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The Park School of Baltimore  
1912-2012

# 100

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1912-2012



Park's 40th anniversary was celebrated at May Day 1952 with a Lower School birthday cake.

For the past 18 months, *it has been our privilege and pleasure to work on 100. Our research took us from The Park School Archives, with its assortment of documents, correspondence, photographs, varsity uniforms, and costume designs, to historical newspapers, library and museum collections, and even eBay, where we found antique postcards of Baltimore scenes and sites from 1912. We visited iconic addresses from the school's history, tried to place the founding fathers in their home addresses on Eutaw Place, and were intrigued by questions of genealogy, marriages, and the place of Baltimore in the social, educational, and mercantile history of the United States in the early 20th century. We debated details of historic proportion and the minutiae of grammar and punctuation.*

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Our greatest challenge, however, was limiting ourselves to 100. It seemed like an endless number until we started making lists and quickly, instead of struggling to meet a goal, we had to start eliminating. Perhaps one day we will write the supplemental volume which will simply be entitled, *Park School: Everything Else*.

We did not – could not – do this by ourselves. We must first thank Larry Gilbert, Class of 1967 and longtime Middle School teacher, who heroically and singlehandedly maintained and protected the school's treasures for many years. The fine work of the History of Park FACAs (2008 and 2009) saved us hours of research time. Jennifer Vess of the Jewish Museum of Maryland and Jeff Forman at the Enoch Pratt Free Library were dogged in their pursuit of important photographs and historical documents from their archives. Glenn Dellon, Class of 1995, designed and produced this beautiful volume. Susan Weintraub is an exacting editor who (we happily learned) finds excitement and elegance in a well-crafted index. And to Joan Shaul – gentle critic and peerless proofreader – thank you.

The truth is, this was the best assignment we have ever had. We came to Park with different perspectives – native Baltimorean and Baltimoreans by choice; public school, Quaker school, and Park School; archivist, accountant, and publicist; parents of graduates and parent of a Lower School student. But we were all absolute zealots about presenting Park School accurately and affectionately. We hope we have accomplished that. **Happy 100th Birthday, Park School.**

**HILLARY JACOBS**  
**COORDINATOR OF CENTENNIAL EXHIBITS AND PUBLICITY**

**JULIE ANDRES SCHWAIT**  
**CLASS OF 1968, PUBLICATIONS WRITER**

**MICHELLE FELLER-KOPMAN**  
**ARCHIVIST**

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All images and documents are from The Park School Archives  
unless otherwise identified.





Upper School faculty and  
Park's first Headmaster,  
Eugene Randolph Smith  
(front row, center), in 1921.

*In 1912, a confluence of events in Baltimore led a group of enlightened men to consider the possibility of establishing a new school. Unhappy with the political machinations of the City Board of School Commissioners and the subsequent decline in the quality of public education, they determined that there was a need to provide a private school option, one that was non-sectarian, to accommodate Jewish students, who were either subject to a quota system or unwelcome at other private schools.*

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They sought the counsel of noted educator Dr. Hans Froelicher, a member of the Goucher College faculty since 1888, who advised them, “The school you want to found, to be a success, must be a better school, better than any now in existence. It must offer a superior type of education, so superior that...[no one] can ignore it.”

A century later, we mark the evolution of that school, The Park School of Baltimore. A search through the Park Archives, resources of the Enoch Pratt Free Library and *The Baltimore Sun*, and careful reading of documents reveals that throughout a century of transformative world events, the explosive growth in technology, and the expansion of Park’s curriculum, student body, and campus, we have remained true to our founding ideals and practices.

This year of celebration involved hundreds of volunteers and hundreds of meetings. Thank you to the many alumni, parents, staff, and students who participated in the planning. To our Centennial Chairs, Kevin Coll, Linda Halpert, Margot Baylin Lessans, Class of 1980, Rahsan Lindsay, Class of 1990, and David Sachs, Class of 1988, thank you for your inspired ideas and dedicated leadership.

To the authors of *100* – Hillary Jacobs, Julie Andres Schwait, Class of 1968, and Michelle Feller-Kopman – congratulations. This splendid publication illustrates Park School’s history with a selection of 100 ideas and documents, objects, photos, and memories that chronicle who we were and who we are.

**DANIEL J. PARADIS**  
**HEAD OF SCHOOL**

1912

In this untitled document, written for Park’s 25th anniversary, the author (presumably Hans Froelicher Jr.) recalls the year of Park’s founding.

“It was June, 1912. Taft was President, but the rift between him and Theodore Roosevelt had widened into a chasm, and a new political party had just been born at the Republican National Convention at Chicago. As an outcome, a Democratic Administration was about to be launched, which would see eight years fraught with drama and the stirring events of the World War, which was waiting to cast its shadow upon an unsuspecting world. Finley Peter Dunne, with his character of ‘Mr. Dooley,’ was the humorist of the day. W.J. Bryan, picturesque in appearance and speech, and the delight of the cartoonists, was the political dark horse, always just about to assume tremendous significance, but never quite making the grade. The self-starter for automobiles had just been invented. The Titanic, advertised as having ‘absolutely safe water-tight bulkheads, Turkish baths, elevators, suites-de-luxe and a magnificent ballroom,’ had just been sunk, rammed by

an iceberg off the coast of Newfoundland, with a loss of some 1500 lives. Dr. Alexis Carrel of Rockefeller Institute had received his first international recognition by being awarded the Nobel prize. Romain Holland’s *Jean Christophe* was the most talked of book of the day, with Edith Wharton’s *Ethan Frome* a close second. Otis Skinner in *Kismet* was packing the theatres, and J.M. Synge’s realistic plays of Irish peasant life were attended by scenes of riot – especially in Boston.

