

Reflections
On
The Class Of 1923
-
The Tome School for Boys
Port Deposit, Maryland

Rodney L. Kelley

Reflections On The Class of 1923

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Reflections On The Class of 1923 / Rodney L. Kelley

Reflections On The Class of 1923

Dedication

To the countless students, faculty, and administrators who contributed to making the legacy of Jacob Tome come alive through the schools he founded.

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*"The only truly accurate and complete history
of an institution is a collection of biographies,
for the institution
cannot be reduced to a chronology of events,
not to a compilation of academic and financial
statistics.*

*An institution is a mosaic of the lives of the persons
who have interacted with it
for greater or lesser periods of time."*

*William M. Hogue
Headmaster
(1962–1979, 1989 -1990)
Tome School
Cecil County, Maryland*

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Preamble

In the grand tapestry of human history, we often find ourselves entangled in the threads of institutions, those collective entities that have shaped our lives, societies, and civilizations. But to truly understand the essence of these institutions, one must dig deeper, peeling back the layers of time, data, and narrative to reveal the human core at their very heart, for it is in the stories of individuals that we uncover the true nature of these seemingly monolithic constructs.

As one ventures through the labyrinthine corridors of history, it becomes abundantly clear that institutions are not their mere events or the cold, hard facts of their academic and financial records. Instead, they are the intricate mosaics crafted from the countless lives that they, their colors and patterns shaped by the interactions of many souls, have touched and touched. In these personal biographies, these intimate glimpses into the human experience, we grasp the true complexity and depth of an institution's identity.

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For as the sun sets and rises, as the sands of time continue to pour through the hourglass, it is not the sterile numbers or the chronology of events that endure; it is the laughter, the tears, the triumphs, and the struggles of the people who have breathed life into these institutions, who have made them living entities. Their stories told in hushed whispers or shouted from the rooftops, are the threads that weave the rich tapestry of our collective past.

And so, to truly appreciate the history of an institution, we must gather these biographies, these snippets of life, and lay them side by side, like the pieces of an intricate puzzle. Only then, as we step back and survey the landscape of lives woven together, will we behold the majestic panorama that is an institution's living history, for it is in the hearts and minds of its people that the true story unfolds, a tale as vast and diverse as the human spirit itself.

In the quiet town of Port Deposit, Maryland, a group of young boys arrived at the Tome School for Boys in the fall of 1919, eager to embark on a new journey of learning and self-discovery. Little did they know that the next four years would shape their futures and the course of American history.

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The Tome School for Boys Class of 1923 was a remarkable group of young men who lived through some of the most tumultuous times in American history. From the Roaring Twenties to the Great Depression and World War II, they faced incredible challenges and opportunities that would forever shape their lives.

This collective biography of the Class of 1923 is an essential reminder of the struggles and triumphs of our forefathers and an opportunity to reflect on the challenges faced by today's youth. Through the stories of these young men, we gain a deeper understanding of the values and beliefs that shaped America's greatest generation.

As we honor the memory of these remarkable young men, we also celebrate their achievements and their legacy. This book is a tribute to their courage, resilience, and unwavering commitment to freedom, justice, and equality.

For the families of the Tome School Class of 1923, this book is a memento to be cherished, a way to connect with their forefathers' achievements and keep their legacy alive for generations.



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Chapter 1 The Quest For A Better Future

*"The best way to predict your future is to create it."
Peter Drucker¹*

The American Dream

This quote by Peter Drucker, the famed author, suggests that we can shape our future through our actions and decisions in the present. Rather than relying on chance or fate to determine our outcomes, we can actively work to create the future we desire by setting goals, taking action, and making intentional choices. Essentially, the quote encourages us to take control of our lives and be proactive in shaping our future rather than simply waiting for it to happen to us.

This concept is the essence of The American Dream.² This expression describes the idea that in the United States of America, anyone can achieve success, prosperity, and upward mobility through hard work, determination, and initiative. It is the belief that

¹ "Peter Drucker Quotes." *BrainyQuote*, Xplore, https://www.brainyquote.com/quotes/peter_drucker_131600.

² Barone, Adam. "What Is the American Dream? Examples and How to Measure It." *Investopedia*, Investopedia, 19 Jan. 2023, <https://www.investopedia.com/terms/a/american-dream.asp>.

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individuals can achieve their version of success and happiness, regardless of their social status, race, ethnicity, or background.

The American Dream is often associated with the opportunity for economic success, home ownership, and the freedom to pursue one's interests and goals. The concept has been ingrained in American culture and history and has been a driving force behind many of the country's social, political, and economic policies.

In the early 20th century, youth aspired to the American Dream, a powerful cultural ideal. The period from the late 19th century through the early 20th century was a time of rapid industrialization and urbanization in the United States, creating new economic and social opportunities for the ambitious. Many young people saw the American Dream as a path to a better life and a brighter future.

In particular, they popularized the American Dream in the early 20th century through literature, films, and other forms of popular culture. The works of writers such as F. Scott Fitzgerald, who wrote about pursuing wealth and success in the novel "The Great Gatsby," and Horatio Alger, who wrote about rags-to-riches stories of young men who achieved success through hard work and determination, helped to popularize the American Dream as an ideal to be pursued.

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The growth of the middle class in the early 20th century and the expansion of educational opportunities created new avenues for young people to pursue the American Dream. Many saw education and professional careers as the key to achieving success and upward mobility.

For many youths in the early 20th century, the American Dream involved getting an education to achieve upward mobility and success. Education was a vital component of the American Dream, and many young people believed that an excellent education was the pathway to a better life.

The Lost Generation

Statisticians note that most of the Class of 2023 were born between 1903-1905 and began their secondary school education in 1919.³ Further analyses state that approximately 6.4 million individuals began their life journey in the United States during that period.⁴

Based on historical trends and estimates, it's possible to make an educated guess about the number of

³ "Education Statistics." *UNICEF DATA*, 6 Sept. 2022, <https://data.unicef.org/topic/education/overview/>.

⁴ Jason Gauthier, History Staff. "1790 Overview - History - U.S. Census Bureau." *United States Census Bureau*, https://www.census.gov/history/www/through_the_decades/overview/1790.html.

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young people who entered high school that year. Of note is that secondary school enrollment increased in the early 20th century, particularly in urban areas.⁵ Actuaries estimate that the percentage of 14 to 17-year-olds enrolled in high school increased from 6% in 1900 to 22% in 1920.⁶

Assuming a steady enrollment rate over the relevant age range, we could estimate that roughly 264,000 to 528,000 young people entered high school in 1919.⁷ However, this is just an approximation, and the actual number could have been higher or lower depending on various factors, including regional differences in enrollment rates and demographic changes.

The war and its aftermath are commonly known as the "Lost Generation."⁸ Writer Gertrude Stein popularized this term to describe the young people who came of age during World War I and were

⁵ "High School Movement." *Wikipedia*, Wikimedia Foundation, 21 Sept. 2022, https://en.wikipedia.org/wiki/High_school_movement.

⁶ scholarworks.uni.edu. <https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1812&context=etd> (accessed February 21, 2023).

⁷ *Www.ilo.org*. https://www.ilo.org/wcmsp5/groups/public/--ed_emp/documents/publication/wcms_413826.pdf.

⁸ "Lost Generation." *Great Writers Inspire*, <https://writersinspire.org/content/lost-generation>.

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disillusioned youth born in this first decade of the 20th century.

Here are some commonly defined characteristics of the Lost Generation:

Disillusionment: The Lost Generation grew up in a rapid change, but the trauma of World War I left many feeling disconnected from traditional values and institutions. They reflected this sense of disillusionment and alienation in their art and literature.

Experimentation: The Lost Generation was known for experimenting with new art, music, and literature forms. They were interested in pushing boundaries and exploring new ideas.

Individualism: Many members of the Lost Generation rejected traditional social norms and values and were more focused on identity and self-expression.

Skepticism: The Lost Generation was skeptical of authority and traditional institutions and often questioned the values and beliefs of their elders.

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Idealism: Despite their disillusionment, many members of the Lost Generation held onto a sense of idealism and a desire to create a better world.⁹

A study of newspapers and magazines of that time illustrates selected issues and concerns on their minds as they began the next phase of their lives.¹⁰

These topics included:

- **Aftermath of World War I:** The United States had just emerged from the Great War, and their country was grappling with the social, economic, and political consequences of the conflict. The impact of the war on their families, communities, and the wider world was a recurring theme in writings of the period.
- **Changing role of women:** The women's suffrage movement gained momentum during the early 20th century, and in 1920, the nation ratified the 19th Amendment to the U.S. Constitution, giving women the right to vote.

⁹ Cake, and BA in English Sam Tetrault. "What's The Lost Generation and Who's in It?" *Cake Blog*, 21 May 2021, <https://www.joincake.com/blog/lost-generation/>.

¹⁰ "Lost Generation." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., <https://www.britannica.com/topic/Lost-Generation>.

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- **Rise of industrialization:** The early 20th century saw the rapid expansion of American industry, which had a profound impact on the economy, society, and culture. Many young people reappraised their career prospects in this changing economic landscape.
- **Continuing struggle for civil rights:** Despite some progress during the Progressive Era (i.e., the 1890s to the 1920s), racial discrimination and segregation remained entrenched in many parts of the country. This issue disturbed many young people.
- **Impact of new technologies:** The early 20th century saw new technologies such as automobiles, radios, and airplanes. These tools had a transformative effect on American life, and their potential fascinated the young.

The soon-to-be adults pondered how best to prepare for a future where these issues and concerns were integral to society. It was a personal decision based on their economic situation and individual goals.¹¹ Most of these students felt that the most critical factor

¹¹ web.archive.org.

<http://web.archive.org/web/20160625205525/http://www.nairaland.com:80/3179076/when-girl-says-she-does/4> (accessed February 17, 2023).

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in success was often a combination of education, hard work, and personal ambition.¹²

Like the generations that preceded it, most of all, each reflected on how to lead a rewarding life.

The Good Life

Most people aspire to achieve happiness and a sense of fulfillment in life. They may have different goals and priorities, but the desire for a meaningful and satisfying life is at the core of many people's aspirations. This concept is often called "the pursuit of happiness" or "the good life."¹³

Pursuing happiness is a fundamental aspect of human nature, and it can take many forms depending on an individual's values, beliefs, and cultural background.¹⁴ For some, happiness may mean achieving financial success or professional recognition. In contrast, for others, it may mean building solid relationships, finding inner peace, or

¹² "Home." *MindTools*, <https://www.mindtools.com/atlnutup/critical-success-factors>.

¹³ "John Locke." *Pursuit of Happiness*, <https://www.pursuit-of-happiness.org/history-of-happiness/john-locke/>.

¹⁴ Heather Craig, BPsySc. "The Philosophy of Happiness in Life (+ Aristotle's View)." *PositivePsychology.com*, 9 Mar. 2023, <https://positivepsychology.com/philosophy-of-happiness/>.

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positively affecting the world. Ultimately, pursuing happiness is a deeply personal and subjective experience unique to each individual.

In the early 20th century, the definition of a fulfilling life varied depending on the individual's background, culture, and values.¹⁵ However, some common themes and ideas included:

However, some normal strides that young persons of that era might have taken to achieve a fulfilling life could include:

- **Pursuing education:** People highly valued schooling in the early 20th century, and youth who wanted to achieve a fulfilling life regularly sought educational opportunities. One's objectives could mean attending high school, pursuing a trade, or attending college.
- **Finding a career:** Many young in the early 20th century saw finding a career as an essential step toward a fulfilling life. They explored different career options, gained experience through internships or apprenticeships, or built their skills and knowledge through further education.

¹⁵ Anheier, Helmut K. "Cultures, Values, and Identities: What Are the Issues?" *University of California Press*, University of California Press, 20 Feb. 2020, <https://online.ucpress.edu/gp/article/1/1/11755/106232/Cultures-Values-and-Identities-What-Are-the-Issues>.

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- **Building relationships:** Close relationships with family, friends and romantic partners were necessary for personal fulfillment in the early 20th century. Young men and women took steps to build and maintain these relationships, such as spending time with loved ones, taking part in social activities, and cultivating friendships.
- **Pursuing hobbies and interests:** Pursuing hobbies and interests was a way to achieve personal fulfillment in the early 20th century. Young persons might explore new interests, learn new skills, and cultivate their passions through creative outlets or leisure activities.
- **Contributing to society:** Many young men and women in the early 20th century sought personal fulfillment by contributing to humanity. This goal meant volunteering, taking part in civic activities, or working for a social cause.

Overall, young Americans in the early 20th century who sought a fulfilling life pursued education, explored career options, built relationships with loved ones, pursued hobbies and interests, and contributed meaningfully to society.¹⁶ These steps

¹⁶ "Late 19th- and Early 20th-Century Developments." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc.,

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helped youth build fulfilling lives aligned with their values and aspirations.

<https://www.britannica.com/topic/teacher-education/Late-19th-and-early-20th-century-developments>.

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The Choice

In the early twentieth century, attending high school was essential in preparing for the future, but it was not necessarily the best way for every young man or woman. High school education was becoming increasingly important. The curriculum provided basic literacy, numeracy proficiencies, and vocational and life skills.

In the early 20th century, high school in the United States was a four-year secondary school program students attended between the ages of 14 and 18.¹⁷ The curriculum typically included various academic subjects, such as English, mathematics, science, social studies, foreign languages, and physical education.¹⁸

During this time, high schools were becoming more common and perceived as essential for preparing young people for the workforce or higher education. However, enrollment was still relatively low, particularly in rural areas, where students often had to travel long distances to attend school. High schools often separated pupils by race and gender,

¹⁷ *History and Evolution of Public Education in the US*.
<https://files.eric.ed.gov/fulltext/ED606970.pdf>.

¹⁸ Sarikas, Christine. "What's The Standard High School Curriculum You Should Take?" *What's the Standard High School Curriculum You Should Take?*,
<https://blog.prepscholar.com/high-school-curriculum>.

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and the educational system excluded students with disabilities.¹⁹

Despite these limitations, developing the high school system in the early 20th century was an important step toward universal education in the United States. High schools provide students with more advanced and specialized education than elementary or grammar schools. They paved the way for further advancements in secondary and post-secondary education in the decades to come.

However, high school education was not yet universal, and many young people could not attend high school because of economic or social factors. Some students found the curriculum unsuited to their interests or future goals.

For those who could attend high school in the early 20th century, it was a valuable experience that provided them with critical foundational skills and knowledge. However, for those with different interests or ambitions or who could not attend high school, there were other paths to success, such as apprenticeships, vocational schools, or entering the workforce directly.

¹⁹ Darling-Hammond, Linda. "Unequal Opportunity: Race and Education." *Brookings*, Brookings, 28 July 2016, <https://www.brookings.edu/articles/unequal-opportunity-race-and-education/>.

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Educational Opportunities for Women

In the first two decades of the 20th century, high school education was not yet available to women in the United States to the same degree as it was for men.²⁰ While some women could attend high school, particularly in urban areas, high school education was still a relatively new concept for girls and women. It was not yet universally available.

Many believed education beyond elementary was unnecessary or harmful for girls and women. Their focus was homemaking and child-rearing. As a result, educational opportunities for girls and women were limited, and high schools were often not equipped to accommodate them.

However, some notable exceptions existed, particularly in urban areas and among wealthier families. Some high schools admitted students, and a few women could attend college.

Public and Preparatory Schools

According to historical data, in 1919, there were approximately 25,000 high schools in the United States, and the vast majority were traditional public

²⁰ 390, and 10. "How the 20th Century Changed American Education." *The Advocate*, 2 Sept. 2018, <https://www.theadvocate.org/20th-century-changed-american-education/>.

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high schools.²¹ Private preparatory schools were a much smaller percentage of the total number of high schools and served a relatively small number of students than public schools.

The significant differences between a public high school and a prep school (or private college preparatory school) were the institutions' ownership and funding, student populations, and educational goals.²²

Public high schools are institutions funded and operated by the government, typically at the state and local levels. They are open to all students who meet the age and residency requirements.²³ Primary education to a broad range of students is their aim. Public high schools are free to attend and serve a diverse population, including students from all socio-economic backgrounds.

²¹ Riser-Kositsky, Maya. "Education Statistics: Facts about American Schools." *Education Week*, Education Week, 24 Mar. 2023, <https://www.edweek.org/leadership/education-statistics-facts-about-american-schools/2019/01>.

²² Admin. "4 Ways That Prep School Differs from Traditional High School: King's Schools: Shoreline, WA." *King's Schools*, 1 June 2022, <https://kingsschools.org/blog/prep-school-vs-high-school/>.

²³ "Education in the United States." *Wikipedia*, Wikimedia Foundation, 23 Mar. 2023, https://en.wikipedia.org/wiki/Education_in_the_United_States.

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Prep schools are privately owned and operated institutions that aim to prepare students for admission to selective colleges and universities. They often have a competitive admissions process and require students to meet specific academic and personal criteria to be admitted. Prep schools are typically more expensive to attend than public schools, and they may offer financial aid to help families who cannot afford the total cost of tuition.

Another critical difference between public high schools and prep schools is their educational goals.²⁴ Public high schools aim to provide a well-rounded education that prepares students for various post-high school pathways, including college, vocational training, or the workforce. Prep schools focus more on preparing students for college by offering advanced courses and specialized math, science, and humanities programs.

While public high schools and prep schools aim to provide students with an education that prepares them for the future, their ownership, funding, student population, and educational goals differ.

²⁴ “The NCES Fast Facts Tool Provides Quick Answers to Many Education Questions (National Center for Education Statistics).” *National Center for Education Statistics (NCES) Home Page, a Part of the U.S. Department of Education*, <https://nces.ed.gov/fastfacts/display.asp?id=55>.

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Preparatory (Prep) Schools

In that era, prep schools had a better reputation than traditional high schools for preparing young men for the future, particularly preparing them for admission to elite colleges and universities.²⁵

Prep schools were characteristically private institutions that offered a rigorous academic curriculum and small class sizes, allowing for more individualized attention and personalized instruction. They also often had highly qualified teachers and well-equipped facilities. As a result, the public knew prep schools for producing well-prepared students for the academic rigor of college and with the skills and knowledge needed to succeed in their future careers.

In contrast, traditional public high schools often had larger class sizes and fewer resources. They provided a more basic education, not focused on college preparation. However, it is essential to note that there were exceptions and that some public high schools had excellent reputations for preparing students for college and future success.

²⁵ Flanagan, Caitlin. "Private Schools Have Become Truly Obscene." *The Atlantic*, Atlantic Media Company, 22 June 2022, <https://www.theatlantic.com/magazine/archive/2021/04/private-schools-are-indefensible/618078/>.

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Overall, while prep schools were not accessible to all young men, they were educating those fortunate enough to attend them. Their reputation for producing successful graduates grew throughout the early 20th century.²⁶

Outreach Campaigns

At the end of the second decade of the 20th century, preparatory schools (or prep schools) typically used several methods to attract new students.²⁷ One of the most common methods was advertising in newspapers and magazines. Prep schools would advertise their academic excellence, prestigious reputation, and success in preparing students for the best colleges and universities.

Besides advertising, prep schools relied on word-of-mouth referrals from satisfied students and their families. They often encouraged current students to share their positive experiences with others and hosted events and open houses to showcase their facilities and programs to prospective families.

²⁶ Chaidez, Jessica Herrera. "What Happens When Elite Prep Schools Open Doors to Low-Income Students of Color." *The 74*, <https://www.the74million.org/article/analysis-clash-of-cultures-clash-of-privilege-what-happened-when-30-low-income-students-of-color-were-admitted-to-elite-prep-schools/>.

²⁷ "Subcultures and Sociology." *Grinnell College*, <https://haenfler.sites.grinnell.edu/prep-preppies/>.

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Another traditional method prep schools used to attract new students was alum networks. Many prep schools had established networks of successful alums who were often influential in their communities and could help to spread the word about the school's reputation and offerings.

Overall, the most successful prep schools in that period and throughout history have always focused on delivering high-quality education and fostering a robust community among students, faculty, and alums.

Newspaper Advertisements

At the start of that century, The Baltimore Sun was one of the leading newspapers in the United States. It had a significant readership in Baltimore and the surrounding region.²⁸ The price was two cents per weekday copy and three cents on Sundays. This practice was a typical pricing structure for newspapers, with weekday editions typically priced lower than Sunday editions because of insufficient circulation and advertising revenue.

The cost of living and the value of money was very different a century ago compared to today. The two

²⁸ "Baltimore Sun Archive from 1837-2023." *Baltimore Sun Archive from 1837-2023 - Baltimore Sun Archive*, <https://baltimoresun.newspapers.com/>.

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or three cents readers paid for a newspaper at the time would have had a foreign purchasing power and economic significance than today.

Because of its broad readership in Maryland, the Tome School used its services as a mainstay of recruiting efforts in its home state.

Tome School for Boys

The Tome Schools for Boys based in Maryland developed an extensive outreach program to attract students.²⁹ Newspaper ads, printed in newspapers and magazines around the country, stressed its reputation as a prestigious preparatory school for boys. Wealthy philanthropist Jacob Tome founded the school in 1889.³⁰ Its purpose was to provide young men with a high-quality education that would prepare them for success in college and beyond.

The public knew the Tome School for its rigorous academic curriculum, particularly on classical languages and literature and mathematics and science. Sports, music, and drama were

²⁹ Cronin, Charlotte and “Doc” and 410638-0569. “Memories of Tome School on the Hill.” *Baltimore Sun*, 5 June 2019, <https://www.baltimoresun.com/maryland/harford/aegis/ph-ag-doc-cronin-column-0620-20140620-story.html>.

³⁰ “Mission and Philosophy.” *Tome School*, 26 Sept. 2017, <https://www.tomeschool.org/mission-and-philosophy/>.

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extracurricular activities the school offered its students.


The Tome School was a private institution. It was one of several elite preparatory schools in the Northeastern United States that catered to wealthy families who could afford the high tuition fees. The school's reputation for academic excellence and college preparation helped attract students nationwide and remained respected throughout the early 20th century.

For a young man from a modest background, there was one chance for an opportunity to attend this stellar institution. Mr. Tome planned through his endowments for Maryland residents to take part at a reduced charge.

Youths read notices like the one posted in the education section of the *Baltimore Sun*.³¹ The *Sun* newspaper had a dedicated segment that covered news and topics related to schools and education in the Baltimore area. The education section included a range of content, including news articles, editorials, and announcements related to local schools, school board meetings, and educational initiatives.

³¹ Cronin, Charlotte and "Doc" and 410638-0569. "Memories of Tome School on the Hill." *Baltimore Sun*, 5 June 2019, <https://www.baltimoresun.com/maryland/harford/aegis/ph-ag-doc-cronin-column-0620-20140620-story.html>.

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The Tome School For Boys
An Endowed Preparatory School

The Tome School has an equipment which cost \$1,500,000. Its dormitories and its class-rooms, its laboratories and shops are as complete as the most expert advice can make them.

The location of the School, in the most beautiful spot in Maryland, gives it great advantages of climate and healthfulness.

The School gives complete preparation for all colleges and engineering schools.

The School has seven athletic fields, twelve tennis courts, nine hole golf course, quarter-mile cinder track, gymnasium and batting cage.

Special Rate of \$800 for Maryland Boys
A Separate School for Little Boys

Catalogue on Request

Murray Peabody Brush, Ph. D., Director
Port Deposit, Maryland

Newspaper Advertisement **Baltimore Sun**

The ad captured the attention of prospects, highlighted the benefits of attending the school, appealed to their emotions, and created a sense of familiarity and personal relevance.

The advertisement sparked something, a vision many had never dared to entertain. The cycle of poverty was all that many promising students he had ever recognized. But as they looked at the advertisement, boys viewed a chance to break that cycle and create a better future for themselves and their families.

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Like many readers of the time, their reaction to this article was personal. The public based their opinion on personal values, beliefs, aspirations, self-confidence, and perception of their abilities.

On the one hand, some prospective students felt attending such a prestigious and well-funded school would provide boundless opportunities. This school would offer them high-quality education, extensive extracurricular activities, and resources unavailable at other institutions. Other readers felt that the status that came with attending the most affluent boarding school in America would make them stand out as high achievers.

Other prospects sensed intimidation by the idea of attending such a wealthy and prestigious school. They worried that the expectations and pressure to succeed were too high or they would not fit in with the student body. Some future students reacted with concerns that focusing on wealth, and status was too superficial and inconsistent with their values or beliefs.

The school's catalog noted that residents of Maryland experienced lower tuition charges because of the wishes of Jacob Tome, the Tome School's founder.³²

³² *Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland.* Tome School, 1912.

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The First Days

In the early 20th century, the Tome School for Boys was a prestigious institution that prided itself on molding young men into well-rounded, responsible, and educated individuals. Nestled in the picturesque landscape of a small town, the school aimed to provide a supportive environment that fostered academic success and personal growth. To assimilate new students into their academic community, the Tome School implemented a series of initiatives and programs to help the young men feel at home and become active participants in their educational journey.

Upon arriving at the Tome School, the new students were greeted warmly by the headmaster and his staff. The headmaster, a distinguished gentleman with a passion for education, took the time to meet with each new student and their family personally. He shared the school's history, vision, and expectations, instilling a sense of pride and responsibility in the young men about to embark on their academic journey at Tome.

In their first week, new students took part in an orientation program to acquaint them with the campus, facilities, and faculty. They were introduced to their teachers, who shared their enthusiasm for learning and the various subjects they would explore together. The new students also met with their

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advisors, who would serve as mentors and guides throughout their time at the school.

To promote camaraderie and a sense of belonging, the Tome School implemented a house system. Each new student was assigned to one of the school's houses, which functioned as a smaller community within the larger institution. House activities and competitions fostered a spirit of teamwork and friendly rivalry, encouraging students to form strong bonds with their housemates. Older students in each house took on the role of "big brothers," providing guidance, support, and friendship to the newcomers.

Extracurricular activities played a vital role in the assimilation process at the Tome School. Students were encouraged to explore their interests and passions by participating in various clubs, sports teams, and artistic endeavors. Whether it was the debate team, the school newspaper, the orchestra, or the soccer team, these activities allowed new students to connect with like-minded peers, develop new skills, and contribute to the school community.

The school also emphasized the importance of personal growth and character development. A code of conduct centered on respect, integrity, and responsibility was instilled in the students from day one. Regular assemblies, led by the headmaster or guest speakers, addressed leadership, service, and citizenship topics. These gatherings reinforced the school's commitment to nurturing well-rounded

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individuals who would make a difference in the world.

Through these efforts, the Tome School for Boys assimilated new students into their academic community. By fostering a sense of belonging, promoting personal growth, and providing opportunities for students to form lasting connections, the school created an environment where young men could thrive academically, socially, and emotionally.

Recap

As the sun rose upon the tumultuous chapter of the 1920s in the United States, the concerns of its youth seemed to weigh heavily on the nation's shoulders. Their dreams reached beyond the present, towards a future replete with boundless opportunity and the promise of a better life.

A keystone of these aspirations lay within secondary education, an endeavor in which the illustrious preparatory schools played a vital role. Amidst this pantheon of institutions, the Tome School for Boys stood steadfast, a beacon of hope in a sea of uncertainty.

Dedicated to cultivating young minds, the Tome School reached out to potential scholars, extending its guiding hand to the next generation in their quest for knowledge. Embracing this sacred trust, the

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school endeavored to shepherd these eager souls toward their dreams, instilling the wisdom of the ages and the fortitude to forge their paths into an unknown future.

Over the years, the Tome School's legacy endured, a testament to its unwavering commitment to the dreams and aspirations of America's youth in those transformative years.



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Chapter 2 First Impressions

*"People may forget what you said,
but they will never forget
how you made them feel."
Maya Angelou¹*

Prelude

The quote by Maya Angelou, "People may forget what you said, but they will never forget how you made them feel," can relate to the experience of new students arriving at a boarding school in the first decades of the 20th century in a few ways.

Firstly, new students may have felt overwhelmed, anxious, and out of place upon arrival at the boarding school. How existing students and faculty members treated them, and the school's overall atmosphere would significantly impact their feelings and emotions. New students would feel more comfortable and less isolated if existing students were welcoming and friendly. Conversely, if they were unwelcoming or hostile, new students may have felt even more alone and alienated.

¹ quotersearch, Author. "They May Forget What You Said, but They Will Never Forget How You Made Them Feel." *Quote Investigator*, 4 Aug. 2020, <https://quoteinvestigator.com/2014/04/06/they-feel/>.

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Additionally, the quote suggests that people remember how others treated them more than what was said to them. In boarding schools, new students may not remember every rule or regulation they were told, but they would remember how existing students and faculty members treated them. This could impact their school experience and overall perception of it.

Overall, the quote emphasizes the importance of empathy and kindness in any situation, including the arrival of new students at a boarding school. It suggests that how they were made to feel by their peers and educators would be a critical factor in shaping their experience and memory of the school.

This conversation sets the stage for an introduction to each student of the Class of 1923.

Students of the Class of 1923

Malcolm Crawford, a 16-year-old resident of Louisville, KY, faced a dilemma in 1921 after several years of attendance at The Louisville Male High School. His father, William Crawford, was a distinguished lawyer in Jefferson County, Kentucky, and one of the most prominent citizens in the area. His experience made him aware of the stringent academic requirements at a respected college or university. With this in mind, William Wait Crawford decided Malcolm should attend a preparatory school

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for his final high school years to provide him with the tools needed for higher education.

This decision prompted them to apply to the Tome School in Maryland. The Tome School's advertising campaign and stellar reputation spurred their application. It was challenging because Malcolm had never left Louisville. However, he soon left his parents, brother, and sister behind to begin a journey of over 600 miles.

Emotional Impact of Leaving Home

Having never left home, from a psychological standpoint, the impact of a young boy departing in the early 20th century to attend a boarding school was noteworthy for both the adolescent and their family.²

For the adolescent, going away to boarding school may have been an exciting adventure, but it probably was a source of anxiety and homesickness. Being away from family and friends for extended periods can be challenging for anyone, especially the youth who likely haven't developed coping mechanisms or emotional resilience.

² University, Stanford. "The Psychological Impact of Early Life Stress and Parental Separation." *Stanford News*, 27 June 2018, <https://news.stanford.edu/2018/06/26/psychological-impact-early-life-stress-parental-separation/>.

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Attending boarding school required the youngster to conform to strict rules and regulations that differed from those at home. This dilemma triggered confusion or frustration as they adjusted to a new way of life.

For the family left behind, there were mixed emotions as well. On the one hand, they may have felt proud that their youngster was receiving an education that would provide opportunities for success in adulthood. They felt sadness or guilt about being separated from their son for long periods.

His likely journey involved taking the Baltimore & Ohio (B&O) Railroad from Louisville to Baltimore, which required several transfers and stops. According to historic train schedules from the early 1920s, a trip from Louisville to Baltimore could take between 24 and 36 hours.³ Once in Baltimore, it would be necessary to take another train or other mode of transportation to reach Port Deposit, located approximately 35 miles northeast of Baltimore. The journey from Louisville to Port Deposit by train in 1921 likely took several days and required multiple transfers and stops.

³ Hamblin, James. "A Mapped History of Taking a Train across the United States." *The Atlantic*, Atlantic Media Company, 21 Feb. 2013, <https://www.theatlantic.com/technology/archive/2013/02/a-mapped-history-of-taking-a-train-across-the-united-states/266067/>.

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The Tome Institute Railroad Station

The Class of 1923, who traveled from outside the immediate area, gained their first impression of the Tome School at a small railroad station constructed to welcome people to the school.⁴



**Tome Institute Railroad Station
Port Deposit, Maryland**

Malcolm and his fellow students probably felt a myriad of emotions upon arrival in Port Deposit. Keeping in mind their young age, these likely included:

⁴ "Tome School." *Wikipedia*, Wikimedia Foundation, 3 Mar. 2023, https://en.wikipedia.org/wiki/Tome_School.

