Tome School history.

What scraps can be found are mentions of proposals for a landscape program submitted by Leavitt to the board, then the board's approval, and finally the board's disapproval or postponement. It is hard to determine how the landscape construction went on, but Leavitt was engaged by the board until July 1911, and his site work, planting, roads, and trees were indeed carried out within this period. There are occasional glimpses in the board minutes, such as Leavitt's requesting and getting funds for such items as stone steps in front of the Monroe dining hall or the addition of a new road to the power plant. A plan for planting trees and shrubs in parts of the new campus for \$8,000 was submitted on February 29, 1902. The plan was first postponed, then authorized. On February 7, 1903, Leavitt presented a detailed plan for planting at each of the buildings with estimated costs: Memorial Hall, \$1,290; Director's Residence, \$409; "old" dorm (Madison House), \$173; running track, \$280; steps, \$250; rear of Memorial, \$300; Tome Avenue faculty residences, \$75. However, Leavitt was told to hold off on this planting. There is no record located of later board approval, but the well-planted buildings suggest that the approval was later granted, perhaps by the buildings and grounds committee.

There are several references to golf links, from 1902 to 1911. Some were built, perhaps some were rebuilt, and the 1943 Navy plan shows eight holes.

In March 1911, Leavitt presented a plan for \$33,890 of planting, plus an outdoor swimming pool 35' x 80' costing \$30,000. In July all of Leavitt's recommendations were rejected by the board, and his bill was put in the hands of their attorney. It should be noted that an outdoor swimming pool at the side of the gymnasium was indeed built, possibly by the Navy if not previously by the Tome School.

One of the few references to roads in the board of trustees minutes was in 1913, referring to repairs and resurfacing 5,000 feet of road with liquid asphalt. Roads in the historic district are indeed asphalt-paved today. The extensive sidewalks around the mall and historic district are concrete, steps are generally in stone, and some buildings had extensive site preparation, generally to provide a flat, raised platform as at Memorial Hall and Monroe Hall. This was done partially to level the sloping site for the building but also to emphasize the visual importance of the building. Street lights today are modern, mounted on wooden poles, not original. Early photographs show some pedestal lights, which are no longer present. Fire hydrants are located along the roads at individual buildings. Electric service is partially underground or behind buildings from poles. The original intention was underground wiring within the campus area.

Early photographs, and especially aerial photographs taken ca. 1922 and 1934, show a full planting of conifer and deciduous trees along campus roads and around major buildings. The sparse appearance of ca. 1922 contrasts with the good fill shown in the 1930s. Examination of the tree planting today suggests that many could be from the original planting. Some smaller specimens are obviously younger and presumably replacement fill-ins. A line of trees is also maintained along the edges of the palisade. Some shrubs may be survivors from the original plantings, as they show signs of heavy pruning. No plant lists have been located.

The most interesting feature is the Italian Gardens, a semicircle of plantings, trees, walks, and architectural features. The garden is on the southeast side of the mall, on axis with the plaza in front of Memorial Hall. The garden axis slopes downward toward the river side, with three sets of steps and a central hemicycle focus for the garden, which was originally intended to hold a fountain, apparently not built. A walk extends southeast to northeast through the garden in line with the south side of the mall. The southern side of the Italian Gardens is a V-shape, with a V-shaped road between the director's house and the inn, marking the outer extent of the garden. One leg of the V extends northeast down the hill to U.S. Rt. 222. Now closed, this was the original main entrance to the school. The garden proper was well planted in roses, bulbs, and flowers, as well as larger shrubs and trees. Pedestal lights with round globes illuminated the garden. Today there are sufficient surviving fragments and the overall shape to recall the original richness that can be seen in early photographs. The stone steps survive, but most of the terra-cotta balustrades and railing are missing or seriously damaged.

The original planned roads were nameless in the Tome period, according to Dr. Hogue, and the 1903 site plan shows no names. An early photograph of the road

to the masters' cottages is labeled "Cottage Row," but whether this was a real name or simply a photo caption is not known.

The Navy named the roads promptly, and they show on the 1943 site plan. The gates are not numbered on this plan but are on later plans, such as the 1963 plan used in the preparation of this report. The plaza in front of Memorial Hall is named Pendleton Plaza; the road on the northwest side of the mall or quad in front of Memorial Hall and Madison House became Sigsbee Road; the circle on the northwest side of the Italian Gardens from the Director's Residence to Tome Inn is Hamilton Circle; while the southwest V of the garden road was named Beauchamp Road from the Director's Residence to the original main road entrance. The remaining part of the V extending to the inn became Tome Road, and this continued on the lower curving road to the masters' cottages, and beyond into the new Bainbridge Naval Training Center area, ending at the main base road, Bainbridge Road. All of these extensions of Tome Road are well outside the historic district. The southeast side of the mall, from the inn past Harrison and Jackson Houses, became Skinner Road. Sigsbee Road continued around the northeast side of the quad, past Monroe to Skinner Road in front of Harrison House. The road from the Director's House northeast along the palisade, closing the mall on the southwest side, is Ariza Road. The road in front of the inn, crossing the mall, or quad, became Davis Road, extending back to the powerhouse and beyond to the northwest property line road, Rising Sun Road, Maryland Rt. 276. From the mall on the east side of Madison House northeast toward the power plant is Miller Road. Further Tome roads are not part of this report.

3. Original and subsequent owners, occupants and uses:

- a. Tome Institute, 1902-41. Tome School for Boys.
- b. U. S. Government, 1942-2000  
Bainbridge Naval Training Center, Administration and Officer Quarters, 1942-49, 1951-74; U.S. Naval Academy Preparatory School, 1943-49; 1951-74; vacant 1950 and 1975-77; U.S. Department of Labor, Job Corps, 1979-91 (lease), youth training; vacant 1991-2000
- c. Bainbridge Development Corporation, 2000--

4. Builders, contractors, suppliers:

Builders: Doyle and Doak, Crook, Horne & Co.; Herman Probst, Thomas Seeds, Henry Smith and Son; Levi Patterson

Engineers: Francis Bros. & Jellett, Inc., electrical and mechanical; James H. Fuertes, sanitary engineer

#### 5. Original plans and construction:

For the competition to design the campus and buildings of the new school, five firms submitted proposals: A. J. Manning, Mann and MacNeill, Wilson Bros. & Co., Seymour Davis, and Boring and Tilton. Boring and Tilton were selected as architects for the school, along with Charles W. Leavitt, Jr., as landscape architect. Apparently Boring and Tilton already had one job for the Tome School underway, for the Tome Inn, in advance of the completion of the competition. After the initial competition drawings, Boring and Tilton prepared the plans for Monroe Hall, Madison House, the Director's Residence, three masters' cottages, the power plant/laundry, and the infirmary. Subsequently, several other buildings (Jackson House and three masters' cottages) were designed by Newman and Harris. The next firm, Wyatt and Nolting, prepared Harrison House and additions to Monroe Hall and Tome Inn. Lastly, Parker and Thomas prepared the Cage gymnasium. Each project was discussed in its respective report. Landscape architect Charles W. Leavitt designed the campus plan, which was approved in late 1900, and subsequent planting, grading, and site work at individual buildings, as well as for the overall campus. His most notable feature was the Italian Gardens.

#### 6. Alterations and additions:

For the campus area, see the Landscape Design section of this report. For individual buildings, see the separate building reports, especially that for Memorial Hall.

### B. Historical Context:

#### Jacob Tome, Port Deposit, and the Jacob Tome Institute:

Although both schools were administered by the same board of trustees and drew on the same endowment, the Tome School for Boys was physically, and to a large extent philosophically, separate from the Jacob Tome Institute of Port Deposit, a free school for

children of the town opened in 1894. The Tome Institute had been founded and endowed by Jacob Tome, a self-made, self-taught son of poor Swiss immigrants, who became one of Maryland's wealthiest citizens and Port Deposit's first millionaire. Although he a native of Pennsylvania, Tome resided for most of his life in Port Deposit, Maryland, a Susquehanna River town near the Chesapeake Bay.

