

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

**National Register of Historic Places
Continuation Sheet**

Section number _____ Page _____

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 96000047 Date Listed: 2/28/96

Morristown School Morris NJ
Property Name: County: State:

Multiple Name

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

Patrick Adams
Signature of the Keeper

2/28/96
Date of Action

=====
Amended Items in Nomination:

This SLR corrects a technical omission. In Section 5 of the form (Classification), no category of property is indicated. The form is officially amended to indicate that the nominated property is a building.

DISTRIBUTION:
National Register property file
Nominating Authority (without nomination attachment)

96000047

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National Park Service

JAN 16 1996

JUN 30 1995

National Register of Historic Places Registration Form

INTERAGENCY RESOURCE HISTORIC PRESERVATION OFFICE
NATIONAL PARK SERVICE

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

1. Name of Property

historic name The Morristown School

other names/site number Morristown-Beard School, St. Bartholomew's School

2. Location

street & number Whippany Road, 350 yards west of the intersection of Hanover Ave. & Whippany Road. not for publication

city or town Morris Township Morristown vicinity

state New Jersey code NJ county Morris code 027 zip code 07962

3. State/Federal Agency Certification

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

Signature of certifying official/Title [Signature] Date 12/8/95
Assistant Commissioner for Natural & Historic Resources/DSHPO
State of Federal agency and bureau

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

Signature of certifying official/Title _____ Date _____
State or Federal agency and bureau _____

4. National Park Service Certification

I hereby certify that the property is:

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

Signature of the Keeper Patrick Andrus Date of Action 2/28/96

The Morristown School
Name of Property

Morris Co., New Jersey
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

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

Category of Property
(Check only one box)

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

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

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	Total

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

Education:school
Education:education-related

Current Functions
(Enter categories from instructions)

Education:school
Education:education-related

7. Description

Architectural Classification
(Enter categories from instructions)

Late 19th and 20th century
revivals: colonial revival
:classical revival

Materials
(Enter categories from instructions)

foundation stone
walls wood:weatherboard
roof asphalt shingle
other brick

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

N/A

Property is:

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

Areas of Significance

(Enter categories from instructions)

Architecture

Period of Significance

1896-1902

Significant Dates

1896, 1902

Significant Person

(Complete if Criterion B is marked above)

-- N/A

Cultural Affiliation

-- N/A

Architect/Builder

Boring, William A. and Tilton,

Edward L., Architects

Collins, John D., Builder

The Hillier Group, Architects (1990 alterations)

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS): N/A

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

Primary location of additional data:

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

Name of repository:

Morristown-Beard School Development Office

The Morristown School
Name of Property

Morris Co., New Jersey
County and State

10. Geographical Data

Acreage of Property less than one

Morristown, NJ Quad

UTM References

(Place additional UTM references on a continuation sheet.)

1

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4	5	1	6	8	8	0
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Zone Easting Northing

3

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Zone Easting Northing

See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Stacy E. Spies, Architectural Historian

organization The Cultural Resource Consulting Group date June 12, 1995

street & number 54 Woodbridge Avenue telephone (908) 985-4380

city or town Highland Park state N J zip code 08904

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

Representative **black and white photographs** of the property.

Additional items

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

Property Owner

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

name Morristown-Beard School Board of Trustees

street & number Whippany Road telephone (201) 539-3032

city or town Morristown state NJ zip code 07962

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

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

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Morris County, New Jersey

INTERAGENCY RESOURCES DIVISION
NATIONAL PARK SERVICE

7. NARRATIVE DESCRIPTION

The Morristown School is a three-and-one-half story frame building flanked by 2 two-story frame wings to the north and south that are attached by quarter-circle pergolas (Photo 1). Colonial Revival and Classical Revival elements are visible: white-painted clapboards, applied wood quoins, gambrel roofs, and a two-story portico. The site is located in a largely residential area of hilly wooded and open areas that were formerly farmlands and upper-class suburban estates. The central portion of the building, historically called Main Building and currently called Beard Hall, and the north wing, historically called Upper House and currently called Grant Hall, are in excellent condition and retain their original appearances with minimal alterations. The south wing, historically called Lower House, has been rebuilt with modern materials, although the exterior shell was reconstructed to match its original form. The setting and feeling of the property is nearly identical to that of its original design, as seen in numerous early photographs.

The school is set back from the road and is reached by a tree-lined drive that slopes slightly downward from the road and ends in a circular drive in front of the building (Photo 2). The building is located among altered or moved early 20th-century buildings and recent (post-1955) buildings. The buildings, except for the gymnasium, are of a residential scale and clad in white clapboards, forming a cohesive grouping.