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Nervousness. The thought of leaving home and beginning a new phase in life is overwhelming, and the young boy probably felt anxious.

Excitement. Despite feeling nervous, the teenager also felt excited about the new opportunities. They may be eager to explore a new environment and meet new people.

Anticipation. The young boy felt a sense of uncertainty about what his new life will be like. He may be curious about the upcoming challenges he will face, his classmates, and his experiences.

Sadness: The young boy could feel sad about leaving his family and old life behind. He may miss his parents, siblings, and friends and feel homesick.

Uncertainty. The young boy may also feel uncertain about what to expect at his new school. He may wonder if he will fit in and be able to handle the academic and social demands of high school.⁵

⁵ Sparks, Sarah D. "The Teen Brain: How Schools Can Help Students Manage Emotions and Make Better Decisions." *Education Week*, Education Week, 1 Mar. 2022, <https://www.edweek.org/leadership/the-teen-brain-how-schools-can-help-students-manage-emotions-and-make-better-decisions/2018/10>.

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Out-Of-State Students

Several other young men arrived in the small town of Port Deposit over several years, eventually making up the Class of 1923.

Frank Daniels traveled in 1920 from Washington, D.C., where his father served as United States Secretary of the Navy under President Woodrow Wilson. His influential family had long-standing roots in North Carolina, where they owned a publishing company.

In 1922, **Hugh Anderson Jr.** journeyed 330 miles from Pittsburgh, Pennsylvania, to Port Deposit, Maryland, by the Baltimore & Ohio (B&O) Railroad. Based on historic train schedules from the early 1920s, the trip from Pittsburgh to Baltimore could take anywhere from 7 to 12 hours.

His father was the Treasurer of the H. J. Heinz Company, an internationally known food concern, and a close associate of the founder. An Irish immigrant, Mr. Anderson, rose from an office boy in 1887 to the top ranks of the corporation.

Hugh left his parents and brother in Pittsburgh when he enrolled in Tome.

One new student traveled almost 2,000 miles to the Tome school from Lake Charles, Louisiana. **William Courtney Jr.**'s travels in 1922 took between two to

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three days. The son of a bank executive left behind his parents and a younger brother in Louisiana.

William Bone Conover was an affluent business executive in Lake Charles, Louisiana, during the early 20th century. Naturally, he wanted the best for his two sons, William and Richard.

As a graduate of the University of Chicago, he realized the importance of education for his boys. Successful in several business ventures, including rice milling and insurance, William decided the most opportunity for **Richard Van Conover** and his brother lay in attending the Tome School.

An accomplished athlete, Richard Van Conover, went north to the Tome school in Maryland, beginning studies in 1920.

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L OUIS PHELAN, son of
Congressman Michael
F. Phelan of Massachu-
setts, who is missing with
his chum, Reynolds Con-
don.



**LAWMAKER'S
SON IS MISSING**

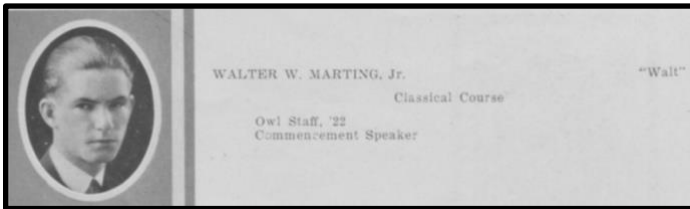
**Washington Times
April 23, 1920⁶**

⁶ Humanities, National Endowment for the. "The Washington Times. [Volume] (Washington [D.C.]) 1902-1939, April 19, 1920, Final Edition, Page 7, Image 7." *News about Chronicling America* RSS, Times Pub. Co., <https://chroniclingamerica.loc.gov/lccn/sn84026749/1920-04-19/ed-1/seq-7/>.

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The front page of the Washington Times newspaper on April 23, 1920, reported on **Louis Phelan**, the son of United States congressional representative Michael Phelan of Lynn, Massachusetts. Louis and a friend were missing from the family's Washington, D.C. home. Associates told the authorities the two planned to escape to an unknown location.

With three years already spent at Western High School in Washington, when Louis returned home, his family sent him to Tome to complete his secondary education. Louis entered Tome in 1921.



**Ironton (Ohio) High School
1922 Yearbook⁷**

Walter Marting, Jr. graduated from Ironton, Ohio High School in 1922. The son of an iron and steel executive, the family of two sons and three daughters lived in a small community on the Ohio river in the southern part of the state.

⁷ *Ironton High School from Ironton, Ohio Yearbooks - Classmates.com.*

<https://www.classmates.com/yearbooks/school/Ironton-High-School/5080>.

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Walter received accolades by speaking at the commencement of the Ironton High School Class of 1922.

He traveled 400 miles to Tome from his Ohio residence to spend an additional year preparing for the rigors of a college academic curriculum. He sought to attend Princeton University, which had close ties to the Tome School.

Another new Tome student hoping to attend Princeton was **Robert Hale, Jr.** The young boy was 14 in 1920 when he arrived at the Tome railroad station. The son of a Murfreesboro, Tennessee, business executive with a lineage that stretched back to the Revolutionary War, his family included his parents and a sister. Robert's first journey outside his home state took about 30 to 40 hours by rail, covering almost 700 miles.

Richard Ford made the 750-mile trek from New Harmony, Indiana, to improve his chances for admission to an Ivy League university. The 1920 journey was a significant effort for a young man who had never left the small town where his grandfather owned a flour mill. The 15-year-old left behind his parents and two brothers, who were slightly younger than him.

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Education was a priority in the Cumberland, Maryland, residence of **Albert Doub, Jr.** His father, a graduate of Johns Hopkins University, served for seven years as principal of local high schools.

As an attorney, the senior Doub ran unsuccessfully for Maryland Attorney General. Later in life, Albert Doub's father served as a judge.

The family comprised four daughters and two sons living in the western Maryland community of Cumberland. Albert made his 200 miles journey to Tome in 1921.

William Weber made the same journey from Cumberland in 1919. His father, Harry Eldridge Weber, was another prominent figure in the approximately 20,000-person coal mining, tanning, and railroad construction town. Mr. Weber managed a coal company and previously served as bank president. William wished to become an accountant. His family comprised three sons, one daughter, and his parents.

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**Residence of William Weber
407 Washington Street
Cumberland, Maryland⁸**

Milwaukee, Wisconsin, is about 1,300 miles from the Tome School. **Kenneth Smart**, the son of an attorney, made that trek in 1922 to facilitate his admission to Yale University. He took about 97 hours to make the arduous journey by train. His brother and parents awaited his return to the Badger State.

A Philadelphia-area student attending the Germantown Academy envisaged becoming an engineer and attending an Ivy League university. This goal spurred **John Strachan, Jr.** to enroll at the Tome school in 1922. The son of a superintendent in a steel works, he was one of two children in the household of his namesake father living on

⁸ "Overview." *Google Earth*, Google,
<https://www.google.com/earth/index.html>.

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Wissahickon Avenue in the Germantown neighborhood of the Pennsylvania city.

John Shreeve Wise Jr. was a pioneer in the electric industry and the father of **John Shreeve Wise III**. The family of two daughters and three sons lived in Allentown, Pennsylvania, where the elder Wise served as operating manager of the Pennsylvania Power and Light company. He later ascended to the President of the company, where he remained until retirement.

The father held in esteem his Bachelor of Science degree in Electrical Engineering from the University of Pennsylvania and earlier attendance at Eastburn Academy for Young Men and Boys in Philadelphia. He wished for a similar educational pathway for his 16-year-old eldest son, so John Wise III matriculated at Tome in 1921 to prepare for admission to an Ivy League university.

Migrating to the United States from England in the early 20th century was challenging. Still, the difficulties depended on various factors, such as economic conditions, immigration laws, and personal circumstances.

Immigration laws became more restrictive in the early 20th century by introducing statutes such as the Immigration Act of 1907 and the Emergency Quota

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Act of 1921.⁹ These laws limited the number of immigrants entering the United States each year and established quotas for immigrants from different countries.

The cost of travel and the distance involved in migrating to the United States could be significant barriers for many individuals and families. Travel across the Atlantic was typically by ship and could be expensive, particularly for those who were not wealthy.

Many immigrants faced discrimination and prejudice upon arrival in the United States, particularly those from non-English-speaking countries. The process of assimilation and adapting to a new culture could be challenging.¹⁰ Many immigrants faced social and economic challenges while establishing themselves in their new homes.

⁹ Cohn, D'Vera. "How U.S. Immigration Laws and Rules Have Changed through History." *Pew Research Center*, Pew Research Center, 30 May 2020, <https://www.pewresearch.org/fact-tank/2015/09/30/how-u-s-immigration-laws-and-rules-have-changed-through-history/>.

¹⁰ "What History Tells Us about Assimilation of Immigrants." *Stanford Institute for Economic Policy Research (SIEPR)*, <https://siepr.stanford.edu/news/what-history-tells-us-about-assimilation-immigrants>.

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While migration to the United States from England in the early 20th century was possible, it was not a simple process. Many individuals and families faced significant challenges along the way.

Joseph Dessauer, who entered Tome in 1915, made this trek to start a new life. His parents and brother settled in Atlantic City, New Jersey. His sibling also enrolled at Tome.

All the boys who made up the Class of 1923 shared a similar reaction as they arrived after their long and tiring journey at the Tome Institute railroad station in Port Deposit, Maryland. The small building was bustling with activity as each stepped off the train. Most were around fifteen, yet they carried the world's weight. Their hearts were heavy with concerns and fears as they were about to enter a new phase in their life.

William Watkins Davies III, son of a prominent Louisville, Kentucky attorney, wanted to attend Cornell (N.Y.Y.) University to work for a degree in architecture. In 1923, he traveled to Tome from Louisville, Kentucky, in a one-year effort to polish his academic credentials and ensure the most robust application for admission.

Cornell University had a strong academic reputation in the early 20th century, with a focus on research

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and innovation across a variety of disciplines.¹¹ Cornell was one of the top universities in the United States. The university had rigorous academic programs, distinguished faculty, and a practical, hands-on learning commitment.

In the early 20th century, Cornell had several highly regarded academic programs, including engineering, agriculture, and architecture, as well as vital programs in the natural sciences, social sciences, and humanities. The university was also home to several research centers and institutes, including the Cornell Aeronautical Laboratory, founded in 1914 and conducting meaningful research in aviation technology.

First Impressions

As each youth made his way through the crowd, they couldn't help but feel a sense of uncertainty. They left behind everything they had ever known: family, friends, and hometown. They only had their belongings and the knowledge they were enrolling at the prestigious Tome School for Boys.

Each student had been looking forward to this moment for months, dreaming of the opportunities

¹¹ "When America Was Most Innovative, and Why." *Harvard Business Review*, 28 Feb. 2018, <https://hbr.org/2017/03/when-america-was-most-innovative-and-why>.

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that awaited him. He was searching for a chance to prove himself, to show that he could achieve greatness. But now that he was here, standing amid the chaos.

The young man looked around, taking in his surroundings. The train station felt cold and impersonal, a far cry from the warmth and familiarity of his hometown.

Exiting the station and onto the streets, he felt homesick. He longed for the familiar sights and sounds of home, his mother's cooking, and his father's guidance. But he knew he had to be strong, push through his fears, and make the most of this opportunity.

And so, with a deep breath, he set off towards his new school, his heart heavy but his resolve strong. He knew he had a long road ahead of him, full of challenges and obstacles. But he was determined to succeed, make the most of this chance, and prove himself worthy of his family's trust.

Maryland Students

Concurrently, a group of local teenage boys arrived at the prestigious prep school, their eyes wide with wonder and trepidation. They had seen nothing like this, with its grand buildings and sprawling campus. They felt out of place, like a fish out of water, amid

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the wealthy boarding students arriving alongside them.

Their concerns and fears were palpable, etched on their faces like scars. They worried about fitting in, about being accepted by the other students. They feared that their modest family backgrounds would set them apart from the others.

As they made their way through the campus, they couldn't help but notice the stark differences between themselves and the other students. The wealthy boarding students arrived in better clothes, carrying themselves with confidence. In contrast, the local boys became concerned about whether they would fit into the distinguished community.

But despite their fears, the Maryland boys were determined to make the most of this opportunity. They were here to learn, grow, and prove themselves worthy of this chance. They knew they had something to offer, that their hard work and determination would carry them through.

And so, with heads held high and hearts full of hope, they set off toward their first classes, ready to take on whatever challenges lay ahead. They knew they were different and came from humble backgrounds, but the local students also knew they were just as deserving of excellent education as anyone else. They were here to make their mark, to show the

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world what they were capable of, and nothing would stop them from achieving their dreams.

Aberdeen, Maryland, lies about 12 miles south of the campus of the Tome School. Learning of the tuition reduction provided by the will of Jacob Tome for Maryland residents, **Herbert Arthur**, whose family lived with relatives, applied and enrolled in the prominent institution.

Sorrowfully, Herbert's mother died in 1909 and would not see him begin his studies in 1918. This sad trend continued when his father passed away in 1921, several years before completing the lessons in 1923. Herbert came from modest means. His father, Henry, worked in a canning facility until he began managing a lumber yard. The survivors included Herbert and his sister.

Professor Robert Bates served the Tome School for Boys for over four decades. Robert was the director of manual training and shop work at the institution for over 22 years.ⁱ Given this scenario, his son **Harold Bates** would inevitably attend the school where his father served for many years.

The family of three sons and two daughters lived on campus, renting one of the master's cottages.

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**Master's Cottage
Tome School for Boys**

Harold began his attendance at Tome in 1917.

Jacob Tome founded the Tome Institute to provide opportunities for children of modest means to seek a better future through education.¹² **Charles Crawford Junior**, the son of a signalman working for a railroad, was precisely the type of person the Institute served. His family lived in Perryville, Maryland, near the Tome campus.

The Cecil Whig, on September 25, 1920, published an article announcing that Charles was transferring from Perryville High School to attend the Tome School for Boys. He was the only child in the Charles

¹² "Jacob Tome Institute, Tome Road, between Bainbridge Road & Route 276, Port Deposit, Cecil County, MD." *The Library of Congress*, <https://www.loc.gov/item/md1527/>.

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Mclean Crawford family at the time of the son's enrollment at Tome.

The distance between Havre de Grace and Port Deposit, Maryland, is about 6 miles, encompassing the approximately 1.2-mile width of the Susquehanna river. **Thomas Hopkins**, the son of a prominent physician, made that journey from 1913 until he graduated from the Tome School in 1923. For over three decades, his father, James Lee Hopkins, provided medical services to the people of Harford County. Thomas was the only child of Dr. Hopkins and his mother, Sarah Lee Hopkins.

Another Class of 1923 scholar was **Walter Wilson Kirk**. Like his father, Walter B. Kirk, he pursued a career in the medical field in the idyllic historic village of 300 residents known as Darlington, Maryland.

In 1913, Walter traveled 10 miles to the Tome school to begin his professional quest to become a dentist. This occupation perfectly balanced his father's profession as a general practitioner.

Both father and son would live and work from the late 1890s to 1968 out of the same early 19th-century residence now known as the Kirk House.

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Kirk House
Darlington, Maryland¹³

A local student whose father was a physician lived in Aberdeen across the river from Port Deposit and the Tome School. **Eduard William Kriete**, who entered Tome in 1918, lived with his parents and sister in Halls Cross Roads, Maryland. His father, Charles Henry Kriete, graduated from the University of Maryland School of Medicine in 1895. He practiced general medicine in the small town next to the Chesapeake Bay. Eventually, the family would grow with another son.

The eastern shore of Maryland lies across the Chesapeake bay from Cecil county, the location of the Tome school. In 1919, **William Humphreys** departed by train on a six-hour trip to cover about 140 miles to the school. He planned to prepare for

¹³ *Maryland Historical Trust*, <https://mht.maryland.gov/>.

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college by completing the demanding course of studies.

Marian Humphreys, his father, was a business executive who eventually became a local judge. Self-made, he was a prominent fixture in the community of about 6,000 people. Mr. Humphreys had two sons and two daughters.

In 1902, Edward Lamdin purchased an 86-acre farm for five thousand dollars near Port Deposit, Maryland. This figure is equivalent to about \$130,000 in today's money.

Life as a farmer in Cecil County, Maryland, was challenging and demanding. Farming in this era was typically labor intensive, requiring long hours and much physical work. Farmers had to work the land by hand or with the help of animals, such as horses, mules, or oxen.

Working 80 acres of land would have been a significant undertaking and likely required a team of laborers, either hired hands or family members, to help manage the workload. The size of the farm, however, was considered relatively small by the standards of the time. Likely, the property focused on producing staple crops like wheat, corn, and soybeans and livestock such as cows, pigs, and chickens.

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Besides the physical demands of farming, growers had to contend with various environmental factors, including unpredictable weather patterns, pests, and disease outbreaks that could devastate crops or livestock.

Despite the challenges, many farmers in Cecil County found farming a fulfilling way of life, with a strong sense of community and a deep connection to the land. Growers often shared resources and knowledge and were known for their resilience and determination in adversity.

According to data from the U.S. Department of Agriculture, the average net income per farm in Maryland in 1910 was \$588, equivalent to around \$16,000 in today's dollars, adjusted for inflation.¹⁴ This income figure varied widely depending on the size of the farm, the crops grown, and other factors.

Assuming that the farm in question was typical for the region and produced a mix of crops and livestock, it is likely that the net income for a farm of 80 acres would have been higher than the state average, perhaps between \$700 to \$1000 per year. However, this figure is only an estimate and could have been higher or lower depending on various factors. This

¹⁴ *State Data - USDA.*

[https://data.ers.usda.gov/reports.aspx?ID=17854.](https://data.ers.usda.gov/reports.aspx?ID=17854)

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figure is the equivalent of approximately \$26,925.97 in 2023 dollars.¹⁵

Thus, for **Edward Lamdin, Junior**, to attend Tome without the benevolence of Jacob Tome, the family would have had to spend all of their annual income essentially to pay the tuition.

He entered Tome in 1915, thankfully without this expense.

Canning was a significant industry in Maryland in the early 20th century, particularly for preserving seafood such as crabs and oysters. In Aberdeen, Maryland, the home of George Hayes Mitchell, this industry was the primary source of his family's income. George and his wife (Florence) had a daughter (Marietta) and a son, **George Gordon Mitchell**.

¹⁵ "Inflation Calculator: Find US Dollar's Value from 1913-2023." *US Inflation Calculator | Easily Calculate How the Buying Power of the U.S. Dollar Has Changed from 1913 to 2023. Get Inflation Rates and U.S. Inflation News.*, 14 Mar. 2023, <https://www.usinflationcalculator.com/>.

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According to data from the U.S. Census Bureau, the average weekly wage for manufacturing workers in Maryland in 1918 was \$22.80, which would amount to an annual income of approximately \$1,183 (roughly \$20,925.08 in 2023 dollars).¹⁶

As canning was a seasonal industry, they worked only during the growing season. This unfortunate circumstance further affected their annual income.

Overall, canning was physically demanding and often low-paying, and many canners struggled to make ends meet, particularly during periods of economic hardship or reduced demand for canned goods.

Given these circumstances, George's entrance to Tome in 1918 was an invaluable opportunity to break out of a cycle of deprivation.

Port Deposit, Maryland, was known for its stone quarries in 1916 when **George Washington Morrison** enrolled at the Tome school. The town lies along the banks of the Susquehanna River, which is rich in granite and other types of building stone. Quarrying and stone cutting was essential industries

¹⁶ "Inflation Calculator: Find US Dollar's Value from 1913-2023." *US Inflation Calculator | Easily Calculate How the Buying Power of the U.S. Dollar Has Changed from 1913 to 2023. Get Inflation Rates and U.S. Inflation News.*, 14 Mar. 2023, <https://www.usinflationcalculator.com/>.

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in the area, and many of the town's buildings and structures used locally quarried stone in construction.

The stone pits in Port Deposit were notable for their high-quality building stone, used in various construction projects throughout the region. Local granite was known for its durability, resistance to weathering, and ability to take on a fine polish, making it a popular choice for decorative uses.

Italian immigrants, who brought with them specialized skills and techniques for quarrying and stone, worked diggings in Port Deposit. These employees played a significant role in developing the town's economy and cultural life. The many historic buildings and landmarks in Port Deposit today are their enduring legacy.

Charles A. Morrison, his father, was a supervisor in a stone quarry at the start of the 20th century. He likely earned an annual salary of between \$1,000 and \$2,000, approximately \$44,088.40 in 2023.

Given the needs of his mother (Mary) and brother (Charles), George's enrollment at Tome was another example of an invaluable opportunity provided by the school for a working-class family.

For many years, the Pugh family was well-known in Port Deposit, Maryland. Some of the family were business associates of Jacob Tome, the founder of the

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Tome School. From their home on Main Street, the family's involvement in civic affairs was a staple of life in the small town of 1,200 citizens.

John Howard Pugh, the head of the family, worked as an electrical engineer when **James Edwin Pugh** entered the Tome school in 1916. Accomplishments marked this talented athlete in a family of three daughters and two sons from his admission.

Harry Schochet immigrated from Russia in 1902 to start a new life in the United States. He was a tailor in Baltimore, Maryland, and with his marriage several years later to Jennie between 1904 and 1913, the family grew to two daughters and three sons. One of his children, **Paul Schochet**, began his studies at Tome in 1915, subsidized by the will of Jacob Tome. Paul started his Port Deposit schooling in elementary school at 11.

The life of a Russian immigrant in Baltimore at the start of the 20th century was likely to have been complex and challenging, as many immigrants faced significant barriers to assimilation and economic stability in their new country.

Russian immigrants who arrived in Baltimore during this period would have been part of a wave of Eastern European immigrants who came to the United States seeking more significant economic

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opportunity and political freedom.¹⁷ Many of these immigrants settled in ethnic enclaves in cities like Baltimore, where they could live among others who shared their language, culture, and traditions.

However, poverty, overcrowding, and poor living conditions often characterized these neighborhoods. Russian immigrants in Baltimore would have faced significant discrimination and hostility from other groups, particularly during economic hardship or social unrest.

Many Russian immigrants found work in low-paying, manual labor jobs in industries such as manufacturing, textiles, and construction. However, because of language barriers and limited education, they often struggled to find stable and well-paying employment and were vulnerable to exploitation by employers and labor brokers.

Despite these challenges, many Russian immigrants in Baltimore worked hard to build new lives for themselves and their families. They established social and cultural institutions, such as churches and mutual aid societies, to support and provide services to their communities. They also worked to preserve

¹⁷ "History of Russians in Baltimore." *Wikipedia*, Wikimedia Foundation, 30 Aug. 2022, https://en.wikipedia.org/wiki/History_of_Russians_in_Baltimore.

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their cultural heritage and pass on their traditions to future generations.

Overall, the life of a Russian immigrant in Baltimore at the start of the 20th century was one of struggle, resilience, and adaptation to a new and challenging environment.

In 1918, when **Arthur Silver** entered Tome, the United States was amid an economic boom, with industries such as manufacturing, agriculture, and transportation experiencing significant growth. However, the country still had substantial wealth inequality. According to some estimates, the average annual income in the United States in 1916 was around \$750, with many workers earning significantly less.

His father, William Silver, was a broker of canned goods in Aberdeen, Maryland. Mr. Silver was a middleman who acted as an intermediary between the manufacturers of canned goods and the retailers who sold them. His primary role would be to purchase canned goods in bulk from manufacturers and sell them to retailers at a profit. He would also negotiate prices, arrange transportation, and ensure the timely delivery of the goods.

The average income for a broker or middleman in the early 1900s was around \$1,200 to \$1,500 per year. This amount would be equivalent to around

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\$32,000 to \$40,000 in today's dollars, adjusted for inflation.¹⁸

However, William and Edith Silver, Arthur's parents, were raising four sons and a daughter on this income in the small town of a little over 2,000 residents located 12 miles from the campus of the Tome school. Thus, the tuition reduction for Maryland residents at Tome significantly affected his attendance.

Beginning the Journey

These boys soon began a lifelong journey together. Their first impressions began as they viewed the Tome School for Boys at Port Deposit, Maryland, as it stood like a stately mansion on the hilltop overlooking the Susquehanna River.

In the early fall of the second decade of the 20th century, it welcomed a new batch of young teenagers from all corners of the country and Maryland to attend the prestigious prep school.

As the students arrived, they gazed in awe at the grandeur of the campus, with its immaculately manicured lawns, towering buildings, and state-of-the-art facilities. Some came from wealthy families

¹⁸ Kempf, Sydney. "The Gibbs Canning Company - Cannery Conditions and the Polish Workforce." *Explore Baltimore Heritage*, <https://explore.baltimoreheritage.org/items/show/699>.

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and were accustomed to luxury, but others came from humble backgrounds and had never seen such luxury before.

The students came from a full spectrum of backgrounds and reflected their diversity in their accents, clothing, and demeanor. They hailed from the South, New England, and Mid-Atlantic states. But despite their differences, they shared a common goal: to receive a world-class education and prepare themselves for life's challenges.

As the days passed, the students formed bonds and came together as a community. Their love for sports, music, and drama was the same. Classmates cheered for their school teams, performed in plays and musicals, and attended concerts and recitals. The boys also discovered each other's talents and interests and learned from their diverse perspectives and experiences.

The local students who traveled daily to classes initially hesitated to interact with the boarding students but soon found they shared a deep connection with them as brothers. Local students welcomed them to the campus and showed them the local attractions, such as the historic town of Port Deposit, the Conowingo Dam, and the Susquehanna State Park. They also shared their family traditions and stories and introduced them to the local cuisine, such as crab cakes, fried chicken, and cornbread.

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Over time, the students became more than just classmates; they became lifelong friends and brothers, bonded by shared experiences and memories. They supported each other through the difficulties of adolescence and celebrated each other's achievements and milestones. They remained connected even after graduation through social media, reunions, and alums events, and continued to support their school and community.

Ultimately, the Tome School at Port Deposit, Maryland, was more than just a school; it was a home, a family, and a community. It had transformed a group of diverse teenagers into a cohesive and compassionate group of young men, ready to face the world with confidence, resilience, and empathy.

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**The Class of 1923
The Tome School for Boys
Port Deposit, Maryland¹⁹**



¹⁹ "U.S., School Yearbooks, 1900-2016." *Ancestry*,
<https://www.ancestry.com/search/collections/1265/>.

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Chapter 3 The Founder

“Education... is a painful, continual, and difficult work to be done in kindness, by watching, by warning... by praise, but above all, by example.”¹

John Ruskin

Prelude

The quote by John Ruskin, "Education... is a painful, continual, and difficult work to be done in kindness, by watching, by warning... by praise, but above all, by example," can be related to the philosophy of education embraced by Jacob Tome, the founder of the Tome School for Boys.

The quote suggests that education is not a simple task, but a challenging and ongoing process that requires patience, dedication, and a thoughtful approach. In the Tome School for Boys, this could mean that Tome believed in providing a nurturing environment for students where educators would support and encourage them in their academic pursuits.

The quote also emphasizes the importance of watching and warning students, suggesting that

¹ “A Quote by John Ruskin.” *Goodreads*, Goodreads, <https://www.goodreads.com/quotes/28871-education-is-a-painful-continual-and-difficult-work-to-be-done>.

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educators guide and mentoring their students, helping them navigate challenges, and making informed decisions. The quote highlights the value of praising students for their achievements and efforts, motivating them to continue striving for excellence.

Finally, the quote emphasizes the importance of leading by example. In the Tome School for Boys, this could mean that educators and staff members should model the behaviors and values that they hope to instill in their students, serving as positive role models and mentors.

Overall, the quote by John Ruskin suggests a philosophy of education that emphasizes kindness, patience, guidance, and positive role modeling. It can be related to the approach taken by Jacob Tome in establishing and running the Tome School for Boys.

The Vision

Jacob Tome, the founder of the Tome School for Boys, was a man of grand vision and determination whose influence on the school's graduates extended far beyond their years on campus.²

² "Our History." *Tome School*, 26 Sept. 2017, <https://www.tomeschool.org/our-history/>.

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Jacob Tome
The Founder³

When the school was first established in the late 19th century, Tome had a simple goal: to provide top-quality education to young men from all walks of life, regardless of their social or economic status. He believed that education was the key to unlocking the potential of every individual and that it was the responsibility of those who had been successful in life to help others achieve their success.

Over the years, as the school grew and prospered, Tome's vision became a reality. Students from all over the country flocked to the campus, eager to learn from the best teachers and to be part of a

³ *Jacob Tome Institute, Tome Road, between Bainbridge Road & Route 276 ... <https://www.loc.gov/item/md1527/>.*

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community that valued hard work, integrity, and compassion.

Character Development

But not just the academic education set the Tome School apart from other institutions. It emphasized character development, teaching young men to be leaders, think for themselves, and contribute meaningfully to the world. This attribute was a legacy of Jacob Tome, known for his generosity, love of learning, and commitment to making a difference in the world.

And so, as the years passed and generations of young men graduated, they carried the lessons they had learned and the values they had absorbed from their time at Tome. They became doctors, lawyers, entrepreneurs, and public servants, each a testament to the power of education to transform lives and communities.

But more than that, they became leaders in their own right, people guided by the same principles that had shaped the life of Jacob Tome himself. They lived lives of purpose, service, and integrity; in doing so, they honored the legacy of the man who had made it all possible.

For the Tome School graduates, Jacob Tome's influence was more than a memory. It was a living

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part of their lives, a reminder of the power of education to change the world, one person at a time.

Biography

Jacob Tome (1810–1898), merchant and philanthropist, was born in Hanover, York County, Pennsylvania, the son of Christian Thom, a construction contractor, and Christiana Bauher.⁴

- Modest circumstances marked his early life; his initial schooling comprised sporadic attendance at district schools. Tome's father died in a work-related accident when he was sixteen and forced by necessity to work full-time on a farm in York County.
- During the next seven years, he worked in a variety of occupations and also taught school near Elizabethtown in Lancaster County, Pennsylvania.
- On business in 1833, he visited Port Deposit, Maryland, which became his lifelong home. Tome returned to Port Deposit in 1834 and got a clerking position with a lumbering firm.

⁴ "Jacob Tome." *Prabook.com*,
<https://prabook.com/web/jacob.tome/1042843>.

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- By 1835, he had gained the attention of David Reinhart, a wealthy banker and lumber merchant, with whom he entered a partnership that year. Tome offered his labor and abilities, and the firm soon prospered.
- Now somewhat successful, Tome married Caroline M. Webb of Port Deposit in 1841; they had three children, all of whom died young.⁵
- Keenly aware of his educational deficiencies, Tome (having at some point changed the spelling of his surname to “Tome”) desired additional instruction in bookkeeping. He found such training in Philadelphia, which caused leaving work in the afternoon on horseback, riding to nearby Perryville, catching a train to Philadelphia, attending class, and returning by train in the early morning hours. His exhaustive efforts paid off; by the time of Reinhart’s death in 1851, the company had net assets exceeding \$100,000.
- Tome formed a new lumbering partnership in 1855. The firm diversified its holdings, acquiring timberland in Pennsylvania, Wisconsin, and West Virginia. On his way to

⁵ “Caroline M Webb Tome (1815-1874) - Find a Grave...” *Find a Grave*,
<https://www.findagrave.com/memorial/166608732/caroline-m-tome>.

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wealth, Tome also gained coal tracts in Pennsylvania, farmland in Pennsylvania and Maryland, and real estate in Baltimore, Washington, D.C., and elsewhere.