“Baltimore was agog and astew with the Democratic National Convention, which was being held at the Fifth Regiment Armory. *The Baltimore Sun* was militantly forwarding the chances of Governor Woodrow Wilson of New Jersey in this convention. The trustees of Johns Hopkins University watched the outcome with special interest. Dr. Ira Remsen had just resigned as the university’s president and there was talk of calling Woodrow Wilson there if the Democrats failed to call him. Longshoremen were on strike, demanding shorter hours and higher pay, thus ‘crippling the shipping of the port.’ There was much talk but little action on the subject of a Civic Center,



**Right**  
This photograph of Charles Street looking north from Redwood Street was taken during the 1912 Democratic Convention. Courtesy of the Maryland Historical Society.

and the widening of St. Paul Street. Preston was mayor. Thomas McCosker was president of the School Board. Preston had maneuvered James H. Van Sickle out of the superintendency of the Baltimore schools by summarily removing John M.T. Finney, Eli Frank [Sr.], and J.M.H. Rowland from the School Board. The state of education everywhere in the country was in something of a ferment. There was a feeling of dissatisfaction with the existing school systems. It was beginning to be felt that learning the three R’s and a certain amount of discipline were not enough for the student; that education was in learning how to live, and, as such, should be as flexible as life itself in its approach to the many problems which go to make up the adult world. The existing schools, excellent as some of them were, did not supply this vital demand. Dr. Adolf Meyer had just invented the phrase ‘mental hygiene.’

“Psychology and psychiatry were knocking on the doors of children’s education. Some dared to hope that going to school could be a joyous thing. Particularly was this true in Baltimore. “The public schools were badly overcrowded. Unsanitary conditions, badly lit classrooms, overworked teachers, and school houses in miserable repair, all made the public school an anathema to the parent who wished his child to have anything in the way of especial attention and an education that was not entirely perfunctory. The ‘system’ was more sacrosanct than the child. The private schools in the city were not endowed with the liberal spirit which would have been desirable to those who wished such an education for their children. Enrollment in these was limited, and a problem presented itself to the thoughtful parent, which seemed difficult indeed to surmount.”



**Left to right**  
Headline, *Baltimore American*, June 29, 1911.  
Headline, *The Baltimore News*, June 29, 1911.  
News clippings gifts of Isabel Frank Cone, Class of 1922, daughter of founder Eli Frank Sr.



The Founders

“It was in order to solve this problem that a small group of thinking men was called together to consider the formation of a new school – a school which would embody within itself the best to be had in education and a social spirit of equality and liberalism which should make it outstanding in its field. The men thus assembled...[100] years ago in No. 1319 Fidelity Building, were men well-known in the community, and it is just to record their names, for their work will long be remembered in this connection. They were: *Eli Oppenheim, Isaac Oppenheim, Dr. Guy L. Hunner, Siegmund B. Sonneborn, Eli Frank [Sr.], Jonas Hamburger, Dr. William H. Maltbie, General Lawrason Riggs, Dr. Hans Froelicher, Professor of Art [History] at Goucher, George C. Morrison, Sigmund Kann, Dr. Louis P. Hamburger, Eli Strouse, and Louis H. Levin. Dr. Froelicher and General Riggs had left the School Board in protest at the removal of Eli Frank and the others [Dr. J.M.T. Finney and Dr. J.M.H. Rowland], when Mayor Preston ‘packed’ it with his own appointees. It was the late Eli Oppenheim, then, who called that first historic meeting. The business of the meeting was to consider the formation of the new school, and to seek ways and means of doing so....”*

UNTITLED DOCUMENT WRITTEN FOR PARK’S 25TH ANNIVERSARY  
AUTHOR UNATTRIBUTED (PRESUMABLY HANS FROELICHER JR.)

◀ 002 / 100

- 1. Eli Oppenheim photograph from 1920 *Brownie*.
- 2. General Lawrason Riggs, date unknown. Collection of the Maryland State Archives.
- 3. Siegmund B. Sonneborn, circa 1900. Courtesy of The Jewish Museum of Maryland, 1994.014.001.