Main Building

The side-gambrel building faces east and two ells extend from the rear of the building to the west. The area between the ells has been filled with a modern gable-roof one-story structure (Photo 3). The building is topped with an octagonal cupola which sits upon a square base. The building is clad in clapboards with applied wood quoins. The front (east) elevation has a two-story pedimented portico at center, supported by six fluted Corinthian columns (Photo 1). The circular drive passes under the portico. The portico was reconstructed in 1990 of materials similar to the originals. To the north and south of the portico on the first floor are triple 12/1 windows, separated from each other by pilasters. The wide, heavy, panelled Dutch-door entrance is framed by decorative glass sidelights and broken transom. The sidelights, transom, and paired windows flanking the doorway all feature leaded windows in an Adamesque oval pattern (Photo 4). The second floor has four 12/2 and 12/1 windows, with heavy architraves and non-functioning louvered shutters at the outer bays. Two 12/1 windows are centered at this level and are located underneath the portico (Photo 5). These two windows originally flanked a door that opened out to the balcony cantilevered over the drive on shallow, scrolled brackets. The door was removed post-1920. The balcony balustrade is composed of

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curved balusters arranged to echo the Adamesque lights below. Three-dimensional stylized urns are located on top of the posts. On either side of the balcony there are sash wheel windows. This window type is also seen on each elevation of the cupola base, and on the gambrel ends of the north and south wings. The third floor has six 4/4 pedimented gable dormers (Photo 1). A balustrade was originally located at this level, running between the dormers, and was installed and removed at various times. Currently, there is no balustrade. Two interior chimneys are located at the north and south ends. A dentil cornice meets the elevation. Shutters have also been installed and removed at various times; currently shutters exist for the first and second floors only.

On the north and south gambrel-ends are: first-floor entrances which connect to the pergolas; centered paired windows topped by an applied pediment at the second floor; triple windows flanked by quarter-circle lights above the cornice return at the third floor (Photo 6). A small 4-light window with a rounded-arch transom is located just beneath the roof peak at the attic level. Four bays of paired 9/9 windows with non-functional shutters are located along the ells; pedimented dormers are located at the third floor. The west elevation gambrel-ends have triple windows at the first floor level, two 8/8 windows at the second, and a paired window flanked by quarter-circle lights at the third (Photo 3).

The building originally contained schoolrooms, offices, a student common room, an infirmary and dormitory alcoves on the upper floors, all linked by a central half-turn stair (Photo 7). A hallway runs north and south on each floor and intersects the stair. By 1903 the "Rookery" of the building was finished, creating 5 additional rooms (Jerseyman 1926). In 1909 the dormitory alcoves were converted into rooms (Jerseyman 1926). The building currently contains a library—the former common room—a chapel currently used as a classroom, and offices. The former dormitories were converted into classrooms in the 1970s (Bloom et al 1991:40). Board and batten wainscoting is visible in the central stairhall and similar treatments are visible in the north wing. The admissions office and the reception room, the two front rooms of the building, retain much original fabric, including lattice-window insets in the interior doors and built-in shelves (Photo 8). The interiors of the ells have been obscured with dropped ceilings and modern adhesive paneling.

Upper House (North Wing)

The two-story frame wing has a gambrel roof and cross-gambrels at the east and west ends (Photo 9). The clapboard-clad building has applied wood quoins at the corners. On the front (south) elevation, at the first floor of each end bay is located a flat-roofed portico supported by Doric columns. Between the porticos are nine 12/1 windows separated by

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pilasters. At the second floor, five pedimented dormers are located between the cross-gambrels, which also have pedimented windows. An interior chimney is located at the west end.

The rear elevation of the building is three stories, as the structure is cut into a slight hill. Eight/eight basement windows pierce the fieldstone foundation. First floor windows are double-hung sash 12/12/6, with a fixed bottom portion. The second floor dormers are rounded arch windows topped with broken pediments. A balustrade runs along the length of the building at the roof line. The building is topped with an octagonal cupola. East and west gambrel ends have double-hung sash windows at the second floor, and arched windows flanked by wheel windows (Photo 10).

The building originally contained a basement workshop and a large classroom on the ground floor, which is now used as a student lounge. The row of 12/1 windows provides much of the light for the room. A fireplace, now missing its original bas-relief panel and surround, is located at the west wall (Photo 11). Faculty offices are located along the north and east walls and are entered from the wainscoted classroom (Photo 11). Panelled doors to these offices appear to match those seen in early photographs. In 1902 the building was extended 25 feet east and 25 feet north to create space for recitation rooms (current faculty offices) and dormitory space (Jerseyman 1926). The second story originally housed sleeping alcoves. The alcove partitions were removed by 1910 when the upper floors of the Main Building were altered to contain dormitory rooms (Jerseyman 1926). The second floor space was converted into faculty apartments and, most recently, into classrooms and space for student lockers (Bloom et al. 1991:40).