- Operating under the name J. Tome & Company, he also conducted a thriving business in grains and fertilizer in Port Deposit.
- The growing geographic dispersion of his business holdings naturally led to an interest in transportation, and Tome quickly exploited new opportunities. In 1849 he organized a steamship line between Port Deposit and Baltimore, and in 1865 he established the Baltimore & Fredericksburg (Va.) Steamboat Company, which was popularly known as the "Weems Line." Tome also became a director of the Susquehanna & Tidewater Canal Company, the Philadelphia, Wilmington & Baltimore Railroad, and the Delaware & Columbia Railroad.
- Expanding business holdings required capital, and Tome, adaptable, soon became a successful banker. In 1850, he founded the Cecil Bank of Port Deposit (later, the Cecil National Bank). Tome then founded the Elkton (Md.) National Bank, the Fredericksburg (Va.) Bank, the National Bank at Hagerstown (Md.), and the Citizens National Bank in Washington, D.C. Jacob served on the boards of directors of

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the Third National Bank of Baltimore, the Baltimore Trust, and the Fourth National Bank of Philadelphia.

- His expertise in financial matters was such that President Ulysses S. Grant offered him the post of secretary of the treasury in 1869, but he declined.⁶
- He served two terms (1860–1868) in the Maryland State Senate, with his most notable service occurring on the Finance Committee, which he chaired after his reelection.
- As a devoted Unionist and a successful business executive, he was the logical choice for Republican gubernatorial nominee in 1871. He lost the race, however, to Democrat William Pinkney Whyte. Tome's final political service was as a delegate to the Republican National Convention in 1880.
- Like many self-made men of his era, Tome turned to philanthropy and education as the focus of his interest in later years. Although a Lutheran by birth, he helped build the Tome

⁶ "Take Online Courses. Earn College Credit. Research Schools, Degrees & Careers." *Study.com* | *Take Online Courses. Earn College Credit. Research Schools, Degrees & Careers*, <https://study.com/academy/lesson/the-cabinet-of-president-ulysses-s-grant.html>.

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Memorial Methodist Church in Port Deposit in 1872. He also contributed to other area churches and donated a scientific building to Dickinson College in Carlisle, Pennsylvania. Tome also served on that school's board of trustees for many years.

- Service on the Board of Trustees of West Nottingham Academy in Colora, Maryland, only served as a prelude to Tome's most significant project, the founding of the Jacob Tome Institute (later the Tome School for Boys) in Port Deposit on 20 May 1889. Remembering his struggle to get an education, Tome sought to educate both boys and girls in a setting that provided college preparatory instruction and vocational training.
- His first wife having died in 1874, Tome named his second wife, Evalyn S. Nesbitt (whom he had married in 1884), president of the board of trustees of the new school, which opened in September 1894 with an initial enrollment of 451. Tome took an active role in managing the school until he died in Port Deposit. He perished just before the graduation of the school's first class.

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Legacy

Jacob Tome was one of many self-made men in the nineteenth century who followed a path that led from poverty to wealth, followed by concern for politics, philanthropy, and education. Commemorated by a highway bearing his name leading out of Port Deposit, his most enduring legacy is the students who benefited from his generosity to two educational institutions.

The influence of Jacob Tome, founder of the Tome School for Boys, encompassed every corner of the campus. It reverberated from the stately buildings to the dedicated faculty and from the rigorous curriculum to the young men who walked its halls.

In the quaint town of Port Deposit, Maryland, the school's physical location was a testament to Tome's commitment to providing a top-quality education to young men from all walks of life. Set against the picturesque backdrop of the Susquehanna River, the campus was a place of beauty and serenity, a peaceful oasis where young men could learn, grow, and flourish.

But it was not just the location that made the Tome School special. The architecture, the elegant buildings, spoke of a bygone era of learning and scholarship. From the main building to the dormitories, the campus exuded an air of dignity and

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tradition, reminding students they were part of something greater than themselves.

And then there were the faculty, men, and women of the highest caliber who dedicated their lives to educating and inspiring the young men of the school. They were scholars, artists, and leaders in their own right, each committed to instilling in their students the values and principles that had guided Jacob Tome himself.

The curriculum, too, reflected Tome's vision, a rigorous and challenging program of study that emphasized academic excellence and character development. From the classics of literature and philosophy to the latest advances in science and technology, the curriculum prepared young men for a life of leadership, service, and success.

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Recap

And so it was that the influence of Jacob Tome remained with the school until its closing. All those who believed in the transformative power of education felt this legacy not only. The Tome School for Boys may have closed its doors, but the spirit of Jacob Tome and his vision for a better world lived on through its graduates.



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Chapter 4 The Setting

"The first time I saw my boarding school, I thought it was a prison. But after a week, I realized it was a castle." Anonymous.

Prelude

The quote, "The first time I saw my boarding school, I thought it was a prison. But after a week, I realized it was a castle," can relate to the experience of newly arrived students at the Tome School for Boys in the early 20th century.

Upon arriving at the school, new students may have felt overwhelmed by the strict routines, regulations, and unfamiliar environment. The imposing structure of the school, designed to evoke a sense of grandeur and authority, may have contributed to a feeling of confinement or imprisonment. The students may have felt someone trapped them within the school's walls and was subject to its rules and discipline.

However, as the quote suggests, the student's perception changed after a week, and they realized that the school was more like a castle than a prison. This statement could show that the student appreciated the benefits of the school's structure and environment, such as access to quality education,

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structured routines, and opportunities for social and personal growth.¹

At the Tome School for Boys, new students may have experienced a similar shift in perception. While the initial change period may have been difficult, they may have eventually come to appreciate the value of the school's academic and social programs and the opportunities for personal growth and development. With time, they may view the school as a positive and supportive environment rather than a restrictive and confining one.

Location

The northeast region of the country, particularly Massachusetts, Connecticut, and New York, hosted boarding schools during the first decades of the 20th century. Their locations were rural or semi-rural areas, away from the cities. Founders established them to provide a high-quality education to the American upper class's children and prepare them for admission to the most prestigious colleges and universities. They aimed to provide a rigorous academic program and a strong focus on character development, leadership, and social responsibility.

¹ Meador, - Derrick, et al. "A Structured Classroom Means Less Distractions." *Kentwood Preparatory School*, <https://www.kentwoodprepschool.com/news/structured-class-less-distraction/>.

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Sometimes, prep schools were near the founder's home. However, this was not always the case. Some founders of elite boarding prep schools established the schools near their homes or in well-known areas. For example, Groton School, founded in 1884, is in Groton, Massachusetts, near where its founder, Endicott Peabody, grew up.²

However, other schools appeared in different locations, often for strategic reasons. For example, Exeter, New Hampshire, is the location of Phillips Exeter Academy, founded in 1781.³ It was in a rural area with access to natural resources because the state had a strong tradition of supporting education.

Similarly, Concord, New Hampshire, saw the establishment in 1856 because it was the capital of the state and a central location for students from different parts of the country.

Overall, while some elite boarding schools were near the founder's home, various factors influenced where to establish the school, including access to

² "Get the Job You Really Want." *Zippia*,
<https://www.zippia.com/groton-school-careers-1212163/history/>.

³ "Phillips Exeter Academy." *Encyclopædia Britannica*,
Encyclopædia Britannica, Inc.,
<https://www.britannica.com/topic/Phillips-Exeter-Academy>.

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resources, transportation, and the availability of a supportive community.

Hosts

Communities that hosted boarding prep schools in the early part of the twentieth century in the United States shared several standard features.⁴

- **Rural or Semi-Rural Location:** Many schools were in rural or semi-rural areas, away from the hustle and bustle of urban centers. This attribute allowed students to enjoy a quiet environment conducive to studying.
- **Access to Natural Resources:** Many institutes were near lakes, forests, or mountains, which provided opportunities for outdoor activities such as hiking, fishing, and camping. These natural resources often enhance the educational experience and promote physical fitness.
- **Strong Community Support:** Communities that hosted schools frequently had strong local support for education, and residents were proud of their schools. This support included

⁴ Paul Beston is managing editor of *City Journal*. "When High Schools Shaped America's Destiny." *City Journal*, 26 Sept. 2018, <https://www.city-journal.org/html/when-high-schools-shaped-americas-destiny-15254.html>.

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financial contributions, volunteering, and hosting social events for the school.

- **Religious Affiliation:** Many boarding prep schools affiliated with a particular religious denomination chose a site in a community with a similar affiliation.
- **Access to Transportation:** Communities with boarding schools typically had good transportation connections, such as train or bus lines, to enable students to travel to and from the school.
- **Economic Opportunities:** Many communities with prep schools had a strong local economy that provided job opportunities for the families of the students and faculty. This factor helped to create a stable and supportive community for the school.
- **Wealth:** Many of these schools were also in areas with a high concentration of wealthy families willing and able to pay the high tuition fees for their children to attend.

The educational community did not consider Maryland a popular location for prep boarding

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schools during this time.⁵ However, a few exceptions were known for their vital academic programs and their focus on character development and community service.

Jacob Tome

For several reasons, Jacob Tome located the Tome School for Boys in Port Deposit, Maryland.

Foremost, Tome deeply loved and appreciated his community and wanted to give back to the place that had given him so much. He saw the school as providing opportunities for young men in the area and helping them achieve their full potential.

In addition, many knowledgeable people considered Port Deposit ideally situated for a school, with its picturesque location on the banks of the Susquehanna River and its proximity to major transportation routes. This feature made it easy for students from all over the country to travel to the school. Also, faculty and staff could rapidly access the needed resources and support.

Tome had a personal connection to the town, having grown up and built a successful business there. He saw the school as investing in the community's future

⁵ “2023 Best Boarding High Schools in Maryland.” *Niche*, <https://www.niche.com/k12/search/best-boarding-high-schools/s/maryland/>.

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and creating a legacy that would benefit future generations.

Jacob Tome located the Tome School for Boys in Port Deposit, Maryland, out of love, community, and opportunity.⁶ He saw the school as giving back to the place he called home and creating a brighter future for young men from all backgrounds and walks of life.

Port Deposit

Mr. Tome's decision aside, Port Deposit, Maryland, was a viable location for a boarding prep school in the first decades of the 20th century for several reasons.

First, Port Deposit was a thriving river town with a long history of commerce and industry.⁷ The city was home to several businesses, including a flourishing quarrying industry, and was a hub for transportation and trade along the Susquehanna River. This information meant a significant population was in the area, providing a potential pool of students and support for a school.

⁶ “Jacob Tome Institute, Tome Road, between Bainbridge Road & Route 276, Port Deposit, Cecil County, MD.” *The Library of Congress*, <https://www.loc.gov/item/md1527/>.

⁷ “Port Deposit, Maryland.” *Wikipedia*, Wikimedia Foundation, 12 Jan. 2023, https://en.wikipedia.org/wiki/Port_Deposit,_Maryland.

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Second, Port Deposit was easily accessible from major transportation routes, including rail lines and waterways.⁸ This feature made it easy for students nationwide to attend a boarding school there.

Third, the town's location on the banks of the Susquehanna River made it an attractive site for a school. The river provided a picturesque backdrop for the school and offered students various recreational and educational opportunities.

Finally, the town had a strong sense of community and pride, which would have made it an attractive location for a boarding school. Port Deposit's residents supported education and invested in the future of their town, making it a welcoming and supportive environment for a school.

Overall, the viability of Port Deposit, Maryland, as a location for a boarding prep school in the first decades of the 20th century was because of its thriving economy, accessible location, picturesque setting, and sound sense of community. These factors make it an attractive and viable place for an educational institution like the Tome School for Boys.

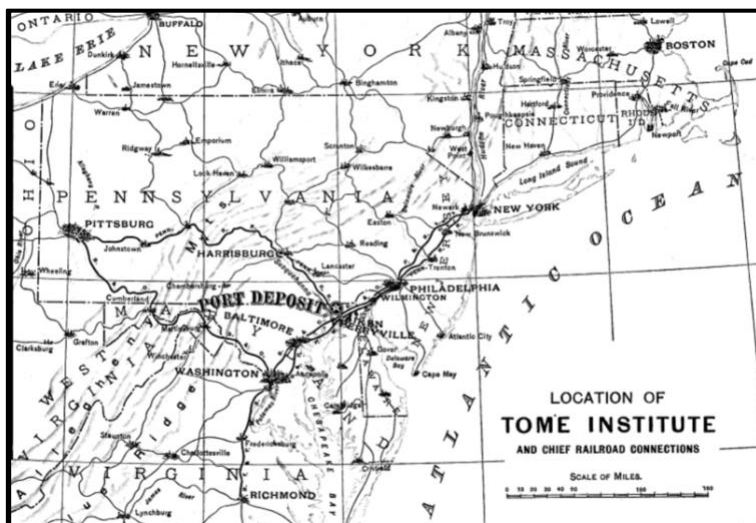
⁸ “5.3 – Rail Transportation and Pipelines: The Geography of Transport Systems.” *The Geography of Transport Systems | The Spatial Organization of Transportation and Mobility*, 14 June 2022, <https://transportgeography.org/contents/chapter5/rail-transportation-pipelines/>.

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In the early 20th century, Port Deposit, Maryland, was a small but bustling river town on the banks of the Susquehanna River.⁹ They lay the city on a grid system, with several principal streets running parallel to the river and smaller side streets branching off at right angles.

⁹ “River Roots: Unique Geology.” *Susquehanna NHA*, 3 Aug. 2021, <https://www.susquehannaheritage.org/river-roots-unique-geology/>.

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Location of the Tome School Port Deposit, Maryland¹⁰

The central commercial district, which was on Main Street and housed various businesses, dominated the center of the town, including general stores, restaurants, banks, and hotels.¹¹ The city also had

¹⁰ Deposit, Tome School (Port. "Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland." *Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland., by Md.) Tome School (Port Deposit,* <https://onlinebooks.library.upenn.edu/webbin/book/lookupi?id?key=ha102890333>).

¹¹ "Port Deposit, Maryland." *Wikipedia*, Wikimedia Foundation, 12 Jan. 2023, https://en.wikipedia.org/wiki/Port_Deposit,_Maryland.

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several small manufacturing operations, including a thriving quarrying industry.



**Center of Town in 1905
Port Deposit, Maryland¹²**

Residential areas of the town lay on the hillsides above the river. Many homes offered stunning views of the water and the surrounding countryside. Houses were modest, with various architectural styles, including Victorian, Colonial, and Craftsman.

¹² "James Edwin Pugh 1905-2002 - Ancestry®." 1905-2002 - Ancestry®, <https://www.ancestry.com/genealogy/records/james-edwin-pugh-24-96k4vn>.

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Port Deposit also had several public amenities, including a town hall, a library, and churches. The Susquehanna River was a central focal point of the city, with a bustling waterfront home to many shipping and boating businesses.

The town was a thriving community with a strong sense of historical pride and a community that made it an attractive and welcoming place to live and work.

Tome School for Boys Campus

On a bluff above the town was the Tome School for Boys campus.

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**Topographical Map
Tome School for Boys¹³**

The Tome School for Boys opened to boarders in 1900.¹⁴ Before that, it was a day school, part of a school system, beginning with kindergarten and ending with high school. The public collectively

¹³ "USGS Map Viewer." *USGS Map Viewer* | U.S. Geological Survey, <https://www.usgs.gov/tools/usgs-map-viewer>.

¹⁴ *CE-1285 Tome School for Boys Historic District - Maryland Historical Trust*.
<https://mht.maryland.gov/secure/medusa/PDF/Cecil/CE-1285.pdf>.

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knew them as "The Jacob Tome Institute," deriving its name from the founder. Maryland granted the charter for this institution in 1889.¹⁵

In his final disposition, Tome made a significant endowment of \$3 million (\$90 million in 2023) to the town's schools where he had prospered. At the time of his gift, in the early 20th century, only five citizens of the United States had made more significant gifts to educational institutions.¹⁶

The sum was so far over the needs of the town schools that the trustees of the fund devoted part of it to establishing a private boarding school for boys, which should attract pupils from all parts of the country.

Although trustees disbursed money on a liberal basis, the income vastly exceeded the expenditures. This situation led to the establishment of a boarding school for boys.

¹⁵ Cronin, Charlotte and "Doc" and 410638-0569. "Memories of Tome School on the Hill." *Baltimore Sun*, 5 June 2019, <https://www.baltimoresun.com/maryland/harford/aegis/ph-ag-doc-cronin-column-0620-20140620-story.html>.

¹⁶ Deposit, Tome School (Port. "Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland." *Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland.*, by Md.) *Tome School (Port Deposit*, <https://onlinebooks.library.upenn.edu/webbin/book/lookupd?key=ha102890333>.

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In 1898, the Trustees purchased, as the site for the boarding school, one of the most beautiful spots in the State of Maryland. The property lay several hundred feet above the palisades of the Susquehanna River near its junction with the Chesapeake Bay.



Stairway
Port Deposit to Tome School for Boys

In the preliminary plans, the trustees had the advice of Frederick Law Olmsted, one of the leading landscape architects of the era.¹⁷ Afterward, they invited architects to take part in a paid competition

¹⁷ "Maryland's National Register Properties." *Maryland Historical Trust*,
<https://mht.maryland.gov/nr/NRDetail.aspx?NRID=797>.

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and to submit plans for an entire group of school buildings.

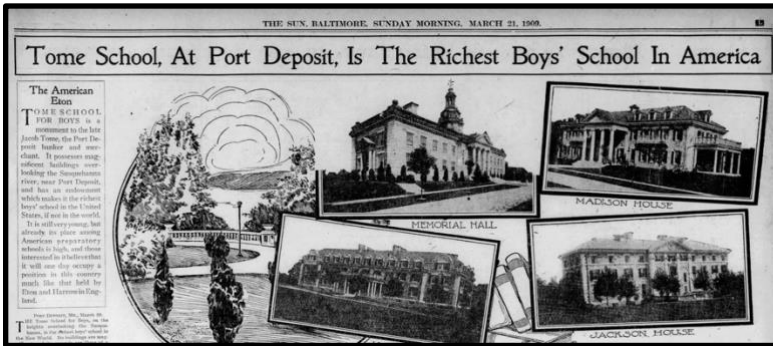
A landscape engineer laid out the grounds, a sanitary engineer devised water and drainage systems, and specialists made heating, lighting, and ventilation plans. Five architects submitted drawings.

Trustees selected a stellar group of architects and engineers and constructed the campus.

The ultimate cost for the project was \$1.4 million (\$38.2 million in 2023).¹⁸ The school believed the campus lacked beauty, comfort, and utility.

¹⁸ "Tome School for Boys." *ABANDONED EAST COAST*, <http://www.abandoned-eastcoast.com/maryland/tome-school-for-boys>.

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The Baltimore (Maryland) Sun March 21, 1909¹⁹

The physical advantages of the location were splendid. The Susquehanna forms a deep channel at Port Deposit through the granite formation. The shore rises abruptly, in steep rounded hills on the Hartford county side, on the Port Deposit side in bold cliffs. At intervals, tributary streams have worn out ravines. Between two such gorges, on a headland that extends boldly over the quaint town, lies the campus, with an elevation of two hundred and fifty feet and commanding a sweeping view of river, hills, and distant bay. So abrupt is the cliff that the campus, though not two hundred yards from the street below, has neither sight nor sound of the remote town. A walk of five minutes carries one down to the railroad,

¹⁹ *Baltimore Sun Newspaper Archives* | *Newspaperarchive*.
<https://newspaperarchive.com/search/location/us/md/baltimore/baltimore-sun/>.

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but the school stands in the open country, surrounded only by fields, woods, and water.



**Drawing of the Campus (1909)
The Tome School for Boys²⁰**

The estate included about 160 acres of park, gardens, athletic fields, and woodlands. Based on historical examples, the size of a boarding prep school campus in the early 20th century could range from a few acres to hundreds of acres. For instance, St. Paul's School in Concord, New Hampshire, founded in 1856, had a campus of over 2,000 acres, including athletic fields, forests, and farms, besides the main school building and other facilities.²¹ Similarly, the Lawrenceville School in Lawrenceville, New Jersey, founded in 1810, had a campus of over

²⁰ Hogue, William M. *The Jacob Tome Institute and Its Schools: The First Hundred Years*. Tome School, 1995.

²¹ "St. Paul's School (New Hampshire)." *Wikipedia*, Wikimedia Foundation, 28 Mar. 2023,

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700 acres that included academic buildings, dormitories, athletic fields, and a golf course.²²

Boarding School Campus

A boarding prep school campus 100 years ago would typically incorporate a range of buildings and facilities to support the school's educational, residential, and recreational needs.²³ The same structures and facilities would vary depending on the school's size, location, and resources, but the following are some common examples:

- **Main Academic Building:** The main academic building typically includes classrooms, offices, and administrative spaces for the school's faculty and staff. It might include a library, lecture halls, and other academic resources.
- **Dormitories:** Boarding prep schools would have one or more buildings dedicated to housing students, typically separated by gender and age range. These buildings would

²² "Home." *The Lawrenceville School*, <https://www.lawrenceville.org/>.

²³ Jagodowski, Stacy. "What Are the Oldest Boarding Schools in the US?" *ThoughtCo*, ThoughtCo, 24 Aug. 2018, <https://www.thoughtco.com/the-oldest-boarding-schools-in-the-us-4115886>.

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include sleeping quarters, common areas, and study spaces.

- **Dining Hall:** A central dining hall or cafeteria would provide meals for students and staff. It might also be a gathering place for social events and other school functions.
- **Athletic Facilities:** Athletic facilities might include a gymnasium, sports fields, and other athletic facilities for students to take part in sports and other physical activities.
- **Chapel:** Many boarding prep schools had a chapel or other religious space for worship and reflection.
- **Science and Laboratory Buildings:** Many boarding prep schools offered courses in science, engineering, and other technical subjects and would have dedicated buildings and labs for these programs.
- **Arts Facilities:** Many boarding prep schools offered courses in visual and performing arts and would have dedicated facilities for these programs, such as art studios, music rooms, and theaters.
- **Infirmary:** Some schools would have an infirmary or other medical facilities to care for students who were sick or injured.

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- **Administrative Offices:** The campus would include various administrative offices for managing the school's operations, including admissions, finance, and student affairs.

The campus 100 years ago would reflect the school's values, priorities, and educational mission. They would provide a supportive and nurturing environment for students to learn, grow, and thrive.

Landscaping

Improving the campus by professional landscape architects costs nearly \$100,000 (\$2.8 million in 2023).²⁴ Shrubs and trees, lawns, granite and cement walks, and two miles of Telford road (i.e., the multi-layered foundation of large stones, topped with a layer of smaller rocks and finished with a layer of gravel or other aggregate material) dotted the landscape. The chief ornamental feature was the Italian Garden which formed an approach to Memorial Hall.

²⁴ Blumgart, Pamela James, et al. *At the Head of the Bay: A Cultural and Architectural History of Cecil County, Maryland*. Cecil Historical Trust, 1996.

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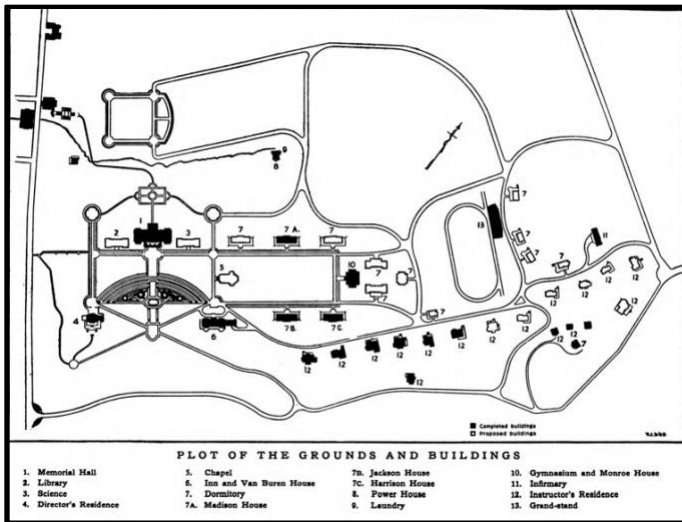
**Italian Garden
Tome School for Boys²⁵**

Carriages reached the campus by three roads, two climbing from the village by the ravines bounding the property, the third connecting with the country road at the back.

²⁵ "Maryland's National Register Properties." *Maryland Historical Trust*,
<https://mht.maryland.gov/nr/NRDetail.aspx?NRID=797>.

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Campus Plan



Plan of the Grounds and Buildings Tome School for Boys²⁶

Architects arranged the buildings around a quadrangle oriented northeast-southwest, except the Masters' cottage, which was on a road downslope to the southeast of the quad. Stone buildings were in an elaborate Beaux arts-influenced Georgian Revival style, and the master's cottage design was vernacular residential.

The campus comprised the main academic building (Tome Memorial Hall), three dormitories (Jackson,

²⁶ "Jacob Tome Institute, Tome Road, between Bainbridge Road & Route 276, Port Deposit, Cecil County, MD." *The Library of Congress*, <https://www.loc.gov/item/md1527/>.

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Harrison, and Madison Hall), Director's residence, the Tome Inn dormitory and dining hall, the gymnasium (Monroe Hall), and six Masters' cottages.

Its purpose was to provide a self-contained and immersive environment for students where they could live, study, and socialize with their peers in a controlled setting. Tome was a microcosm of the larger society, with its own rules, traditions, and expectations.

The planners also designed the setting to foster student community and belonging, focusing on character development, leadership, and service. Faculty expected students to participate in various extracurricular activities, including sports, clubs, and volunteer work, to develop a well-rounded education and learn essential life skills.

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**Campus
Tome School For Boys²⁷**

Overall, the goal was to provide a supportive and nurturing environment for students to develop academically, socially, and emotionally and to prepare them for college success and beyond.

Memorial Hall

The main academic building housed most of the classrooms and lecture halls where students attended classes. It created a collegiate atmosphere

²⁷ Deposit, Tome School (Port. "Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland." *Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland., by Md.) Tome School (Port Deposit, <https://onlinebooks.library.upenn.edu/webbin/book/lookupid?key=ha102890333>.*

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and featured large classrooms with high ceilings and plenty of natural light. The building also had dedicated study areas and libraries to facilitate independent research and learning.



**Architect Drawing
Memorial Hall
The Tome School for Boys²⁸**

Tome Memorial Hall, erected in memory of the founder, was a building of dignity and beauty. The structure was two hundred feet long, had an extreme width of one hundred feet, was constructed of granite and Indiana limestone, was fireproof, and cost about \$200,000 (\$5.4 million in 2023 dollars).

²⁸ “Jacob Tome Institute, Tome Road, between Bainbridge Road & Route 276, Port Deposit, Cecil County, MD.” *The Library of Congress*, <https://www.loc.gov/item/md1527/>.

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Memorial Hall The Tome School for Boys

Based on historical examples, many boarding schools of the era were often housed in large, sprawling buildings that could accommodate many students and staff. For instance, St. Paul's School in Concord, New Hampshire, founded in 1856, had a main building over 500 feet long and included classrooms, dormitories, dining halls, and other facilities. Similarly, Groton School in Groton, Massachusetts, founded in 1884, had a main building over 600 feet long and included a library, gymnasium, chapel, and other amenities.

Memorial Hall contained 22 classrooms, laboratories, a library with 11,000 books, a reading room, and a consultation room for the Trustees and faculty. On various floors, the building hosted offices for the Director and Secretary, coat rooms, and the

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Assembly Hall, with seating for 500 persons. The furnishing of the Assembly Hall included a pipe organ.

Library

According to a report by the U.S. Bureau of Education in 1915, a typical high school library had around 1,500 to 2,500 volumes.²⁹



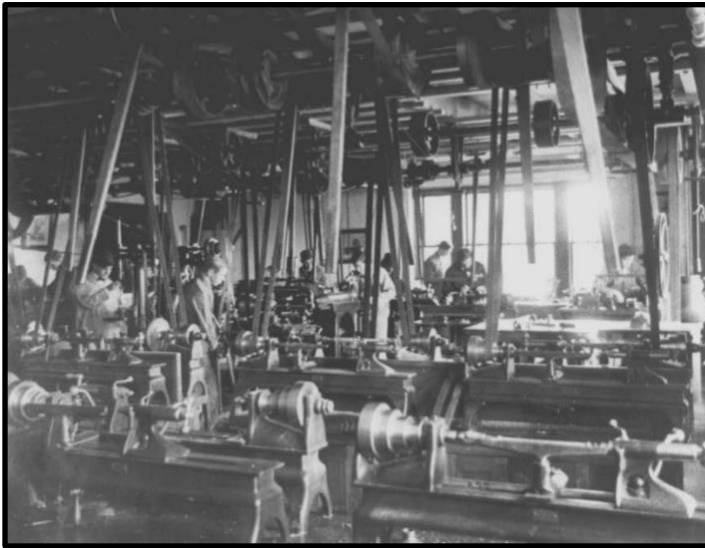
Library
Tome School for Boys

²⁹ Schmidt, Erik. "For the First Time, 90 Percent Completed High School or More." *Census.gov*, 28 Oct. 2021, <https://www.census.gov/library/stories/2018/07/educational-attainment.html>.

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The library occupied rooms in Memorial Hall, furnishing seats for two hundred readers. It was open ten hours every weekday and three hours on Sunday. A trained librarian and assistant ensured the books were selected and cataloged according to the most approved card system and increased by about a thousand volumes per year. The periodical list included about 85 magazines and newspapers, with journals covering each branch of the school work.

Manual Training Shop



**Manual Training Shop
Tome School for Boys**

In that era, it was relatively common for prep schools to have a manual training shop, also known as a manual arts or industrial arts shop. These shops provided students with practical skills, hands-on

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experience in woodworking, metalworking, drafting, and other trades, and hands-on education that complemented their academic studies. Elective courses included manual arts rather than mandatory requirements.

Prep schools typically housed many manual training shops in a dedicated building or wing of the primary school building. They included a variety of tools and equipment for students to use.

At Tome, the Manual Training Department included six large rooms for instruction. Equipment included flexible work and drawing tables, all fully equipped with the latest tools.

Dormitories

Four houses, Madison, Harrison, Jackson, and Van Buren, were used for dormitory, and there were nine rooms in Monroe, the Tome gymnasium. These buildings were within convenient distance of the recitation building, the dining hall, the gymnasium, the tennis courts, and the athletic grounds.

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**Campus
Tome School for Boys**

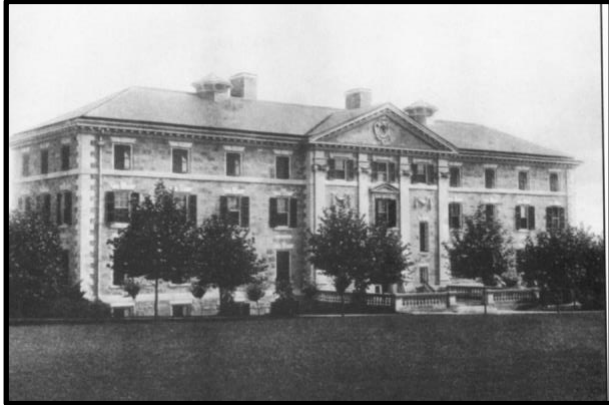
These buildings were within convenient distance of the recitation building, the dining hall, the gymnasium, the tennis courts, and the athletic grounds.

Rooms received direct sunlight during some parts of the day. Buildings were constructed of granite, heated by steam, provided with artificial ventilation, and lighted by electricity. Each house had a large living room. Carpeted halls and many bathrooms, unique for the era, occupied significant portions of each structure.

There was a large rug in each room. The students had a room of their own. There was an assigned housemaster for each floor. A dorm housekeeper and janitor assisted a housemaster on each floor.

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The duty of a housemaster was to serve as a primary caregiver and authority figure for a group of boarding students, typically ranging from 20 to 50 students.³⁰ The housemaster ensured the students' health, safety, and welfare in their care, as well as their academic progress and personal development. The School Director expected them to be their students' role models and mentors and to create a safe and nurturing environment that supported their development as scholars and individuals.