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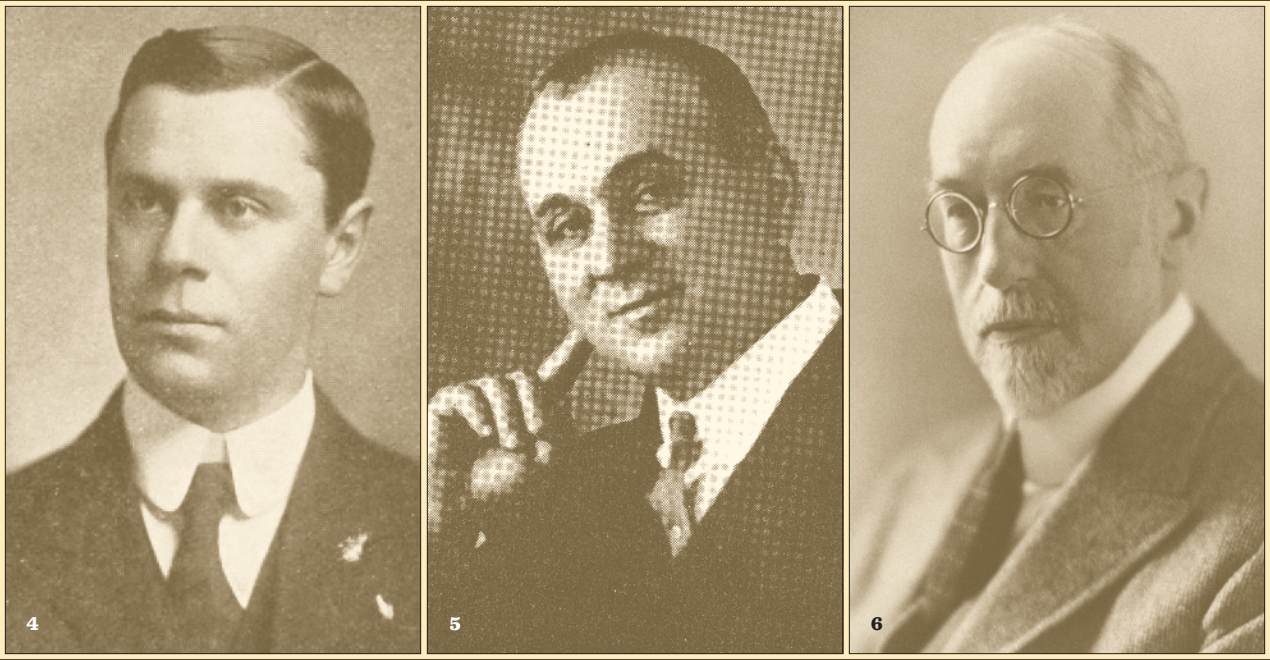
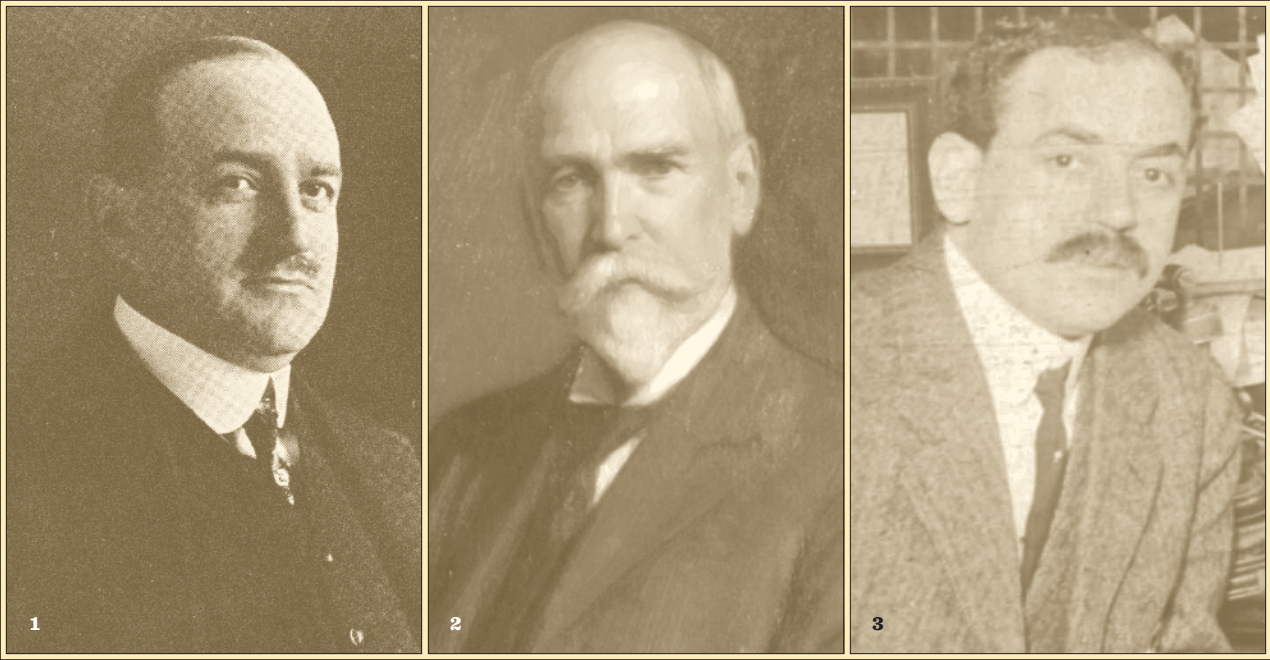
- 4. Eli Frank Sr. from *The Jews of Baltimore: An Historical Summary of Their Progress and Status as Citizens of Baltimore from Early Days to the Year Nineteen Hundred and Ten* by Isidor Blum. Date of photo unknown.
- 5. Louis H. Levin, circa 1915. Courtesy of The Jewish Museum of Maryland, 1993.051.001.
- 6. Dr. Hans Froelicher Sr., circa 1915.

Dr. Hans Froelicher Sr.

Dr. Hans Froelicher Sr. came to Baltimore in 1888 to join the faculty of Goucher College. James H. Van Sickle, the progressive superintendent of Baltimore City Public Schools, appointed him to the Board of School Commissioners in 1909. When James Preston was elected mayor in 1911 and was interested in promoting his conservative (and patronage-based) agenda, he dismissed three Board members, including Eli Frank Sr., and fired Van Sickle. Froelicher and others resigned in protest.

Because of his enlightened educational beliefs, Froelicher was invited to participate in the planning of the new school. Asked to serve as the first headmaster, Froelicher declined because of his commitment to Goucher. He was, however, elected President of The Park School Board of Trustees, a position he held until 1928. He remained on the Goucher faculty until his death in 1930.

Reflecting on the founding of Park, he wrote in 1925, “In the school I had in mind...there would be no forcing process. The pupils were to learn because they were interested, because they loved their work, because they loved the school, because they were inspired by the highest type of teacher, because they saw the reason of things....The school was to awaken in these children an exalted consciousness of their personality, physically, spiritually, and intellectually. In and out of school they were to give a better account of themselves than would the driven and drilled product of the average private school....This school, I held, should resemble a plant in its structure and growth, a living organism in which all parts were vitally interrelated from the Kindergarten to the High School, the growth of each one dependent upon all the rest, and sensitive in each part to the whole organism.”





# The Progressive School

The pedagogy Froelicher Sr. proposed – progressive education – is articulated in the work of Francis W. Parker and John Dewey in the United States in the late 1800s, and the even earlier work of Europeans Johann Heinrich Pestalozzi and Friedrich Froebel. Park’s first headmaster, Eugene Randolph Smith, would describe progressive education in a document he wrote during his tenure as Headmaster at Beaver Country Day School in Massachusetts (1922-1943).