Lower House (South Wing)

The two-story frame wing has a gambrel roof and cross-gambrels at the east and west ends (Photo 12). The clapboard-clad building has applied wood quoins at the corners. The building is topped with an octagonal cupola. The pergola meets the wing at the west end of the front (north) elevation. Five 12/1 windows separated by pilasters are located along this elevation. At the second floor, three pedimented dormers are located between the cross-gambrels. An interior chimney is located at the southwest corner. The rear elevation is similar to the front, with the addition of a single-story extension to the south (Photo 13). The east and west gambrel-ends each have a row of 5 12/1 windows at the first floor and an arched window flanked by wheel windows at the second. A flat-roofed balustraded portico shelters an entrance at the west elevation.

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The two-story frame wing retains its original exterior form, although in 1990 the building was gutted and reconstructed with modern materials. Some original windows were removed and re-installed after reconstruction. The original dining room and kitchen fireplaces remain and are incorporated into the current offices.

Pergolas

Quarter-circular enclosed pergolas serve as walkways between the main building and the wings. The unenclosed pergolas of the original design were enclosed by 1902, as seen in early photographs. Pedimented entrances to the enclosed walkways are located at the east elevation on the north and south sides of the main building. The ground-level walkways to the wings are paved with herringbone-pattern brick. The north walkway has a brick foundation supported by brick arches infilled with concrete block. Multi-paned glass fills the spaces between the columns and beaded boards form the ceiling (Photo 14). The south walkway is of a similar design, but was entirely reconstructed in 1990 (Gary Johnson, personal communication with author, 4/23/95). The south walkway has a poured concrete foundation and modern boards form the ceiling. The glass enclosure is similar to that on the north walkway, but of modern materials. Originally, there were walkways on top of both pergolas, allowing access directly to the second floors of the north and south wings (Gary Johnson, personal communication with author, 4/23/95), but this practice has been discontinued and the attendant doors removed. The extant pergola balustrade was constructed in relation to this accessway.

Only minor changes have occurred on the exterior of the main and north wing portions of the building, and the alterations to the interior have consisted largely of the addition and removal of partition walls, while original detailing such as wainscoting and moldings were retained. Alterations and removals to the south portion of the building have been extensive. Although the original fabric of the south wing is largely gone, the integrity of the wing's character and its relationship to the main building and the north wing and the setting remain strong.

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8. STATEMENT OF SIGNIFICANCE

The Morristown School, built in 1896, is an excellent example of the eclectic manner of architectural design in the late 19th century, and is the product of the architectural firm of Boring and Tilton, best known for the design of the Immigration Station at Ellis Island, New York. Contextually, the school is an example of Colonial Revival and Classical Revival architecture. Characteristics of these styles are combined in the school's design to create a grand presence while acknowledging historical forms. The Colonial and agricultural history of the Morristown area and the metropolitan influence of New York City are both felt in the school's design. The influences of the local suburban estates contemporary with the construction of the school and of the Colonial heritage contribute to the character of the design. The building meets National Register Criterion C in the area of Architecture as an excellent example of late 19th-century architectural design and as the work of the prominent architecture firm of Boring and Tilton.

The Morristown School began its existence as St. Bartholomew's School in 1891 at a different Morristown location. In 1896, the boarding school moved to its current location and the main building and wings were constructed. In 1898 three Harvard alumni took over as co-headmasters and renamed the school The Morristown School (Bloom et al. 1991:8). That year, classes began in September with 23 boys and 8 staff members (Jerseyman 1926). By the end of its first decade as the Morristown School, the school was recognized as an outstanding eastern boarding school, both academically and athletically (Bloom et al. 1991:9). As the number of students increased, so did the size of the campus. The north wing was expanded in 1902 (Jerseyman 1926). A laundry, a stable, a gymnasium, an infirmary, a house for the headmaster, and a dormitory cottage were added in the next two decades. Of the buildings from this second building campaign, only the headmaster's house and infirmary (now Math Building), both altered, remain.