Jacob Tome was born August 13, 1810, in York County, Pennsylvania, the second of twelve children of Christian Thom<sup>10</sup>, a bridge contractor, and Christina Bauer.<sup>11</sup> When Jacob was sixteen, his father was killed in a bridge-building accident. Although the boy received little or no formal schooling, he eventually learned enough reading, writing, and accounting through his own efforts to be employed for at least one term as a rural teacher. He also worked on a farm and as superintendent of a fishery, and he served an extended stint as clerk in a country store. Tome arrived in Port Deposit about 1833, possibly on one of the many lumber rafts that plied the Susquehanna River. He spent the next winter in Philadelphia attending business school, then returned to Port Deposit as a clerk for Downey and Montgomery, a lumber company. There he attracted the attention of David Rinehart, a Pennsylvania banker and lumber dealer with interests in Port Deposit. Rinehart invited Tome to be the working partner in a lumbering enterprise for which Rinehart would supply the capital. After the death of David Rinehart in 1851, the firm of Rinehart and Tome continued for two more years with the participation of Rinehart's son, Edward. Tome then formed a new company with John and Thomas Bond and expanded his lumber interests. With the Bonds, he bought 20,000 acres of timberland in Pennsylvania and 10,000 acres in Michigan, besides acquiring 20,000 acres in his own name in Pennsylvania. In 1849 he had formed a partnership with the Baltimore firm of Taylor and Gittings, owners of the steamer *Portsmouth*. The Baltimore and Susquehanna Steam Company, of which Tome was president, absorbed a competing steamboat company carrying passengers and freight between Baltimore and Port Deposit. In 1865, Tome formed a subsidiary line, the Baltimore and Fredericksburg Steamboat Company. Tome's investments eventually spanned the entire range of nineteenth-century transportation options, from roads, bridges, and canals to railroads. He invested heavily in real estate--he was one of the founders of the new town of Ridley Park in Pennsylvania, for instance-- and also in banking. Tome helped found the Cecil Bank in Port Deposit, opened another bank in Fredericksburg, Virginia, and later bought and

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<sup>10</sup>Jacob Tome changed the spelling of his name to accommodate English pronunciation.

<sup>11</sup>Biographical information on Tome is based on a brief biography written by a former teacher at the Tome Institute and close friend of the second Mrs. Tome. (Charlotte Newell, n.p.: Jacob Tome Institute Alumni Association, 1948).

reorganized the Elkton National Bank. He purchased the Hagerstown, Maryland, National Bank, moved it to Washington, D.C., and renamed it the Citizens' National Bank. In addition he was a director and stockholder in other banks in Baltimore and Lock Haven, Pennsylvania.

With this broad financial base, Jacob Tome's fortune increased steadily, and by the age of sixty, he had become Port Deposit's first millionaire. In 1872 he built an imposing, towered house of Port Deposit granite on the town's narrow main street overlooking the Susquehanna, with a steeply terraced garden rising on the nearly vertical slope directly behind the house. He named his house Hytheham, an Old English term meaning "port home," and used the first floor for his banking offices, while he and his wife, the former Caroline Webb, lived in the lavishly decorated rooms above the bank.<sup>12</sup> Caroline Webb Tome died in 1874, leaving Jacob Tome without an heir, since none of the couple's three children had lived past early childhood. Ten years later, the 74-year-old Tome remarried. His bride was Evalyn Nesbitt, aged 29, the daughter of a Port Deposit merchant.

Tome's philanthropic activities in Port Deposit and elsewhere were extensive. In 1871 he personally paid for the construction of Port Deposit's Tome Memorial Methodist Church, a handsome stone edifice costing \$65,000. He was reported to have contributed generously to most of the other churches in the town as well during his lifetime. However, his most generous gifts were reserved for educational projects. As early as 1875, Jacob Tome had considered endowing an institution to be called Tome Memorial College, a secondary school that would provide instruction in mathematics, science, and classical and modern languages. He commissioned Baltimore architect Harry Braun to draw up plans for a school that would incorporate Tome's Port Deposit mansion. The school was never built, and the plan was never made public. In 1884, Tome underwrote the entire cost of the Jacob Tome Science building at Pennsylvania's Dickinson College, a Methodist school.

Near the end of his life, Tome decided to establish a free school for the white children of

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<sup>12</sup>He also became involved in Maryland politics during the Civil War and was elected to the Maryland General Assembly on the Republican Party's Unconditional Unionist ticket. (The Unconditional Unionists, as opposed to the Conservative Unionists, demanded immediate emancipation of slaves with no compensation to their owners.) He served until 1867, when he was defeated for reelection, then sat on the Republican Party's State Central Committee and was a delegate to the state electoral convention that selected delegates to the Republican National Convention. In 1871 he was the Republican nominee for governor, but lost the election handily.

Port Deposit, male and female. Most of the children came from working-class homes and were, Tome felt, poorly served by the town's public school system. He had in mind offering "the normal courses" (which ones he did not specify) and, in addition, vocational training so that students would be able to take up a trade when their school days were over. He proposed an endowment of \$2,000,000. Several buildings were to be erected on two acres of land he had set aside for the purpose in Port Deposit, and the total construction cost was expected to be about \$500,000. Tome insisted that his new institute would not be a boarding school, because, he said, "I desire, as much as possible, to keep my plan free from the idea of a charity house."

Together, Jacob and Evalyn Tome sketched out plans for the school. Tome proposed to provide a free education to all white children who were residents of Port Deposit. Space allowing, other Cecil County and Maryland students would be admitted tuition-free, for the price of room and board. In January 1889, Mrs. Tome and eight of Jacob Tome's business associates filed articles of incorporation for the Tome Male and Female Seminary of Port Deposit, acting as trustees of the new institution. Although no public announcement was made of the gift, rumors of it reached a correspondent of the Baltimore *American*, who interviewed Tome on January 25 of that year. The aging benefactor suggested that his motive for the gift was partly gratitude to his adopted town and partly recognition of the role education had played in his own rise to fortune :

"I have lived for fifty-six years in Port Deposit and made all my money there," he said, "and I think it is only right that I should spend some of it there for the good of the people who have helped me along."<sup>13</sup> Furthermore, he continued, "I know what it is to fight your own way in life, and, if I can, I want to make the road a little smoother for others."

By June 1889 the proposed school had a new name, the Jacob Tome Institute, and revised articles of incorporation.<sup>14</sup> The donor had provided a \$250,000 installment on the promised \$2,000,000 endowment and, to ensure that the endowment would continue, on June 4 he drew up a will drawn naming the school as his residual legatee.

It was not until September 1894, however, that the institute finally opened its doors to students in Port Deposit. Classes began in Building No. 1, a stone structure erected in 1893-1894 (architect unknown but not, it is thought, Harry Braun). It was expected that

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<sup>13</sup>Baltimore American interview, January 24, 1889. Quoted in Hogue, p. 24.

<sup>14</sup>The articles specifically barred the school from clothing or housing students.

the physical plant of the institute would eventually consist of seven or eight separate buildings, all in town. The free institute was enthusiastically received by town parents--so enthusiastically, in fact, that in May 1895 the old public school closed permanently for lack of students.

Although five years had elapsed between its incorporation and its opening, the Tome Institute still lacked any very clear goals. Mrs. Tome, the chief planner, and her fellow trustees were totally inexperienced in either creating or running a school. When 451 students--well over double the number originally estimated--signed up for the first term, there were not enough books, chairs, and classroom space to accommodate them all, particularly since the third floor of Building No. 1 was still unfinished on opening day. One unhappy director quickly succeeded another, and the faculty was clearly discontented. Despite its problems, however, the institute remained popular, and both the curriculum and student body were optimistically expanded time after time.

When Jacob Tome died on March 16, 1898, however, the crisis deepened. Building No. 1 was far beyond its capacity, but the money needed for new construction was tied up in the settlement of Tome's will. A year later, when the school's third director in five years resigned in the face of widespread grumbling among the faculty, the trustees were forced at last to consider a new tack. Searching for a new director, they stumbled upon a candidate who seemed imminently able to help them resolve their problems: the much-praised director of the prestigious Lawrenceville (New Jersey) School for Boys, James Cameron Mackenzie.

How Mackenzie revised Jacob Tome's scheme for a free, coeducational day school for Port Deposit children to encompass an expensive, tuition-paying, all-male, college-preparatory boarding school for the sons of wealthy parents who lived far from the little Susquehanna port town provides an interesting picture of the development of secondary education in the United States.

#### Post-Civil War Secondary Schools and Preparatory Schools:

In the years following the Civil War, while many "old" fortunes were quickly being eroded by inflation, the number of extremely wealthy families created by the postwar industrial expansion increased dramatically. Whereas in the 1840s there had been fewer than forty millionaires in the United States, fifty years later there were 4,000.<sup>15</sup> Just as

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<sup>15</sup>James S. MacLachlan, American Boarding Schools: A Historical Study. New York: Charles Scribner's Sons, 1970, p. 209.

America's wealth was being substantially redistributed, the rest of American society, including the educational system, was in upheaval as well.

The advancement of the modern university system, the development of the public high school, and a counter-movement in private college-preparatory schools, also all accelerated after the war. Institutions for secondary and higher education took on a totally new form in the half-century between 1870 and 1920. Most educators agreed that while the proliferating public schools did a reasonably good job of producing efficient factory workers and even of preparing a lucky few for a skilled trade, they were woefully inept at preparing middle- and upperclass students for rigorous university studies.

Whereas earlier college-bound students might have been tutored at home (in the rural South) or at academies (in the urban North) for careers in the ministry, medicine, or law, these options were less feasible in the late Victorian age. Even if there had been enough qualified private tutors to go around, it was unlikely that one or two masters could prepare a student in a home classroom for the demanding scientific, engineering, mathematics, and business courses he would face. Also, home schooling offered neither the broad social contacts nor the rough-and-tumble competitive sports that parents believed male children needed in order to compete successfully in the business world.