“...*Progressive Education demands that school practice shall, as nearly as it can, keep up with the best thought on educational matters, rather than be satisfied to drift along with the same subject matter taught in the same way, whether or not it fits the present. Briefly stated, the problems Progressive Education wishes education to face and solve are these: First: How best can we understand our children...their strengths, their weaknesses, their needs and their possibilities, and perhaps particularly what is fitted to them at each stage of their development? Second: What are the needs and opportunities of present day life, and what does life, therefore, require from our children as they come to it from school? Third: How can our educational institutions best take this human material and, by using methods suited to each stage of development, prepare it to meet these demands of life?...This means...that the school shall broaden its scope to include all that concerns children. It should occupy itself with their physical wellbeing, their control of the use of hands and bodies, their creativeness and sensitiveness to the arts, their general emotional responses, their development of attitudes and habits, their preparation for citizenship and their other moral and social adjustments as well as their academic knowledge and skills....[I]t can best be summed up by saying that Progressive Education believes that children are human beings and should be treated like people rather than automata. It believes that the goal of schooling must become self realization in all of its phases rather than mere booklearning and the passing of examinations. It hopes to develop people with constructive attitudes toward life, with capacity for growth and with qualifications for taking their full part in the further and higher development of civilization.*”

**EUGENE RANDOLPH SMITH**  
**HEADMASTER, 1912-1922**

# Invitation to a Meeting at the Phoenix Club

You are cordially invited to attend a meeting for the purpose of arranging for the organization of

THE PARK UNIVERSITY SCHOOL  
A Non-Sectarian School for Boys and Girls,

To be held Monday evening, March eighteenth at the  
Phoenix Club at quarter past eight o'clock.

This school is to be organized to meet a need in the educational system of this city, namely, a strictly non-sectarian school, conducted according to the highest educational standards, properly situated, adequately equipped, and in the hands of trained educators in all grades. With regard to the need for such a school, it is only necessary to say that there is no non-sectarian Private School in this city.

It is the object of those who have considered the organization of the Park University School to make it educationally the equal of any private school in this city or any city, and to that end the headmaster and all of his assistants are to be selected with sole regard to their fitness to meet the problems of such a school as is here contemplated. It is intended to so limit the size of classes, and to furnish such school-room equipment and accessories as will enable those in charge to meet in the most effective manner every educational question presented by their pupils.

The school will be so situated as to afford the children ample grounds for exercise, in surroundings attractive and healthful, and a special attempt will be made to conserve the health and strength of the children in a way that will be to their lasting benefit.

From assurances of support that have already been given, the committee feels encouraged to hope that the school can be organized in time to receive pupils in the Fall of 1912. The preliminary ground has been carefully gone over, and at the meeting concrete facts and figures will be placed before those who are present.

As it is necessary that we should act quickly if we are to get in working order this year, the committee hopes that you will be present at this meeting and help in the formation of tentative plans of action. Your attendance at this meeting will mean much for the success of this enterprise, and the Committee begs to repeat its request that you attend.

Respectfully,

Eli Oppenheim

Sigmund Kann  
Louis H. Levin  
Louis P. Hamburger  
Eli Strouse

Eli Frank  
Isaac A. Oppenheim  
Jonas Hamburger  
S. B. Sonneborn

R.S.P.P. Louis H. Levin, 411 W. Fayette Street, City

## Above

Invitation donated to  
The Park School Archives  
by Amalie Sonneborn  
Katz, Class of 1919,  
and daughter of founder  
Siegmond B. Sonneborn.

# A Non-Sectarian School

In March 1912, with the Baltimore City public schools in disarray, there were few educational options for Jewish students. The invitation to the Phoenix Club, a Jewish men’s social club, clearly stated that the new Park University School was to be non-sectarian. One of the signatories on that invitation, Park founder Louis H. Levin, had written to his sister-in-law Henrietta Szold, founder of the Hadassah Women’s Zionist Organization of America, that year: “The private schools of this city are refusing Jewish children....We peddled Benjamin around [to many schools including] Dunham’s School and Tappan’s, at all of which he was refused.”

In 1925, Hans Froelicher Sr. wrote about the founding of The Park School, the public education crisis, and the issues Jewish parents faced enrolling their children in private school in Baltimore. It was not written for publication but for Stanwood Cobb, one of the founders of the Progressive Education Association. In the Spring 1995 *Maryland Historical Magazine*, published by the Maryland Historical Society, that document was reproduced with an introduction by Hans Sr.’s grandson Francis M. Froelicher Jr. It read in part:

“Many progressive citizens who had children of school age felt apprehensive and aggrieved and those who could afford it withdrew their children from the public schools to send them to private schools. Jewish parents however saw themselves practically debarred from doing this because some of the best private schools in Baltimore were not open to them at all, and others would admit only a certain percentage. This situation was both humiliating and exasperating for the Jewish parents. The only solution of the problem seemed to rest in the founding of a new school. This thought gained force. From the outset their plan contemplated a school in which Jew and Gentile should be received without any discrimination. They did not want a ‘Jewish School’ but a non-sectarian school, free from any particular sectarian bias. The school, they hoped, would be patronized by both Jew and non-Jew.” Dr. Froelicher saw this as an “opportunity, not only to overcome the prejudice against the Jews but also to carry out a plan which might as well be termed a dream as a plan, namely to establish a new type of school....It must offer a superior type of education, so superior that neither Gentile nor Jew can ignore it.”

*Friends for 200 Years*, published by The Friends School of Baltimore in 1983, confirms Dr. Froelicher’s statement. It notes that when Friends opened on Park Place in Bolton Hill in 1899, “...there was a significantly large proportion of Jewish students...the result of...the proximity to the school of Jewish families...in nearby Eutaw Place.” It continues: “By World War I, however, Jewish enrollment at Friends sharply declined, mainly because of the opening of Park School... Friends’ Jewish enrollment fell to only 22 students out of a total of 499 by 1921....Nevertheless this loss was not lamented by the administration....Head-master Edward C. Wilson remarked to the Education Committee that while ‘Personally I feel that our boys and girls ought to come in contact with other boys and girls of good character of many nationalities and religions and that character should be the determining test,’ he believed ‘that our Gentile enrollment has grown and improved to some extent because of the large decrease in attendance of Jews.’”

Quotas for Jewish students remained in place at private schools for decades, and some area schools did not admit their first Jewish students until the mid-1950s.

An unsigned fundraising letter to finance the move from Auchentoroly Terrace to Liberty Heights Avenue in 1917 indicates that a school that enrolled Jewish students, without quotas, was of the utmost importance.