According to the school's history compiled in 1991, the school faced hard times through the Depression and World War II and was near closing because of financial reasons and because faculty were lost to the war. Little construction took place between 1920 and the 1950s. Headmaster Valleau Wilkie, who arrived in 1942, is credited with regaining financial stability for the school. Valleau's successor, Thompson D. Grant, took over the recovering school in 1956 and embarked upon a large building campaign to create classroom buildings, faculty housing, and a new gymnasium. In 1969, the Morristown School accepted both boarding and day students for grades 9-12 and numbered 160 students and 22 faculty. In 1971, Miss Beard's School for Girls and The Morristown School merged to create the Morristown-Beard School. The boarding programs of each school were discontinued and one co-educational day school was

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created for the 200 students, to be located at the Morristown School campus. The Morristown-Beard School has a current enrollment of 400 students in grades 7-12.

The design of the Morristown School was influenced both by the Colonial history of the Morristown area—Washington's Headquarters in Morristown is less than 1½ miles away—and by metropolitan New York City's increasing presence in the area. While the established Colonial Revival style was popular nationally in 1896, the style was extremely popular locally due in part to the area's own celebrated role in history. The gambrel roof is reminiscent of New Jersey's Dutch heritage and the white clapboard siding and shutters are regional characteristics. While these characteristics alone could describe a local farmhouse, the school building achieves its grand presence through an uncharacteristic three-and-a-half-story gambrel-roof structure, the two-story portico, and the balustrades, all of which were typical of the emerging neo-classical style. The revival of interest in classical design is frequently dated to the World's Columbian Exposition in Chicago in 1893. The dramatic colonnaded buildings seen there influenced design over the next half-century and appear to have influenced Boring and Tilton in the design of the school three years later. The school's design is an excellent example of popular high-style design of the last decade of the 19th-century. It was an early example of the interest in classical design and it was typically eclectic in its mixed use of Colonial Revival and Classical Revival motifs.

At the time the school was constructed, Morristown was an area of great wealth, with businessmen and their families building great estates. The arrival of the railroad to the area in the mid-19th century brought suburban development, and New York City was easily accessible by train. The area's 18th-century agricultural history gave way to suburban estates influenced by metropolitan New York tastes, such as the emerging Classical Revival style. By the 1940s, few of the largest estates had survived the Depression. After that time, more modest homes began to be built. The setting of the Morristown-Beard School is unusual for the area in that it retains the open space and rolling hills characteristic of the late 19th-century estate era. This is due in part to the school's use of open space for playing fields, and due in part to the adjacent Frelinghuysen Arboretum, which was the summer estate of the prominent Frelinghuysen family. The estate's open grounds and gardens are typical of estates historically found in Morristown. These two elements closely resemble the school's setting in 1896.

Architects Boring and Tilton were well known in New York upper-class circles. The son of a builder, William Alciphron Boring (1858-1937) was born in Illinois. He attended the architecture school at the University of Illinois before moving to California in 1882, where he entered into a successful partnership in Los Angeles with C.B. Ripley. At age 27, he moved to New York City to attend Columbia University's School of Architecture, but stayed only one

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year before leaving to attend the Ecole des Beaux-Arts in Paris, where he stayed for three years. Presumably knowledgeable of the firm's ties to the Ecole, Boring returned to New York in 1890 to briefly work in the celebrated firm of McKim, Mead and White.

That same year, Boring left McKim, Mead and White to form a partnership with Edward L. Tilton. Their partnership is best known for its design of the Immigration Station at Ellis Island (1895-1902). The partnership completed numerous commissions, primarily throughout the Mid-Atlantic states, although their practice did include commissions as far away as Louisiana. Boring appears to have been the more historically visible of the two partners. Boring frequently contributed to architectural and construction periodicals during his career on subjects ranging from school library design to building code legislation. He also maintained many professional affiliations. The organizer and first president of the Beaux Arts Society, Boring was active with the New York Architectural League, the American Institute of Architects, the American Academy in Rome, the Municipal Art Commission and the National Academy of Design. In 1915 he began teaching at the school of architecture at Columbia University as Associate in Charge of Design, and in 1931 he became that school's first Dean.

The firm, while based in New York City, completed a number of commissions in the suburban New York City area. Their commissions were primarily for what can be considered upper-class pursuits, with designs for casinos, clubhouses, private schools, libraries and institutes. Such pursuits would have befitted Morristown in 1896. The firm maintained a relationship with the community; the firm is credited with the design of the original (1917) portion of the Joint Free Library of Morristown and Morris Township (with Tilton as the project architect). The firm also designed a Renaissance Revival school for nearby Glen Ridge, New Jersey (American Architect and Building News, 11/9/1901, Plate No. 1350).