Nor would the old academies suffice. For one thing, the academies were almost all day schools. Since wealthy families were now likely to be scattered throughout sprawling suburbs, student populations in any given area were rarely large enough to make conveniently located day schools with a full staff of well-trained instructors practical. Finally, as day schools, academies could not provide the close, round-the-clock supervision and religious and moral instruction that wealthy parents wanted for their sons but were unable or unwilling to provide personally.

College-preparatory boarding schools seemed the obvious answer. Many such schools, including Groton, St. Paul's, Hotchkiss, and Choate, arose at this time, and some long-existing ones, such as Phillips Andover in Massachusetts, Phillips Exeter in New Hampshire, and Lawrenceville (formerly the Academy of Maidenhead) in New Jersey, changed their curricula and teaching methods to fit the altered circumstances of the 1870s, 1880s, and 1890s. They were strongly encouraged in this practice by the universities they would serve as feeder schools. Some university presidents, in fact, actively lobbied potential donors to fund new preparatory schools that could bring desirable entrants to their campuses, rather than endowing new colleges and university buildings.

Although most of the new or newly altered American schools actually followed German

examples, a sort of late-century “social Anglophilia,” as one educator called it, caused many of them to be promoted as “English” in inspiration.<sup>16</sup> The family boarding school, where relatively small groups of students lived in school-owned housing (rather than in large dormitories or private houses scattered throughout the school’s vicinity), under the care of a married teacher and his wife, was an attempt to provide a home-like experience for boys far from home.

This was the atmosphere in which the Tome School for Boys came into being.

James Cameron Mackenzie and the Tome School for Boys:

Born in Aberdeen, Scotland, in 1852, James Cameron Mackenzie came to the United States with his mother in 1858. The family settled near Wilkes-Barre, Pennsylvania. Although James Mackenzie received little formal schooling before the age of twelve, he managed to get a job as a clerk in a local bookstore, where he was able to continue to educate himself. He entered Bloomsbury State Normal School, intending to teach in the public schools, but soon found he wanted a larger education. When he was 18 years old, he moved to New Hampshire and entered Phillips Exeter Academy, paying his way with odd jobs and scholarships. After graduating in 1873, he returned to Wilkes-Barre and accepted a position as associate principal at an endowed girls’ school, the Harry Hillman Academy (later called the Wilkes-Barre Institute). At the same time, he enrolled at Lafayette College. There he was elected to Phi Beta Kappa and graduated as valedictorian of his class in 1878. During his senior year, he was offered positions on the faculties of Grinnell College in Iowa and Columbia College in New York as well as the directorship of the Hillman Academy. He chose to remain at Wilkes-Barre and began work toward his Ph.D. at Lafayette College. In 1880 he married Ella Smith, the daughter of General R. C. Smith of the Pennsylvania National Guard.

Mackenzie’s achievements at Hillman, as well as his activities in the era’s progressive school movement, quickly made a name for him in the educational community. In 1882, the year he completed his doctorate, he was asked to serve as headmaster of the Lawrenceville School for Boys in Lawrenceville, New Jersey.

Founded in 1810 as the Academy of Maidenhead, the Lawrenceville School had recently been generously endowed by John C. Green, a New Jersey businessman and philanthropist. Spurred by Green’s donation and the encouragement of James McCosh, the president of Princeton University, the trustees decided on a nearly total reorganization

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<sup>16</sup>MacLachlan, *op. cit.*, p. 8.

of the school to meet the changed educational demands of the late nineteenth century. McCosh had noted that New England's excellent public schools and well-endowed private college-preparatory boarding schools, such as Andover and Exeter, were magnets for bright, highly motivated students from the Mid-Atlantic states as well as from New England, and that the most talented graduates were consistently steered toward Harvard, rather than Princeton. McCosh wanted a network of preparatory schools that would benefit Princeton in the way New England's prep schools benefitted Harvard and Yale. Armed with Lawrenceville's new wealth, the school's trustees were equally eager to transform their school from an old-fashioned academy with dwindling appeal into a modern feeder school for Princeton.

Although the trustees were adamant that the Lawrenceville School for Boys should above all prepare its students to enter Princeton,<sup>17</sup> they were willing to give their young headmaster free rein in determining how to meet that goal. Mackenzie's first steps toward reshaping the Lawrenceville School included fact-finding visits to major New England preparatory schools such as St. Paul's, Phillips-Andover, and his own alma-mater, Phillips-Exeter. He also interviewed the faculty of various men's colleges and met with members of the Lawrenceville faculty, asking each man to propose a course of study in his own field.

At the end of the 1882-83 school year, Mackenzie presented the trustees with a plan that included a highly qualified, well-paid faculty, a revised curriculum emphasizing science and modern languages, and a "separate-home" boarding system. In earlier academies, boarding students had generally been placed in private houses scattered about the town. Under Mackenzie's plan, boarders would live on campus, in age-segregated, school-owned houses built near the main school building. A teacher and his family would live in each house, overseeing approximately 25 boys. The teacher would learn to know each of the boys in his house well enough "to reform him if he needed reforming or dismiss him if he were incorrigible."<sup>18</sup> Dormitories would be provided only for "the more matured in character and those of limited means." A hundred years later, historian James McLachlan described the Lawrenceville School as "an artificially reconstituted late-eighteenth-century village, a little educational Utopia, carefully isolated from the great world, in

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<sup>17</sup>The trustees also wanted the headmaster of the Lawrenceville School to have some background in theology, although they agreed that he need not be an ordained minister. Consequently, for the first year of his employment, Mackenzie attended classes in Princeton's theological seminary, while also teaching Latin and Greek at Lawrenceville.

<sup>18</sup>James McLachlan, American Boarding Schools: A Historical Study, p. 201.

which familial nurture could be carried on free from outside distractions and temptations,”<sup>19</sup> a description that probably would have pleased Mackenzie.

Mackenzie’s scheme for the reorganization of the school was enthusiastically endorsed by the trustees, who quickly approved a budget of \$1,000,000 for construction on the new campus, with another \$250,000 set aside as an endowment. The Boston firm of Peabody & Stearns was selected as architects of Lawrenceville’s stone Romanesque-style Memorial Hall, with Frederick Law Olmsted as landscape architect for the campus.<sup>20</sup>

The Lawrenceville enterprise proved so successful that it brought national acclaim to both the school and its director. By 1899, however, after seventeen years at Lawrenceville, Mackenzie was ready for new challenges and a new venue. When the trustees of the Tome Institute approached him, a year after Jacob Tome’s death (March 16, 1898), about assuming the position of director of their Port Deposit school, he confidently agreed to take on the task of charting the troubled Maryland school’s path.

On the surface, there seemed to be many similarities between the Lawrenceville School for Boys and the Tome Institute. Actually, however, aside from enviable financial endowments, the two schools were quite different in important ways. Rather than being, like the Lawrenceville School, an all-male boarding school with an affluent regional constituency and a clear focus on a specific goal--the improvement of Princeton’s pool of student talent-- the Tome Institute was a coeducational day school, intended by its founder to have a strong vocational-education component and obligated by its charter to provide free schooling to all the children of Port Deposit between the ages of ten and eighteen, no matter how well or poorly qualified for further education they might be.<sup>21</sup>

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<sup>19</sup>Ibid., p. 205.

<sup>20</sup>Ibid., p. 211.

<sup>21</sup>In an interview published shortly after the new school was incorporated, the donor explained: “My purpose is to erect the necessary schools and workhouses for five hundred children. I want them to have a practical education to fit them out for the duties of life. I want them to have a sound manual training. The boys I want to teach the use of tools, and I want them to learn the groundwork of any trade they may select. Thus well grounded, they can enter life prepared to become first-class workingmen. The girls will be prepared for their duties in the home or the office. They will be taught to sew, to work and to cook; and then they may learn telegraphy, shorthand, typewriting, and the other occupations to which young women are daily coming to the front in business life. The school is designed primarily for orphans of residents of

Furthermore, at Mrs. Tome's insistence, the age range of the students the school served had been considerably expanded to include kindergarten and primary-school children. While the vocational training offered at the institute turned out to be less extensive than Jacob Tome had envisioned (or, for that matter, than the public generally thought), the number of college-bound students that could be enrolled from the largely working-class population of Port Deposit was limited.

Mackenzie ignored the differences between the schools and, drawing on his successes at Lawrenceville, quickly suggested major changes in the way the Tome Institute was run.<sup>22</sup> First, he told the trustees that the school should discontinue its kindergarten and primary school instruction and return to the age limits (ten to eighteen) that had been set in the charter. The disparity in students' ages was, he said, "illogical, unnatural, and impracticable" and caused the school's facilities to be seriously overcrowded.

Furthermore, Mackenzie was adamantly opposed to coeducation at the secondary level. Female students, he said, should be taught in a "girls' seminary" in Building #1 in Port Deposit. Here, the academically talented could be readied for college training as teachers and others could be prepared to become economically self-supporting as nurses, dressmakers, secretaries, and the like. Those without college or business aspirations could be equipped with the social graces traditionally taught in Southern finishing schools, or learn to be expert homemakers and civic contributors. Most of the girls would be day students who lived close enough to commute; those who lived at a distance could board with Port Deposit families.