.....

*“The Park School was organized nearly five years ago. Its most important purposes were two: 1st. To establish a private school under such auspices as to ensure for Jewish children educational opportunities of the best kind, under circumstances of absolute equality with non-Jewish children. 2nd. To make an important contribution to the cause of education. The need for the school grew out of the unsatisfactory condition of the public schools both physically and educationally, and the more or less complete exclusion of Jewish children from the private schools of the city. Jewish parents were frankly told that either their children would not be admitted at all, or that only a limited number of Jewish children would be taken, so that it would be uncertain when or under what conditions admission could be had. The Park School has more than justified the hope of its founders and supporters. While a respectable number of non-Jewish children has always been in attendance, which number has been steadily increasing, Jewish children, for the first time in the history of this City, have been able to attend a private school and feel that they were not merely tolerated, but welcomed on absolutely equal terms....The question before you is, shall this great school live or die?...[We have] succeeded in establishing a school that gives to its children the very highest type of education, one that is serving as a model for all schools. It would be a lasting disgrace to every Jew in Baltimore if this School should now be permitted to perish.”*

*If the funds had not been raised and Park had been unable to continue its work, there would have been very limited options for Jewish students.*



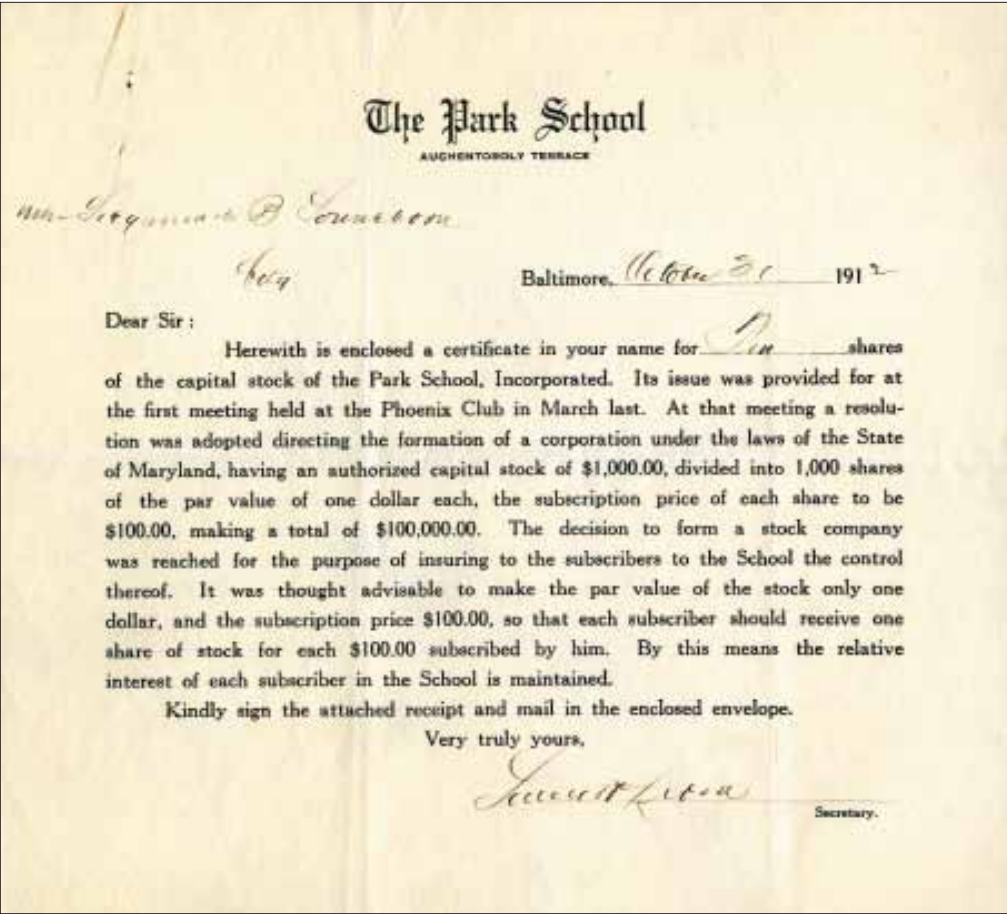
Funding the New School

*\$100,000 For New School: To Be Co-Educational And To Ignore Religion*

*A co-educational institution which will take its pupils from the building-block, kindergarten stage up to the doors of the university and which will absolutely ignore religion, leaving that strictly to the home training, has been planned by a number of prominent Baltimoreans. The idea had its inception some months ago, and a meeting held several weeks ago at the Phoenix Club was attended by more than 100 persons....The fund is almost entirely pledged, it is said, and the establishment of the institution is looked upon as almost a certainty.*

THE SUN  
MARCH 26, 1912

007 / 100



**Top**

The \$100,000, raised in less than two weeks, would, in today's economy, be more than \$2 million. Donors were issued stock certificates for shares in The Park School Incorporated.

**Left**

This letter accompanied the stock certificates.

# Eugene Randolph Smith, Headmaster, 1912-1922

“The Committee charged with the organization of the Park School...

begs to report that it has been able, after much careful consideration,

to engage the services of a Head-master, admirably equipped by

experience and personal gifts, to direct the activities of the School,

in the person of Mr. Eugene R. Smith, of the Polytechnic Preparatory

School, of Brooklyn, N.Y.”

## LETTER IN THE BOARD OF TRUSTEES' MINUTES JUNE 27, 1912

Eugene Randolph Smith (1896-1968) began his teaching career at Syracuse University, where he had earned his undergraduate and master’s degrees. He chaired the Departments of Mathematics at Cazenovia Seminary; the High School of Montclair, New Jersey; and the Brooklyn Polytechnic Preparatory School, before he was hired as Park’s first Headmaster in 1912 (after declining an offer to head the Mathematics Department at Goucher College). He left Park in 1922 to become the founding Headmaster of another progressive school, Beaver Country Day in Massachusetts, from which he retired in 1943. He was the author of groundbreaking books including *Teachers’ Manual of Pupil Analysis*, *Education Moves Ahead*, and *Some Challenges to Teachers*.