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9. BIBLIOGRAPHY

"As He is Known, Being Brief Sketches of Contemporary Members of the Architectural Profession: William A. Boring." The Brickbuilder Vol. 24, No. 9:233.

Bloom, Pamela, Clark J. Daggett, Alice Hagerty, Prudence B. Reynolds, editors. 100 Septembers: Morristown-Beard School. Morristown, New Jersey: Morristown-Beard School, 1991.

Boring and Tilton, Architects. Architectural drawings (elevations) of Main Building. 1896. In the collection of Morristown-Beard School.

"Morristown School Opened in 1898 with Twenty-three Boys and Eight Instructors." Jerseyman 10/4/1926. Newspaper clipping in Morristown-Beard School clippings file, Local History Collection, The Joint Free Library of Morristown and Morris Township.

"Schoolhouse for the Morristown School, Morristown, N.J." American Architect and Building News Vol. 74, 11/30/1901, Plate No. 1353.

"St. Bartholomew's School." Morris County Chronicle 12/1/1896. Newspaper clipping in Morristown-Beard School clippings file, Local History Collection, The Joint Free Library of Morristown and Morris Township.

The Morristown School/Morristown-Beard School. Salmagundi (School yearbook). 1903-present. In the collection of Morristown-Beard School.

The Morristown School/Morristown-Beard School Photographs Collection. ca. 1902-present. In the collection of Morristown-Beard School.

Views of Morristown School. [1920]. Pamphlet in the collection of Morristown-Beard School.

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10. GEOGRAPHICAL DATA

Verbal Boundary Description

The boundary of the Morristown School is shown as the dotted line on the accompanying map entitled "The Morristown School, 1896" and includes the main building, its connected wings, and the circular drive.

Boundary Justification

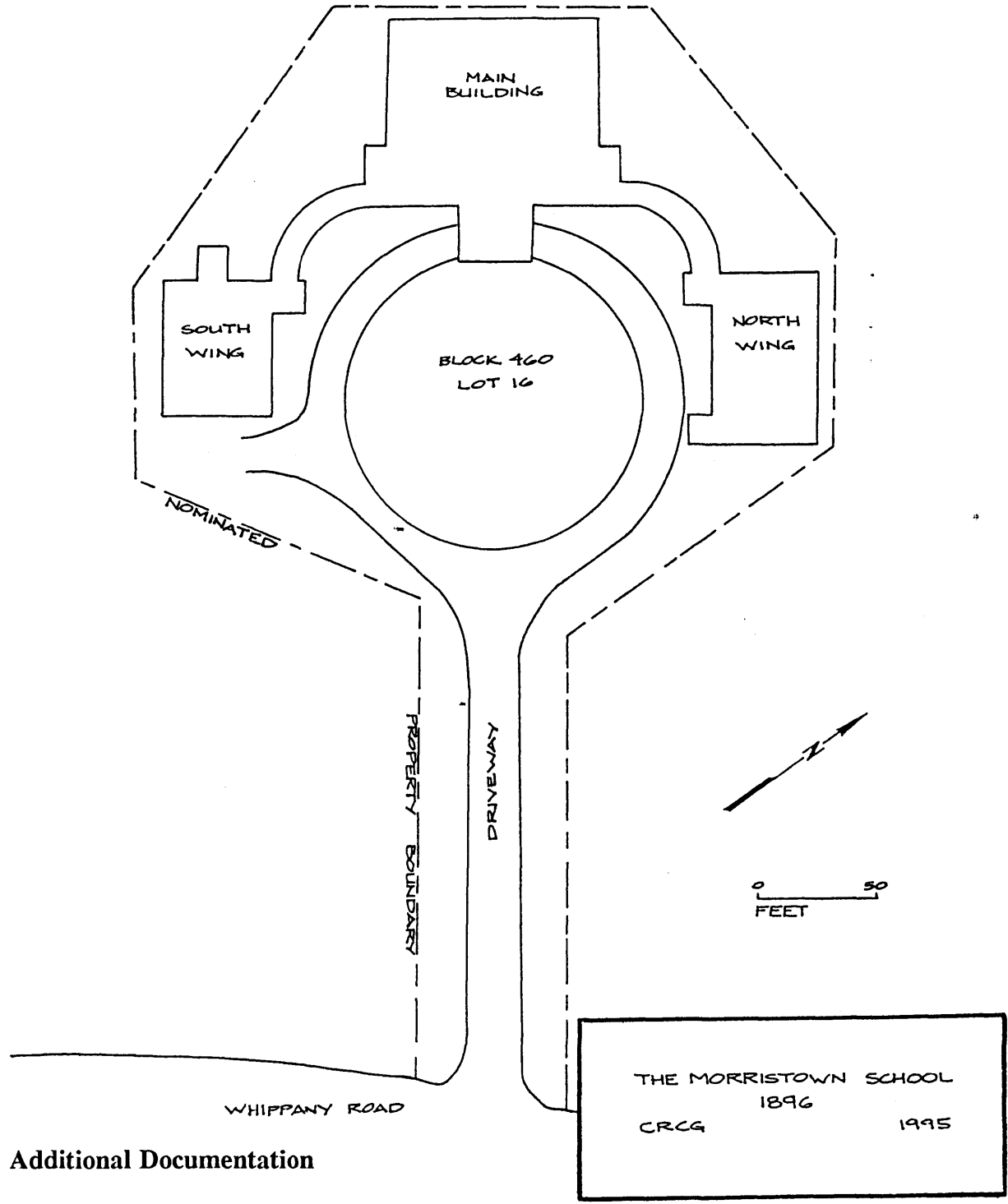
The boundary includes all extant campus features that were present at the time of the building's construction, those being the main building, its connected wings, and the circular drive. Remaining current school buildings and grounds have been excluded because all buildings outside the boundary were constructed after the original building campaign.