A separate campus would serve boys from the seventh through the twelfth grades (or, as they would be called, the third through the sixth forms). Although most of Port Deposit's male students left school at the age of fifteen or sixteen to enter the work world, Mackenzie insisted that all boys should be given options beyond training for "mechanical trades and humble clerkships." In addition to the traditional liberal arts

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Port Deposit; second, children of residents of Port Deposit; third, orphans of residents of Cecil County; fourth, children of citizens of Cecil County; and, if there are then still accommodations left, all Maryland shall have a chance. It will not be a boarding school . . . I simply want to set an example to others like myself, who have made money, to put it to a use that will benefit those deserving it. I have lived for fifty-six years in Port Deposit, made all my money there, and I think it is only right that I should spend some of it there for the good of the people who helped me along." *Baltimore American*, January 24, 1889.

<sup>22</sup>Hogue, p.

courses for college-bound students, the institute should also offer an education that would prepare those who were interested and qualified to become “captains of industry and leaders in business.” He proposed three courses of study: Classical, emphasizing the study of Greek, Latin, French, and English; Scientific, aimed at college-bound students; and “English,” which required the study of Latin (but not Greek) and also offered English, German, and French, as well as a variety of elective courses in fields such as engineering, chemistry, commercial law, transportation, and finance. All students were required to spend some time each week in bible study, elocution, music, physical culture, and drawing.

Even before he had board approval for his plans, Mackenzie reorganized the school into junior, middle, and senior schools of four years each. (Previously there had been a four-year primary school that included kindergarten, a five-year grammar school, and a three-year high school with an optional post-graduate year for those who were still under 18 years of age.) One of his most startling suggestions was for a “college of commerce,” a post-high school business course for older boys that would set them firmly on the road to careers.

The physical plant for such a school would need to be much larger than the school’s existing Port Deposit campus, and Mackenzie presented the board with an ambitious building scheme. Some of the construction would take place on an expanded town campus, but the majority of the new structures would be erected on “the Hill” overlooking the town, where the boys’ school would be built. His list of requirements for the boys’ school included a recitation hall, the school of commerce, a chapel, gymnasium, infirmary (to be destroyed every seven years, apparently for sanitary purposes), powerhouse and laundry, director’s residence, administration building with library and art rooms, fourteen residences for heads of departments, a cottage for fifteen young boys, a house for thirty older boys, and a dormitory for advanced boys. With grading, roads, sewers, drainage, and so forth, he calculated the cost at \$1,000,000, or half the endowment.

Tome’s trustees were stunned, both at the expense of the proposed new construction and at the scope of the changes Mackenzie had in mind. His scheme would require a broader student base and a far more generous annual income than the institute could expect under the present circumstances. Mackenzie projected a total of 1,200 students for the entire institute, half of whom would be highschool boys. He proposed defraying construction costs by advertising for students for a boys’ boarding school, which he intended to be part of, but distinct from, the institute. In addition to talented middle-class boys, he expected to attract well-to-do students from many parts of the United States. In fact, his plan even included a railroad spur (never built) that would link the school to “the greater world.”

Almost all of Mackenzie's proposal ran contrary to the board's previous assumptions, particularly to Mrs. Tome's firm stand on the need to provide primary education for Port Deposit children. Nonetheless, the board agreed to many of the changes he recommended. They rejected Mackenzie's idea for a college of commerce but were willing to try single-sex campuses and to broaden the enrollment to include out-of-state boarding students. On November 6, a Committee on the Site for Proposed New Buildings presented a verbal report to the trustees, including a report from "Mr. Frederick L. Olmstead [sic], a landscape gardener from near Boston, Massachusetts." Olmsted stated he had viewed two sites, one identified as the Abraham farm, the other as the Asmith property. He "thought the Asmith property preferable [as it] had the greater advantage for bathing and boating." The board chose to build on the Abraham farm.

On November 13, 1899, the trustees authorized a paid, invitational competition to select an architect for the new campus. Robert Swain Peabody, of Peabody and Stearns, was engaged to serve as consulting architect for the competition.<sup>23</sup> Five architectural firms were invited to submit designs conforming to a list of specifications drawn up by Mackenzie, for review by Peabody. The firms included: Wilson Brothers of Philadelphia, A. J. Manning, of New York City, Mann and MacNeille of New York, Seymour Davis of Philadelphia, and Boring and Tilton of New York. Peabody's strong recommendation to the board was that the "Colonial style" would be "best adapted to the purpose of the institute." After reviewing the numbered but otherwise unidentified designs, he "favored drawings 5 and 4, the former in Colonial style and the latter English Collegiate style."<sup>24</sup> However, for reasons not specified in the minutes, the board selected submission number 1, by Boring and Tilton.<sup>25</sup> On May 5, 1900, Boring and Tilton were awarded a contract "to erect all or part of the proposed buildings." The architects accepted the appointment on May 21, 1900, and billed \$1,000 for "preliminary services," plus another \$1,000 for the "general plan." (The board--characteristically, as it turned out-- thought the amount excessive but apparently paid it.)

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<sup>23</sup>It seems likely that Peabody and Olmsted were selected as consultants because Mackenzie had worked with both of them, or at least with their firms, on the design of the Lawrenceville School campus.

<sup>24</sup>Memorial Hall, Peabody and Stearns' main building for the Lawrenceville School campus (1885) was a massive, Romanesque structure. Later, for Groton (1886-1901), they designed a red-brick Colonial Revival "Schoolhouse."

<sup>25</sup>It is possible that Boring and Tilton were already at work on some aspect of the new school, perhaps the proposed inn.

The search for a landscape architect to work with the architects in preparing a campus plan got underway immediately; on June 11, Charles W. Leavitt was recommended and approved by the board as “civil engineer and landscape gardener upon conditions of his letter of May 23.” On June 28, a general plan for grounds, roads, and planting was accepted, with some revisions, by the board. J. H. Fuertes was hired as sanitary engineer to construct the water and sewer system for the campus.

Construction began on the first of the campus buildings, a Shingle-style inn that would house visitors to the school, in mid-1900.<sup>26</sup> The Tome Inn (called the Chesapeake Inn before construction, and later renamed Van Buren House to conform with Tome’s practice of naming buildings after American presidents) was completed by the end of the year. Work was begun in 1901 on the director’s residence, a rather grand two-and-a-half-story edifice of Port Deposit granite, and on Memorial Hall, an even grander Georgian Revival building intended to contain classrooms and an auditorium and to serve as the central feature of the campus.

Advertisements for boarding students went out before Memorial Hall or the first dormitory was completed, however, and hapless boarders found themselves sleeping through their first Tome winter in unheated temporary quarters in the Port Deposit town hall and attending classes in the Tome Institute’s Building No. 1 in town. The new headmaster was roundly criticized for his haste.

From the beginning, Mackenzie found himself on shaky ground, not only with the board of trustees, but also with public opinion in Port Deposit, where citizens were particularly insistent on the need for coeducational instruction. His position worsened as the cost of his proposals grew. In order to attract experienced teachers, he insisted on doubling the staff, paying large salaries, and providing multi-year contracts that included on-campus residences for the faculty. His opposition on the board, led by Mrs. Tome and her father, thought it wiser to employ new college graduates at lower salaries, with one-year contracts and no subsidized housing. The board countermanded Mackenzie’s plan for a college of commerce, ordered the reinstatement of coeducational schooling, and curtailed his ambitious building plans for the boarding school. On March 20, 1902, Mackenzie’s contract was terminated, effective at the end of the school year, after he had served only two years as Tome’s headmaster. Mackenzie immediately sued the board for \$100,000 for breach of contract. Several of the faculty members he had engaged who were not re-

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<sup>26</sup>The rapid start suggests that Boring and Tilton may have been at work on plans for the inn even before the design competition for the rest of the campus was announced. It seems unlikely they could have produced plans for such a large building that quickly.

hired by the board for the following year also sued the school. Some parents who had selected Tome School on the basis of Mackenzie's reputation took their sons out of the school, blaming the headmaster's dismissal on the ignorance and provincialism of the board of trustees.<sup>27</sup> Mackenzie's colleagues in the broader world of education, where he was much admired, were also outraged, despite the fact that a number of them had warned him not to take the Tome job in the first place. Clearly furious and outspoken in his denunciation of the board,<sup>28</sup> Mackenzie went on to establish his own school at Dobbs Ferry, New York. He finally settled his suit against the Tome Institute in 1905 for \$5,000.