Jackson House
Tome School for Boys

Jackson House, a dormitory built in 1902 -1903, was located on the southeast side of the upper quadrangle in line with the Inn and Madison House. The structure consisted of granite with limestone

³⁰ *Role Description – Boarding Housemaster.*

<https://cdn2.hubspot.net/hubfs/488227/The%20Scots%20College/Website/Boarding%20Housemaster%20-%20RD.pdf>.

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trimmings, 135 feet long and 34 feet wide, with two entrances facing the quadrangle and the other toward the river. The entrance from the courtyard was by a paved terrace, giving admission to the living room. This room extended through more than a story, had a timbered ceiling, wainscoting six feet high, large windows commanding fine views of the river, a broad fireplace, and bookcases with rugs and easy chairs.

There were single rooms for 53 students. Each room was 11 feet square, containing two closets and electric lights. Five public bathrooms were finished in glazed brick and marble and had terrazzo floors. They contained shower baths. There also were suites for four masters and a housekeeper, a locker room, a photographic dark room, a store room, a trunk room, and a linen room.

Each house differed in detail, but Jackson detailed the plan and furnishings.

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Gymnasium



**Monroe House – Gymnasium
Tome School for Boys**

The gymnasium was an attractive granite building at the upper end of the quadrangle, overlooking the athletic fields and campus. The handsome structure's finish was cypress, heated by steam, lighted by electricity, furnished with metal lockers, supplied with six shower baths, and thoroughly equipped with the latest sporting apparatus.

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Tome Inn



Van Buren House Tome School for Boys

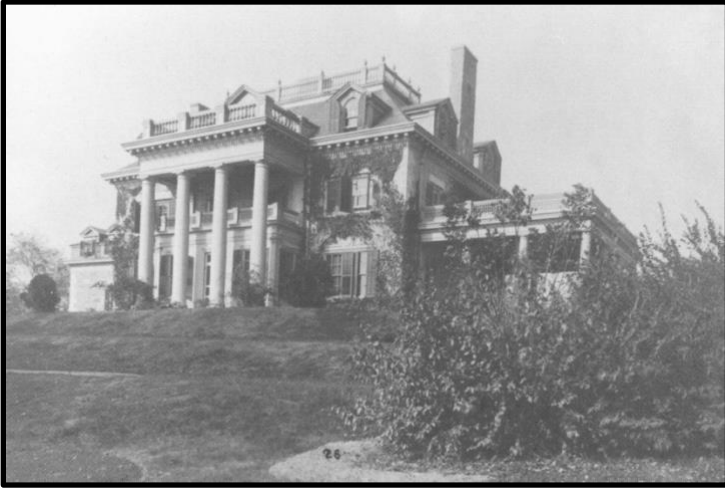
The Inn, or Van Buren House, a large building of granite and wood on the upper quadrangle, included a dormitory for boys and, separated from the dormitory, four rooms for visitors.

Other Buildings

During its lifetime, the Tome School experienced several disease outbreaks. Fortunately, the trustees established an infirmary on the upper end of the campus. It contained two wards, bathrooms, an office, a reception room, a dining room, a kitchen, and space for the physician and nurses.

The campus also hosted the Director's residence, eleven homes for masters, and a steam laundry comprising 22 buildings.

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**Director's Residence
Tome School for Boys**

A master at a boarding prep school would typically be a teacher who had received a university education and taught the students a specific subject or subject. He would often live on campus in a dormitory or faculty house and supervise the students in his care.

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**Master's Cottage
Tome School for Boys**

In addition to teaching, a master would typically be responsible for overseeing the discipline and behavior of the students in his charge. This could include enforcing rules, assigning punishments, and monitoring the students' academic progress.

Overall, the campus of a selected boarding prep school in the early 20th century provided students with a well-rounded education that prepared them for success in college and beyond. The components of the campus were carefully chosen and constructed to foster intellectual curiosity, critical thinking, physical fitness, and a sense of community and social responsibility.

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Recap

The Tome School for Boys campus was a crucial component of the boarding prep school experience in the early 20th century, providing a safe and supportive environment for students to learn, grow, and develop into responsible adults.



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Chapter 5 The Program of Study

*"Education is not the filling of a pail,
but the lighting of a fire."¹*

William Butler Yeats

Prelude

The quote, "Education is not the filling of a pail, but the lighting of a fire," by William Butler Yeats implies that education should not simply be about rote memorization and accumulating information. Still, instead, it should ignite a passion for learning within students. In the Tome school for boys in the early 20th century, this quote suggests that education should focus on more than just the transmission of knowledge but also on developing critical thinking skills, creativity, and a love of learning.

During the early 20th century, the traditional approach to education was often based on rote memorization and the accumulation of knowledge, with little emphasis on critical thinking or creativity. However, educators such as John Dewey and Maria Montessori were promoting more progressive ideas

¹ "Education Is Not the Filling of a Pail, but the Lighting of a Fire." *Psychology Today*, Sussex Publishers, <https://www.psychologytoday.com/us/blog/dont-delay/200805/education-is-not-the-filling-pail-the-lighting-fire>.

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about education, emphasizing hands-on learning, experiential education, and a focus on the needs and interests of the individual student.²

In this context, Yeats suggests that education should not simply be about filling students' minds with information but about inspiring them to think for themselves, question the world, and find joy and fulfillment in pursuing knowledge. This idea is consistent with the progressive educational philosophy that was gaining popularity during the early part of the 20th century and which continues to influence academic thinking today.³

Philosophy of Education

With this as a backdrop, a philosophy of education refers to a set of beliefs and values that guides an educational institution's goals, methods, and outcomes.⁴

² "Montessori Schools." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., <https://www.britannica.com/topic/Montessori-schools>.

³ Perez, Dr. Della. "Chapter 6: Progressivism." *Social Foundations of K12 Education*, Kansas State University, 3 Jan. 2022, <https://kstatelibraries.pressbooks.pub/dellaperezproject/chapter/chapter-5-progressivism/>.

⁴ "Philosophy of Education." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 23 Feb. 2023, <https://www.britannica.com/topic/philosophy-of-education>.

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An educational viewpoint is essential when discussing schools because it serves as a guiding framework for designing and implementing a school's curriculum, teaching methods, and overall approach to education. It reflects the school's beliefs, values, and priorities and shapes students' educational experiences.

This foundation helps schools to set clear goals and objectives for student learning and to ensure that they align these goals with the values and priorities of the school. It also helps schools to develop a coherent approach to teaching and learning and to identify the most effective teaching methods and strategies for achieving the desired learning outcomes.

In addition, a philosophy of education helps schools to create a shared understanding of the purpose and meaning of education and to communicate this to students, parents, and the wider community. This viewpoint can help to build a sense of community and shared purpose within the school and to ensure that everyone is working towards the same goals.

United States Philosophy of Education

At the start of the 20th century in the United States, the philosophy of education emphasized a well-rounded education that combined intellectual,

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moral, and social development.⁵ Education was a means of preparing young people for participation in a democratic society and for success in the workplace.

The curriculum at the time focused on core subjects like reading, writing, arithmetic, history, science, and foreign languages.⁶ Physical education and the arts were also crucial for developing well-rounded individuals.

One of the most influential philosophies of education at the time was the "progressive education" movement, which emphasized a child-centered approach to learning.⁷ Proponents of progressive education believed that instruction should be tailored to each student's needs and interests and that students should be encouraged to explore their ideas and pursue their passions. This approach was

⁵ Perez, Dr. Della. "Chapter 4: Foundational Philosophies of Education." *Social Foundations of K12 Education*, Kansas State University, 3 Jan. 2022, <https://kstatelibraries.pressbooks.pub/dellaperezproject/chapter/chapter-3-foundational-philosophies-of-education/>.

⁶ *Century Standards and Curriculum: Current Research and Practice* - Ed. <https://files.eric.ed.gov/fulltext/EJ1083656.pdf>.

⁷ "Progressive Education." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., <https://www.britannica.com/topic/education/Progressive-education>.

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a way to foster creativity, critical thinking, and problem-solving skills.

Another influential philosophy of education at the time was the "social efficiency" movement, which emphasized the practical skills and knowledge needed for success in the workplace.⁸ Proponents of social efficiency believed that education should meet the needs of the industrial economy and that students should be trained for specific careers and trades.

Critical Thinking and Problem-Solving Skills

In the early 20th century, the critical success factor in the education of students at leading prep schools was the development of intense critical thinking and problem-solving skills.⁹ These skills were essential for success in college and beyond and were emphasized in these schools' curricula and teaching methods.

⁸ "Franklin Bobbitt (1876–1956) - Social Efficiency Movement, Bobbitt's Contribution." *StateUniversity.com*, <https://education.stateuniversity.com/pages/1794/Bobbitt-Franklin-1876-1956.html>.

⁹ Bauer, Lauren. "What Are the Factors That Affect Learning at Your School?" *Brookings*, Brookings, 9 Mar. 2022, <https://www.brookings.edu/blog/up-front/2019/09/10/what-are-the-factors-that-affect-learning-at-your-school/>.

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At the Tome School for Boys, for example, developing critical thinking and problem-solving skills was a central focus of the school's educational philosophy.¹⁰ Teachers at the school emphasized the importance of developing a broad range of knowledge and skills and the ability to apply these skills in real-world situations.

Similarly, at other leading prep schools of the time, such as Phillips Andover, Philips Exeter, and Lawrenceville, the development of critical thinking and problem-solving skills was a central focus of the curriculum and teaching methods.¹¹ These schools emphasized various academic subjects, including the humanities, sciences, and social sciences. They encouraged students to develop strong analytical and problem-solving skills through hands-on learning and other active learning approaches.

¹⁰ Deposit, Tome School (Port. "Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland." *Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland.*, by Md.) *Tome School (Port Deposit*, <https://onlinebooks.library.upenn.edu/webbin/book/lookupid?key=ha102890333>.

¹¹ Stenger, Marianne, et al. "What Makes a School Successful? the Five Factor Theory of Effective Schools." *InformED*, 27 Mar. 2013, <https://www.opencolleges.edu.au/informed/other/what-makes-a-school-successful-the-five-factor-theory-of-effective-schools-3679/>.

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Overall, developing critical thinking and problem-solving skills was considered a critical success factor in the education of students at these institutions.¹² By helping students develop these essential competencies, these schools prepare them for college and their future lives. They helped establish their reputation as some of the world's most prestigious and influential educational institutions.

Classical Model of Education

During the early 20th century, many elite prep schools in the United States-based their curriculum on the Classical Model of education, which emphasized the study of ancient Greek and Roman literature, philosophy, and culture.¹³

They organized the Classical Model into three main stages or forms, each with its own set of courses:

- **Grammar School (grades 7-9):** The focus was on language acquisition and basic skills. Courses typically included:

¹² Saveth, Edward N. "Education of an Elite." *History of Education Quarterly*, vol. 28, no. 3, 1988, pp. 367–86. *JSTOR*, <https://doi.org/10.2307/369088>. Accessed 29 Mar. 2023.

¹³ Bauer, Susan Wise. "What Is Classical Education?" *Well*, 7 Dec. 2021, <https://welltrainedmind.com/a/classical-education/>.

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- ◆ Latin: studying Latin grammar and vocabulary, emphasizing reading and translating ancient texts.
- ◆ Greek: the study of ancient Greek language, literature, and culture.
- ◆ English: the study of grammar, composition, and literature, emphasizing the classics.
- ◆ Mathematics: the study of arithmetic, algebra, and geometry.
- ◆ History: the study of ancient and medieval history, emphasizing the cultures of Greece and Rome.
- ◆ Science: the study of basic scientific principles, including physics, chemistry, and biology.
- **Logic School (grades 10-11)**: The focus of the Logic School was on critical thinking. Courses typically included:
 - ◆ Latin: the continued study of Latin grammar and vocabulary, with an emphasis on more complex texts
 - ◆ Greek: the continued study of ancient Greek language, literature, and culture

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- ◆ English: the study of rhetoric, persuasive writing, and literary analysis
- ◆ Mathematics: the study of advanced algebra, geometry, and trigonometry
- ◆ Philosophy: the study of ancient and modern philosophy, with an emphasis on logic and critical thinking
- **Rhetoric School (grades 12-13)**: The Rhetoric School focused on public speaking, debate, and developing leadership skills. Courses typically included:
 - ◆ Latin: the study of advanced Latin literature and poetry
 - ◆ Greek: the study of advanced ancient Greek literature and philosophy
 - ◆ English: the study of advanced composition, public speaking, and debate
 - ◆ History: the study of world history, with an emphasis on modern politics and economics
 - ◆ Social Studies: the study of government, economics, and social issues
 - ◆ Electives: courses in subjects such as art, music, and drama

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The Classical Model emphasized studying language, literature, and culture as the foundation for a well-rounded education. It aimed to develop students' critical thinking, communication, and leadership skills through the study of the classics and the liberal arts.

Prep School Curriculum

Private schools, especially prep schools, had a more specialized curriculum to prepare students for college and leadership positions.¹⁴ Prep schools emphasized a liberal arts education that included various subjects, including mathematics, science, literature, philosophy, and the arts.

They structured the curriculum to build upon foundational skills and allowed students to explore a wide range of subjects before specializing in a particular area of interest. The goal of prep schools was to provide students with a well-rounded education that prepared them for success in college and beyond.

The effectiveness of public and private schools in preparing students for a successful future depends on various factors, including the quality of teaching, the resources available, and the student's efforts.

¹⁴ "Curriculum." *Classical Preparatory School*, 14 Nov. 2022, <https://classicalprep.org/curriculum/>.

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However, it is agreed that private schools, especially prep schools, have a higher success rate in preparing students for college and leadership positions. This result is because prep schools have more resources, including smaller classes, more experienced teachers, and more rigorous academic programs.

In the early 19th century, prep schools for boys were often founded on a particular philosophy of education.¹⁵ At elite prep schools like Phillips Andover, Philips Exeter, Lawrenceville, Horace Mann, and Tome, the philosophy of education emphasized the development of character, intellect, and leadership skills. These schools believed that education should prepare boys for academic success and their future roles as leaders in society.

The course of studies at these schools reflected this philosophy, strongly emphasizing the humanities, social sciences, and languages. English language and literature were core subjects, along with mathematics, history, and foreign languages like Latin and Greek. Science and technology were also important, as these fields were crucial for the advancement of society.

¹⁵ "19th Century Learning Academies and Boarding Schools: An Eyewitness Account." *Jane Austen's World*, 2 Aug. 2012, <https://janeaustensworld.com/2012/08/01/19th-century-learning-academies-and-boarding-schools-an-eyewitness-account/>.

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Besides academic coursework, these schools also emphasized extracurricular activities like athletics, music, and community service. These activities were vital for developing well-rounded individuals and fostering social skills and leadership qualities.

The philosophy of education at these prep schools also reflected a commitment to moral and religious values.¹⁶ Many of these schools were founded by religious leaders or affiliated with particular denominations, and they strongly emphasized ethical behavior, spiritual development, and service to others.

A strong emphasis on academic rigor and a commitment to individualized instruction characterized the instructional style at the Tome School. Teachers at the school were highly trained and focused on developing their students' critical thinking and problem-solving skills. Students were encouraged to take part actively in their learning and were given much individual attention and support.

At other leading prep schools of the time, such as Phillips Andover, Philips Exeter, and Lawrenceville,

¹⁶ Cox, Janelle. "4 Teaching Philosophy Statement Examples." *ThoughtCo*, ThoughtCo, 6 Mar. 2020, <https://www.thoughtco.com/teaching-philosophy-examples-2081517>.

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there was also a strong emphasis on academic rigor and individualized instruction. However, these schools also placed a greater emphasis on student self-governance and community responsibility. Students at these schools were given more opportunities to take on leadership roles and take part in decision-making within the classroom and the broader school community.

Another difference between the instructional styles at these schools was flexibility and innovation in teaching methods. The Tome School was known for its traditional approach to instruction, focusing strongly on lectures, memorization, and rote learning. Other schools, such as Philips Exeter, were known for their more innovative and experimental approach to teaching and learning, emphasizing student-centered learning and project-based instruction.

Overall, while there were some differences in the instructional style at the Tome School for Boys and other leading prep schools of the time, these schools shared a commitment to academic rigor, individualized instruction, and the development of critical thinking and problem-solving skills. The specific approach to teaching and learning varied somewhat between schools, reflecting each institution's individual educational philosophies and goals.

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Tome School for Boys Course of Study

At the Tome School, the curriculum prepared students for various careers and trades besides college.¹⁷ The curriculum included courses in English, mathematics, history, science, foreign languages, and practical skills like manual labor and farming.

The curriculum at the Tome School was organized by "form," each representing a specific grade level. The curriculum for each Form built upon the knowledge and skills gained in previous years and to prepare students for the challenges of the next stage of their education.

In the early 20th century, the Tome School for Boys had a curriculum organized into six "forms," each representing a specific grade level. The form levels at the Tome School were:

- Form I represented the first year of secondary education and was equivalent to the current

¹⁷ Deposit, Tome School (Port. "Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland." *Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland.*, by Md.) Tome School (Port Deposit, <https://onlinebooks.library.upenn.edu/webbin/book/lookupi?id?key=ha102890333>).

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7th-grade level. Students in Form I was typically around 12-13 years old.

- Form II represented the second year of secondary education and was equivalent to the current 8th-grade level. Students in Form II were typically around 13-14 years old.
- Form III represented the third year of secondary education and was equivalent to the current 9th-grade level. Students in Form III were typically around 14-15 years old.
- Form IV represented the fourth year of secondary education and was equivalent to the current 10th-grade level. Students in Form IV were typically around 15-16 years old.
- Form V represented the fifth year of secondary education and was equivalent to the current 11th-grade level. Students in Form V were typically around 16-17 years old.
- Form VI represented the final year of secondary education and was equivalent to the current 12th-grade level. Students in Form VI were typically around 17-18 years old.

The form levels at the Tome School provided a structured progression through the secondary education curriculum. Each Form is built upon the knowledge and skills gained in previous years. The

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curriculum was rigorous and challenging and to prepare students for success in college and their future careers.

Overall, the form levels at the Tome School in the early 20th century were organized in a way that was like the grade levels used in modern American schools. However, the curriculum and educational philosophy of the Tome School were distinct from those of contemporary public schools, emphasizing a well-rounded education that combined intellectual, moral, and social development.

The syllabus for each Form at the Tome School included the following subjects:

- Form I: English, Latin, arithmetic, geography, history, and music
- Form II: English, Latin, algebra, geometry, history, geography, and music
- Form III: English, Latin, algebra, geometry, biology, history, and French or German
- Form IV: English, Latin, algebra, geometry, chemistry, history, and French or German
- Form V: English, Latin, trigonometry, physics, biology or chemistry, history, and French or German

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- Form VI: English, Latin, calculus, physics or chemistry, history, and French or German

Besides these core subjects, students at the Tome School also took part in physical education, athletics, and extracurricular activities, such as music and drama.

The relative importance of each subject varied depending on the student's interests and goals. However, the school emphasized the importance of a well-rounded education. It encouraged students to explore a variety of subjects to develop a broad range of knowledge and skills.

Overall, the curriculum at the Tome School in the early 20th century reflected the school's philosophy of education, which emphasized a well-rounded education that combined intellectual, moral, and social development. The curriculum prepared students for success in college and their future careers and to foster the development of critical thinking, problem-solving, and other essential competencies.

The differences in studies between the Tome School and other leading prep schools of the time were relatively minor. They reflected the schools' educational philosophies and goals.

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Faculty

In the early 20th century, the Tome School for Boys faculty was highly regarded for their knowledge, experience, and dedication to teaching. The school was known for attracting top talent from around the country, and many of the faculty members were highly respected scholars and educators in their respective fields.

Compared to other leading prep schools of the time, the faculty at the Tome School was considered being of high quality. However, the faculty's reputation at other schools varied depending on the institution.

For example, Phillips Andover and Philips Exeter were known for their highly qualified faculty, many of whom were graduates of prestigious universities such as Harvard and Yale.¹⁸ Lawrenceville also had a reputation for attracting top talent, with many of its faculty members coming from Ivy League universities such as Princeton and Columbia.

At the beginning of the 20th century, faculty at elite prep schools in the United States possessed high educational credentials and experience. Many of these teachers had advanced degrees from prestigious universities such as Harvard, Yale, and

¹⁸ "Phillips Academy." *Wikipedia*, Wikimedia Foundation, 27 Mar. 2023, https://en.wikipedia.org/wiki/Phillips_Academy.

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Princeton and had extensive teaching experience at other leading schools or universities.

At the Tome School for Boys, for example, many faculty members held advanced degrees and had significant teaching experience before coming to the school. Some had previously taught at other leading prep schools, while others had taught at universities or had worked in other professional fields.

Similarly, at Phillips Andover, Philips Exeter, and Lawrenceville, many faculty members held advanced degrees and had extensive teaching experience before coming to the school. Some had previously taught at other leading prep schools or universities, while others had worked in other professional fields before transitioning to a career in education.

Overall, the educational credentials of faculty at elite prep schools in the early 20th century were relatively high, reflecting the schools' commitment to providing students with a rigorous and engaging education. Many of these teachers were highly respected scholars and educators in their respective fields. They played a crucial role in helping students develop critical thinking, problem-solving, and other essential competencies necessary for college success and beyond.

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Student Study

At the Tome School for Boys, for example, students were expected to study for several hours each evening after classes and to devote additional time to homework and independent study on the weekends. According to the school's handbook from the early 1900s, students were expected to "devote at least four hours each evening to study and preparation for the next day's work." This requirement would equate to around 20 hours of study per week, not including homework and independent study time.

Similarly, at Phillips Andover, students were expected to spend several hours each evening on homework and studying and to devote additional time on the weekends to independent study and other academic pursuits. According to the school's website, students at Phillips Andover are still expected to spend a minimum of three hours per night on homework and studying, equating to around 15 hours per week.

Overall, students attending elite prep schools in the early 20th century were expected to devote a significant amount of time and effort to their studies, reflecting the schools' commitment to academic rigor and the development of critical thinking and problem-solving skills. While the exact number of hours per week varied somewhat between schools, most students were expected to spend several hours

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each day on homework, studying, attending classes, and taking part in extracurricular activities.

Graduation Rate

Unfortunately, it is difficult to determine the exact percentage of students who entered elite prep schools in the early 20th century and completed the curriculum to graduate with a diploma. This determination is because there is limited data available on graduation rates from this period and because the definition of a "successful" completion of the curriculum may have varied somewhat between schools.

However, graduating from an elite prep school in the early 20th century was no easy feat. These schools had rigorous academic programs that demanded a great deal of time and effort from students, and many struggled to keep up with the pace and intensity of the coursework.

To graduate from an elite prep school in the early 20th century, students typically had to complete a demanding course of study that included a wide range of academic subjects and participation in extracurricular activities and other school-related responsibilities. They also had to maintain a certain level of academic performance and were subject to regular evaluations and assessments.

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Despite the challenges involved, many students completed the curriculum and graduated from elite prep schools in the early 20th century. These graduates achieved splendid success in a wide range of fields and helped establish these schools as some of the world's most prestigious and influential educational institutions.

Instructional Facilities

In the early 20th century, the instructional facilities at the Tome School for Boys were comparable in quality to those of other leading elite prep schools of the time. However, there were some differences between the schools regarding the specific facilities available and the overall quality of the learning environment.

The Tome School was known for its picturesque campus, which included several well-maintained buildings and grounds. The main academic building, known as the "Hall," contained many classrooms, laboratories, other instructional spaces, administrative offices, and other support facilities. The school also had several sports facilities, including a gymnasium, a baseball diamond, and several soccer fields.

At other leading prep schools of the time, such as Phillips Andover, Philips Exeter, and Lawrenceville, the instructional facilities were quite similar in quality and scope. These schools also had well-

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maintained campuses with various buildings and facilities to support a rigorous academic program and extracurricular activities. Besides classrooms and laboratories, these schools typically had sports facilities, performing arts spaces, and other amenities to support student learning and development.

However, the schools had some differences regarding the specific facilities available. For example, Philips Exeter was known for its innovative and experimental approach to teaching and learning. Some specialized facilities supported this approach, such as a student-run radio station and a state-of-the-art theater space. Phillips Andover also firmly focused on the performing arts, with some dedicated music, theater, and dance areas.

Overall, while there were some differences between the instructional facilities at the Tome School for Boys and other leading prep schools of the time, these schools were committed to providing students with a high-quality learning environment that supported academic rigor, critical thinking, and personal growth. The specific facilities available at each school reflected the institution's individual educational philosophies and goals and played a crucial role in helping students achieve their full potential.

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Students From Disadvantaged Backgrounds

In the early 20th century, students from disadvantaged backgrounds who attended elite prep schools faced significant academic performance and achievement challenges. These students often lacked the same level of preparation and support as their wealthier peers and may have struggled to keep up with the pace and rigor of the coursework.

However, many of these students also showed remarkable resilience and determination. They overcame these challenges through hard work, dedication, and support from their teachers and peers. Some of these students achieved outstanding success in college and beyond and helped to pave the way for future generations of students from diverse backgrounds to attend elite prep schools.

At the Tome School for Boys, for example, many students came from modest backgrounds and faced significant academic preparation and financial support challenges. However, the school was committed to providing all students with the support and resources they needed to succeed, regardless of their background. Teachers at the school worked closely with students to identify their strengths and challenges and provided tailored instruction and support to help them reach their full potential.

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Overall, while students from disadvantaged backgrounds may have faced some challenges in terms of academic performance and achievement at elite prep schools in the early 20th century, many of these students could overcome these challenges and achieve great success through hard work, dedication, and support from their teachers and peers.

Recap

The Tome School for Boys in the early 20th century was an elite prep school that followed the Classical education model. The curriculum was organized into three main stages or forms, each with its own set of courses.

In Grammar School, students focused on language acquisition and basic skills, studying Latin, Greek, English, mathematics, history, and science. In the Logic School, students developed critical thinking skills by studying advanced Latin and Greek literature, philosophy, English, mathematics, and philosophy.

In the Rhetoric School, students focused on public speaking, debate, and developing leadership skills. They studied advanced Latin and Greek literature and philosophy, English, history, social studies, and elective art, music, and drama courses.

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The Classical Model emphasized studying language, literature, and culture as the foundation for a well-rounded education. The goal was to develop students' critical thinking, communication, and leadership skills by studying the classics and the liberal arts. The Tome School for Boys was just one of many elite prep schools that followed this Model during the early 20th century, and it helped to shape the educational landscape of the era.



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Chapter 6 Becoming What You Really Are

*"It takes courage to grow up
and become who you really are."¹
Edward Estlin Cummings*

Prelude

This quote emphasizes the importance of self-discovery, self-acceptance, and the courage to embrace one's true identity. It acknowledges that the journey to understanding and embracing one's self-identity can be challenging but ultimately rewarding.

For some young men, their self-identity may solidify in their senior year of high school. However, for others, this process may continue well into their college years, early adulthood, or even later in life. There is no one-size-fits-all answer, as individual experiences, cultural backgrounds, social environments, and personal beliefs can significantly influence self-identity development.

Possessing a self-identity means lucidly understanding oneself, including one's values,

¹ "A Quote by E.E. Cummings." *Goodreads*, Goodreads, <https://www.goodreads.com/quotes/806-it-takes-courage-to-grow-up-and-become-who-you>.

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beliefs, goals, strengths, and weaknesses.² It involves recognizing and accepting one's unique attributes and characteristics while being aware of the social and cultural context in which one lives. Self-identity is closely tied to self-esteem, as having a solid sense of self can increase confidence and a positive self-image.

It is essential to remember that self-identity is not static; it is an ongoing, dynamic process. People can continuously learn, grow, and change, meaning their self-identity can develop.

Self-identity is a complex and multifaceted concept encompassing various aspects of an individual's sense of self. Some of the common self-identity include:

- ◆ **Personal identity:** This refers to an individual's unique characteristics, such as personality traits, values, beliefs, goals, interests, and preferences. Personal identity is shaped by one's experiences, relationships, and personal choices.
- ◆ **Social identity:** Social identity is derived from an individual's affiliation with various social groups, such as family, friends, community, or professional associations. It includes the roles one plays within

² "Identity." *Psychology Today*, Sussex Publishers, <https://www.psychologytoday.com/us/basics/identity>.

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these groups and how these roles contribute to their sense of self.

- ◆ **Cultural identity:** This aspect of self-identity is rooted in an individual's cultural background, ethnicity, nationality, or heritage. Cultural identity includes customs, traditions, values, and beliefs shared by members of a particular cultural group.
- ◆ **Gender identity:** Gender identity refers to an individual's internal sense of being male, female, or another gender. This sense of self may or may not align with the sex assigned at birth and can be influenced by various biological, social, and cultural factors.

Forging A Sense of Identity

High school is a critical period in an individual's life, where various experiences and factors can contribute to self-identity development. During these years, adolescents undergo significant cognitive and social growth, which shapes their understanding of themselves and their place in the world.³ Some ways in which self-identity is forged in high school include:

³ "Adolescence." *Psychology Today*, Sussex Publishers, <https://www.psychologytoday.com/us/basics/adolescence>.

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Peer relationships: Friendships and social interactions during high school play a significant role in shaping self-identity. Adolescents often explore different social groups, try out new roles, and learn about themselves through their relationships with others.

Extracurricular activities: Participation in clubs, sports teams, and other extracurricular activities can allow students to explore their interests and passions, helping them develop a sense of self-based on their skills and talents.

Academics: it exposed High school students to various subjects and disciplines, which can help them discover areas of interest, personal strengths, and future career aspirations.

Personal achievements: Accomplishments, such as academic success, athletic performance, or artistic expression, can contribute to a sense of self-worth and self-esteem, reinforcing an individual's self-identity.

Challenges and setbacks: Experiencing challenges and setbacks during high school can also help forge self-identity by teaching resilience, problem-solving, and coping with adversity.

Role models and mentors: Teachers, coaches, and other mentors can have a significant impact on a student's self-identity by providing guidance,

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support, and encouragement, as well as serving as positive examples of the values and characteristics they admire.

Family influences: The family environment and the values imparted by parents or guardians can shape students' self-identity during high school as they understand their cultural background, beliefs, and familial expectations.

Exploration of values and beliefs: High school is when many adolescents begin to question and explore their personal values, ideas, and moral principles, which contribute to the formation of their self-identity.

It is important to note that self-identity is an ongoing and dynamic process that continues to develop throughout a person's life. While high school can significantly shape an individual's self-identity, it is not the only factor, and self-discovery continues into adulthood and beyond.

The Final Year

The final year of high school can be a crucial and formative period in a person's life, with the potential to shape their future in various ways.⁴ Here are some

⁴"High School Psychology." *American Psychological Association*, American Psychological Association, <https://www.apa.org/ed/precollege/topss/>.

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reasons why the final year of high school can be so significant:

- College and career readiness: For many students, the final year of high school is a time to prepare for their post-secondary education or career. Specific actions may involve taking advanced courses, participating in extracurricular activities, or preparing for admission tests.
- College admissions: The final year of high school is also critical for college applications and admissions. Students must submit transcripts, test scores, essays, and letters of recommendation and decide where to apply and which schools to attend.
- Life skills and independence: The final year of high school can also be a time for developing essential life skills, such as time management, organization, and financial literacy. Students may also begin to gain greater independence as they prepare to transition to college or the workforce.
- Social and emotional growth: The final year of high school can be a time for significant social and emotional development as students navigate friendships, relationships and the challenges of adolescence. They may also develop a greater sense of identity and purpose as they prepare to move on to the next phase of their lives.

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Overall, the final year of high school can significantly impact a person's future, both in terms of their academic and career paths and personal growth and development. It is a time of transition and change and can set the stage for success in college, career, and beyond.