Smith was a founder and first president of the Progressive Education Association. He chaired numerous committees of the American Council on Education, and was Vice Chair of the Council’s National Study on Character Education. He served as President of the Teachers of Mathematics, was a founder of the Educational Records Bureau, and was President of the National Headmasters’ Association and the National Society for the Study of Education.

**Smith’s efforts to promote progressive education were supported by his commitment to the study of mathematics, the reinvention of grading to acknowledge the importance of effort, the emphasis on guiding children to become involved citizens, and the value of health and sanitation in the learning environment.**

◀ 008 / 100

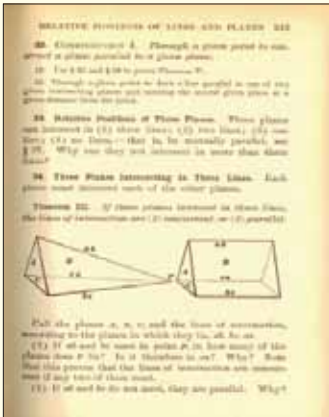
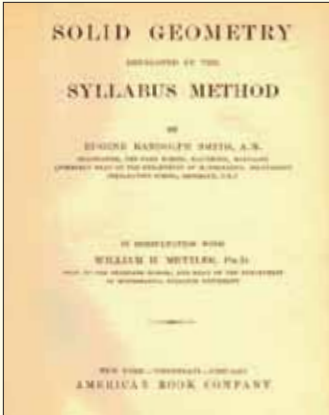


### Left

Eugene Randolph Smith, date unknown.

### Right

Column one shows sample pages from one of Smith’s textbooks. Columns two and three show sample pages from Park’s series of textbooks, *Reasoning and Proving*.



## Math Books

In 1913, Eugene Randolph Smith published a textbook, *Solid Geometry Developed by the Syllabus Method*. In the preface he wrote, “[I have] always believed that the teaching of mathematics should encourage original thinking...[which] is difficult to obtain when the pupil is furnished with a text containing the proofs of the geometrical theorems in synthetic form. [I have] been using the heuristic method for thirteen years, and have proved to [my] own satisfaction that the average pupil can enter intelligently into the class development of new propositions, and, after a certain amount of training, can analyze propositions of ordinary difficulty with little or no help from the teacher.”

Ninety-six years later, Park’s Upper School math faculty began writing its own textbooks, *Reasoning and Proving*, for the ninth, tenth, and eleventh grades. Like Smith, their primary goal was to teach students to think both systematically and creatively so that they could solve a wide range of mathematical problems. The faculty’s first step was to develop a core list of “habits of mind,” 13 strategies to solve open-ended and difficult problems. This heuristic approach – an education method in which learning takes place through discoveries that result from investigations made by the student\* – would have pleased Eugene Randolph Smith.

*\*American Heritage Dictionary of the English Language*

Grading

From his earliest days at Park, Eugene Randolph Smith reflected on the value, importance, and usefulness of grades. In a 1916 letter to the faculty, he wrote: “It will soon be time for the first marks to be handed in. These marks are important as a guide to us and the parents, and to some extent as a symbol of accomplishment. There is, however, danger of overemphasizing their importance....I wish we could put the emphasis on effort and improvement more than on grade attained.”

In an address before the Harvard Teachers’ Association on April 30, 1921, Smith spoke about the innovative grading system instituted at Park: “We have also stopped giving any marks in subjects as achievement marks alone. We use the letter marks A, B, C, D, E for achievement, with the subscript numbers *one*, *two*, *three*, *four*, and *five* for industry. We give *one* to the pupil who is so unusual that he is not satisfied to do only what he is told, *two* to those pupils who fulfill conscientiously all possible requirements, *three* to that very large group of those who mean to do their [work] conscientiously, but some little help has to be given to keep them up; we give *four* to those who are a burden on the minds of the teachers, and typified by the question, ‘How can I get John to take an interest?’; we give *five* to those who show a real inability to do the work. The number of *twos* is so great as to be entirely out of proportion; there is a small number of *fours*, and only once in a while a *five*. A *five* is of course, a subject for immediate investigation....”

The issue of grading remained important to Smith throughout his career. In his 1924 book, *Education Moves Ahead: A Survey of Progressive Methods*, he continues to contemplate the issues of assessment: “For while marks have undoubtedly served as the stimulus by which many pupils have been urged on to better school achievement, they are probably seldom or never the best stimulus.”

Contemporary attitudes about grades at Park recognize their inevitability and importance (although not until Upper School), and temper the assignment of an absolute letter or number with comments and conferences. The school’s 2012-2013 *New Faculty Handbook* advises teachers on Modes of Reporting on Progress: “The modes we use to assess and report on student progress are designed as far as possible to encompass rather than exclude the complexities of the learning process. To this end, narrative reports and one-on-one conferences with parents and students are essential tools because they allow us to describe fully varied aspects of student progress[.]...to make clear how the student is progressing in relation to a variety of skills and measures, to acknowledge strengths and gains, to suggest avenues for improvement, and to portray honestly and accurately where the student is relative to where he or she needs and is able to be. The tone should be positive, critically corrective, and categorically descriptive of the student’s own ability.”

Right  
A report card from the 1925-1926 school year.