Mackenzie was replaced by Abram Weingardner Harris, president of the University of Maine. At the time of Mackenzie's departure, although three other buildings were under construction, the only building on the boys' school campus that had actually been completed was the Tome Inn. Fortunately, Harris enjoyed better relations with the board than his predecessor had, even though he continued many of Mackenzie's educational policies, including the boys' boarding school, and carried on an active construction program. (Interestingly, although fewer than a third of the buildings Mackenzie had originally proposed were ever built, and although the enrollment of the institute never was more than half of the 1,200 students he projected in 1900, the total cost of the completed campus in 1907 came very close to Mackenzie's original estimates.) In May 1903, at the end of the second year of Harris' administration, Memorial Hall was finally dedicated, nearly two years after its completion. A highlight of the three-day dedication ceremonies was the formal christening of the campus buildings, most of which were named for American presidents. The dedication followed the installation of a large pipe organ which had been specially made for the school by the Steere Company.

In addition to completing much of Mackenzie's building program, Dr. Harris managed also, by a process of gradualism, to reinstate single-sex education at the school. After Memorial Hall, Tome's new classroom building, was finished, senior girls attended classes there for a time, albeit in separate classrooms from the male students, and girls even used the gymnasium on the hill campus. Male students, in turn, attended some

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<sup>27</sup>Hogue, *op. cit.*, p. 52.

<sup>28</sup>Privately he referred to Peter Tome, Jacob Tome's nephew and the trustees' legal counsel, as "an ignorant man brought up in a stuffy little town with the plainest of people, without large or generous knowledge of the world." The attempt to provide a free education for the "very poor and undesirable" elements of the local population as well as the upper classes was like trying to mix oil and water, he said. (Hogue, *op. cit.*, pp. 52-53)

classes in Port Deposit's Building No. 1. By 1904, however, the girls were all back on the Port Deposit campus, and only boys remained up on the hill at Tome School.<sup>29</sup>

With Mackenzie gone, architects Boring and Tilton were soon out of the picture as well. When they failed to receive the contract for constructing the second set of masters' cottages as they had expected, the firm sent a letter of protest to the board and later sued for payment of their final bill, which the board disputed.<sup>30</sup> Despite their protest, however, the New York firm was summarily replaced by Newman and Harris of Philadelphia, who were selected by a committee headed by Tome's new director. It may have been only a coincidence that the new headmaster and James Russell Harris, a youthful partner in the architectural firm he hired, shared the same surname. It seems likely, however, that there was some connection between the two, whether family, social, or business. Although not close in age, both men were native Philadelphians and graduates of the city's Friends School. They almost certainly were at least acquaintances, for Abram Harris had been president of the University of Maine in 1900, when Newman, Woodman, and Harris designed that university's Colonial Revival-style drill hall. In all, Newman and Harris designed four buildings for the Tome School: the second dormitory, Harrison House, which was completed in December 1903, and faculty residences D, E, and F.

In November 1904, Newman and Harris were in turn replaced by Wyatt and Nolting, a Baltimore firm. Wyatt and Nolting designed one dormitory, Jackson House, as well as a swimming pool addition to Monroe Hall and the dining room and kitchen addition to the Tome Inn (Van Buren Hall). The dining room addition was in response to one of the more serious events in the history of the school. In early spring of 1904, there was an outbreak of typhoid fever on the campus. One student died and more than twenty became ill. Typhoid appeared again on campus in the fall of 1904 and in the spring of 1905. Another student and a teacher died in the later episodes, and the deaths were widely reported in the newspapers. While trying to downplay the seriousness of the epidemic, the school had consulted a sanitary engineer and various medical experts to try to find its cause and a means to end it. (Mrs. Tome, whose brother, Henry A. Nesbitt, died of typhoid in the Port Deposit epidemic, even suggested a consultation with a popular psychic.) It appeared that the culprit in the first outbreak was probably a polluted spring behind Cedarhurst, a faculty house that had been converted to overflow student housing,

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<sup>29</sup>In February 1905 the senior girls stopped taking any classes on the hill, ostensibly to spare them the "disagreeable pilgrimage" up the stone steps from the town to the hill campus. (Hogue, *op. cit.*, pp. 56-57)

<sup>30</sup>Minutes, Tome Institute Board of Trustees, Aug. 7, 1902.

and use of the spring was discontinued. The later episodes, however, may have been caused by a human “carrier” who was discovered among the kitchen staff. At any rate, food handling at the school was suspect, particularly because students were fed in several shifts in a small, makeshift dining room that occupied what had originally been the lobby of the inn. (Monroe Hall, originally planned as the dining hall, had been converted to the gymnasium soon after construction.) Tome School’s reputation as a safe and healthful environment, one of its strongest selling points, was endangered, and there was a real threat of law suits by the parents of infected students. The trustees considered building a separate dining hall that would be larger and better equipped than the existing facilities, and they went so far as to allocate \$100,000 for its construction. When construction bids came in over budget, however, they thought better of the idea and decided instead to erect an addition to the inn that would meet the sanitation and medical experts’ recommendations. The new kitchen was in service by the middle of January 1906, and the 250-seat dining room, where all the boys could be fed at once, was opened on May 12 of that year.

In the final phase of construction on the campus, a third firm of architects, Parker and Thomas, of Boston, was called upon for the construction of the Cage, a covered basketball court, in 1907-1908.

While architects regularly came and went on the Tome School scene, landscape architect Charles Leavitt, Jr., enjoyed a long run with the school, although his plans were often deferred or rejected and his bills and cost estimates questioned. He remained in charge of landscaping for 11 years before his last recommendations for planting were “all rejected,” his final bill settled, and his services terminated on July 11, 1911.<sup>31</sup>

Under Dr. Harris, Tome School was the birthplace of the Cum Laude Society, the national honor society for nonprofit college preparatory schools. From the beginning Tome had placed a strong emphasis on competitive sports. School athletics served many purposes. In addition to providing recreation and physical training, it kept the boys out of trouble and generated school spirit on the part of students, parents, and other supporters. A boy’s social life at Tome was based largely on his membership in one of the two intramural athletic clubs founded in 1905-1906, the Olympians and the Pythians, which competed against each other in all the sports in which Tome competed against other schools. To help balance the emphasis on sports and “to offset in the interest of scholarship the many prizes given to athletic prowess,” Dr. Harris organized the Alpha Delta Tau Fraternity (later renamed the Cum Laude Society to emphasize its lack of any

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<sup>31</sup>Minutes, Tome Institute Board of Trustees.

connection with Greek-letter fraternities). Cum Laude was intended to emulate the colleges' Phi Beta Kappa Society--in fact, participating prep schools were required to have at least twenty graduates enrolled in colleges with Phi Beta Kappa chapters. By 1935 there were 84 chapters with more than 10,000 members in the United States.<sup>32</sup>

With the onset of World War I, Tome School instituted a scaled-down version of military training, which intensified after the United States entered the war but never quite reached the level of a Department of Defense-sponsored ROTC unit on campus.<sup>33</sup>

Tome School enrollment increased through the prosperous 1920s. In 1922 there were 138 boarders and 90 day students, and the graduating class of 1929, the largest in the school's history, included 27 boys.<sup>34</sup> Harder times were coming, though, for the school as well as the nation. The Great Depression saw a precipitous drop in enrollments and revenue. By 1931 the school had only 91 students. The enrollment spiked by 30% the following year, but only under the impetus of lowered educational standards. For the next several years, enrollments were maintained by lowering fees as well. By 1937, there were 151 students altogether, including 137 boarders, but only 90 of the boarders were paying full fees. Part of the shortfall was taken care of by raiding the endowment, part by a large donation from Donaldson Brown, a neighbor of Tome School who had acquired a considerable fortune as an executive of General Motors and du Pont corporations. His gift of General Motors stock brought in \$48,300 when sold, but was not enough to cover the school's deficit of \$50,000 or to encourage the trustees to go on with the operation of the school. At their meeting of February 27, 1937, the trustees resolved that the school on the hill must be sold "as soon as practicable" and appointed a committee to negotiate a sale to a new entity, the Tome School Corporation, which would administer the hill school separately from the Tome Institute in Port Deposit. By 1941 the new corporation found itself unable to make payments on the school, and the property was reclaimed by the Tome Institute on June 30, 1941, with the stated intention of selling it.

Bainbridge Naval Training Center (1942-2000):

The Tome Institute trustees' decision to seek a purchaser for the school buildings and grounds in 1941 led them to explore the possibility of selling it to the federal government.

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<sup>32</sup>Hogue, *op. cit.*, pp. 67-68.

<sup>33</sup>Hogue, pp.83-86

<sup>34</sup>Hogue., p. 110.

With new and expanded military bases and training facilities coming into being in the immediate prewar period, the trustees thought that, among other options, government purchase would be a desirable direction to pursue. Richard Tome, president of the Tome Corporations, the boarding school's operator up to that time, was asked to spend his full time for six months seeking a buyer. Through the offices of Senator Millard Tydings, Tome secured an introduction to the War and Navy Department. The nearby Aberdeen Proving Grounds was especially interested in the school campus for technical training facilities. With the nation's active entry into the war on December 7, 1941, the pace of evaluating the site moved rapidly forward. In January 1942 the Navy considered the school as an aviation ground school, and Aberdeen representatives arrived for a second inspection. In March officials of the new Woman's Army Corps came three times to study the site. The institute increased its sales effort in Washington, offering the property to the War Department for \$1 million. The government countered with an offer of \$785,000 and a threat to condemn the land and pay even less.