The Tome Experience

As 1923 unfolded, the senior students at Tome were immersed in a rich and fulfilling educational experience. This segment provides a glimpse into the lives of these young men, exploring their daily schedules, accomplishments, and outlook on their futures.⁵

In the first year, the adolescent entered high school as a young, eager student, eager to explore new academic and social experiences. The emphasis was on developing foundational skills, such as critical thinking, writing, and analysis. It was also a time of acclimating to the rigors of high school life and balancing school work with extracurricular activities.

As the sophomore year approached, the teen gained greater confidence and independence. They took on more challenging coursework and engaged in extracurricular activities aligned with their interests

⁵ Class of 1923, Members. *The Trail Book of the Class of 1923 of the Tome School*. Read Taylor, 1923.

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and passions. They also developed deeper social connections and friendships with their peers.

By junior year, the teenager had established a sense of identity and purpose in high school. They had excelled academically and had taken on leadership roles in extracurricular activities. This term was also a time for exploring future career options and developing a plan for post-secondary education. It was a critical year for academic success, as many colleges and universities began evaluating candidates for admission.

Finally, as the juvenile entered their senior year, they were excited and anxious. This year culminated in their high school journey, and they were eager to make the most of the remaining time. The focus was on applying to colleges, preparing for final exams, and engaging in meaningful senior activities, such as prom and old projects.

The seniors at Tome School started their day early, awakening to the sound of the bell.⁶ They dressed in the traditional uniform: a crisp white shirt, a dark-colored tie, a well-tailored blazer, and neatly pressed trousers. This classic attire instilled a sense of pride and camaraderie among the students.

⁶ Hogue, William M. *The Jacob Tome Institute and Its Schools: The First Hundred Years*. Tome School, 1995.

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At meal times at Tome, the young men to engaged in lively conversation while enjoying nutritious meals. Breakfast typically included eggs, bacon, toast, and fruit, while lunch featured sandwiches, soup, and a variety of salads. Dinner, the day's most formal meal, often comprised meat, vegetables, and a dessert. These shared meals helped strengthen classmates' bonds and foster a sense of community.

Classes at the Tome School were rigorous and diverse, reflecting the institution's commitment to academic excellence. Seniors attended English, Latin, Mathematics, History, and Science courses, all designed to challenge and inspire intellectual growth.

The Tome School for Boys was renowned for its rigorous and comprehensive curriculum, which aimed to prepare students for success in college and beyond. Teachers administered classes focusing on academic excellence, discipline, and character development. It is worth noting the details of how classes were conducted, the teaching styles, the grading system, and a comparison to college classes of the time.

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Classes at the Tome School typically began at 8:00 AM and continued throughout the day, with a brief lunch break.⁷ Dedicated and well-qualified instructors who believed in fostering intellectual curiosity and critical thinking about their students taught each subject. The small class sizes allow for individualized attention and an emphasis on discussion and debate, providing a more intimate and engaging learning environment.

The faculty assigned a significant amount of homework to reinforce the concepts taught in class and encourage independent study. Lessons often included readings, written assignments, problem-solving exercises, and research projects. This workload instilled a strong work ethic and time management skills in students, preparing them for the challenges they would face in college and their future careers.

The teaching style was primarily traditional, with instructors employing a combination of lectures, recitations, and Socratic questioning to impart knowledge and stimulate critical thinking. Teachers encouraged active participation from students,

⁷ Deposit, Tome School (Port. "Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland." *Tome School for Boys; the Jacob Tome Institute ... Port Deposit, Maryland.*, by Md.) *Tome School (Port Deposit*, <https://onlinebooks.library.upenn.edu/webbin/book/lookupi?id?key=ha102890333>.

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fostering a sense of intellectual curiosity and facilitating the development of well-rounded, articulate individuals. This approach was like the teaching style found at many colleges during this period, where lectures and discussions were the primary modes of instruction.

Grading at the Tome School was based on a combination of factors, including class participation, written assignments, quizzes, and examinations. This comprehensive evaluation system provided a fair and accurate assessment of a student's mastery of the subject and overall academic performance. Teachers also considered students' improvement, effort, and character when determining grades, ensuring a more holistic approach to evaluation.

The academic experience at the Tome School bore a solid resemblance to college classes of the era. Both emphasized the importance of intellectual rigor, critical thinking, and discipline. The workload, teaching styles, and grading system at Tome were all designed to prepare students for the academic challenges they would encounter in higher education.

Extracurricular activities played a significant role in the lives of the senior students at Tome. The school offered various clubs and organizations, from athletics to the arts. Many seniors took part in sports like football, baseball, and track, while others were members of the debate team, drama club, or various

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musical ensembles. These activities not only fostered personal growth but also encouraged teamwork and collaboration.

Social life at the Tome School was vibrant. Seniors enjoyed a rich calendar of events, including dances, theatrical productions, and guest lectures. The sound sense of brotherhood among the students was apparent during evenings spent in friendly competition, whether in chess, billiards, or simply discussing the day's events. As they prepared to embark on their next journey, the senior students at Tome looked back fondly on the friendships and memories they forged while at the school.

The future loomed large for the seniors at Tome as they contemplated their next steps after graduation. Many aspired to attend prestigious universities, while others sought business, the arts, or public service careers. The education and experiences they gained at Tome gave them a solid foundation to build their dreams.

When comparing the schedule of the seniors at Tome School to other leading prep schools, their daily lives are similar. Elite institutions of the era, such as Phillips Exeter Academy and The Lawrenceville School, shared Tome's emphasis on discipline, academic rigor, and character development.⁸

⁸ Gaztambide-Fernández, Rubén. "What Is an Elite Boarding School?" *Review of Educational Research*, vol. 79, no. 3, 2009,

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However, each school possesses its unique traditions and culture, ensuring that the experience of a senior at Tome is distinct and memorable in its own right.⁹

In summary, a challenging academic environment, a wealth of extracurricular opportunities, and a strong sense of community marked senior life at the Tome School for Boys in 1923. As these young men prepared to graduate, they carried the knowledge and skills they gained and cherished memories and friendships that lasted a lifetime.



pp. 1090–128. *JSTOR*, <http://www.jstor.org/stable/40469090>. Accessed 29 Mar. 2023.

⁹ Martin, Andrew J., et al. “Boarding School, Academic Motivation and Engagement, and Psychological Well-Being: A Large-Scale Investigation.” *American Educational Research Journal*, vol. 51, no. 5, 2014, pp. 1007–49. *JSTOR*, <http://www.jstor.org/stable/24546733>. Accessed 29 Mar. 2023.

Reflections on the Class of 1923

Chapter 7 The Class of 1923

*"Do not go where the path may lead; go where there
is no path and leave a trail."¹*

Ralph Waldo Emerson

Prelude

This quote inspires graduates to forge their paths, embrace their individuality, and create a meaningful impact in the world. It encourages them to take risks, be bold, and embrace the unknown as they embark on the next chapter of their lives.



**Memorial Hall
The Tome School for Boys**

¹ quotersearch, Author. "I Will Go Where There Is No Path, and I Will Leave a Trail." *Quote Investigator*, 25 May 2019, <https://quoteinvestigator.com/2014/06/19/new-path/>.

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Graduation

Graduation day at the Tome School for Boys in 1923 marked a defining moment for the young men who had journeyed together through the trials and triumphs of their adolescent years. The air was filled with a palpable sense of excitement and anticipation as they donned their caps and gowns, the culmination of their hard work and dedication. For these graduates, the occasion was a celebration of academic achievement and a testament to the bonds of friendship forged, the personal growth experienced, and the self-identity realized during their time at Tome.

As the young men stood shoulder to shoulder, they reflected on the myriad of experiences that had shaped them - from spirited athletic competitions, and artistic pursuits to the camaraderie of shared laughter and the wisdom gleaned from their dedicated faculty. The challenges they had faced and overcome together had imbued them with resilience and a greater understanding of their strengths and passions.

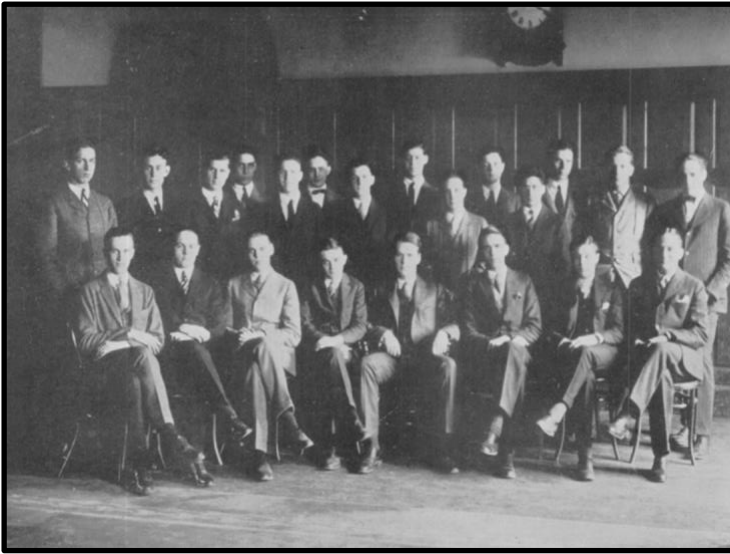
With each name called, the graduates stepped forward, filled with pride and a sense of accomplishment, as they embraced their burgeoning self-identity. As they turned their tassels, they prepared to embark on a new chapter of their lives, carrying the invaluable life lessons,

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cherished memories, and enduring friendships fostered within the hallowed halls of the Tome School for Boys.

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Mirrors of the Class of 1923



**Class of 1923
Tome School for Boys²**

² Class of 1923, Members. *The Trail Book of the Class of 1923 of the Tome School*. Read Taylor, 1923.

Reflections on the Class of 1923

Hugh Craig Anderson, Jr.



Pittsburgh, Pennsylvania **Entered Tome in the Spring of 1922**

Within the hallowed Tome School for Boys, Hugh Craig Anderson Junior, known as "Andy," etched a lasting impression upon both comrades and the school. By class decree, he bore the title of the most generous, best-natured jester.

With enthusiasm, Andy's melodic gifts graced the Glee Club and Choir from 1922 to 1923. A versatile athlete, he shone in Varsity Baseball during 1922 and 1923, displayed unwavering devotion to the Phythian football team in 1922, and lent his prowess to the All-Society football ensemble that same year. Andy played for the Phythian team on the basketball court in 1923 while making ripples on the Swimming squad.

His service on the 1923 Class Pin and Ring Committee highlighted his dedication to peers and institution alike, forging Andy's status as a cherished member of the Tome School kin.

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Herbert Hollis Arthur



Aberdeen, Maryland Entered Tome in 1919

In the fateful year of 1923, Herbert Hollis Arthur, endearingly called "Red" and "Bates," reached a significant juncture, graduating from the venerable Tome School for Boys. A genuine love of melodious tunes guided him to share his dulcet voice in the choir from 1917 to 1921. A multifaceted athlete, Red strode upon Olympian soccer fields in 1918 and 1919, dashed along the Junior track in 1919, and graced the Olympian baseball diamond in 1920 and 1921. Upon graduation, he held an esteemed place on the Varsity soccer team, his dedication unyielding.

However, Red's ardor extended beyond sports, as he embraced the Dramatic Club in 1923. Deeply connected to Tome's hallowed halls, his father, a distinguished teacher, and his family lived within the campus confines.

Thus, Red's diverse accomplishments established him as a cherished member of the Tome School brotherhood

Reflections on the Class of 1923

Harold Earl Bates



Port Deposit, Maryland Entered Tome in 1917

In the hallowed year of 1923, young Harold Earl Bates, a lad of Port Deposit, Maryland, victoriously claimed his diploma from the preparatory school he called home. His classmates, discerning his genuine nature, deemed him most innocent. His kinship to the venerable institution ran deep, his father a faculty stalwart, their abode within the campus grounds.

From his earliest days, the dulcet tones of the choir bore witness to his melodic presence, beginning in 1917. A man of versatile talents, Harold gallantly graced the Olympian soccer fields in 1918 and 1919, took to the Junior track in 1919, and embraced the Olympian baseball diamond in 1920 and 1921.

The year 1923 bore witness to his tenacity as he stood amongst the Varsity Soccer Squad and joined the ranks of the Dramatic Club. Thus, the esteemed Mr. Bates carved his indelible mark upon the annals of history.

Reflections on the Class of 1923

William Hasell Courtney



Lake Charles, Louisiana Entered Tome in 1922

In the hallowed halls of the Tome School for Boys, there walked a young man of quiet, sophisticated bearing—William Hasell Courtney, known to his peers as "Bill" or "Court." This Southern gentleman, hailing from Lake Charles, Louisiana, graced the school with his presence in 1922.

His athletic prowess shone through as he partook in Phythian Basketball in '23 and won his place on the Track team the same year. Yet, the stage called to him, and Bill immersed himself in the Drama Club, adding another facet to his multifaceted persona.

Known to be studious, his classmates esteemed him as the most diligent and polite, a testament to his unyielding charm.

William Hasell Courtney, a name that echoes with dignity, remains etched in the annals of Tome's storied history.

Reflections on the Class of 1923

Charles Crawford Jr



Perryville, Maryland
Entered Tome in 1920

In the year of grace, 1923, Charles Crawford, Jr., a promising youth from Perryville, Maryland, stood triumphant as he earned his laurels from the distinguished Tome School for Boys. Endearingly dubbed "Charlie" or "Crawl," his striking visage and unyielding talents garnered the admiration of his peers, who deemed him the finest baseball player in their midst.

Upon entering the hallowed halls of Tome in 1920, young Charles's generous nature and ever-present smile endeared him to one and all. His devotion to the noble sport of baseball remained steadfast throughout his four-year tenure, his prowess on the field a testament to his unwavering commitment.

In 1923, Charlie displayed his dedication to his fellow scholars by serving on the esteemed Pin Committee, etching his indelible mark upon the annals of the Tome School's storied history.

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Malcolm Henry Crawford



Louisville, Kentucky
Entered Tome in 1921

In the roaring twenties, Malcolm "Mac" Crawford of Louisville, Kentucky, embarked on a transformative journey at the esteemed Tome School for Boys (1921-1923).

Mac's charm and intellect earned him the titles of "Best Dresser," "Handsomest," and "Class Snake" and an exceptional academic record.

He pursued diverse interests, including serving as Dance Committee chairperson, playing Varsity Baseball as Manager, participating in the Olympian Golf Team, and being Secretary for the YMCA. Mac's basketball skills and musical talent shone through in 1923 as an Olympian player and Glee Club member.

Serving on the Athletic Council, Mac's commitment to his school and peers shaped the institution's future, exemplifying the limitless potential of youth.

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Frank Arthur Daniels



Frank Arthur Daniels
Raleigh, North Carolina
Entered Tome 1920

Frank "Bebe" Daniels, a key figure in the Class of 1923, left a lasting impact at the Tome school through academics and extracurriculars. Demonstrating remarkable leadership, he served as president of the senior class, Student Council, and Secretary of the Athletic Association.

Bebe's love for sports shone through his three-year football stint (1920-1922) and 1921 track team membership. Beyond athletics, he actively participated in the arts, singing in the Glee Club (1921-1922) and managing the group during his senior year (1922-1923).

Frank Arthur "Bebe" Daniels embodied the spirit of Tome School for Boys, creating a lasting legacy through his diverse commitments and unwavering dedication.

Reflections on the Class of 1923

Joseph Roy Dessauer



Atlantic City, New Jersey Entered Tome 1915

We chronicle the journey of Joseph Roy Dessauer, who graced the halls of Tome School for Boys from 1915 until his graduation in 1923. Though voted the "Biggest Nuisance" by his classmates, "Roy" served on the Tome Board (1922-1923), demonstrating a steadfast commitment to the school.

Dessauer's melodious presence adorned the Choir from 1916 to 1919, while his athletic exploits saw him gallantly engaging in Phythian Football in 1922, Phythian Soccer in 1917, 1918, and 1922, and Pythian Track in 1919. Beyond the field and the stage, his strategic prowess shone through in his love for bridge and chess, revealing the multifaceted character of this Tome School alumnus.

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Albert Alvin Doub, Jr.



Cumberland, Maryland Entered Tome 1921

In the Cumberland air of Maryland, young Albert Alvin Daub, Jr., affectionately known as "Al," breathed his first dreams. In 1921, he crossed the threshold of the esteemed Tome School for Boys, his aspirations unfurling like the leaves of an ancient tome. Through the hallowed halls, Al's resonant voice, like a swift current, carried with the Glee Club and choir from 1922 to 1923, his spirit finding its wings in harmonious cadence.

A versatile gentleman, Al met the aqueous embrace of the swimming squad, deftly navigating chlorinated depths as quickly as he danced between the ropes of the boxing ring. In 1922 and 1923, his agility served him well, as his form, like a silvered comet, streaked across the track field. Al Daub, Tome School's Renaissance man, shone with a brilliance that glimmered beyond the bounds of his youth.

Reflections on the Class of 1923

Richard Corbin Ford



New Harmony, Indiana
Entered Tome 1920

From New Harmony, Indiana, a prodigious youth, Richard "Dick" Corbin Ford, emerged. Entering the venerable Tome School for Boys in 1920, his quiet, retiring nature concealed a formidable athlete. As years unfolded, Dick's prowess blossomed. On the varsity basketball court, his agility and tenacity garnered classmates' reverence from 1921 to 1923, while his sturdy form served as football's silent sentinel in 1921 and 1922.

Dick showcased versatile athleticism on the track between 1922 and 1923. Demonstrating unwavering reliability, he managed the basketball team, guiding fellow athletes toward triumph. Richard Corbin Ford, an epitome of quiet strength, engraved his legacy in Tome's history, leaving an indelible mark on the school's tapestry.

Reflections on the Class of 1923

Robert Walter Hale, Jr.



Murfreesboro, Tennessee Entered Tome 1920

Robert Walter Hale, Jr., known fondly to his comrades as "Bobby" or "Peter," hailed from the humble town of Murfreesboro, Tennessee. A young man of sober disposition and modest nature, he strode into the hallowed halls of the Tome School for Boys in 1920, marking the commencement of a steadfast journey.

Graduating with a hint of distinction in 1923, Bobby's stride through the Tome grounds found him navigating the verdant paths of many a class activity. Peter, the "Greatest Fusser" by his classmates' decree, lent his talents to the Trail Board, Tome's editorial desk, and the Calendar Committee while displaying a sporting spirit in the Varsity Tennis Squad, Phythian Football, and Phythian Basketball.

His melodious voice reverberated within the Glee Club, and there, among the notes, Bobby's unassuming brilliance, like a firefly in the twilight, shone.

Reflections on the Class of 1923

Thomas Lee Hopkins



Havre de Grace, Maryland Entered Tome 1913

Thomas Lee Hopkins, affectionately dubbed "Tim," hailed from Havre de Grace, Maryland, a town cradled by the waters of the Chesapeake Bay. The year 1913 bore witness to Tim's arrival at the Tome School for Boys, and in time, a tenacity that captured the admiration of his peers marked the young lad's journey.

Graduating in 1923, Tim's footprints graced the realms of the Student Council and the editorial chambers, while his keen mind propelled him to the role of Vice-President in his senior year. Bestowed the honor of "Best Track Man," Tim's fleet-footed prowess adorned the Track Team and Squad.

Yet, despite his accolades, Tim remained tethered to the comforts of home, and each weekend, like the ebb and flow of the tides, he would make his way back, a testament to the unyielding bond of heart and hearth.

Reflections on the Class of 1923

William Jackson Humphreys



Salisbury, Maryland
Entered Tome 1919

William Jackson Humphreys, fondly called "Bill" or "Hump," emerged from the marshy lands of Salisbury, Maryland, and set foot at the Tome School for Boys in 1919.

A dashing figure with a happy-go-lucky disposition, he charmed his way into the hearts of his classmates, who gave upon him titles such as "Slangiest," "Lady Killer," and "Worst Tease."

Bill's dynamic nature found its way into the storied annals of Tome through many class activities, from presiding over the YMCA to managing the Track and the Dramatic Club. As Treasurer and Dance Committee member, he swayed to the rhythm of his days while the Glee Club bore witness to his mellifluous voice.

A force to be reckoned with, Bill, like a comet streaking across the sky, left an indelible mark on the hearts and minds of those who crossed his path.

Reflections on the Class of 1923

Walter Wilson Kirk



Darlington, Maryland Entered Tome 1913

In the rolling countryside of Darlington, Maryland, the roots of Walter Wilson Kirk took hold, a young sapling destined for growth.

Dubbed "Doc" by his fellow sojourners, he arrived at the Tome School for Boys in 1913, where the winds of camaraderie and diligence would shape his character. Doc's good-natured heart and unwavering loyalty endeared him to classmates, who deemed him "Just the Biggest."

As he strode through his years at Tome, his hard-working spirit propelled him across Varsity Football and Soccer fields, while Olympian Baseball and All Society Football found a stalwart in his sturdy form.

Like the stately oak, Doc's presence stood as a testament to the indomitable spirit, a symbol of strength and steadfastness in the landscape of youthful dreams.

Reflections on the Class of 1923

Eduard William Kriete



Aberdeen, Maryland
Entered Tome 1918

Eduard William Kriete, known among his peers as "Eddie," journeyed from the quaint town of Aberdeen, Maryland, to the historic Tome School for Boys, where he first stepped foot in the year 1918.

With an air of quiet resolve, Eddie navigated the winding trails of academia, his studious work habits clear to all who observed.

Though humble in demeanor, Eddie's athletic prowess shone on the fields of Track, the gridiron of Pythian Football, and the courts of Pythian Basketball, a testament to his unyielding spirit.

As the sun set on his final year at Tome, Eddie, with the wisdom of a sage and the heart of a warrior, strode forth from its halls, his footprints etched into the fabric of the institution, leaving behind the echoes of a young man whose diligence and passion would endure through the ages.

Reflections on the Class of 1923

Edward Donaldson Lamdin, Jr.



Port Deposit, Maryland
Entered Tome 1915

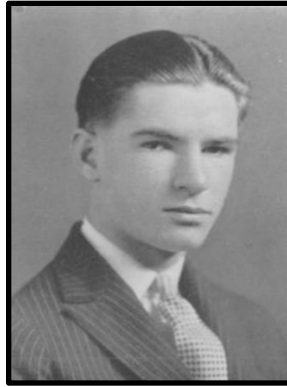
Edward Donaldson Lamdin, Jr., christened "Eddie" or "Dad" by those who walked the hallowed halls of the Tome School for Boys alongside him, hailed from the quiet riverside town of Port Deposit, Maryland.

Entering the embrace of Tome in 1915, Eddie traversed its storied corridors for eight long years, shaping his character amidst the whispers of history. With a knowing smile, his classmates crowned him the "Biggest Smoker," while his final year bore witness to a metamorphosis in his study habits, like a butterfly emerging from its chrysalis. The fields of Track and Varsity Baseball, along with the courts of Olympian Basketball, played host to Eddie's athletic pursuits.

Over time, he emerged as a testament to growth and resilience, his tale woven into the tapestry of Tome's rich legacy.

Reflections on the Class of 1923

Walter Winter Marting, Jr.



Ironton, Ohio
Entered Tome 1922

Walter Winter Marting, Jr., affectionately known as "Walt" or "Marty," journeyed from the iron-rich hills of Ironton, Ohio, to the distinguished Tome School for Boys.

Stepping foot within its venerable halls in 1922, his brief tenure would leave an indelible mark. Walt's term spanned two years, but his spirit resonated within the institution like a timeless melody. Marty's fingers danced upon the ivories, his piano playing weaving a symphony that captivated the hearts of those who listened. Devoted to the Choir and Glee Club, his musical soul found its home.

As his peers marveled at his unwavering studiousness, Walt's presence, like the notes of a haunting refrain, lingered in the memories of those fortunate enough to share in the tapestry of his life.

Reflections on the Class of 1923

George Gordon Mitchell



Aberdeen, Maryland
Entered Tome 1918

George Gordon Mitchell emerged from the picturesque town of Aberdeen, Maryland, a young man destined to leave his mark upon the annals of the Tome School for Boys. Known among his fellow travelers as "Mitch," his sojourn at Tome began in 1918, spanning five years.

A "day boy," Mitch commuted by train each morn, bridging the divide between the hearth of the home and the hallowed halls of learning. Mitch's days were filled with the pursuits of the mind and body, his talents gracing the fields of Track and Pythian Baseball, and the fleet-footed competitions of Pythian Track. His keen intellect and unwavering studiousness found recognition in the Gold Football Committee and among his peers, who marveled at his proficiency in mathematics.

Thus, Mitch's legacy, woven into the fabric of Tome's history, endures as a testament to the diligence and pursuing knowledge.

Reflections on the Class of 1923

George Washington Morrison



Port Deposit, Maryland
Entered Tome 1916

George Washington Morrison, a young man hailing from the serene banks of Port Deposit, Maryland, embarked upon a journey that would define his years. Entering the esteemed Tome School for Boys in 1916, "Wash," as he was affectionately called, would dedicate seven unwavering years to pursuing knowledge. A "day boy," he traversed the distance between home and school, his steadfastness echoing in the rhythm of the steps.

Wash's keen intellect found a home within the Commerce Club, where he would engage in a dance of numbers and strategy, eventually rising to the esteemed position of President.

His exceptional academic record, particularly in commerce, earned him the admiration of his peers and mentors. In the annals of Tome's storied history, Wash's legacy shines like a beacon, illuminating the power of perseverance and dedication to one's craft.

Reflections on the Class of 1923

Louis Vandepoele Phelan



Lynn, Massachusetts
Entered Tome 1921

Louis Van Depoele Phelan, a young man of distinction, journeyed from the coastal town of Lynn, Massachusetts, to the historic Tome School for Boys. Arriving in 1921, "Van," as he was fondly called, embarked upon a two-year sojourn that would leave an indelible mark on the institution. With a knowing smile, his classmates conferred upon him the titles "Woman Hater" and "Smoothest Line," revealing the complex tapestry of his character. He also earned the designation "Brightest."

Van's pursuits spanned the arts and athletics. He lent his talents to the Trail and Tome Boards, the harmonious Orchestra, the Glee Club, the Choir, and the competitive arenas of Olympian Basketball and baseball. His efforts culminated in the prestigious Hamilton Prize, a testament to his dedication and prowess.

Van's legacy, woven into the fabric of Tome's history, endures as a reminder of the boundless potential within each young soul.

Reflections on the Class of 1923

James Edwin Pugh



Port Deposit, Maryland Entered Tome 1916

James Edwin Pugh, a young man of strength and spirit, hailed from the tranquil shores of Port Deposit, Maryland. Entering the hallowed halls of the Tome School for Boys in 1916, "Jim" or "Ed," as his comrades affectionately called him, would dedicate seven steadfast years to the storied institution.

A true titan on the field, Jim's prowess as football team captain earned him the distinction of "Best Football Player" from his classmates. His athletic feats spanned the realms of Olympian Football, Varsity Baseball, and soccer, his name etching itself into the annals of Tome's history as one of its most stellar athletes.

In the tapestry of Tome's enduring legacy, James Edwin Pugh shines like a beacon, illuminating the boundless potential within the heart of every young soul who dares to dream.

Reflections on the Class of 1923

Paul Schochet



Port Deposit, Maryland
Entered Tome 1915

Paul Schochet, a young man of grit and determination, hailed from the picturesque town of Port Deposit, Maryland. In 1915, "Shokky," as he was affectionately known, embarked on a journey at the revered Tome School for Boys, a testament to his unwavering commitment.

Shokky's dynamic nature earned him the title "Worst Roughneck" among his classmates, a playful nod to his tenacity and vigor. His pursuits spanned the fields of Pythian Football and Baseball, the fleet-footed competitions of Track, and the calculating domain of the Commerce Club. Within these varied arenas, Paul honed his skills, his eyes set on a future in the business world.

In the annals of Tome's storied history, Paul Schochet's legacy is a reminder that pursuing a passion, coupled with an indomitable spirit, can chart the course for a life of achievement and success.

Reflections on the Class of 1923

Arthur Stokes Silver



Aberdeen, Maryland
Entered Tome 1918

Arthur Stokes Silver, a young man of warmth and camaraderie, emerged from the picturesque town of Aberdeen, Maryland, to grace the hallowed halls of the Tome School for Boys. In 1918, "Art" or "Silver," as he was known to his brethren, embarked upon a sojourn that would etch his name into the annals of Tome's storied history.

Endeared to his classmates as a "good fellow" and "nice to know," Art's presence brought a sense of unity and kinship to all who crossed his path. His prowess on the field shone brilliantly as he donned the mantle of a star soccer player, serving with distinction on the soccer squad in 1922 and 1923.

In the fabric of Tome's enduring legacy, the name Arthur Stokes Silver is a testament to the power of fellowship and the indomitable spirit of athletic pursuit.

Reflections on the Class of 1923

Kenneth Edward Smart



Milwaukee, Wisconsin Entered Tome 1922

Kenneth Edward Smart, a young man of steadfast loyalty, hailed from the bustling city of Milwaukee, Wisconsin. With a heart full of ambition, "Gene," as his brethren affectionately called him, ventured to the venerable Tome School for Boys in 1922, embarking upon a journey that would shape his character and fortify his spirit.

Renowned among his classmates for his unwavering loyalty, Gene's presence was an anchor in their lives, binding them together in camaraderie and mutual respect. His pursuits at Tome bore witness to his love for music and sport as he lent his voice to the harmonious Choir and Glee Club and demonstrated his athletic prowess on the Varsity Golf course.

In the tapestry of Tome's enduring legacy, the name Kenneth Edward Smart endures as a testament to the power of loyalty and the beauty of shared passions.

Reflections on the Class of 1923

John Ernest Strachan, Jr.



Germantown, Pennsylvania Entered Tome 1922

John Ernest Strachan, Jr., a young man of quietude and introspection, hailed from the historic town of Germantown, Pennsylvania. In 1922, "Jack," as he was affectionately known to his brethren, began a sojourn at the esteemed Tome School for Boys, a journey that would forge the foundations of his character and enrich his spirit.

Jack was renowned among his classmates for his quiet and retiring nature, and his modesty and shyness endeared him to those who encountered him. His gentle presence served as a calming influence, a beacon of tranquility amid the vibrant energy of youth.

In the tapestry of Tome's storied history, Jack's name weaves a thread of serene grace, a reminder that even in the boisterous world of boys, there is a place for quiet strength and unassuming wisdom.

Reflections on the Class of 1923

William Wiley Weber



Cumberland, Maryland
Entered Tome 1919

William Wiley Weber, a young man of steadfast determination, emerged from the scenic town of Cumberland, Maryland, to grace the storied halls of the Tome School for Boys. In 1919, "Bill" or "WWW," as his brethren fondly called him, embarked upon a journey that would mold his character and enrich his spirit.

Renowned among his classmates for his unyielding work ethic, Bill's tireless endeavors inspired those who crossed his path. His pursuits at Tome bore the fruits of his labor. He diligently served as Secretary of the Senior Class, contributed to the Class Pipe and Ring Committee, and showcased his athletic prowess on the Swimming Squad.

In the fabric of Tome's enduring legacy, the name William Wiley Weber stands as a testament to the power of hard work and the indomitable spirit of determination.

Reflections on the Class of 1923

John Shreeve Wise, 3rd



Allentown, Pennsylvania
Entered Tome 1921

John Shreeve Wise III, a young man of sterling character, hailed from the bustling town of Allentown, Pennsylvania. In 1921, "Jack," as he was warmly known among his brethren, embarked on a sojourn at the venerable Tome School for Boys, a journey that would shape his character and fortify his spirit. Renowned among his classmates as a fine person, Jack's presence instilled a sense of camaraderie and mutual respect that resonated throughout the halls of Tome. His pursuits bore witness to his diverse talents and unwavering commitment as he participated in Olympian Football, presided as Chairman of the Senior Pin and Ring Committee, showcased his athletic prowess on the Swimming Team and Varsity Baseball Squad, and lent his voice to the harmonious Choir.