THE PARK SCHOOL BALTIMORE, MD. UPPER SCHOOL DEPT.										
Record of										
CLASS III		SCHOOL YEAR 1925-1926								
SUBJECTS	SCHOLARSHIP RECORD								MEMORANDA	
	1	2	3	4	5	6	Yr.	Init.		
English	B <sub>1</sub>	A <sub>1</sub>	B <sub>5</sub>	A <sub>1</sub>	A <sub>1</sub>	A <sub>2</sub>	A <sub>2</sub>	1		
Latin	B <sub>2</sub>	A <sub>2</sub>	B <sub>3</sub>	A <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	1		
French	B <sub>2</sub>	B <sub>2</sub>	A <sub>2</sub>	B <sub>1</sub>	A <sub>2</sub>	A <sub>2</sub>	A <sub>2</sub>	1		
History, Ancient	A <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>3</sub>	A <sub>2</sub>	A <sub>2</sub>	A <sub>2</sub>	1		
Algebra	A <sub>2</sub>	A <sub>2</sub>	B <sub>2</sub>	B <sub>1</sub>	B <sub>1</sub>	C <sub>1</sub>	B <sub>1</sub>	1		
Art	C <sub>2</sub>	C <sub>2</sub>	C <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	C <sub>2</sub>	C <sub>2</sub>			
CLASS IV		SCHOOL YEAR 1926-1927								
SUBJECTS	SCHOLARSHIP RECORD								MEMORANDA	
	1	2	3	4	5	6	Yr.	Init.		
Eng. Lit.	A <sub>2</sub>	A <sub>2</sub>	B <sub>2</sub>	A <sub>1</sub>	A <sub>1</sub>	A <sub>1</sub>			Upper IV	
Creative Ex.	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	A <sub>1</sub>	A <sub>1</sub>	B <sub>2</sub>	1	English - B	
Technique of Ex.	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	C <sub>2</sub>	B <sub>2</sub>			one unit	
French (Lit.)	B <sub>2</sub>	B <sub>2</sub>		B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	1		
History, Modern	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	1		
Algebra	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	C <sub>2</sub>	C <sub>2</sub>	C <sub>2</sub>	C <sub>2</sub>	1		
Chemistry	A <sub>2</sub>	A <sub>2</sub>	A <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	A <sub>2</sub>	A <sub>2</sub>	1		
Latin (Caesar)							B <sub>2</sub>			
CLASS VI		SCHOOL YEAR 1927-1928								
SUBJECTS	SCHOLARSHIP RECORD								MEMORANDA	
	1	2	3	4	5	6	Yr.	Init.		
English Lit.	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	A <sub>1</sub>	B <sub>2</sub>	A <sub>1</sub>				
Creative Ex.	C <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	A <sub>1</sub>	A <sub>1</sub>	1		
Tech. of Ex.	B <sub>2</sub>	B <sub>2</sub>	C <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	A <sub>1</sub>				
History - <del>Am</del> Am	B <sub>2</sub>	A <sub>2</sub>	B <sub>2</sub>	A <sub>2</sub>	A <sub>2</sub>	A <sub>2</sub>	A <sub>2</sub>	1		
Geometry	A <sub>2</sub>	B <sub>2</sub>	C <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	C <sub>2</sub>	B <sub>2</sub>	1		
Physics	B <sub>2</sub>	A <sub>2</sub>	A <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	1		
French		C <sub>2</sub>	A <sub>2</sub>	B <sub>1</sub>	B <sub>2</sub>	B <sub>2</sub>	B <sub>2</sub>	1		



# Citizenship

“The world stands, we hope, committed to democracy, and its citizens are untrained and unready for it. I know of no place where children can have the opportunity of preparing for democracy except in the school. Here alone can they actually experience it and by experience learn its rewards and its dangers. So all sides of child life become part of our responsibility....We want them to feel that the school is their school, that the school is not an autocracy, but that everyone has a part in it, both in rights and in responsibilities, that they are partly responsible for its government, and should be interested in all its sides. Our government isn’t *self* government, but it is cooperative government in which all the school is concerned.” *Eugene Randolph Smith, address before the 30th annual meeting of the Harvard Teachers’ Association, April 30, 1921.*

That philosophy has been echoed by all of Park’s Heads of School, and the importance of citizenship is stressed in all grade levels.



On June 19, 1999, Head of School Dr. David E. Jackson said at graduation: “The original group of parents, educators, and Baltimore citizens that founded Park School believed there was a larger purpose to an independent school education...that rather than creating a secluded realm for a privileged few, they were preparing men and women of all religions, economic status and, several decades later, all races to participate fully as citizens....These were deeply held beliefs and clearly liberal and controversial for their time. Today, with the growing discrepancies within our society in wealth and access to education, they are all the more critical....[T]he purpose and result of...a Park School education cannot be only for your individual benefit.

“...[B]ring to the ‘real world’ what you have valued here. Bring to the broader world respect for education and honest listening...[and] your convictions...that individuals can find common ground to solve common problems.”

## Left

A photograph of the kindergarten room on Auchentoroly Terrace from the May 1913 Park School brochure.

## Right

Dr. Anna Schultze Abercrombie was Park School's physician from 1913-1927. According to the 1913 Park School brochure, “A school physician, acting under the committee on sanitation and hygiene, gives all the necessary attention to the physical condition of the children. In case of an unusual prevalence of any disease in the city, the doctor is in daily attendance.”

# Health and Sanitation

In 1912, the physical health of students was as important to Smith as their intellectual development. Sanitation, fresh air, and vigorous activity were priorities in curriculum and building design.

The 1912 Park School brochure stated: “Everything possible has been done to make the school conditions sanitary and hygienic. The buildings are in perfect condition, every attention having been paid to the details of sanitation, light, and ventilation, and the equipment has been planned with the same end in view....The questions of water supply, lighting, finishing of the walls and floors, and all other matters affecting the eyesight or general health of the pupils have been considered by a committee of men who are well qualified to decide on such problems, and no precautions have been overlooked.

“City parents are facing the increasing impossibility of providing their children with proper conditions for play. The normal boy or girl

needs plenty of exercise in the open air, and paved streets with their many dangers are a source of peril to the children and of anxiety to the parents.

“The pupils of The Park School will have their recreation under ideal conditions. Druid Hill Park, with its grass and trees, its playgrounds, baseball diamonds, and tennis courts, is at the school door, and together with the gymnasium and grounds of the school will give every facility for safe and healthful play....”



Advertising

On August 31, 1912, Park published its first known ad in the “Education” section of *The Sun*.