At the same time, a real estate agent commissioned by the institute, Dr. E. H. Tonolla, arranged a meeting with the Navy's Bureau of Yards and Docks, which ordered a "fresh appraisal." The order and appraisal both took place on March 24. President Roosevelt signed an executive order on March 28, allocating the campus to the Navy by federal condemnation on that day, even while Army appraisers were working on the site. The Tome trustees assented to the condemnation and finally accepted \$964,494.80 on September 12, 1942.<sup>35</sup> The Navy moved quickly following its March 28 acquisition to establish the Tome site, with additional land, as one of three major new recruit training centers in the nation, each to train 20,000 recruits. The Maryland center, named for Commodore William Bainbridge, a hero of the War of 1812, fell under the Sixth Supplemental National Defense Appropriation Act approved March 25, 1942, with \$800 million available on April 28, 1942, for new public works.<sup>36</sup> General plans provided by the Bureau of Yards and Docks set out the character of the new facilities.<sup>37</sup> Each of these training centers would accommodate 20,000 recruits at a time and would be built in four camps, each camp holding 5,000 men. Within each center, the camps would be

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<sup>35</sup>Hogue, *op. cit.*, pp, 127-29, presents a thorough account of the Tome sales effort.

<sup>36</sup>Paolo E. Coletta, ed. United States Navy and Marine Corps Bases, Domestic. Westwood, CT: Greenwood Price, 1983. Vol. I. Pp. 35-39.

<sup>37</sup>Building the Navy's Bases in World War II: History of the Bureau of Yards and Docks and the Civil Engineer Corps, 1940-1946. Vol. I. Washington: Government Printing Office, 1947. Pp. 273-275.

constructed one at a time, and each camp would form a complete unit in itself, so that training in a particular camp could commence as soon as that construction on that camp was finished. Thus, each camp had its own parade ground, drill hall, mess hall, scrubhouses, dispensaries, ship's services, administration, rifle range, small arms magazine, storehouse and, of course, barracks.

The architects for the Bainbridge site were Eggers and Higgins, a prominent New York city firm noted for its Beaux Arts buildings in the prewar era. (The firm is still in operation at this writing, September 2000.) Their general site plan for the entire facility as designed to be fully developed was approved May 26, 1942. (Architects No. 999; Bureau of Yards and Docks Drawing 206001. Copy from Navy Historical Center, Washington, DC). It included four 5,000-man recruit camps in areas for station personnel and administration, hospital, civilian housing, several service schools, chapel, outgoing personnel area, workshops and storage, brig, post office, and a large auditorium and outdoor amphitheater seating 10,000 men. In all, 71 additional parcels of land were acquired which, in addition to the Tome School site,'s 330 acres, totaled 1,102.08 acres.

In less than ten months, the center moved from land acquisition through construction to graduating seamen. The construction contract was awarded by the Navy Department on April 20, 1942, to Charles H. Tompkins Co. Of Washington, a prominent construction firm that is still in business in 2000. Ground was broken May 19, 1942. Employment peaked at 17,000. The building of the huge center as initially planned by Eggers and Higgins was completed in the summer of 1943. By V-J Day, August 14, 1945, a total of 506 buildings had been constructed. On September 1, 1942, the first 1,500 station personnel occupied completed buildings. On October 1, 1942, the U. S. Naval Training Center Bainbridge was activated, and on October 10 it was in operation training recruits. The first companies to graduate with 600 men were graduated on December 12. By the war's conclusion in 1945, the Recruit Training Command had trained 244,000 recruits.<sup>38</sup>

The new buildings of the center were described in "Short History, U. S. Naval Training Center, Bainbridge, Maryland, Sept. 1945," submitted as Supplement No. 25 to the History of the Fifth Naval District, as being of a "uniform modernistic type."<sup>39</sup> They

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<sup>38</sup>Former U. S. Naval Training Center Bainbridge Transfer Ceremony, February 14, 2000." Pamphlet.

<sup>39</sup>"Short History U. S. Naval Training Center Bainbridge, Maryland." September 1945. Submitted as Supplement No. 25 to the History of the Fifth Naval District, 18pp. The cover page of the assembled typescript is titled, "Commandant, Fifth Naval District. Appendix Volume IV,

were temporary buildings with a twenty-year life expectancy. They were of frame construction throughout, sheathed by Transite, a cement asbestos board. Barracks, schools, ship's service, and administration buildings were two stories; all others were one story. Flat roofs were standard, except for drill halls and auditorium, which had laminated wood arch roofs,<sup>40</sup> and the chapel and hospital wards, which had gable roofs. As of 1999, almost all of these wartime buildings had been demolished.

The construction of the original plan, completed in 1943, required electrical services, which were supplied from the Conocungo Dam Power Company, at 33,000 volts, three-phase, 60 cycles, reduced at the center for use. Water was supplied from the Susquehanna River and pumped to the center and purified, totaling four million gallons per day. Sewage disposal equipment provided primary and secondary treatment for 3,300,000 gallons per day, discharged back into the Susquehanna downstream from Port Deposit.

Heating was provided by individual stoker-fired boilers to provide low pressure steam for heating in most buildings. Central boiler plants supplied heavy users, such as mess halls, hospital, bakery, and laundry.

For coal and other heavy shipments, a railroad spur 3.7 miles in length connected the center to the Pennsylvania Railroad at Colora, Maryland, on the Oxford-Perryville Branch and an additional 4.1 miles of track within the center.

The center included 389,137 square yards, or 44.8 miles, of paved streets and parking area and 23,300 square yards of paved sidewalks.

As of 1946, total cost, including land, was \$47,452, 001.<sup>41</sup>

Navy Use of Tome Buildings:

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Supplements 19-27. Restricted. Prepared by the Historical Section, Fifth Naval District." Copy at Naval Historical Center Library, Washington, DC.

<sup>40</sup>The laminated arches had a span of 120', a rise of 45', and were supplied by the manufacturer in three sections, which were joined at the site.

<sup>41</sup>Short History U. S. Naval Training Center, Bainbridge, Maryland, op. cit, contains exhaustive further statistics of the center.

The availability of the Tome School for acquisition offered several advantages to the Navy: a complex of buildings and houses for immediate use; quick acquisition of the Tome property through condemnation proceedings; the nearby river; good rail and highway transportation close by; already-existing mechanical facilities--central steam plant, laundry, electricity, water, and water storage and sewer; and an existing road system. Thus the Navy and contractors could go into almost immediate operation for the construction of the Naval Training Center, and work on the site started in May 1942.

The Tome School buildings were used for officers' housing, schools, and administration. From October 1943, Memorial Hall was used for the Naval Academy Preparatory School (NAPS). Later, in the 1960s, it also housed the Naval Enlisted Scientific Education program. In 1945 there were 445 students in the preparatory school, rising to 1,073 in 19--. Tome buildings not used by NAPS were used for bachelor officer housing and for mess and recreational facilities for officers of the center.

The individual houses of the Tome School, and other scattered houses on the other farms that were acquired for the Bainbridge Training Center were used for officer family housing. According to the "Short History" (see note) the houses, both those on the Tome campus and those that were off the campus, were renovated, but no structural changes were made. Considering the huge task of new construction, it is probable that the renovations were cosmetic, although the large Tome School masters' houses could have been converted into two-family housing. However, there is no evidence for or against this premise in the available literature, and individual building maintenance records are presently unavailable.

The final as-built site plan of 1943 and later information shows the Tome buildings used as follows:

- |         |  |
|---------|--|
| #A      | (Director's House)--Commandant's House; later officer quarters; 1962, WAVES officer housing; 1968, NAPS officers residence |
| #1      | (Tome Administration Building, Memorial Hall)--1943 on, Naval Academy Preparatory School                                   |
| #2      | Tome Inn ("The Inn"): Officers' Club   |
| #3      | Jackson House: Bachelor Officer Quarters   |
| #4      | Harrison House: Bachelor Officer Quarters  |
| #5      | Madison House: Bachelor Officer Quarters   |
| #6      | Monroe House: Gymnasium; later used as Officers' Club  |
| #7      | Power House (not in historic district)   |
| #8      | Infirmery (not in historic district)   |
| #L, B-F | Existing houses used as officers' family housing. Of the existing  |

houses, L and B-F were the existing Tome School masters' houses, part of the Tome School Historic District. The others were outside the district boundaries; some survive at the time of this report (1999). No new buildings were built in the historic area. The 1962 General Development Plan Naval Facilities Engineering Command LANTDIV Dwg No. 59049, showing the continued development of the Naval Training Center shows post 1943 development in the Tome Historic District. The principal change is additions to the rear of Building #6 (Monroe) now the officers' club, with #77 and #76 to its south side, swimming pool; these additions were demolished before the National Register nomination of 1983. Building 4, Harrison House, is shown as "Mod. Brks. 4", presumably "Modern Barracks," indicating a thorough remodeling. Other former Tome dorms are not shown differently. Frame garages were added to, or near, each residence; most are still standing, in seriously deteriorated condition in 1999. Included are #19, for Building #A, and on Tome Road ones for the Master's Houses; 23 for Quarters L; 71 for C, and rear grade-level garages added to D, E, and F, not shown as separate structures. Small structures 20 and 21 (now demolished) are behind and below Quarters A, flanking Gate 5, which was apparently a pedestrian gate that is not visible in the Tome views. The structures may have been a shed or a guard post. The Job Corps added a temporary steel building on Sigsbee Road between Memorial Hall and Madison House for horticulture training; this has now also been demolished.