In the tapestry of Tome's storied legacy, the name John Shreeve Wise III endures as a testament to the beauty of character and the power of shared passions.

Reflections on the Class of 1923

William W. Davies



Louisville, Kentucky
Entered Tome 1923

William W. Davies, a gentleman of genteel bearing, journeyed from the vibrant city of Louisville, Kentucky, to join the esteemed Tome School for Boys ranks. In 1923, "Bill," as his compatriots affectionately dubbed him, started a transformative odyssey that would kindle his passions and refine his character.

Immersed in the cultural fabric of Tome, Bill showed a flair for the performing arts, lending his talents to the Dramatic Club and the musical Glee Club. With an unwavering commitment to his fellow scholars, he also devoted his time to the YMCA, fostering a spirit of camaraderie and mutual support.

In the annals of Tome's hallowed history, the name William W. Davies endures as a symbol of the enriching power of the arts and the bonds of brotherhood that transcend time.

Reflections on the Class of 1923

Richard Van Conover



**Lake Charles, Louisiana
Entered Tome 1920**

The saga of Richard Van Conover began in the sultry climes of Lake Charles, Louisiana, where he first breathed life in a land steeped with vibrant culture. "Dick," or "Sheik," as his comrades knew him, set his sights on the esteemed Tome School for Boys in 1920, embarking on a three-year journey to sculpt his character.

A natural leader, Dick captained the Football team in '23, displaying remarkable prowess on the gridiron. Ever the socialite, he charmed onto the Dance Committee, orchestrating festivities that enraptured the school—his passion for sports extended to the baseball diamond, where he showed his athletic versatility.

Distinguished by his devotion to Tome's institutions, Dick held positions in the Student Council, Jackson House, and Commerce Club. He delighted in the Dramatic Club and Glee Club, rounding out his storied tenure as a true Renaissance man of Tome.

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The Crossroads of Destiny

In the sultry haze of that June afternoon, the hallowed grounds of the Tome School for Boys, perched on a promontory overlooking the mighty Susquehanna, welcomed the jubilant clamor of footsteps that echoed through the corridors. Twenty-nine young men, brimming with ambition, tempered by the rigors of classical education, stood poised to depart from the familiar embrace of their alma mater, like fledgling birds eager to spread their wings and taste the intoxicating freedom of flight.

Assembled in their finery, these graduates, sons of America's finest, could not help but be aware of the weight of their accomplishment. Their hearts swelled with pride at the thought of joining the ranks of the esteemed alums who had preceded them. Undoubtedly, they perceived this day as a milestone in their young lives, fulfilling the dreams and aspirations of their families and the harbinger of a promising future. Yet, beneath the veneer of pomp and circumstance stirred an unspoken trepidation, for they knew that the path ahead was fraught with uncertainty and the burden of responsibility.

1923 was a time of change, and the graduates shared a collective vision of building a nation that would rise from the ashes of war and forge a new destiny. They aspired to be the architects of progress, the guardians of justice, and the custodians of hope. In their hearts burned the zeal of youth, the desire to

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make a tangible difference, and to be remembered for their contribution to a brighter tomorrow. This ambition, fueled by the spirit of their age, would indelibly shape their emotional self-identity, molding them into the men they would become.

As they contemplated the magnitude of their achievement, these young men could not yet discern the intricate tapestry of their life's journey, nor could they foresee the triumphs and tribulations that would shape their destiny. But at that moment, as they stood shoulder to shoulder, the world seemed to be at their feet, ripe with possibility.

The next step was to be taken with the same resolve and courage that had carried them. They would venture into the world, to institutions of higher learning, or the bustling centers of commerce and industry, armed knowing that they were indeed the hope of their generation and were destined to leave an indelible mark upon the annals of history.



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Chapter 8 Pursuing a College Degree

"Education is listening to almost anything without losing your temper or self-confidence."¹

Robert Frost.

Prelude

This quote emphasizes the importance of open-mindedness, patience, and self-assurance when engaging with diverse ideas and perspectives during one's time in college.

Introduction

The year was 1923, and the verdant grounds of the prestigious prep school, nestled in the undulating landscape, bore witness to the dreams and aspirations of its high school graduates. With hearts brimming with hope, these young men, freshly liberated from the shackles of their secondary education, the new high school graduates stood poised to embark on the next chapter of their lives as they looked toward the hallowed halls of America's esteemed colleges and universities.

¹ "A Quote by Robert Frost." *Goodreads*, Goodreads, <https://www.goodreads.com/quotes/17179-education-is-the-ability-to-listen-to-almost-anything-without>.

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For these ambitious souls, attaining a college degree represented the gateway to a world of opportunity and prestige, a veritable key that would unlock the doors to the echelons of society's upper crust. Yet, even as their eyes sparkled with the prospect of a brighter future, they could not ignore the shadows cast by the negatives that accompanied their pursuit of higher education. The challenge of adjusting to a new environment, the crushing weight of academic expectations, and the absolute pressure to excel in their chosen fields cast an air of trepidation over their dreams.

The financial burden of a college education weighed heavily on the minds of these young men and their families. Many relied on personal savings to pay for college, while others sought scholarships or part-time employment to help defray the cost. In those days, annual tuition for a private college could range from \$100 to \$400, a considerable sum for the times.² Yet, the allure of a college degree spurred them onward, undeterred by the looming cost.

In the early 20th century, college attendance was far from the norm, with a mere 15 to 20 percent of high

² K., Hannah. "College Tuition in the 1920s - the Low Cost of Getting Higher Education." *Stuff Nobody Cares About*, 18 Nov. 2018, <https://stuffnobodycaresabout.com/2018/11/18/college-tuition-in-the-1920s-the-low-cost-of-getting-higher-education/>.

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school graduates pursuing higher education.³ As these young men scoured the landscape for the ideal college or University sought institutions renowned for their academic rigor, venerable traditions, and distinguished alums. Harvard, Yale, and Princeton loomed large in their minds, beacons of prestige that promised a bright and prosperous future.

Pursuing a valuable degree was paramount, with many gravitating towards law, medicine, and engineering disciplines that would ensure their place in the annals of history. As they contemplated their college curricula, they sought a balance between the classical education that had shaped their formative years and the more practical skills that would equip them for the challenges of the modern age.

While coeducation was not widespread, a handful of institutions, such as Oberlin College and Cornell University, had already opened their doors to women. Their policies heralded a new era of egalitarianism in higher education. This slow shift toward coeducation would eventually reshape the landscape of America's colleges and universities.

The pay of college graduates often far surpassed that of their peers without degrees, which only

³ Goldin, Claudia. "How America Graduated from High School: 1910 to 1960." *NBER*, 1 June 1994, <https://www.nber.org/papers/w4762>.

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strengthened the resolve of these young men to pursue higher education. The average course of study in a college comprised four years, culminating in attaining a bachelor's degree, with the option of pursuing advanced degrees in their chosen fields.

The distinction between a college and a university lay in their scope and focus; colleges typically offered a more limited range of programs, often emphasizing the liberal arts. Universities boasted a broader array of disciplines, including graduate and professional programs, and were often home to research endeavors.

As these young men stood on the cusp of their futures, the world seemed a boundless expanse of possibility and pursuing a college education, a noble endeavor that would shape their lives and the legacy they would leave behind.

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Colleges and Universities Attended by The Tome School Class of 1923

Cornell University⁴ Ithaca, New York

William Watkins Davies, Jr.
George Gordon Mitchell, Jr.
John Ernest Strachan, Jr.

In 1923, amidst the verdant hills of Ithaca, New York, Cornell University's hallowed halls witnessed the dreams and aspirations of young scholars. Gaining admission to Cornell required exceptional intellect and unwavering dedication to knowledge. A diverse student body of about 5,000 pursued popular majors like engineering, agriculture, emerging sciences, literature, and history. These fields promised to unlock the universe's secrets and shape a nation's destiny.

Students and their families bore tuition costs of approximately \$400 annually, considered a worthy sacrifice for the prestigious education. With a 75% successful completion rate, these scholars emerged triumphant from their academic journey. The story of

⁴ O'Connor, Kelsey. "What You Need to Know about Cornell: 150 Facts." *The Ithaca Journal*, 21 Aug. 2015, <https://www.ithacajournal.com/story/news/local/2015/04/24/cornell-facts/26306843/>.

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Cornell University in 1923 is a testament to the relentless pursuit of knowledge, shaping the future and leaving an indelible mark on the world.

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Harvard University⁵ Cambridge, Massachusetts

Joseph Roy Dessauer
Louis Van Depoele Phelan

In 1923, amid the ancient elms of Harvard University, the brightest minds braved the formidable admissions process to study in the esteemed institution. The Herculean task of gaining entry demanded prodigious intellect and unwavering commitment to excellence.

A diverse student body of about 10,000 pursued popular majors like law, medicine, humanities, economics, and political science, hoping to unravel human thought and shape a nation's destiny. Bearing the tuition cost of around \$400 per annum, students and families considered the prestigious Harvard education a worthy investment.

Embarking on their academic journey, an impressive 80% of the admitted class persevered, ultimately triumphing in the rite of passage to complete their education. The story of Harvard in 1923 exemplifies the relentless pursuit of knowledge

⁵ "Harvard University." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 21 Mar. 2023, <https://www.britannica.com/topic/Harvard-University>.

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and the shared ambition to leave a lasting legacy on the world.

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Haverford College⁶ Haverford, Pennsylvania

Harold Earl Bates
Arthur Stokes Silver

In 1923, Haverford College's hallowed halls bore witness to young scholars who conquered the formidable path to admission. The college's exacting standards demanded keen intellect and unwavering dedication to knowledge and personal growth.

Within this esteemed institution, 300 students pursued popular majors, including time-honored liberal arts disciplines like literature, history, philosophy, and burgeoning natural sciences. These study paths aimed to unlock human thought and the natural world's secrets, equipping scholars with a transforming world.

Students and families bore the tuition cost of approximately \$500 annually, considering the Haverford education a worthy investment. As they embarked on their academic journey, an impressive 85% of the admitted class persevered and triumphed in their studies. The story of Haverford College in 1923 reflects the pursuit of enlightenment and a

⁶ "Haverford College." *Wikipedia*, Wikimedia Foundation, 25 Mar. 2023, https://en.wikipedia.org/wiki/Haverford_College.

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shared ambition to make a lasting impact on the world.

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Johns Hopkins University⁷ Baltimore, Maryland

Albert Alvin Doub, Jr.

In the vibrant year of 1923, the hallowed halls of Johns Hopkins University, nestled within the bustling heart of Baltimore, bore witness to the dreams and aspirations of young scholars who had triumphed over the arduous admissions process. Entry required exceptional intellect and an unwavering dedication to academic excellence.

Within this esteemed institution, a student body of approximately 1,800 souls gathered, united in their quest for knowledge, and had a lasting impact on the world. Popular majors included medicine, the natural sciences, and the emerging field of public health, reflecting the era's profound focus on human well-being. Students shouldered the considerable tuition cost of around \$300 annually, perceiving it as a worthy investment in their intellectual growth.

An impressive 80% of the admitted class persevered, completing their demanding studies. Upon graduation, they ventured into the realms of academia, research, and medical practice, where Johns Hopkins' prestige granted them entry into the

⁷ *Everything You Want to Know about America's First Research University*. <https://www.jhu.edu/factbook/>.

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upper echelons of their chosen fields, contributing to the betterment of society.

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Princeton University⁸ Princeton, New Jersey

Robert Walker Hale, Jr.
Walter Winter Marting, Jr.

In the autumn of 1923, Princeton University's hallowed grounds witnessed the dreams of young scholars who surmounted the rigorous admissions process. Admission to Princeton weeded out all but the most exceptional applicants, with a student body of around 3,000 gathered in pursuit of knowledge and a brighter future.

Popular majors included venerable fields of literature and philosophy and nascent disciplines of economics and political science. For the privilege of attending Princeton, tuition costs hovered around \$500 per annum, deemed a worthy investment in pursuing greatness. An impressive 80% of the admitted class persevered and triumphed in their studies.

Graduates ventured into burgeoning fields of commerce, industry, and academia, where their prestigious degrees granted them entry into the upper echelons of their chosen professions. A

⁸ “Princeton Fast Facts and Statistics | The Office of Institutional Research.” *Princeton University*, The Trustees of Princeton University, <https://ir.princeton.edu/other-university-data/princeton-fast-facts-and-statistics>.

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Princeton degree signified excellence, a mark of distinction, setting them apart from their peers.

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Saint John's College⁹ Annapolis, Maryland

William Jackson Humphreys

Saint John's College in Annapolis, Maryland, in 1923, was an academic institution that inspired many to pursue their dreams. The University had a selective admissions process and accepted those with exceptional grades. Among the most popular majors were mathematics, philosophy, history, and literature. Tuition fees were relatively low compared to other universities of its caliber.

Saint John's College was known for its impressive academic quality because of its professors' and students' hard work. The student body was tiny but highly dedicated, and with a graduation rate of 86%, Saint John's College had one of the highest percentages in all of Maryland. They filled the campus with lush trees and quaint buildings that provided a pleasant atmosphere for learning. Saint John's College was an academically prestigious institution, and its graduates found success in various fields.

Saint John's College in 1923 was an exemplary university that educated those who sought it. Its tight-knit community and high graduation rates further

⁹ "History - Liberal Arts College - Great Books." *St. John's College*, <https://www.sjc.edu/about/history>.

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reinforced the University's reputation. Saint John's was a popular destination for ambitious students and an excellent environment to reach one's full potential.

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Stanford University¹⁰ Palo Alto, California

William Hasell Courtney (Graduate School)

In 1923, Stanford University was one of the most challenging universities to gain admission to. The student body was tiny but highly selective; They admitted only the best and brightest. Its popular majors were engineering, law, and medicine, although various other disciplines were available. Tuition costs in 1923 were relatively high compared to today's standards but were well worth the investment; a high percentage of admitted Stanford students completed their course of study. These graduates led successful careers in various fields, and the University gained prestige among its peers. In 1923, Stanford University was a beacon of excellence and an absolute must-have for any ambitious student seeking academic success.

Overall, Stanford in 1923 was a highly sought-after institution that offered students an excellent education at a premium price. With its rigorous admissions process and highly accomplished alum base, it is no surprise that this University is one of the most prestigious institutions of higher learning today.

¹⁰ "About Stanford." *Stanford University*,
<https://www.stanford.edu/about/>.

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The University of Maryland¹¹ College Park, Maryland

George Washington Morrison

In 1923, the storied grounds of the University of Maryland bore witness to young scholars who surmounted the arduous journey to admission. Entry to this esteemed institution demanded prodigious intellect and unwavering commitment to knowledge and personal growth.

Within its stately halls, a diverse student body of 1,500 gathered, united in their thirst for enlightenment. Popular majors included engineering, agriculture, emerging sciences, literature, and history, offering the tantalizing prospect of unraveling mysteries of human thought and the natural world.

Students and families bore the \$200 per annum tuition costs, considering the University of Maryland education a worthy investment. As scholars embarked on their academic journey, an impressive 70% of the admitted class persevered and emerged triumphant in the rite of passage that marked the completion of their education, prepared to navigate a rapidly changing landscape.

¹¹ "Facts and Figures." *Division of Research*,
<https://research.umd.edu/who-we-are/facts-and-figures>.

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The University of Maryland¹² The School of Pharmacy Baltimore, Maryland

Paul Schochet
Walter Wilson Kirk
Eduard William Kriete

The University of Maryland had a solid track record with a 70% graduation rate in 1923, which was quite good for the time. The University had an attractive campus and provided a stimulating environment for its students. Those who attended the University of Maryland were determined to make their mark on the world; they sought knowledge and expertise that could not be found elsewhere.

By graduating from such a prestigious University, these ambitious students hoped to succeed after University and gain access to high-paying jobs. The University of Maryland's School of Pharmacy was academically prestigious in 1923 and has since remained one of the top pharmacy schools in the United States.

Students graduating from pharmacy School could expect excellent job prospects. The campus was vibrant and well-equipped with everything necessary to ensure students could learn effectively

¹² "Hybrid." *University of Maryland School of Pharmacy*, <https://www.pharmacy.umaryland.edu/>.

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in a comfortable environment. Those who attended the University of Maryland's School of Pharmacy were intelligent, ambitious, and hardworking individuals seeking to get ahead through quality education.

This University attracted them with chemistry and pharmacology. The tuition fees were relatively low compared to other universities, which made it an attractive option for many students who could not afford other college expenses.

Admission was still competitive; however, only those with solid knowledge and excellent grades were accepted. Graduation rates were high; over 90% of students completed their studies successfully. The campus was lively and welcoming, with students from all walks of life pursuing their dreams and ambitions in pharmacy.

Reflections on the Class of 1923

The University of Michigan¹³ Ann Arbor, Michigan

Herbert Hollis Arthur

In 1923, the University of Michigan at Ann Arbor was an excellent academic institution with a vibrant and diverse student body. The University established its reputation as a leading center for higher education, offering majors ranging from engineering and law to humanities and mathematics. Admission was highly competitive; They considered only those who performed exceptionally well in their high school studies or showed a remarkable aptitude for acceptance. Tuition fees were relatively expensive for the time, but students knew that this investment would pay off once they graduated with good marks from the University's coursework.

The campus was beautiful and bustling with activity during term time as students exchanged ideas and engaged in discussions about their studies. Those who attended Michigan at Ann Arbor were ambitious and highly motivated; they dreamed of outstanding accomplishments, and the University gave them the education and inspiration to reach those goals.

The University was academically prestigious and had an impressive record of successful alumni,

¹³ "University of Michigan." *Facts & Figures* ,
<https://umich.edu/facts-figures/>.

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which meant students graduating from the University expected to be rewarded with higher salaries after completing their studies. In 1923, 85% of the University of Michigan at Ann Arbor's graduates found employment within a year of graduation.

Reflections on the Class of 1923

University of North Carolina¹⁴ Raleigh, North Carolina

Frank Arthur Daniels

The University of North Carolina at Raleigh in 1923 was a highly regarded academic institution. It had a diverse student body comprising students from different backgrounds and with varying interests, but the most popular majors were law, medicine, engineering, and business administration. Tuition was relatively affordable compared to other universities, making it accessible to a wider variety of students. Admission to the University of North Carolina at Raleigh was competitive, but those with good grades and a sound academic foundation had a higher chance of being accepted.

Graduation rates were also high, with over 75% of the class graduating in 1923. The University was well-maintained and provided an inspiring atmosphere for learning. It attracted hardworking and determined individuals seeking knowledge to further their career prospects. The University of North Carolina at Raleigh had a solid reputation for its excellent education, and employers highly sought after its graduates. In 1923, the University of North Carolina at Raleigh was an academically prestigious

¹⁴ "History and Traditions." *The University of North Carolina at Chapel Hill*, 27 Aug. 2021, <https://www.unc.edu/about/history-and-traditions/>.

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university that allowed ambitious students to succeed through quality education.

Admission was competitive; They accepted only those with solid credentials and excellent grades into the University's program. The University boasted an impressive graduation rate; 84% of its students completed their studies in 1923.

The University was vibrant and filled with life; from lectures to clubs, there was always something interesting for its students. They pursued various career paths, such as law, medicine, engineering, and business administration. The University was academically prestigious, and its graduates had access to high-paying jobs because of their superior knowledge and expertise.

The University of North Carolina at Raleigh in 1923 was an excellent place for ambitious students seeking quality education. It gave them the tools to succeed during and after their studies, making it highly acclaimed by peers and employers. The University's excellence has made it one of the most prestigious universities in the United States ever since.

Reflections on the Class of 1923

The University of Pennsylvania¹⁵ Philadelphia, Pennsylvania

Hugh Craig Anderson, Jr.
Richard Corbin Ford
John Shreeve Wise, 3rd

The University of Pennsylvania in 1923 was an esteemed institution with a distinguished history. Many students applied each year to gain admission, and only those with outstanding academic records and extracurricular achievements could enter this prestigious University. The most popular majors at Penn were economics, political science, engineering, and business management. Tuition fees were comparatively high, but the University's generous scholarships and financial aid to those in need.

The University prides itself on its commitment to excellence and provides students with a stimulating learning environment. The academic atmosphere was intense, as it encouraged students to strive for the highest levels of achievement by engaging them in challenging classes and activities. Many University students graduated, with about 78% earning their degrees in 1923. The University attracted a wealth of highly talented and motivated

¹⁵ "Penn's History." *University of Pennsylvania*,
<https://www.upenn.edu/about/history>.

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individuals who were passionate about what they studied.

The University of Pennsylvania in 1923 was a pillar of higher education excellence that provided quality education to many ambitious learners. Its rigorous curriculum and valued reputation made it a highly sought-after institution by employers and students. The University's academic standing was apparent in the success of its graduates who had successful careers. It was a decent place of study that inspired many to reach their goals.

Reflections on the Class of 1923

Temple University¹⁶ Philadelphia, Pennsylvania

James Edwin Pugh
(Sophomore, Junior & Senior Years)

In 1923, Temple University, in the bustling heart of Philadelphia, Pennsylvania, was a burgeoning institution of higher education. Known for its commitment to providing accessible education, the university saw an impressive 4,000 applications that year. With a 45% acceptance rate, Temple University welcomed a diverse group of 1,800 eager students from various backgrounds.

By the end of the academic year, 600 proud graduates celebrated their achievements, successfully navigating the university's rigorous programs. Popular majors at the time included Education, Business, and Law, with many alums making their mark in these fields upon graduation.

Temple University's reputation in 1923 was that of an inclusive, urban institution dedicated to providing opportunities for intellectual advancement to a wide range of individuals. The university's devotion to fostering an inclusive and accessible environment

¹⁶ "Temple University Fact Book and at a Glance." *Institutional Research and Assessment*, 20 Jan. 2023, <https://ira.temple.edu/facts-and-figures/fact-book>.

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made it a respected and unique establishment among American educational institutions.

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Vanderbilt University¹⁷ Nashville, Tennessee

William Hasell Courtney

In 1923, Vanderbilt University, nestled in the vibrant city of Nashville, Tennessee, was a thriving institution of higher learning. A beacon of academic excellence, the university attracted 3,000 applicants eager to partake in its rigorous intellectual environment. As a testament to its stringent admission standards, only 30% of these hopefuls were granted entry, reflecting the university's dedication to fostering a select community of scholars.

Five hundred ambitious students strutted the stage at the end of the academic year, having completed their respective programs. Popular majors included English, Engineering, and Medicine, with many graduates making significant contributions.

Vanderbilt's reputation in 1923 was that of a prestigious Southern institution recognized for its strong academic foundation and commitment to research. The university's robust scholarly atmosphere and dedication to fostering intellectual growth earned it a distinguished standing among American universities.

¹⁷ "Facts and Figures." *University Registrar*,
<https://registrar.vanderbilt.edu/facts-and-figures/>.

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The University of Virginia¹⁸ Charlottesville, Virginia

Malcolm Henry Crawford
James Edwin Pugh (Freshman Year)

As 1923 waned, the storied grounds of the University of Virginia stood proudly, bearing witness to young scholars who conquered its formidable admissions process. Entry demanded keen intellect and unwavering commitment to knowledge and personal growth.

Beneath stately colonnades, 2,000 students gathered, united in their quest for enlightenment. Popular majors included law, medicine, humanities, engineering, and natural sciences, offering tantalizing prospects for unraveling mysteries of human thought and the natural world.

Students and families bore the \$250 per annum tuition costs, considering the University of Virginia education a worthy investment. As scholars embarked on their academic journey, an impressive 75% persevered through the rigors of their studies, emerging triumphant in the rite of passage that marked the completion of their education, armed

¹⁸ "University Stats & Facts." *University Stats & Facts | Institutional Research and Analytics, U.Va.*, <https://ira.virginia.edu/university-stats-facts>.

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with the tools to navigate a rapidly changing landscape.

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Yale University¹⁹ New Haven, Connecticut

Kenneth Edward Smart

Amidst 1923's autumnal splendor, the storied halls of Yale University bore witness to young scholars who triumphed over daunting admissions trials, demanding exceptional intellect and unwavering commitment to excellence and personal growth.

Beneath ivy-clad walls, 5,000 students gathered, united in their quest for knowledge and ambition to leave a lasting legacy. Popular majors included time-honored disciplines of law, medicine, and humanities and burgeoning economics and political science fields. These studies offered prospects of unraveling human thought and society's mysteries, shaping a nation emerging from war's ashes.

Partaking in Yale's hallowed tradition, students and families bore a \$450 annual tuition, deeming the price a worthy investment in personal and intellectual growth. Embarking on their academic journey, an impressive 85% of the admitted class persevered, ultimately emerging triumphant in the rite of passage marking their education's completion.

¹⁹ *Facts and Statistics - Yale University.*

https://oir.yale.edu/sites/default/files/factsheet_2021_vf_04062021.pdf.

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Unknown

Richard Van Conover

Charles Henry Crawford, Jr.

Thomas Lee Hopkins

Edward Donaldson Lamdin, Jr.

William Wiley Weber

In 1923, college was not a viable option for many young people, especially those from small towns or remote areas. For them, college was too expensive, and the knowledge they gained in college wasn't helpful in their daily lives. College enrollment rates were low then; only 8% of Americans aged 18 to 24 attended college in 1923. A prep school graduate in 1923 would likely keenly know these facts and may choose not to attend college because of financial constraints or because it simply didn't seem necessary for success. Sometimes, such individuals might have opted instead for vocational training or even traveled abroad to learn new skills and broaden their horizons.

Despite this, college was still a potent tool for personal growth and advancement. Even in the early 20th century, college graduates had higher earnings than non-graduates, and college provided a unique opportunity to gain knowledge and develop skills that could not be got elsewhere. College was a sign of success and accomplishment; it showed one's capacity for hard work, dedication, and intelligence. Graduating college in 1923 represented a significant

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life achievement affecting individuals' identities, economic prospects, and happiness.

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Final Thoughts on a College Education

As the sun set on the Tome School for Boys in the summer of 1923, a palpable air of excitement enveloped the graduating class. The young men, eager to embark on the next chapter of their lives, looked forward to the hallowed halls of prestigious colleges that awaited them. They knew that the education they would receive would serve as a foundation for their future careers and shape their character and worldview.

These young scholars dispersed across the country, attending esteemed institutions such as Harvard, Yale, and Princeton, where they would cultivate the skills and knowledge necessary to navigate the complex landscape of the 20th century. Each college imparted its unique ethos and values, molding the graduates into well-rounded individuals equipped to make meaningful contributions to society.

The value of a college education for these Tome School alumni cannot be overstated. It was a transformative experience that broadened their horizons and instilled in them a sense of purpose and responsibility. As they ventured into adulthood, the lessons they learned within the ivy-covered walls of their respective colleges would remain an integral part of their lives, shaping the men they would become and the mark they would leave on the world.



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Chapter 9 The Prime of Life

"To be yourself in a world constantly trying to make you something else is the greatest accomplishment."
Ralph Waldo Emerson

Prelude

This quote emphasizes the importance of remaining true to oneself amidst the pressures and expectations that society often imposes on individuals. Standing firm in one's beliefs, values, and identity can be challenging in a world where conformity is often rewarded and encouraged.

The quote suggests that living a fulfilling life is about embracing and nurturing one's authentic self rather than conforming to the expectations of others. It encourages individuals to seek their unique path and cultivate a deep understanding of who they are and what they value. By doing so, they can experience a sense of accomplishment and satisfaction from living a life that aligns with their true essence.

Emerson's quote is a reminder to prioritize self-discovery and personal growth, for it is through this

¹ "A Quote by Ralph Waldo Emerson." *Goodreads*, Goodreads, <https://www.goodreads.com/quotes/876-to-be-yourself-in-a-world-that-is-constantly-trying>.

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process that one can ultimately find fulfillment and meaning in life. By staying true to oneself, one can navigate the world's complexities with courage and resilience, eventually leading a more authentic and gratifying life.

"The prime of life" is a phrase that refers to the period in a person's life when they are at their peak in terms of physical and mental abilities and emotional and social well-being.² This period is often considered to be between the ages of 25 and 50, though it can vary for different individuals.

During this time, people are typically more experienced and better equipped to handle life's challenges than they were in their youth. However, they still possess the energy and physical capabilities that may decline in later years. Genetics, lifestyle, and personal circumstances can influence when a person experiences their prime of life

Introduction

In the annals of American education, the Tome School for Boys stands as a bastion of knowledge, character, and discipline. As the graduating class of 1923, these young men embarked upon a world of promise and peril, armed with the wisdom and

² "Midlife: Adult's Prime." *Psychology Today*, Sussex Publishers, <https://www.psychologytoday.com/us/blog/the-prime-life/201503/midlife-adults-prime>.

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values instilled within the hallowed halls of their alma mater.

Entering into a post-World War I landscape, these graduates faced an ever-evolving society brimming with the optimism of the Roaring Twenties. They embraced the challenges of their time, driven by the conviction that they had the education and character necessary to make a meaningful impact on the world around them. Their perspective on life was shaped by the values of their institution, which emphasized honor, integrity, and hard work.

The morals of the day were in flux as the vitality of the Jazz Age collided with the conservative mores of a bygone era.³ The young men of the Tome School Class of 1923 navigated these shifting sands with aplomb, striking a delicate balance between the traditional values of their upbringing and the vibrant allure of a rapidly changing society. They sought to create lives that embodied the principles of their education while embracing the cultural evolution of the era.

Marriage and family were central to the lives of these graduates, reflecting the broader social norms of the time. They viewed marriage as an essential cornerstone of a fulfilling life, seeking partnerships

³ "The Jazz Age." *PBS*, Public Broadcasting Service, <https://www.pbs.org/wgbh/americanexperience/features/money-trial-jazz-age/>.

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built on mutual respect, shared values, and abiding love. For them, the family was the bedrock upon which they made their lives, and they embraced the joys and responsibilities of parenthood with a profound sense of duty and devotion.

In the mid-1920s, marriage served as a symbol of adulthood for young men. But marriage was also a daunting prospect in an era of financial and social uncertainty. Men were concerned about their ability to provide for themselves, let alone a family, and marriage meant committing to long-term responsibility and stability. The average age of first marriage fell between 20 and 24 during this decade, with men typically marrying women two or three years younger.⁴

On average, marriages last approximately 23 years but could be shorter because of death or divorce. During this period, they expected couples to stay in their hometowns after marriage; moving away was unwise financially and socially. Regarding marriage partners, men looked for intelligence, loyalty, and moral character in a wife. Women sought financial stability and strength of character from their husbands.

⁴ Bureau, US Census. "Historical Marital Status Tables." *Census.gov*, 15 Nov. 2022, <https://www.census.gov/data/tables/time-series/demo/families/marital.html>.

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Within marriage, men were breadwinners while women ran the household and raised children; the average wedding included two to three children. However, societal expectations were changing during this decade, with women beginning to work outside of marriage more often. Divorce rates were still relatively low compared to today; They estimate that less than 2% of marriages ended in divorce during the 1920s.⁵

The young men of this era viewed marriage as daunting yet essential for adulthood. They recognized marriage provided abundant opportunities but also came with many potential risks. Men and women sought certain qualities in marriage partners, and marriage was a union of two families, more than just the couple. With marriage came responsibility, stability, and the potential for financial insecurity and instability. Despite this, marriage remained an essential part of life during the mid-1920s.

The pursuit of a fulfilling life meant not only personal happiness but also the cultivation of a meaningful legacy. The Tome School graduates recognized the importance of service, both to their families and to their communities. They endeavored to positively

⁵ Olito, Frank. "How the Divorce Rate Has Changed over the Last 150 Years." *Insider*, Insider, 30 Jan. 2019, <https://www.insider.com/divorce-rate-changes-over-time-2019-1>.

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impact the world, striving for excellence in their chosen professions and dedicating themselves to the betterment of society.