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Additional Documentation

SITE PLAN

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Additional Documentation

Photograph List

All photographs:

1. Morristown School
2. Morris County, New Jersey
3. Stacy E. Spies, Dawn Turner -- Cultural Resource Consulting Group
4. April, June 1995
5. Cultural Resource Consulting Group, Highland Park, New Jersey

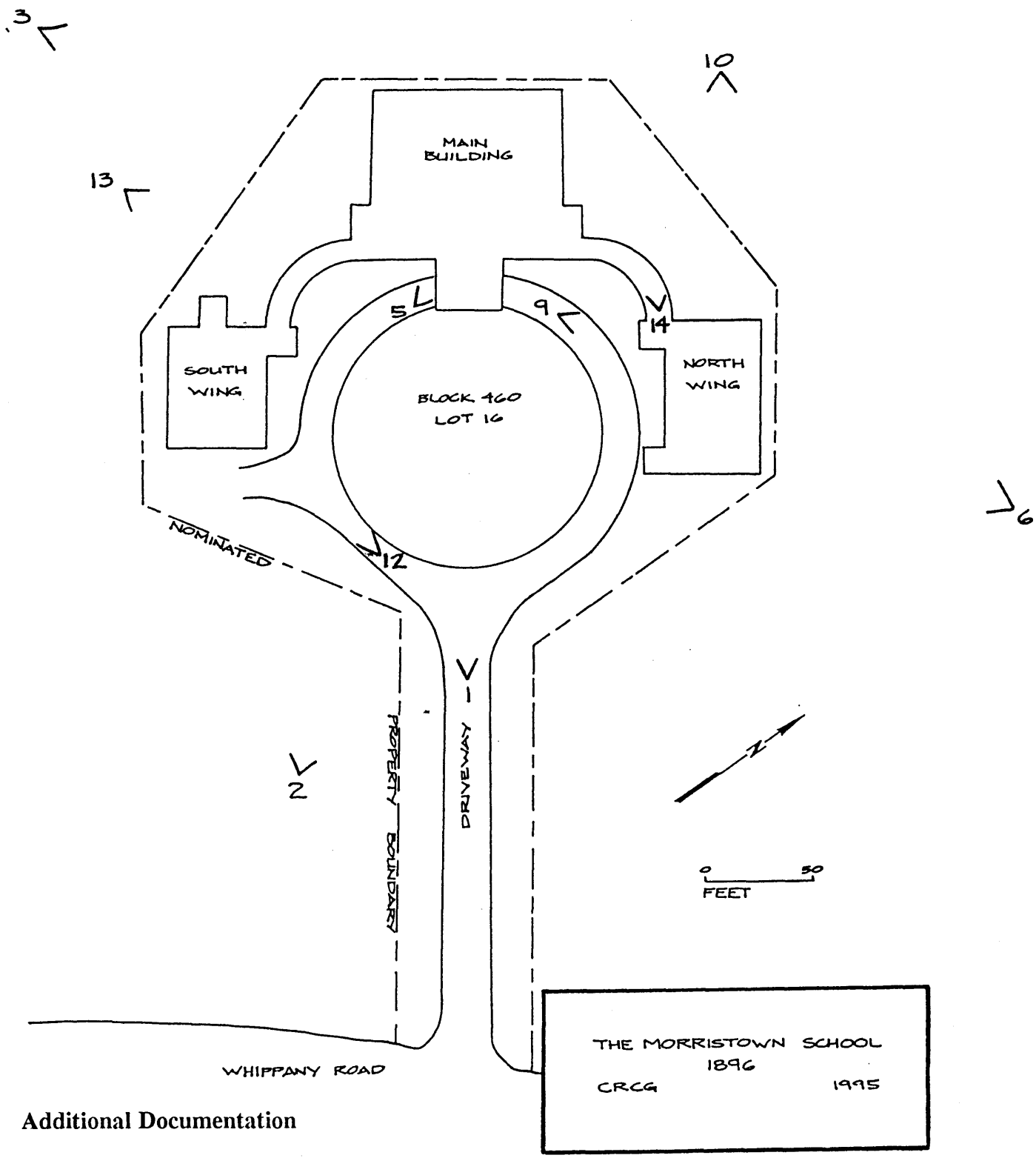
- Photo 1. East Elevation of Main Building. View facing west.
- Photo 2. The Morristown School as seen from Whippany Road entrance. View facing west.
- Photo 3. West and south elevations of Main Building. View facing east.
- Photo 4. Entrance Hall of Main Building. View facing east.
- Photo 5. Balcony below portico on east elevation of Main Building. View facing north.
- Photo 6. North Wing in foreground, Main Building at rear. View facing south.
- Photo 7. Central stair of Main Building. View facing southwest.
- Photo 8. Lattice-window inset doors in entrance hall of Main Building. View facing south.
- Photo 9. South elevation of North Wing. View facing east.
- Photo 10. West elevation of North Wing. North pergola at right. View facing east.
- Photo 11. Original classroom in North Wing. View facing west.
- Photo 12. North and east elevations of South Wing. View facing southwest.
- Photo 13. West and south elevations of South Wing. South pergola at left. View facing east.
- Photo 14. Interior of pergola between Main Building and North Wing. View facing west.