#### Job Corps Use of Tome School:

In the summer of 1974 the Naval Academy Preparatory School was moved to Newport, Rhode Island, and the Bainbridge Training Center was also discontinued. In 1979, the Tome School site and part of the Training Center were leased to the Department of Labor for use as the Chesapeake-Susquehanna Job Corps Center, a residential vocational training program for young people. During the Job Corps' occupancy of the Bainbridge site, the Tome School buildings were used for training or residential purposes. The buildings suffered greatly from vandalism, lack of maintenance, and, most seriously, arson. At least fifty incidents of suspicious fires and arson were reported during this period. Jackson House was burned by student residents in 1991, causing the Department of Labor to request permission to demolish it. The building was not demolished, but was permanently boarded up. After most of the Tome School campus was listed in the

National Register of Historic Places in 1983, an opportunity was provided for the state of Maryland's historic preservation office and the Advisory Council on Historic Preservation to become involved in stewardship of the site under Section 110 of the National Historic Preservation Act. Local residents had also become concerned about the preservation of the property, as well as about safety hazards from its less law-abiding residents and intruders. After the Job Corps left the site in 1989, the property was mothballed, and an environmental cleanup began. Volunteers from local preservation groups cleared debris and vegetation from many of the buildings, particularly Memorial Hall. After years of negotiation, the site was transferred to the state of Maryland before being handed over to the state's Bainbridge Development Corporation on February 14, 2000.

## PART II. ARCHITECTURAL INFORMATION

See individual reports for Memorial Hall, Tome Inn, Director's Residence, Madison House, Monroe Hall, and Master's Cottages.

## PART III. SOURCES OF INFORMATION:

### A. Architectural drawings:

No original architectural drawings of the school have been located. The Navy's holdings, which are not known, are in process of transfer to Archives II, College Park, Maryland. The only known drawings of Memorial Hall are the several published in Architecture, June 15, 1902, including first- and second floor plans, front elevation, exterior portico details, and tower details. No other architectural drawings are known to exist.

Reproductions of the December 1900 site plan and a view, "Approach to Memorial Hall," from the Tome Prospectus 1901 (which also shows unbuilt flanking buildings) are of sufficient architectural quality to be mentioned also.

U.S. Navy site plans of 1943 and 1963, mentioned elsewhere in this report, are useful.

### B. Early views:

There are several early views, including the site plan and view mentioned above. Also there are published reproductions of the general perspectives of the campus, "The Campus When Completed," done at the time of the 1900 original designs,

probably, and a later revised one of 1909. Signed renderings of Monroe House, with plans, and Tome Inn were also published for Tome use; copies at Tome School, Northeast, Maryland.

The Architecture article of June 15, 1902, also reproduces a 1902 photograph of the Hall, one of Madison House, and one of the Italian Gardens.

There is a large set of original photographs of 1907 in the collections of the Tome School, Northeast, Maryland, which includes several interiors of Memorial Hall, principally offices and classrooms, in use, and some of other structures. (Harris and Ewing, Washington, DC, photographers) These were originally shown at the 1907 Jamestown (Virginia) Exposition.

The current Tome School archives also have early copies of Tome prospectuses and journals, which contain views of Memorial Hall and other buildings. The principal views are mentioned above.

William A. Boring Collection, Avery Archives, Columbia University

#### C. Interviews:

Erika Quesenbery, Port Deposit Historical Society--yearbooks, photographs, Feb. 2000

Dr. Robert Hogue, New Tome School Foundation, Northeast MD; Feb. 2000

#### D. Bibliography (see also references in Landscape and Memorial Hall sections, and with individual architects sections):

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Boring, William A. "Memories of the Life of William Alciphron Boring." Typescript in Avery Architectural Library Archives, Columbia University, New York City.

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- McFadden, Dennis, "Boring, William A." Macmillan Encyclopedia of Architects. Vol. 1. New York: The Free Press, 1982.
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- This is Bainbridge USNTC. Bainbridge, Md. Ca. 1962. Pamphlet (several editions of this, all 1960s)
- T-Square Club. Catalogue of the Annual Architectural Exhibition, 1901-1902. Maurice M. Feustmann, ed. Philadelphia: The T-Square Club, 1902.
- U. S. Naval Preparatory School. Catalog, 1973-74
- Vertical files, Cecil County Historical Society, "Bainbridge Naval Training Center" and "Tome School" files.
- Vertical files, Naval Historical Center, Washington, D.C.
- Vertical Files, Enoch Pratt Free Library, Baltimore, Maryland. "Bainbridge Naval Training Center;" "Tome School;" "Jacob Tome Institute." (Detailed notes on

these materials are in Janet Davis' ca. 1982 field records at the Maryland Historical Society.)

“Views, Plans, and Drawings, Jacob Tome Institute, Port Deposit, Maryland,”  
Architecture, 5 pp. 172-180, June 15, 1902.

Withey, Henry F. and Elsie Rathburn Withey. Biographical Dictionary of American Architects, Deceased. Los Angeles: Hennessy and Ingalls, Inc., 1970.

E. Likely sources not yet investigated: Navy construction records (not presently available)

F. Supplemental Material: Lists of works by Boring and Tilton, Charles W. Leavitt, Jr., Newman and Harris, and Wyatt and Nolting

Partial List of Projects by Boring & Tilton (1890-1915); William A. Boring; Edward L. Tilton; and Tilton & Githens (after 1920)

Note: Some of the following attributions are taken from a long list of Boring and Tilton's work in the archives of the Avery Library (William Alciphron Boring file), Columbia University, New York.

Delaware State House Restoration and Addition (Tilton)  
Res. Of William J. Matheson, Lloyds Neck, L.I., NY (Boring & Tilton)  
Heights Casino, Brooklyn, NY (Boring--or Boring & Tilton?)  
Library Bldg., Cincinnati, OH (Tilton)  
Interior of Living Room, Res. of Thomas A. Edison, Llewellyn Park, Orange, NJ (Tilton)  
Res. Of the Misses Stone, NYC (Boring & Tilton, cons. arch. to William Emerson, arch.)  
U.S. Immigration Station, NY (Boring & Tilton)  
Seamen's Institute, NYC (Tilton)  
Public libraries, unspecified (Boring & Tilton)  
Pack Library, Asheville, NC (Tilton)  
Springfield, MA, Public Library (Tilton)  
Knight Memorial Library, Providence, RI (Tilton)  
Mount Pleasant Library, Washington, DC (Tilton)  
60 libraries and 30 theaters, U. S. Army, WWI (Tilton)  
McGregor Public Library, Highland Park, Detroit, MI (Tilton & Githens)  
William H. Welch Library, Johns Hopkins Medical School, Baltimore, MD (Tilton & Githens)  
Emory University Library, Atlanta, GA (Tilton & Githens)  
Girard College Library, Philadelphia, PA (Tilton & Githens)  
Currier Art Gallery, Manchester, NH (Tilton & Githens)  
Wilmington, DE, Public Library (1930 AIA Gold Medal Award) (Tilton & Githens)

Central High School, Johnstown, PA (Tilton & Githens)  
Enoch Pratt Public Library, Baltimore, MD 9Tilton & Githens, consul. arch.)  
Museum of Fine Arts and Natural History, Springfield, MA (Tilton & Githens)  
U.S. Post Office, Manchester, NH (Tilton & Githens)  
Los Angeles Times Building, Los Angeles, CA (Boring & Sidney, archs.)  
Santa Monica Hotel, Santa Monica, CA (Boring & Sidney)  
Home for Seamen, New York City (Boring & Tilton)  
St. Agatha's School, NYC (Boring & Tilton)  
Flower Hospital (NYC?) (Boring & Tilton)  
St. Mary's College, Plainfield, NJ (boring & Tilton)  
Institute for the Deaf, Hartford, CT (Boring & Tilton)  
Town Hall, East Orange, NH (Boring & Tilton)  
Connecticut Institute for the Blind, West Hartford, CT (Boring & Tilton)  
Baron de Hirsch Settlement, Woodbine, NJ (Boring & Tilton)  
William J. Matheson Res., Lloyds Neck, LI, NY (Boring & Tilton)  
Morristown School, Morristown, NJ (Boring & Tilton)  
St. Bartholomew's School, Morristown, NJ (Boring & Tilton)  
The Colorado Hotel, Glenwood Springs, CO (Boring & Tilton)  
Brooklyn Casino, Brooklyn, NY (Boring)  
St. Austin's School, Salisbury, CT (Boring & Tilton)  
Library, Swarthmore College, Phila. (Boring & Tilton)  
Competition for Johns Hopkins University, Baltimore (Boring)  
Sketch for Country House at Nassau, UNY (Boring)  
504 Park Ave. Apartment House, NYC (Boring)  
Eastern District YMCA, Brooklyn, NY (Boring & Tilton)  
Milwaukee Public Library and Museum competition design, Milwaukee, WI (Boring & Tilton)  
Carnegie Library, Pittsburgh, PA, competition design (Boring & Tilton)  
Baltimore Courthouse, competition design (Boring & Tilton)  
Tighlman House, Drew University, Madison, NJ  
521 Park Ave. Apartment House, New York, NY (Boring)  
Casino, Belle Haven, CT (Boring & Tilton)

Representative Projects of Newman and Harris and of Newman, Woodman, and Harris to 1910:<sup>42</sup>  
(All are in Philadelphia except as noted.)