For these young men, a career was not simply a means to a material end but an integral component of their self-identity. They believed their work should be infused with purpose and that true fulfillment could only be achieved by dedicating oneself to a vocation that provided for one's family and contributed to the greater good. This sense of purpose and the importance of work imbued their lives with a more profound understanding of meaning and satisfaction.

The Tome School graduates of 1923 had lifetimes that spanned the length and breadth of the 20th century, experiencing the ebbs and flows of a rapidly changing world. On average, their lifetimes would have extended into the latter half of the century, bearing witness to the rise and fall of empires, the march of progress, and the evolution of the American Dream.

Ultimately, the young men of the Tome School Class of 1923 stand as a testament to the power of education, character, and purpose. As they embarked on their adult lives, they confronted a world in flux with courage and conviction, guided by the values instilled within them by their beloved institution. Their lives serve as a poignant reminder of the indelible impact that education can have,

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shaping not only the destinies of individuals but also the course of history itself.

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Hugh Craig Anderson, Jr.

In the steel-laden city of Pittsburgh, Pennsylvania, Hugh Craig Anderson Jr. was born in 1905. His father, Hugh C. Anderson Sr., an Irish immigrant, had climbed the ladder of success to become the treasurer of H. J. Heinz Company. A friend of Heinz, Hugh Sr., instilled in his two sons a sense of perseverance and dedication that would follow them through life.

Young Hugh, a lanky youth of six feet, grew up within the shadows of the Heinz empire, and by the time he graduated from the distinguished Tome School for Boys in 1923, he was well-prepared for the future awaited him. The Anderson household, anchored by Nettie Anderson, his gentle mother, was a warm, nurturing place where dreams and aspirations were encouraged.

The next chapter of Hugh's life took him to the venerable halls of the University of Pennsylvania. His time there saw him earn a degree and the affection of a lovely young woman named Alice Roat. The couple wed in 1930, and as the years unfolded, they built a life together, their love ever-present and unwavering.

As the wheel of fortune spun, Hugh Jr. followed in his father's footsteps, joining the esteemed Heinz Company. He flourished there, embracing the values his father had embodied and carrying on a

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legacy of hard work and dedication. His life, a testament to the American dream, was as robust as the products he helped bring to the world.

In the twilight of his years, Hugh Jr. moved to Florida, where the sun shone brightly upon his days, a golden tapestry of memories woven from his time in Pittsburgh. And in 1977, as the sun dipped below the horizon, Hugh Craig Anderson Jr. passed away, leaving behind a legacy of perseverance and love that would live on in the hearts of those who knew him.

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Herbert Hollis Arthur

In the annals of history, men like Herbert Hollis Arthur quietly influence the world around them, their lives marked by an understated dignity. Born in 1904, young Herbert was the older brother to a sister three years his junior; their bond forged strong in the face of early twentieth-century trials.

Standing a modest 5 feet 6 inches tall and weighing 150 pounds, Herbert cut a figure of natural strength. His path led him to the University of Michigan, where he earned his engineering degree and embarked on a career that would shape the manufacturing landscape at the esteemed Dupont Corporation. By 1940, Herbert made a respectable \$3,500 a year, a testament to his dedication and skill.

But the call of duty sounded, and Herbert answered, enlisting in the US Navy in 1942. During his service in World War II, he rose through the ranks with quiet determination, ultimately attaining the title of Captain. Though the war ended, Herbert's commitment did not, as he continued serving his country in the Naval Reserve.

In his moments of respite, Herbert found solace in the open water, sailing and boating or meandering the fairways, the gentle arc of his golf swing echoing his innate grace. Eventually, retirement led him to Baltimore, Maryland, where he spent his remaining

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years embraced by the tranquility of the Chesapeake Bay.

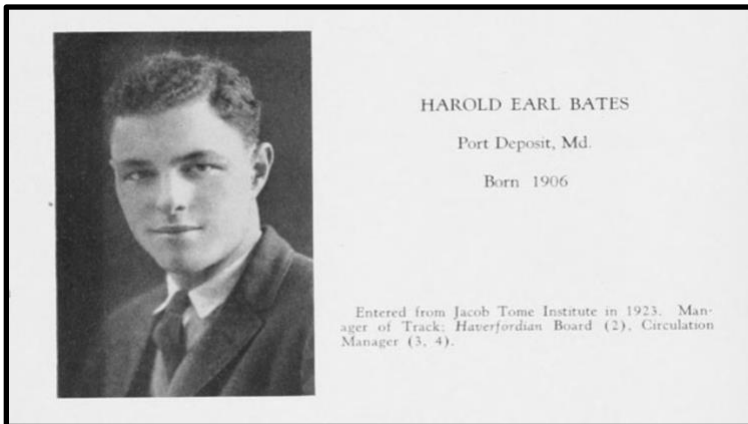
As the sun set on Herbert Hollis Arthur's life in 1991, they chose his ultimate resting place in the peaceful town of Aberdeen, Maryland. There, beneath the shadows of sturdy oaks, he lies eternally, the gentle spirit of a man who sought not recognition but to leave the world a better place than he found it.

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Harold Earl Bates

Though not as renowned as other American scholars, Harold Earl Bates left a lasting impact on his students through his dedication to education. Born in 1906 in Baltimore, Maryland, Harold was raised in a family devoted to learning. His father, Professor Robert Charles Bates, instilled in him the values of diligence and intellectual curiosity.

Harold graduated in 1927 from Haverford College in Pennsylvania.



Haverford College Yearbook (1927)⁶

In 1929, Harold studied Latin and French postgraduate courses at the University of Paris, an

⁶ “The Record of the Class of 1927 : Haverford College. Class of 1927 : Free Download, Borrow, and Streaming.” *Internet Archive*, Haverford, Pa. : Haverford College, Senior Class, 1 Jan. 1970, <https://archive.org/details/recordofclass1927have>.

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experience that profoundly influenced him. He later found his calling at Raymond C. Riordon School in Highland, New York, where he embraced the school's belief in holistic education, engaging students physically, mentally, and spiritually.

Harold's devotion to the Riordon School was unwavering as he guided students through various pursuits, including Latin, aeronautics, horseback riding, and forest firefighting. Despite earning a modest salary, he enriched the lives of his students.

At 35, Harold enlisted in the military amidst World War II, carrying the same determination and selflessness that defined his career as an educator. He passed away in 1976 at age 70 in Buffalo, New York. His wife, Doris, a social worker, had long served the community.

Although Harold Earl Bates may not be widely recognized in history, his legacy endures through the hearts and minds of the young men he taught, exemplifying the quiet nobility of a life devoted to the pursuit of knowledge and the molding of character.

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Richard Van Conover

In the sultry heart of Lake Charles, Louisiana, Richard Van Conover first drew breath in 1905. Born unto William Bone Conover, a man of considerable standing as Vice President and General Manager of a Life Insurance Company, and the genteel Cora Elizabeth Musch, Richard was one of two sons brought up under the moss-draped oaks of their cultured Southern home.

His graduation from the distinguished Tome School marked Richard's coming of age in 1923, a beacon of knowledge and refinement in a world teetering on the edge of significant change. Three years later, Richard entered a matrimonial alliance with Lillian Pearl Boagni. This union produced their singular progeny, Constance Van Conover, a young woman destined for the limelight as she pursued a career in entertainment and attained a Master of Fine Arts degree in 1968.

However, Richard and Lillian's marriage was not fated to endure. After parting ways, Richard, driven by ambition and an insatiable thirst for adventure, sought his fortunes in the skies as a pilot and later plunged into the lucrative oil business. His extravagant lifestyle and passion for aviation became his trademark, as did his romantic entanglements.

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In 1936, Richard married the spirited Marjory June Conover, whose patience for her husband's alleged cruelty was short-lived. Their bitter divorce proceedings revealed Richard's considerable fortune, including a share in his father's million-dollar estate and an array of real estate interests.

Richard's last would be a third marriage to the enchanting Loretta Sayers, herself a star of the entertainment world. Tragically, at 39, he succumbed to a violent end, his life extinguished by a bottle's brutal blow. No justice was found for Richard Van Conover, who now lies beneath the Louisiana soil he once called home, having served his country in the Army Air Corps for a time, his spirit soaring as it did in life amid the vast blue skies.

Reflections on the Class of 1923

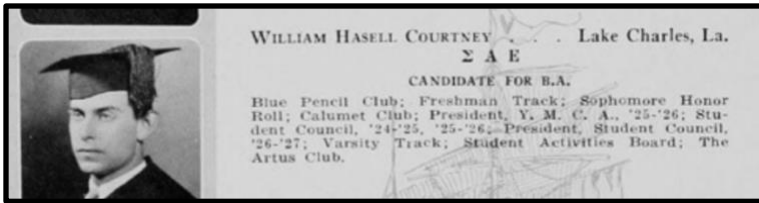
William Hasell Courtney

In the heart of Louisiana, amongst the swamps and bayous, the town of Lake Charles cradled the life of a man who would stride into the world of academia and commerce with equal grace. William Hasell Courtney, born in 1906 in the nearby Jennings, was destined to chart a course through the currents of early 20th-century America.

The son of George Allan Courtney, a bank vice president, and Lena Belle Boddy, William was raised in an atmosphere that valued intellect and ambition. After graduating from the Tome School for Boys in 1923, he set his sights on higher education, pursuing an undergraduate degree at Vanderbilt University. 1927 marked his entry into the esteemed halls of academia as a Vanderbilt alumnus.

With an insatiable thirst for knowledge, Courtney continued his academic journey at Stanford University, earning a graduate degree in 1928. By then, a profound understanding of the financial world flowed through his veins, eventually culminating in the penning of a book on banking in the United States.

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Vanderbilt University Yearbook (1927)⁷

In 1940, love bloomed in the sunny fields of California as William wed Marguerite Laurette Taylor. By 1950, Courtney had made his mark as a meat executive, earning \$5,000 annually — a testament to his tenacity and ingenuity.

Yet, as the ebbing tides of time swept forth, William Hasell Courtney's journey ended in 1954 in the city of angels – Los Angeles, California. However, his body found its last resting place in the familiar embrace of Lake Charles, Louisiana, where his story began.

⁷ “The Commodore.” *The Commodore* | *Digital Collections*, <https://digitalcollections.library.vanderbilt.edu/islandora/object/islandora%3A21534>.

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Charles Henry Crawford, Jr.



Charles Henry Crawford Jr. Family⁸

Charles Henry Crawford, Junior may not be as renowned as other great men in American history. Still, he led a quiet, dignified life that embodied the essence of the American spirit. Born into uncertainty, he faced life's challenges with determination, leaving a lasting legacy in the hearts of those who knew him.

Charles married Lilian Anne Peper on October 6, 1936, in Baltimore, Maryland, amidst the tragedy of his father's recent passing. Together, they made their home in Montgomery County, Maryland, raising a son and a daughter. Having completed two

⁸ "Charles Crawford Jr. (1926-1990) - Find a Grave..." *Find a Grave*,
<https://www.findagrave.com/memorial/175104854/charles-crawford>.

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years of college, Charles worked as a telephone company repairman. With modest wages of \$3,300 per year, he was grateful to provide for his family.

Over time, Charles' dedication and hard work led him to become a supervisor by 1950, reflecting his tenacity and commitment. However, that year also brought another loss, as his mother passed away on June 21.

Charles served his family and community with unwavering dedication until he died in 1972. He was laid to rest in Prince George's County, Maryland. Although his name may not echo through history, the quiet dignity of his life resonates with those who cherish his memory.

In life's tapestry, it is often not the bold strokes that command our admiration but rather the subtle threads that weave into our existence. Charles Henry Crawford, Junior was one such thread, and his unassuming life is a testament to the resilience and quiet nobility of the American spirit.

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Malcom Henry Crawford

Malcolm Henry Crawford, born on the fertile soil of Louisville, Kentucky, was a man of sophisticated lineage and considerable accomplishment. Nurtured by the loving hands of William Wait Crawford Jr., a lawyer and business executive of some renown, and Mary La Claire Crawford, a woman of quiet strength and grace, young Malcolm found himself in the company of two siblings, a trio of fortunate souls bound by blood and ambition.

The formative years of Malcolm's education were spent within the hallowed halls of Louisville Male High School, where the seeds of his intellectual curiosity germinated. It was not long before he journeyed eastward, enrolling at the prestigious Tome School for Boys. In 1923, Malcolm earned his diploma, a parchment testament to his resolve and scholarly insight.

Furthering his education, Malcolm explored the leafy quadrangles of the University of Virginia, the University of Pennsylvania, and the Jefferson School of Law. A true southern gentleman, he embraced the camaraderie and fellowship of the Phi Kappa Psi fraternity, forging bonds that would transcend the temporal confines of his collegiate sojourn.

In 1926, Malcolm returned to the familiar embrace of his beloved Louisville, plying his trade as a sales agent. In these environs, he met and wed Mary

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Louise Webb, a union that would yield a son and two daughters, bearing witness to the enduring legacy of the Crawford name.



Mary Webb Crawford⁹

Over time, Malcolm would exchange his sales associate's wares for the gavel and the gown, becoming an esteemed attorney in a local law firm. His star ascended ever higher when the Governor of Kentucky, recognizing the young man's talents and well-established ties to Republican political circles, appointed him State securities director.

⁹ "Louisville News and Kentucky News: Courier." *Journal*, The Courier-Journal, <https://www.courier-journal.com/news/>.

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Malcolm Henry Crawford¹⁰

Alas, fate would prove a fickle mistress, and in 1945, at 41, the cruel hand of leukemia struck Malcolm Henry Crawford down in his prime. Though his human form lies silent beneath Louisville's fertile earth, his spirit endures in the hearts of all who knew and loved him.

¹⁰ "Louisville News and Kentucky News: Courier." *Journal*, The Courier-Journal, <https://www.courier-journal.com/news/>.

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Frank Arthur Daniels

Amid the verdant landscape of Raleigh, North Carolina, Frank Arthur Daniels began his earthly journey in the sultry year of 1904, a soul destined to be shaped by the bittersweet embrace of Southern history. He traversed his 81 years with a steadfast spirit, surrendering to eternity's call in 1986.

Raleigh, the cradle of his youth and the sanctuary of his final repose remained his beloved home, save for brief interludes when education beckoned. Frank ventured first to Maryland, where he earned his early laurels at the esteemed Tome School for Boys. Later, the whispers of knowledge drew him to Chapel Hill, North Carolina, where he would claim the mantle of a University of North Carolina graduate.

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FRANK ARTHUR DANIELS
Raleigh, N. C.
Age: 22
Degree: A.B.

Football Squad 1924; Assistant Leader
Fall Dances 1926; Cabin; Minotaurs; Pan-
Hellenic Council.

Δ K E.

Frank is undoubtedly one of Carolina's remarkable figures. His well-known slouch has been seen on the campus as often as four full years permit, and the attitude from which it grew portrays accurately his character. The number of his activities is not great but their worth is considerable, and the good judgment with which he handles every situation makes him invaluable in whatever function he happens to be concerned.

Briefly Frank is an individual who stands out among those around him unassumingly superior, and that is why those who know and value his friendship call him "Uncle."

University of North Carolina Yearbook (1927)¹¹

¹¹ "North Carolina Yearbooks." *DigitalNC*,
<https://www.digitalnc.org/collections/yearbooks/>.

Reflections on the Class of 1923

In 1923, the Tome School recognized the promise within Frank and his peers, anointing him as their Class President. This honor would prove a harbinger of the man he would become, a man of unwavering integrity tempered by the wisdom of his lineage.

Josephus Daniels and Adelaide Worth Bagley Daniels, his parents, provided the bedrock upon which Frank built his life. Josephus, a newspaper publisher and Secretary of the Navy under Woodrow Wilson nurtured Frank's character, molding him into a man of substance. The family, a constellation of three sons and one daughter tragically lost in infancy, would remain Frank's compass through life's storms.

In 1927, diploma in hand, Frank returned to the embrace of his native soil, lending his talents to the family publishing firm. His tenure on the Rex Hospital Board of Trustees from 1937 to 1968 bore witness to his devotion to the community, his direct and sometimes blunt manner a testament to his unswerving honesty.

The union of Frank and Ruth Aunspaugh in 1928 bore the fruit of two children, their love and devotion weaving a legacy that transcended the boundaries of their cherished Raleigh.

Reflections on the Class of 1923

William Watkins Davies

In the fertile Bluegrass State, amidst the rolling hills and the clop of horses' hooves, 1903 welcomed a gentleman of distinction from William Watkins Davies. The city of Louisville, Kentucky, bore witness to the dawn of his life and the chapters of his story that were yet to be written.

Young Davies was destined for greatness; his path solidified in the hallowed halls of the Tome School for Boys. In 1923, this venerable institution, steeped in tradition, would cast him forth, armed with knowledge and ambition. Fate would carry him to the ivy-covered walls of Cornell University, where he would master the fine art of architecture, blending creativity and precision in equal measure.

A son of the South, Davies was born to William Watkins Davies Sr. and the elegant Sarah Coonley. Their brood of four, two daughters and two sons, would grow, and the ties that bind them would weave the fabric of their lives, each thread spun with love and devotion.

In 1930, a love story began as the young architect took the hand of the beguiling Katherine Stringfellow, and together they embarked on the journey of life. A decade later, the winds of change would usher them to the verdant lands of Connecticut, where William would lend his talents to the United States Government.

Reflections on the Class of 1923

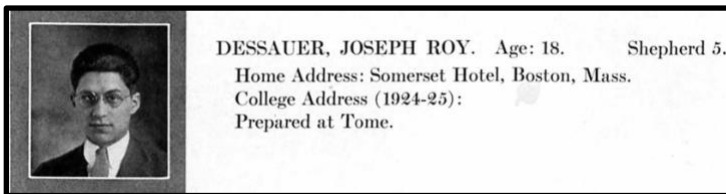
Their family grew, and blessings were given upon them through two sons and a daughter. The years stretched on, and finally, our protagonist retired to the sun-soaked shores of Melbourne, Florida. A towering figure of six feet, his 180-pound frame cut a striking silhouette against the setting sun. In 1985, at age 81, William Watkins Davies, architect, husband, and father, bade farewell to this earth, leaving a legacy that would echo through generations.

Reflections on the Class of 1923

Joseph Roy Dessauer

In the misty English birthplace of Robin Hood, Joseph Ray Dessauer first drew breath in the year of our Lord 1905. His father, Henry, was born in the land of Luther, and his mother, Berleen, bestowed upon him a name that would carry him across the sea to the beckoning shores of the New World. With his brother Albert, the elder by a year, Joseph crossed the Atlantic, landing on the soil of promise in 1920.

A man of modest stature, he stood at five feet and seven inches, weighing in at a mere 126 pounds. Yet, within this diminutive frame lay a spirit that would not be quelled, a spirit that would see him through the hallowed halls of Harvard, where he earned his bachelor's degree in 1927, trailing just behind his brother, who graduated in 1926.



Harvard University Yearbook (1926)¹²

¹² (Tm), E-Yearbook.com. "Harvard University - Red Book Yearbook (Cambridge, MA), Class of 1926, Page 182 of 249: e, Harvard University - Red Book Yearbook (Cambridge, MA), http://www.e-yearbook.com/yearbooks/Harvard_University_Red_Book_Yearbook/1926/Page_182.html.

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The decades rolled on, and Joseph lived in Margate City, New Jersey, a man of mysterious means, for the census recorded no employment. Heeding the call of duty in 1942, he enlisted in the military, serving in printing and publishing. A grateful nation bid him farewell in 1945 when he was discharged.

Joseph championed the arts in his community, advocating for the Ventnor Summer Festival. A cunning strategist, he was an avid chess player, matching wits with fellow enthusiasts in local tournaments. With Reva Hoffman, a woman of impressive longevity, he joined in marriage, making a home in Margate, before seeking warmer climes in Palm Beach, Florida.

He drank deeply of the world, traveling far and wide, until he met his last sunset in Florida in 1986, aged seventy-nine, his journey a rich tapestry of life's many hues.

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Albert Alvin Doub, Jr.

Albert Alvin Doub Jr., born unto the rolling hills of Cumberland, Maryland, in 1904, emerged from the womb of Ann Peyton Cochran, a tender woman who joined lives with Albert Alvin Doug Senior, a stalwart attorney of the region. The elder Doub, once a high school principal, served as a judge of considerable distinction in Allegany County.

Together, they nurtured a brood of six, raising two sons and four daughters in the warmth of their familial embrace. The sons, as if compelled by their father's legacy, sought the path of law. They bore the weight of responsibility with grace and integrity, traversing the labyrinthine halls of justice.

Albert Junior, an educated and ambitious youth, strode through the hallowed grounds of the Tome School, graduating in 1923. As his father had done before him, Albert walked the paths of Johns Hopkins University and, later, the University of Maryland Law School, where he honed his legal prowess.

In the fateful year of 1929, Albert established his legal practice, his father at his side, imparting wisdom and guidance for a decade before yielding to the gentle embrace of retirement.

Love blossomed in 1930 as Albert wed Fannabelle Offut, a woman whose lineage could be traced back to the region's prominent business community. Their

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union bore fruit, gifting them a son and a daughter. As if fate had woven its silken thread, the son, too, pursued a career in law.

The autumn of Albert's life arrived in 1977. For 48 years, he had been a steadfast pillar of legal wisdom in Cumberland, his spirit lingering in the whispers of justice that echo through the land.

Reflections on the Class of 1923

Richard Corbin Ford

In the autumn of 1904, as the leaves turned a fiery orange, New Harmony, Indiana, welcomed the birth of Richard Corbin Ford. He was a spirited lad, the eldest of three brothers, who would stride through life with the grit and perseverance that defined the Heartland.

Even in his youth, Richard showed an enterprising spirit, selling publications by advertisement in the New Harmony Indiana Times at the tender age of thirteen. Not long after, he left the familiar Indiana landscape for the esteemed Tome School for Boys in Port Deposit, Maryland, where he would begin to shape the man he would become.

A bright and diligent student, Richard journeyed to the hallowed halls of the University of Pennsylvania, where he earned a Bachelor of Science in Economics. His keen intellect and affinity for numbers led him to a career in accounting, where he excelled with quiet resolve.

In time, Richard would join hands with his beloved in matrimony, and together, they forged a life filled with love and companionship.

Upon retiring, Richard sought the tranquil embrace of the sea, setting down roots in Virginia Beach, Virginia. There, the tide's ebb and flow mirrored the

Reflections on the Class of 1923

rhythm of his days as the once fiery sun began its slow descent into twilight.

When Richard Corbin Ford passed in 1993, he left a legacy of unwavering determination and quiet strength. Though his journey had ended, the seeds of his spirit lived on through his two sons, two grandchildren, and a great-grandchild, each bearing the indomitable spirit of the boy who once roamed the fields of Indiana.

Reflections on the Class of 1923

Robert Walter Hale, Jr.

In the soft, rolling hills of Murfreesboro, Tennessee, Robert Walter Hale, Jr. first drew breath in 1906, a son of the South destined to leave an indelible mark upon his world. A tall man, Robert, stood at 6 foot 1 inch, his lean frame only 175 pounds in his prime. He was a man of solid stock and determination, much like the antebellum homes that graced the landscape of his birth.

As a youth, the young man left the land of his forebears, crossing into the North to attend the prestigious Tome School for Boys. There, he honed his intellect, preparing himself for the ivy-clad walls of Princeton University, where he would graduate in 1927.

Robert's life would intertwine with that of a Southern belle, the lovely Louise Plater, in 1934. Their marriage would span the seasons, seeing the birth of three children and the passing of nearly half a century before fate would tear them asunder in 1982.

During the great conflagration that was World War II, Robert heeded the call to duty, serving as a commissioned officer in the Naval Reserve, where he displayed the indomitable spirit of his forefathers, members of the Sons of the American Revolution.

Following the war, Robert carved out a career in the financial world, earning a reputation for his insight

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among the titans of business. In his leisure, he became well known for his skill on the golf course and his dedication to his community, lending his talents to better the lives of those around him.

In the twilight of his years, as the sun set upon Nashville, Tennessee, in 1987, Robert Walter Hale, Jr. took his final breath, leaving behind a legacy that would long echo in the hearts and minds of those who had known him.

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Thomas Lee Hopkins

Thomas Lee Hopkins, born and raised in the riverside town of Havre de Grace, Maryland, was no stranger to the sounds of the Susquehanna mingling with the notes of history. The old town seemed to breathe a quiet, soulful air, nourished by the memory of his father, the esteemed J. Lee Hopkins, a prominent physician of considerable repute, who had taken the hand of the lovely Sarah Wheatley in marriage.

Thomas, a boy of some distinction, enrolled from the Tome School for Boys in 1923, carrying the weight of his family's name and the expectation of a future to match. His slight frame, standing 5 feet 6 inches tall and weighing 132 pounds, belied the determination within.

The winds of fortune led him southward to Virginia, where, by 1940, he was employed by the Dupont Corporation, a company manufactured on the outskirts of Richmond. It was there, in 1941, that he met and wed Helen Wilson White, a woman of grace and quiet strength.

The couple settled in Chesterfield, Virginia, where their family soon grew to include four children, their laughter echoing through the halls of the Hopkins' home. Thomas, a devoted father, and husband, diligently served as a supervisor at the Dupont plant,

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his contributions to the industry noted and respected by his peers.

As the years passed like the gentle currents of the Susquehanna, Thomas Lee Hopkins eventually met his eternal rest in 1965. He was laid to sleep beneath the whispering trees in Chester, Virginia, leaving behind a legacy of perseverance and love woven into the tapestry of his family's history.

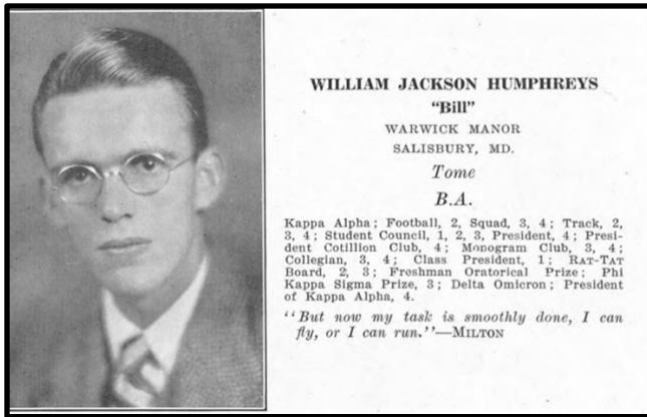
Reflections on the Class of 1923

William Jackson Humphreys

In the small, historic town of Salisbury, Maryland, nestled amidst the lush greenery, William Jackson Humphrey's life dawned in 1905. A Southern gentleman of letters, he meandered through life with the curious gaze of a writer, his keen observations carving a niche in the annals of journalism.

Upon completing his education at the esteemed Saint John's College in Annapolis, the allure of the printed word beckoned young Humphreys. He heeded its call and ventured to the bustling port city of Baltimore, where he spent nine busy years at the Baltimore Sun. This sojourn refined his sensibilities and honed his craft, imbuing him with the spirit of a true newspaperman.

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Saint John's College (MD) Yearbook (1927)¹³

As if drawn by fate's unseen hand, William's journey took him across the Atlantic, where he immersed himself in England and France's cultural tapestry. He lent his pen to the Associated Press, the New York Herald Tribune, and the Paris Herald Tribune in those foreign lands. Like the winding Seine, his writing meandered through the complexities of the human experience, capturing the essence of life's varied hues.

In the twilight of his career, Humphreys embraced the path of a freelance correspondent and dabbled in public relations. The hearth of his home, where he shared a life with his beloved wife and six children,

¹³ "Yearbooks." *St. John's College Digital Archives*, <https://digitalarchives.sjc.edu/collections/show/21>.

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was ever his haven, though the call of distant shores never ceased to lure him.

At age 85, the final curtain fell on this remarkable life, as cancer claimed the indomitable spirit of William Jackson Humphreys. He was laid to rest in the depths of the Saint Lawrence River, where his memory lingers, like the gentle ebb and flow of the waters he once traversed.

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Walter Wilson Kirk

In the quaint town of Darlington, Maryland, where time lingers like the molasses that once sweetened the tea of its inhabitants, a man of humble and distinguished origins emerged. Walter Wilson Kirk, born under the watchful gaze of his forebears in 1902, would grow up to be a figure of quiet significance.

Like the generations of Kirks before him, Young Walter flourished among the venerable trees and whispering winds of Darlington. The Doctor Kirk House, a storied family homestead, bore witness to the footsteps of father and son physicians who practiced medicine within its walls from the waning years of the 19th century until the fading light of 1968. The house, itself a testament to the family's deep-rooted history, is now a proud member of the Maryland Historical Trust.

At the tender age of 21, Walter Wilson Kirk, his soul brimming with ambition and purpose, graduated from the esteemed Tome School for Boys in 1923. Later, following the path of his ancestors, he received his dental degree from the University of Maryland Dentistry School, his nimble fingers and keen mind, an asset in his chosen profession.

Walter's heart was captured by the enchanting Cornelia Alice Wilson, a graduate of the institution now known as Towson State University. Their union,

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sealed in 1932, would bring forth two sons to carry on the Kirk legacy. Cornelia, a beacon of knowledge and grace, shared her wisdom with the children of Darlington as a devoted teacher for over two decades.

In the autumn of 1949, as the leaves turned to gold and the shadows lengthened, Walter Wilson Kirk departed this earthly realm, leaving a legacy of quiet dignity and devotion. His beloved Cornelia, her heart ever entwined with his, followed him to eternal rest in 1986. The echoes of their lives continue to resonate through the hallowed halls of the Doctor Kirk House and the memories of those they touched.

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Eduard William Kriete

Amidst the gentle hills of Aberdeen, Maryland, where the verdant fields swayed beneath the gaze of a warm sun, a legacy took root in the family of Charles Henry Kriete. Esteemed physician and surgeon, Charles tended to the disorders of the townsfolk with his dear wife, the elegant Elizabeth R. Neale, standing steadfastly by his side. They nurtured the growth of their three offspring—a dotting daughter and two robust sons—with Eduard William Kriete, born in 1905, being the second to carry forth the family name.

The young Eduard, standing tall at 5 feet 11 inches and weighing 164 pounds, journeyed through the hallowed halls of the Tome School for Boys. He emerged triumphant in 1923, his ambitions steering him toward the University of Maryland School of Pharmacy in 1929. Yet, whether he grasped the elusive laurels of graduation in 1932 remains an enigma, locked away in the annals of time.

Fate, however, brought Eduard to the bustling metropolis of New York in 1934, where he entwined his destiny with the enchanting Margaret Rita O'Brien. The couple sought the comforts of home in the historic streets of Baltimore, Maryland, where they raised their beloved daughter, born in 1940.

Eduard's professional path led him to the Bridgeport Gas Light Company in Connecticut, their

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headquarters standing sentinel in the dynamic heart of the state. Time, relentless in its march, finally brought Eduard to his twilight in 1991 at 86. In the fertile earth of Baltimore, he found his last resting place, his life's tale forever etched in the proud history of the Kriete lineage.

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Edward Donaldson Lamdin, Jr.

In the year of our Lord, nineteen hundred and thirty, Detroit, a gleaming testament to American industry, hummed with the sounds of pistons and ambition. Here, Edward Donaldson Lamdin, Jr., a man of modest stature, five feet seven inches and weighing in at one hundred and sixty-two pounds, plied his trade as a sales manager for a sign company, a purveyor of words writ large upon the sky.

Born in nineteen hundred and thirty-two, they had spent his early years in the verdant cradle of Maryland, on the family farm in Perryville. He shared this rustic idyll with his parents, Edward Donaldson Lamdin and Henrietta Lamdin, and a younger brother who followed him into the world for three years. The seeds of his future were sown in the fertile soil of that homestead, as was the tenacity and grit that would see him through the chapters of his life.