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Morristown School, Morris Township,
Morris County, New Jersey



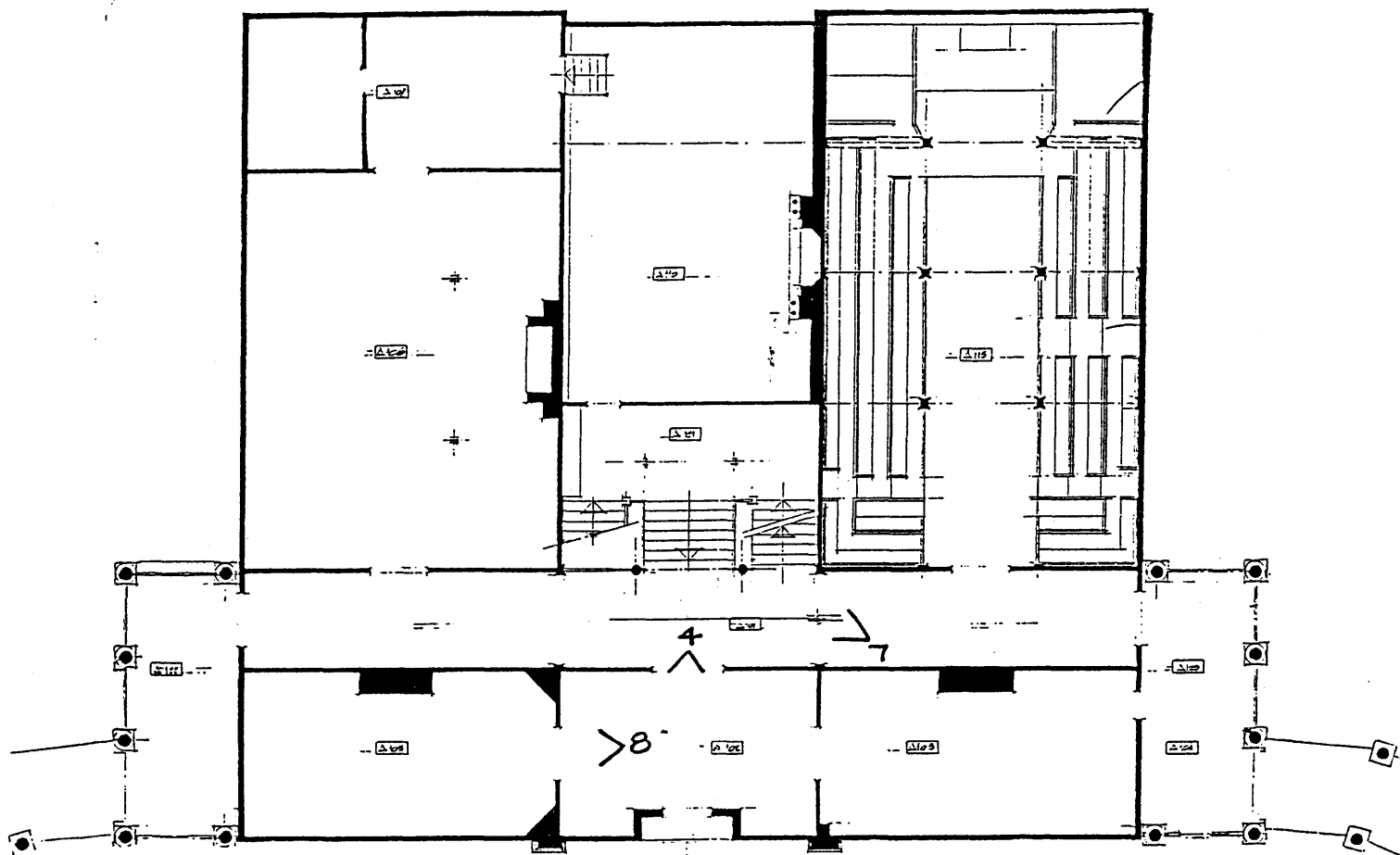
Additional Documentation
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United States Department of the Interior
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National Register of Historic Places Continuation Sheet