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<sup>42</sup>An extensive list is in the Biographical Dictionary of Philadelphia Architects, 1700-1930 by Sandra Tatman and Roger W. Moss ( Boston: C. K. Hall & Co., 1985. Drawings and papers of the firm are at the Athenaeum of Philadelphia.

University of Maine Drill Hall, Maine, 1900  
First Troop, Philadelphia City Cavalry Armory, 1900  
Commonwealth Trust Co., 1901  
Farmers Bank, Dover, DE 1901  
Rittenhouse Club, alterations and addition, 1901  
Tome Institute, dormitory, Port Deposit MD, 1902  
Tome Institute, residences, Port Deposit, MD, 1903 (not executed)  
Downtown Club, 1905  
Tome Institute, dormitory, Port Deposit, MD, 1905  
Franklin and Marshall College Administration Building, Lancaster, PA, 1906

Representative Works of Wyatt and Nolting and of Wyatt And Sperry:<sup>43</sup>

(If the responsible partner is known, his name is listed. All works are in Baltimore except as noted.)

Belvedere Terrace, 1876 (Nolting)  
St. Michael and All Angels PE Church, 1877-90 (W&S)  
Mercantile Trust and Deposit Co., 1885 (W&S)  
St. John P.E. Church, 1928  
Baltimore Court House, 1894-99  
Keyser Building, 1905  
Garrett Building, 1913  
Arundel Apartments  
Fifth Regiment Armory Addition, 1902  
Marbury House  
Maryland Historical Society wing  
Miller House  
Mount Clare wings  
Roland Park Country Club and Shopping Center  
S. John Warrington Apts.  
Belvedere Terrace (W&S)  
Winans Statue (W&S)

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<sup>43</sup>References: Hunter, Wilbur H., Jr., and Charles H. Elam. Century of Baltimore Architecture, Baltimore: Peale Museum, 1957; Dorsey, John, and James D. Silts. A Guide to Baltimore Architecture. Cambridge: Federation Publishers, 1973; Howland, Richard H., and Eleanor Patterson Spencer. The Architecture of Baltimore. Baltimore: Johns Hopkins Press, 1953.

Baltimore Country Club (demolished)  
Harriet Land House, 1912  
U. S. Veteran's Administration, Washington, DC, 1918  
Federal Land Bank Building, 1923  
State Training School for Boys (several units), Loch Raven, MD

Partial List of Landscapes, Gardens, Parks, Etc., by Charles W. Leavitt, Jr.:

Note: Leavitt is cited variously as "Civil Engineer," "Landscape Architect," "Architect," "Landscape Gardener," and "Landscape Engineer." Many of the citations to Leavitt's work are through the courtesy of the Catalogue of Landscape Records in the United States, Wave Hill, 675 W. 252 St., NY, NY 10471

Estate of LeRoy Frost (no location given) (1908 T-Square)  
Rumson Country Club and Rumson Park, NJ (1910 T-Square)  
Grounds of William B. Thompson, Yonkers, NY (1909 T-Square)  
Estate of C. A. Congdon, Duluth, MN (1905 T-Square; 1909 T-Square)  
Saratoga Club Grounds (1914 T-Square)  
Hobart J. Park, Portchester, NY (1914 T-Square)  
Grounds and Gardens of George D. Barron, Rye, NY (1914 T-Square) Estate of Hon. D. S. Lamont, Millbrook, NY (Pittsburgh Catalog, 1902; T-Square 1901-02)  
Estate of Foxhaller Keene, Old Westbury, L.I., NY (Pittsburgh Catalog, 1902; T-Square 1901-02)  
D. P. Kingsley Property, Riverdale, NYC (1902 Pittsburgh Catalog; illus.)  
F. S. Smithers Property, Glen Cove, L.I., NY (Pittsburgh Catalog, 1902; illus.)  
George E. Dodge Property, Tuxedo, NY (Pittsburgh Catalog, 1902; illus.)  
Estate of H. K. Kropp, Islip, L.I., NY (Pittsburgh Catalog, 1902)  
Flower Garden for Joseph Larocque, Jr. (T-Square 1906-07)  
Formal Garden, C. E. Coxe, Malvern, PA (T-Square 1906-07)  
Garden of J. A. Haskell, Red Bank, NJ (T-Square 1912; illus.)  
Belmont Park (Race Track), NY (Landscape Architecture, Oct. 1928)  
Forbes Field, (Baseball Field), Pittsburgh, PA (Landscape Architecture, Oct. 1928)  
Cemetery of the Gate of Heaven, Pleasantville, NY (Landscape Architecture, Oct. 1928)  
Charles W. Schwab Estate, Loretto, PA (Landscape Architecture, Oct. 1928)  
William C. Whitney Estate (Landscape Architecture, Oct. 1928)  
A. W. Woodward Estate. Birmingham, AL

Town Planning Projects:

Camden, NJ, Garden City and Long Beach, NY, West Palm Beach, FL, Brunswick, GA,  
and Grand Marie, Manitoba, Canada  
Mt. Vernon, NY (Letter of Richard York Gallery, NYC)

Morgan Park, Glen Cove, NY

University Campuses:

University of Georgia, University of South Carolina, Lehigh University (unidentified obituary)

Race Tracks (letter of Richard York Gallery, NYC):

Saratoga

Sheepshead Bay

Belmont

Toronto

Empire City

Montreal

“Several country clubs” (no names) (letter of Richard York Gallery, NYC, n.d.)

Washington Crossing State Park, PA

Walter Chrysler Estate

Long Island Country Houses:

Henri Bendel Estate, Kings Point, NY (Long Island Country Houses)

Sefton Manor, Lillian Sefton Dodge Estate, Mill Neck, NY (Long Island Country Houses)

Blythewood, George C. Smith Estate (Long Island Country Houses)

Isaac Coyzen Estate, Maple Knoll, Lottingtown, NY (Long Island Country Houses)

Anson W. Hard Estate, West Sayville, NY (Long Island Country Houses)

Carlton Macy Estate, Hewlett, NY (Long Island Country Houses)

Creekside, Harry K. Knapp House, East Islip, NY (Long Island Country Houses)

Spring Farm, Greenfield Hills, Fairfield CT (Fairfield Historical Society)

St. Clements, CT (T. J. Palmer letter)

Greystone Estate, Yonkers, NY (T. J. Palmer letter)

George B. Post Estate, Bernardsville, NJ

John F. Dodge Estate, Grosse Pointe, MI

Presidential Palace, Havana, Cuba

Pennypack Park, Philadelphia, PA

Monument Valley Park, Colorado Springs, CO

Palisades Interstate Parkway, NJ/NY--chief engineer

Park, Johnstown, PA

Tome Institute, Port Deposit, MD, 1900-1911

Berry School, Rome Georgia

#### PART IV. PROJECT INFORMATION

Documentation of the Jacob Tome Institute was undertaken by the Historic American Buildings Survey/Historic American Engineering Record (HABS/HAER) Division of the National Park Service, E. Blaine Cliver, Chief. The project was sponsored by the Department of Defense Legacy Resources Management Program; and by the U.S. Navy, Engineering Field Activity

JACOB TOME INSTITUTE  
(TOME SCHOOL FOR BOYS; BAINBRIDGE NAVAL TRAINING CENTER)

HABS No. MD-1110

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Chesapeake (EFACHES), Lieutenant Commander Jeff Borowy, U.S.N. Project planning was coordinated by Paul D. Dolinsky, Chief, HABS; and by Lawrence Earle, Planning Team Leader, EFACHES. The field recording was conducted and the drawings of Memorial Hall were produced by Project Supervisor Mark S. Schara, HABS Architect; and by HABS Architects Greg Harrell, Noami Hernandez, and J. Raul Vazquez. The large format photography was undertaken by HABS Photographers Jack E. Boucher and James Rosenthal. The historical report was written by Massey Maxwell Associates.