The year nineteen hundred and twenty-seven found him laboring within the hallowed halls of a US Veterans Hospital, a humble servant to those who had laid their lives on the line for freedom. Yet it was in the bustling metropolis of Detroit that he would find his true calling and the love of his life, the enchanting Louise Bribecker. They wed in the year nineteen hundred and thirty-four when Edward was thirty-two, and it was not long before they welcomed a daughter into the world.

Reflections on the Class of 1923

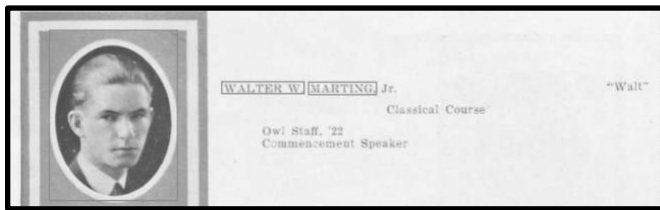
Edward's days were filled with the excitement of the outdoor advertising industry, his spirit buoyed by the ever-changing canvas of the city. In nineteen hundred eighty-four, at eighty-one, he breathed his last, leaving behind a legacy of resilience, determination, and a life well-lived.

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Walter Winter Marting, Jr.

In the annals of Ironton, Ohio, where the Ohio River winds like a languid serpent, Walter Winter Marting Jr. carved his place in the whispers of history. Born to a prominent family, the son of the esteemed entrepreneur Walter W. Marting Sr., his roots were as deeply entwined with the Ohio Valley as the tendrils of ivy that draped the walls of their ancestral home.

A tall, slender young man, he stood 5 feet 11 inches and weighed 136 pounds, a testament to the grace of his upbringing. Walter first attended Ironton High School, where his intellect shimmered like the ripples on the river. He took the Classical course and, upon graduating in 1922, delivered a speech that echoed through the hallowed halls of his school.



Ironton, Ohio High School 1922 Yearbook¹⁴

¹⁴ *Ironton High School from Ironton, Ohio Yearbooks - Classmates.com.*

<https://www.classmates.com/yearbooks/school/Ironton-High-School/5080>.

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From there, Walter ventured eastward to the Tome School for Boys, where he refined his education before alighting at Princeton University. In 1927, he emerged a proud alumnus, primed for life's many vicissitudes.

As the 1930s dawned, Walter and his family, which included his mother, Mary Winter Marting, two brothers, and three sisters, settled in Cincinnati. There, he plied his trade as a speculator in stocks and bonds, a vocation as inconsistent as the river that defined his youth.

By 1940, Walter found himself in Louisville, Kentucky, laboring as an accountant for the Aetna Oil Company. His salary, a modest \$600 for 20 weeks of toil, belied the legacy of his father, who passed away in 1945 at 68.

Walter drifted like a leaf upon the current in the following years, working on a Virginia farm in 1950. Life's river carried him onward, yet he never married nor had children. When the final twilight came in 1987, Walter Winter Marting Jr. was laid to rest in Cincinnati, the whispers of his life forever entwined with the Ohio Valley's gentle breeze.

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George Gordon Mitchell

In the tapestry of American life, few threads are as colorful as that of George Gordon Mitchell, a man of indomitable spirit and unwavering character. Born in the sleepy hamlet of Aberdeen, Maryland, to George Hayes Mitchell, a hardy farmer and canner, and Mary Florence Mitchell, a woman of gentle grace, George Gordon emerged from the fertile soil of his parents' labor like a robust and towering oak.

In the early years of the twentieth century, young George Gordon attended the Tome School for Boys, an institution known for instilling in its students a sense of discipline and self-reliance. Upon his graduation in 1923, George Gordon continued his pursuit of knowledge at Cornell University, where he earned a degree in civil engineering, a testament to his keen intellect and unyielding determination.

A call from the DuPont Corporation in 1929 saw George Gordon embark on a journey that would shape his life. He served the titan of industry with distinction until his untimely death in 1968, having ascended to the position of Assistant Director of Employee Relations at the company's Wilmington, Delaware headquarters.

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George Gordon Mitchell¹⁵

George Gordon devoted himself to his work and the community that nurtured him throughout his life. And though his heart would betray him, succumbing to a sudden and relentless attack, the legacy he left behind endures.

George Gordon Mitchell's family, his beloved wife Julia Meade Mitchell, their cherished son and daughter, mourned the passing of a man who was a guiding light in their lives. As he was laid to rest in the gentle embrace of the earth that bore him in his beloved Aberdeen, one cannot help but reflect on George Gordon Mitchell's indelible mark on the world.

¹⁵ "Historical Newspapers from 1700s-2000s." *Historical Newspapers from 1700s-2000s - Newspapers.com*, <https://www.newspapers.com/>.

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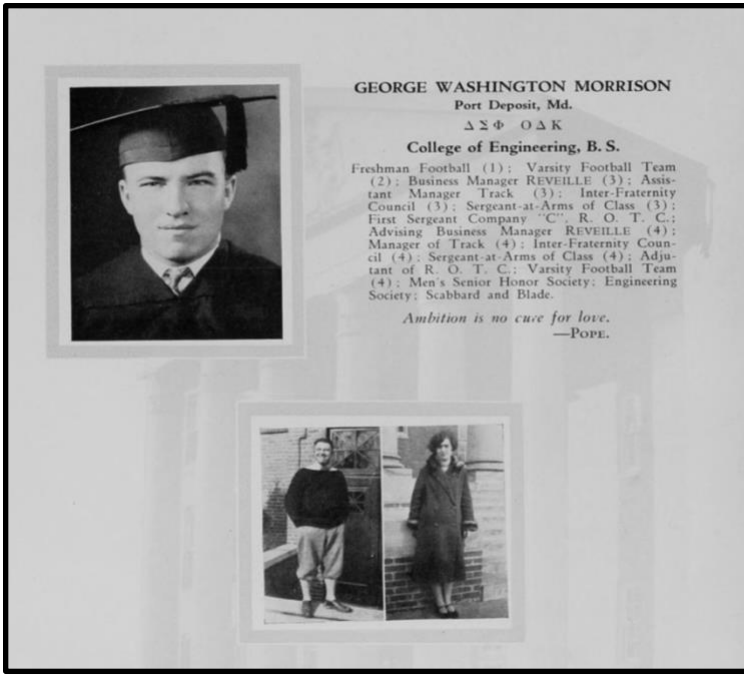
George Washington Morrison

In the quiet town of Port Deposit, Maryland, the tale of George Washington Morrison unfurls like the slow, steady flow of the Susquehanna River nearby. Born in 1905 in Havre de Grace, George's story begins just across the river from the storied Tome School, a place that would shape his destiny.

A man of substantial stature, George stood at 5 feet 9 inches and weighed 215 pounds in 1940. At the cusp of his fortieth year, he made \$2,500 as a business manager at the Tome School, where his father, Charles, and mother, Mary, had labored to provide him a foundation. Charles, a stone quarry worker, and Mary raised George and an older brother with love and steadfast determination.

By 1950, George was a business manager at the University of Maryland, sharing a life with his wife, Helen C. Meade, and their son. With his mother living in College Park, the warmth of family enriched George's days.

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University of Maryland Yearbook (1927)¹⁶

Over 23 years, George ascended to the position of supervising engineer at the University of Maryland's Baltimore County campus. By retiring, he led a bureau teeming with nearly 500 employees. Education was the bedrock of his career, and George held both Bachelor's and Master's degrees in electrical engineering from the University of Maryland.

¹⁶ "Yearbooks: University Libraries." *University of Maryland Libraries*, <https://www.lib.umd.edu/collections/university-archives/digital/yearbooks>.

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A brief stint as a student engineer with General Electric in Philadelphia preceded his return to Tome as a plant engineer. War soon found George, and he served with the Navy's Civil Engineering Corps, earning the rank of commander. In 1948, he received a medical discharge and worked as a public works officer at the Naval Training Center in Bainbridge.

A registered professional engineer, George's most outstanding achievement was the creation of a master substation centralizing the Baltimore campus electrical systems. In his twilight years, George and Helen owned a small haberdashery near the university, a testament to their dedication and hard work.

The final chapter of George Washington Morrison's story was written in 1974 in the sun-kissed land of Florida. He passed away, leaving a legacy of determination, innovation, and unwavering devotion to his family and work.

Reflections on the Class of 1923

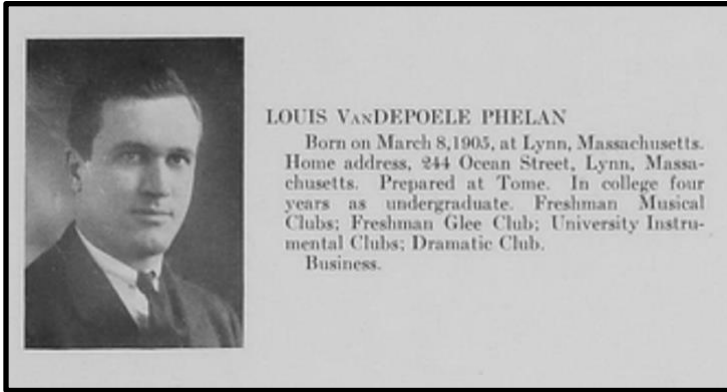
Louis Van Depoele Phelan

Louis Van Depoele Phelan, a man of purpose and lineage, first drew breath in 1905 within the cradle of Lynn, Massachusetts. Born to the storied Michael Phelan, a Harvard Law graduate and revered member of the U.S. Congress, and the tender-hearted Marie, Louis came of age alongside his two sisters, shielded by the steadfast love that knitted their family together.

In 1923, young Louis emerged from the revered Tome School for Boys, his spirit tempered and enriched by the experience. A brief interlude at another high school in Washington, D.C., preceded his tenure at Tome. He embarked on a highly publicized cross-country journey before fully immersing himself in the hallowed halls.

Upon completing his secondary education, Louis ventured forth to the ivy-clad bastion of Harvard University, where he earned his bachelor's degree in 1928, treading the path laid out by his esteemed father.

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Harvard University 1927 Yearbook¹⁷

The shadow of the Great Depression loomed large, and Louis navigated the rugged landscape as a sales promoter in a department store as the 1930 census bore witness. But love blossomed amid uncertainty when, in 1931, he wed Gertrude Olsen.

As the years unfurled, Louis embraced change, serving the Dennison Manufacturing Company in Massachusetts in 1940, and moved to Los Angeles later to forge a career in paper products.

The 1950 census records him living in California with his wife, two daughters and a son.

¹⁷ (Tm), E-Yearbook.com. "Harvard University - Red Book Yearbook (Cambridge, MA), Class of 1926, Page 182 of 249: e, Harvard University - Red Book Yearbook (Cambridge, MA), http://www.e-yearbook.com/yearbooks/Harvard_University_Red_Book_Yearbook/1927

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Standing 5 feet 11 inches tall and weighing a formidable 200 pounds, Louis Van Depoele Phelan strode through life with the unwavering conviction of a man destined for greatness. At 74, his journey ended as he passed from this world in 1980.

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James Edwin Pugh

In the verdant hills of Port Deposit, Maryland, where the Susquehanna River dances with the Chesapeake Bay, James Edwin Pugh first drew breath in 1905. The son of John Howard Pugh, an electrical engineer of some renown, and Mary Eliza Butchenhart, a gentle soul, James was the second born in a family that would eventually boast seven children.

As a young man, Pugh attended the esteemed Tome School for Boys, where he showcased his athletic prowess on the football field, eventually winning a scholarship to the University of Virginia. However, it was at Temple University where he would complete his undergraduate studies and, in 1933, earned his medical degree.

The young Dr. Pugh's brilliance did not go unnoticed. He was the first Temple graduate to secure a residency at the University of Pennsylvania Graduate Hospital. In time, he would ascend to the rank of Fellow of the American College of Cardiology, a testament to his dedication and skill.

In 1936, James married the lovely Loretta Day. They settled in Yeadon, Pennsylvania, where Pugh practiced medicine with the tenderness of a healer and the insight of a scholar for over half a century. He served as a team physician for the Philadelphia Athletics during the 1940s, a position that brought him great joy.

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Doctor Pugh Sitting with Connie Mack of the Philadelphia Athletics (Baseball)¹⁸

Tragedy struck, and Loretta passed away. In time, Pugh found solace in the arms of his practice assistant, Dorothy Leslie, and they wed. Together, they raised two daughters and a son, each bearing the unmistakable glimmer of their father's spirit.

¹⁸ "James Edwin Pugh 1905-2002 - Ancestry®." *1905-2002 - Ancestry®*,
<https://www.ancestry.com/genealogy/records/james-edwin-pugh-24-96k4vn>.

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Dr. Pugh Retired in North Carolina¹⁹

In the twilight of his years, Pugh retired to North Carolina, where he passed peacefully in 2002. Though the man is gone, his legacy endures - a tale of fortitude, compassion, and a life devoted to healing others.

¹⁹ "James Edwin Pugh 1905-2002 - Ancestry®." 1905-2002 - Ancestry®, <https://www.ancestry.com/genealogy/records/james-edwin-pugh-24-96k4vn>.

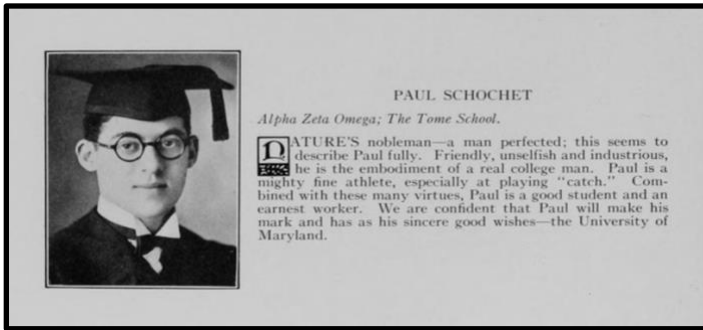
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Paul Schochet

In the quaint town of Port Deposit, Maryland, nestled beside the waters of the Susquehanna River, Paul Schochet first saw the light of day in 1904. Born to Harry and Jennie, the Russian émigrés who sought the American dream, the young man was to become a testament to their perseverance. Harry, a tailor by trade, and Jennie, a steadfast mother, raised five children, all destined to carry the Schochet name with pride.

Paul Schochet, a figure tall and lean, walked the halls of the University of Maryland School of Pharmacy, where he earned his degree in 1925. A brother, following in Paul's footsteps, joined him as a fellow alumnus four years later. Paul found love in Cassie Baum, a wise and diligent man, a woman whose intellect mirrored his own. A graduate of Johns Hopkins University, Cassie held a degree in education, a fitting match for a man of Paul's mind.

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University of Maryland School of Pharmacy Yearbook²⁰

The couple, bound by love and ambition, set their sights on a pharmacy in Glen Burnie, Maryland. Together, they cultivated a business that served the community, offering solace to those needing healing. The 1950 census, a snapshot of their lives, showed Paul working tirelessly—72 hours a week—to provide for his wife and daughter, his income a modest \$5,000 per year.

Paul Schochet's journey ended in 1974, aged 70, but his spirit lingers in the hearts of those who knew him. Buried in Glen Burnie, where he built a life and raised a family, his legacy endures through the

²⁰ "University of Maryland Pharmacy Yearbooks and Pictures-Ancestry®." *Ancestry.com*, <https://www.ancestry.com/yearbooks/school/zff-University+of+Maryland+Pharmacy>.

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following generations. As the sun sets on the Chesapeake, one can almost feel the man who once walked the streets of Port Deposit, his story forever etched into the annals of history.


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Arthur Stokes Silver

In 1905, amidst the gentle hills of Aberdeen, Maryland, the life of Arthur Stokes Silver commenced. Born to William and Edith Silver, purveyors of canned goods, Arthur's upbringing was rooted in a family of four sons and one daughter. Though his parents' religious affiliations remain shrouded in time's veil, young Arthur embraced the path of the Religious Society of Friends with sincere dedication.

From the nurturing soil of Aberdeen, Arthur's thirst for knowledge led him to the Tome School for Boys in Port Deposit, Maryland, from which he graduated in 1923. With an unquenchable desire for erudition, Arthur continued his education at the esteemed Haverford College, later securing a doctorate in English history from the hallowed halls of Harvard University.

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<p>ARTHUR SILVER</p> <p>Aberdeen, Md.</p> <p>Born 1905</p> <p>Entered from Jacob Tome Institute in 1923. Freshman Track Team; J. V. Soccer Team (1, 2, 3), Numerals (3), Varsity (4), H (4); Cricket Team (3, 4), Numerals (3), Manager of Cricket; Stage Manager of Cap and Bells Play; Cap and Bells Club; Classical Club; Liberal Club.</p>	
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Haverford College Yearbook²¹

Arthur Wistar Silver, a man of compassion, integrity, faithfulness, and perseverance, embarked upon a journey of teaching and enlightenment. He shared his wisdom within the classrooms of Friends School in Wilmington, Delaware, and further afield at Lincoln University, the University of Maryland, and Temple University.

Beyond the world of academia, Arthur found solace in the embrace of nature's wonders. He cultivated a passion for gardening and tending to flora, and his peace was concerned with equal devotion. His keen eyes beheld the beauty of birds while his spirit

²¹ "The Record of the Class of 1927 : Haverford College. Class of 1927 : Free Download, Borrow, and Streaming." *Internet Archive*, Haverford, Pa. : Haverford College, Senior Class, 1 Jan. 1970, <https://archive.org/details/recordofclass1927have>.

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sought adventure through travel and the exploration of literary realms.

A life of love and dedication, Arthur's story was interwoven with the threads of his marriage to the former Marion Rhoads and the joy of their two sons. In 1988, aged 82, Arthur Wistar Silver's journey concluded in the serene landscapes of Maine, his eternal rest found within the tranquil grounds of Darlington (Maryland) community cemetery.

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Kenneth Edward Smart

In the early morning mist of Milwaukee, Wisconsin, a boy named Kenneth Edward Smart breathed his first in 1906, born to Ira V. Smart and Edward M. Smart, a distinguished attorney. A brother would follow, making them a family of four nestled in the heartland of America.

Young Kenneth stood a mere 5 foot 6 inches tall and weighed 125 pounds, but he carried a determination to carve his path in the annals of history. His journey began at the Tome School for Boys, where he flourished and graduated in 1923. From there, his ambitions took him to Yale University, an esteemed institution that molded his mind and character.

Having honed his intellect at Yale, Kenneth returned to his beloved Wisconsin to take post-graduate work in law at the University of Wisconsin. During this time, he met and married the enchanting Jeanne Skinner, a Milwaukee native whose grace and charm would accompany him in his pursuits.

With a degree and a relentless spirit, Kenneth Edward Smart joined the Northwestern Mutual Life Insurance Company in 1940, walking in his father's footsteps as an attorney. His work, as meticulous as it was passionate, breathed life into his profession, and he became an essential thread in the company's fabric.

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As the years slipped by, like the fallen leaves of autumn, so too did the life of Kenneth Edward Smart. At age 55, in 1961, he breathed his last, leaving behind a legacy of wisdom, perseverance, and love. They lay Kenneth to rest on the earth of his cherished Milwaukee, where he remains, an eternal son of the Midwest.

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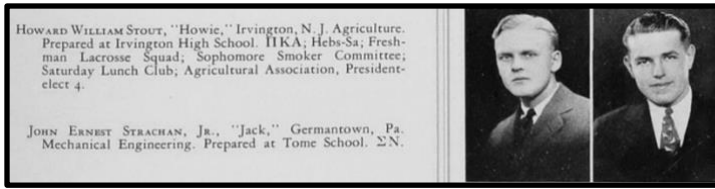
John Ernest Strachan, Jr.

Born in Australia in 1905, John Ernest Strachan, Jr. was the progeny of a union spanning continents. His mother, an English rose, was matched with a Californian father whose steel industry fortune would shape the family's destiny. John, the firstborn of two sons, would follow in his father's footsteps, embracing the mechanical world.

The boy's early education was spent at Germantown Academy in Pennsylvania, where he formed a bond with the town that would last a lifetime. Later, he completed his secondary school studies at the prestigious Tome School for Boys in 1923.

In the shadow of his father's legacy, John pursued a degree in Mechanical Engineering, graduating from Cornell University in 1927. A year later, he would marry the fair Margaret Pitcairn, a fellow Germantown native. John's presence was undeniable, towering over her at 5 feet, 9 inches and 183 pounds.

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Cornell University Yearbook (1927)²²

John found his calling as an engineer for an abrasives manufacturing firm. Something tragically cut his life short in 1958 at 52, as his heart succumbed to the weight of his world. He left behind a grieving widow, two sons, and a daughter in Ohio.

In the wake of John's passing, Margaret would find her voice. A metamorphosis took place as she became an award-winning author. Her heart would eventually find solace in the arms of a lumber broker, prompting a move to the evergreen embrace of Washington. Margaret's final chapter closed at 89, leaving behind the rich legacy of her and John's intertwined lives.

²² *Work Type: School Yearbooks - Cornell University Library Digital ...*

https://digital.library.cornell.edu/?f%5Btype_tesim%5D%5B%5D=school+yearbooks.

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William Wiley Weber

In the rolling hills of Cumberland, Maryland, a spirited boy named William Wiley Weber was born in 1904. He came from a well-rooted family in the community—his father, a respected business leader, and his siblings, two brothers, and a sister, shared a life filled with the warmth of familial bonds. Though William's father stood tall in the town, William towered over most, measuring 6 feet and weighing in at a lean 145 pounds.

Young William's education took him through two years of college but no further. He never donned a military uniform, and while his first marriage met an unfortunate end, fate had other plans. By 1949, William's heart had been captured by the lovely Adele Belesky, and they exchanged vows as a pair of kindred spirits, united by their shared profession as accountants.

The 1940 census painted a picture of a humble family man. In those days, William was father to two daughters and a son, providing them a modest income of \$1,800 a year. The world of numbers had indeed become his domain, and he would work with steadfast dedication to his craft.

Yet life is fleeting, and as the shadows of time grew long, William Wiley Weber passed away in 1962 in Pittsburgh, Pennsylvania, aged 57 years. Though his life's journey had ended, the stories of his love,

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dedication, and quiet resilience would live on, echoing through the hills of Cumberland and the hearts of those who knew him.

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John Shreeve Wise III

In the early autumn of 1904, nestled amongst the coal-rich hills of Hazleton, Pennsylvania, John Shreeve Wise III took his first breath. As the firstborn of three sons and two daughters, the weight of family legacy fell upon his young shoulders. John would carry this mantle with dignity, his journey unfolding like the leaves of a storybook.

The hallowed halls of Cornell University beckoned, and John answered the call, striving for knowledge as his ancestors had before him. With a diploma, he would emerge from the crucible of academia, armed with the tools to carve his path.

Yet, the tendrils of the family legacy proved challenging to resist. John followed in his father's footsteps, joining the Pennsylvania Power and Light company, where Wise had long served as a senior executive. Over 15 years, John would ascend the ranks. His name is etched beside his father's in the annals of the company's history.

Amidst the dance of life, John would marry, not once, but several times, weaving a tapestry of love and heartache that would cause two sons and a daughter. Each thread, each knot in this intricate pattern, bore witness to the man John was becoming.

In the twilight of his days, John sought refuge in the sun-drenched shores of Florida, a quiet coda to a life

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well-lived. When his journey ended in 2000, John Shreeve Wise III left a legacy of family, devotion, and triumph. At 95, he passed from this world, his life a testament to the indelible mark one man can leave upon the earth.

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Final Thoughts

And so, as the sun set in 1923, the Tome School for Boys released its fledgling sons into the vast ocean of life, unaware of the powerful undercurrents that would shape their destinies. The spirits of these young men, bound by the shared experiences of their formative years, now scattered like seeds upon the wind, drifting to every corner of the world to plant themselves and grow.

In their wake, they left a mark upon the landscape of time, as memorable as the footprints they etched upon the storied halls of their beloved institution. They were no heroes of war or pioneers of the industry, these sons of Tome, yet their lives were no less meaningful, for they were the glue that held the fabric of society together, the quiet strength that tethered a thousand beating hearts to a shared purpose.

Intertwined by the invisible thread of friendship and brotherhood, their lives continued to weave a tapestry of shared experiences and memories. The laughter and tears, the triumphs and defeats, the joys and sorrows of each man echoed in the hearts of their loved ones, reverberating through the generations that followed.

For it was not the grand achievements of these men that would be remembered but the minor acts of kindness, the quiet moments of love, and the

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unwavering support they provided to those who depended on them. They were the unsung heroes of their time, the humble caretakers of the human spirit, whose importance was felt most profoundly in the lives they touched.

And as the years turned to decades and then to centuries, the legacy of these boys who had once walked the hallowed halls of the Tome School for Boys would endure. Their quiet strength, unyielding courage, and unwavering love would continue to shape the hearts and minds of those who followed in their footsteps, leaving an indelible mark upon the world that could never be erased.



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Chapter 10 The Legacy

"The true test of a civilization is not the census, nor the size of the cities, nor the crops - no, but the kind of man the country produces."

Ralph Waldo Emerson¹

Prelude

This quote highlights the idea that the success of a society is not measured solely by quantitative factors like population size or economic output but by the quality of the individuals it produces. Similarly, the quality of a school can be judged not only by its academic reputation or resources but also by the impact it has on the lives of its graduates and their contributions to society.

A Campus Promenade

In the whispers of the wind, as it rustled through the sycamores and grazed the brick facades, the legacy of the class of 1923 still breathed. Among the forgotten corners of the Tome School for Boys in Port Deposit, Maryland, time had done its work, but not without mercy. The remnants of aged buildings stood, proud and somber, as their shadows stretched across the green lawns, intertwining with the

¹ *quotes.net*. N.p., Web. 28 Mar. 2023.

<<https://www.quotes.net/quote/38618>>.

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memories of the boys who once roamed the hallowed grounds.

In these halls, beneath the timeworn eaves and creaking steps, 29 young men received an education that would shape their lives. This institution, built upon the philanthropy of Jacob Tome, embedded within them a spirit of virtue and wisdom that echoed through the generations.

Upon entering the former, now abandoned campus, the ruins of the Founders' Hall greet one. Here, the boys of '23 took their first steps into the unknown, forging friendships that would last lifetimes. Within these walls, students shared a laugh, and scholars debated the merits of Whitman and Emerson. The once polished floors, now covered in fine dust, still seemed to shimmer with the reflected light of their laughter.

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Tome School Memorial Hall²

As one moved through the abandoned campus, the whispers of the past grew stronger. The once proud gymnasium, now surrendered to time, stood like a monolith to the physical prowess of these young men. They immortalized the spirit of competition in the echoes of their pounding hearts and their feet slapping the floor. This place had molded the Tome boys of 1923, their sinews stretched, and their minds sharpened, shaping them into formidable men.

² “The Abandoned Tome School for Boys in Port Deposit, MD: Abandoned America.” *The Abandoned Tome School for Boys in Port Deposit, MD | Abandoned America*, <https://www.abandonedamerica.us/tome-school>.

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Tome School Gymnasium³

The heart of their academic endeavors lay in the library, the peaceful sanctuary where wisdom and knowledge were revered. Within its quiet embrace, the boys spent countless hours delving into the annals of history and literature, quenching their thirst for knowledge. The class of 1923, while small, encompassed a vast diversity of interests and ambitions. It was here, among the yellowed pages and dusty tomes, that they discovered their passions.

³ “The Abandoned Tome School for Boys in Port Deposit, MD: Abandoned America.” *The Abandoned Tome School for Boys in Port Deposit, MD | Abandoned America*, <https://www.abandonedamerica.us/tome-school>.

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Tome School Memorial Hall Lobby⁴

Alexander, enraptured by the works of Thoreau, would later devote his life to preserving nature. Tome students, seduced by the universe's secrets, unraveled the mysteries of the cosmos. The seeds planted in these young minds by Jacob Tome's legacy would grow to shape the world beyond the school's iron gates.

The chapel, once a place of spiritual solace and reflection, now stood silent, as if mourning the

⁴ “The Abandoned Tome School for Boys in Port Deposit, MD: Abandoned America.” *The Abandoned Tome School for Boys in Port Deposit, MD | Abandoned America*, <https://www.abandonedamerica.us/tome-school>.

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absence of its faithful congregants. In this sacred space, the boys of 1923 forged a profound connection with a higher power, their individual beliefs shaping their moral compasses. It was here that youth, their voices soft yet unwavering, found solace in prayer, and some, bathed in the warm light of the stained glass, discovered a calling to serve others.

Once lined with the students' rooms, the dormitories echoed with the murmurs of friendships and brotherhood. In these rooms, the boys of 1923 shared their dreams and fears, tears and laughter. In this crucible, they forged bonds that would transcend time as the memories of their youthful camaraderie continued to shape their lives. The friendships kindled in these halls would prove resilient, outlasting the ravages of time and the distance that life would place between them.

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Tome School Inn⁵

As one walked among the ghosts of this once-great institution, the weight of its history hung heavy in the air. The legacy of the class of 1923, like the tendrils of ivy that clung to the brick walls, was woven into the very fabric of the campus. Though invisible to the naked eye, their footprints continued to mark the paths they once trod, their laughter and tears imprinted on the stones.

The abandoned campus was a testament to the lives these young men had led and the indelible mark they left upon the world. From the ivy-clad walls of the school, they ventured forth, carrying with them the spirit of Jacob Tome's vision, a vision that would reach beyond the boundaries of Port Deposit and touch the lives of countless others.

⁵ “The Abandoned Tome School for Boys in Port Deposit, MD: Abandoned America.” *The Abandoned Tome School for Boys in Port Deposit, MD* | *Abandoned America*, <https://www.abandonedamerica.us/tome-school>.

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The shadow of what once was the school's bell tower fell gently upon the ground, as if to protect the precious memories contained within. In this tower, the class of 1923 often gathered, united on purpose, to discuss their hopes and dreams for the future. As the bell rang across the campus, it seemed to call out to them, urging them forward into the world to enact change and leave their mark.

The abandoned campus stood as a monument to the lives of these 29 young men and the vision of Jacob Tome. His generosity had given them the gift of education, and they had taken up the mantle and carried it forward. The ripples of their actions, large and small, had spread outwards, touching the lives of countless others in ways both seen and unseen.

It was a legacy that lived on in the memories of those who had walked the hallowed halls and the hearts of those whose influence had touched them. The class of 1923, while lost to the ravages of time, remained ever-present in the echoes of their laughter and the whispers of their dreams.

What did it mean to be a part of the class of 1923? It meant being a part of a brotherhood, a collective of young men united in purpose and bound by shared experiences. It told them to carry the weight of Jacob Tome's vision upon their shoulders and strive for excellence in character and intellect.

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Their lives, woven together by the threads of memory and experience, formed a tapestry that bore the mark of their time at the Tome School for Boys. It was a testament to the power of education, camaraderie, and the human spirit.

Did their lives make a difference? In the grand tapestry of human history, measuring the impact on individual lives is difficult. But in the hearts and minds of those they touched, the class of 1923 left an indelible mark. Their influence extended beyond the campus boundaries and into the world, a testament to the power of Jacob Tome's vision.

As the sun dipped below the horizon, casting long shadows across the abandoned campus, one could almost hear the echoes of their laughter, the whispers of their dreams. The legacy of the class of 1923 lived on, a testament to the power of education, brotherhood, and the human spirit.

In the stillness of the abandoned campus, the memories of the class of 1923 lingered like the ghosts of a time long past. The whispers of their laughter and the echoes of their dreams seemed to reverberate through the empty halls, a testament to the lives they had led and the mark they had left upon the world.

And so, as the sun set upon the Tome School for Boys, the legacy of the class of 1923 lived on, a tribute to the vision of Jacob Tome and the power of education.

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For it was through these young men that his dream took flight, spreading its wings and soaring into the future, touching the lives of countless others in its wake.



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