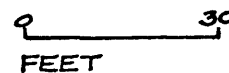
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Additional Documentation

MAIN BUILDING
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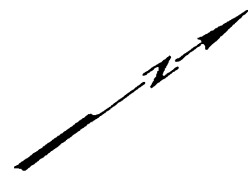
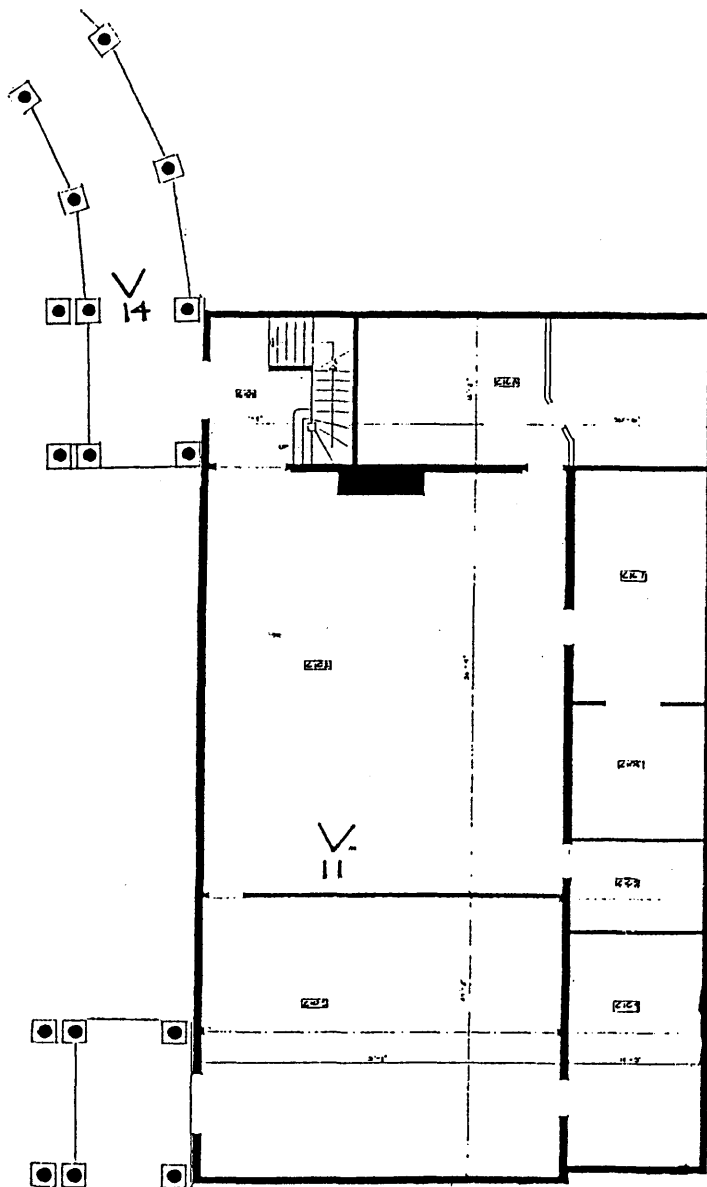
SCALE IS APPROXIMATE

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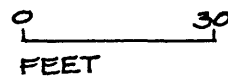
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Additional Documentation

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