# THE PARK SCHOOL

## FOR BOYS AND GIRLS.

### A Country School in the City.

#### Kindergarten Through the High School.

#### OPENS SEPTEMBER 30TH.



School Building on Auchentoroly Terrace, facing Druid Hill Park; Ideal Location; Modern Sanitary Equipment; Small Classes; Individual Attention; Afternoon Session of Supervised Study Play and Athletics; Open-Air Study and Recitations; Faculty of Unusual Excellence; Reasonable Tuition.

For Catalogue apply to

**EUGENE RANDOLPH SMITH, A. M.,** Headmaster, 1318 Fidelity Building; Telephone, St. Paul 1757.

A School with no Commercial Intent. Organized by Prominent Citizens of Baltimore in the Interest of Elementary and Secondary Education.

**HANS FROELICHER, Ph.D.,**  
Pres. Board of Trustees.

**ELI FRANK, A. B., LL. B.,**  
Vice-Pres. Board of Trustees.

**Left**  
The Park School ad ran in the Classifieds section of *The Sun*.

**Right**  
Park was one of many schools, colleges, and professional schools that advertised in *The Sun* on August 31, 1912. Reprinted with permission of The Baltimore Sun Media Group.

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# LEXINGTON MARKET

Have You Ever Tried Rettberg's SALMON HAM? (Ladies Scholastic)

This Rettberg's Salmon is made of one solid piece of pork, cured and smoked in a delicious flavor. From its history to its preparation in cooked salmon it gets its name. Try this delicious food-going summer pastime, also, please.

**LOUIS H. RETTBERG**  
Lexington Market, No. 19, 963 & 971  
Also Sell 342 Fidelity Market

# QUALITY IS OUR MOTTO

**E. Fred Delcher**  
CORNED BEEF  
R. S. STERN  
BELAIR MARKET  
STEIN & LINTON

# EDUCATIONAL DEPARTMENT

## What School?

What many parents are now trying to decide. The Education Bureau of THE SUN will gladly send you information about any of the schools in the Educational Directory. Write the School Bureau of Information, Sun Building, Baltimore, Md. This Directory will appear every Tuesday, Thursday and Saturday from Thursday, June 4, until Saturday, September 22.

# EMERSON INSTITUTE

For catalogues apply to  
EUGENE RANDOLPH SMITH, A. M., Headmaster, 1318 Fidelity Building, Baltimore, Md.

# National Cathedral School

St. John's College  
Law School, University of Maryland  
Goucher College  
The Maryland Agricultural Experiment Station  
The Maryland Agricultural Experiment Station

# Western Maryland College

Bard-Avon School of Expression  
The Park School  
Hobbs Seminary  
Strayer's Business College, Inc.  
Maryland Agricultural College



# Admission Application

The application form in 1912 was a one-page document that requested only the most basic information. For want of a school address, the forms were to be mailed to the office of founder Eli Frank Sr. in the Fidelity Building, which still stands on the west side of North Charles Street at Lexington Street.

Today's application process requires a biography of the child by the parents, reference letters from teachers, school visits, interviews, and testing.

**THE PARK SCHOOL**

---

**APPLICATION FOR ADMISSION**

---

**TEMPORARY OFFICE, 1318 FIDELITY BUILDING  
BALTIMORE, MARYLAND**

Full name of applicant.....

Date of birth.....

Residence.....

Name of parent or guardian.....

Business address of father or guardian.....

Occupation of father or guardian.....

Send bills to .....

Date at which applicant desires to enter the school.....

Has the applicant good health? .....

Are there any physical infirmities or special habits that ought to be known by the  
school?.....

Is the applicant to be prepared for college or for business?.....

School last attended.....

Highest grade from which promoted.....

Address of last school.....

Date of entering..... Date of leaving.....

.....  
*Parent (or guardian).*

## Tuition

015 / 100 ▶

Rates of Tuition						<i>Per Annum</i>
Kindergarten	-	-	-	-	-	\$ 50
Primary Department						
Grades I-II	-	-	-	-	-	75
Grades III-IV	-	-	-	-	-	100
Intermediate Department						
Grades V-VI	-	-	-	-	-	125
Grades VII-VIII	-	-	-	-	-	150
High School Department	-	-	-	-	-	160

The tuition is payable, three-fifths at the opening of school and two-fifths on February 1st. Pupils who enter at any time except the beginning of a semester must pay in advance for the rest of that semester; those entering at the beginning of the second semester will be charged half the annual rate. A pupil whose work is in two or more different grades will be charged accordingly.

Clergymen and teachers receive a reduction in the tuition of their children.

**Left**

The first admission application form.

**Top**

The Rates of Tuition  
from the Park School  
brochure, May 1913.

## 3440 Auchentoroly Terrace

*“...[T]he School building...charmingly situated on Auchentoroly Terrace is opposite one of the most attractive spots in Druid Hill Park. The surroundings invite out of door instruction, which is to be a feature of the School, and lend themselves to a program of supervised play not possible in less favored locations. The School house...is both substantially and handsomely built. It will be thoroughly over-hauled and will form a most suitable structure for classes of the size contemplated. A gymnasium will be built with special reference to the needs of such a school....”*

**FROM A LETTER DATED JUNE 27, 1912  
AND SIGNED BY THE COMMITTEE CHARGED WITH  
THE ORGANIZATION OF THE PARK SCHOOL**

The school building was numbered 3440 in 1912. Today it is numbered 3436.



**1.** The entrance of the school from Auchentoroly Terrace.

**2.** The rear view of the school shows the gymnasium building.

**3.** Upper School students enjoy the playground equipment.

**4.** The 1917 Park School brochure includes this photograph of students working in the shop.

**5.** This photograph of the elegant entry hall, with a statue of Mercury on the newel post, was published in the 1913 Park School brochure.



# Druid Hill Park

*“The location is ideal for a school as the [Druid Hill] Park can be used for nature study and playground purposes, as well as for out-of-door recitations and study periods. The quiet of the place, its elevation, and its freedom from dirt and dust are additional advantages.”*

**THE PARK SCHOOL, INC.  
A COUNTRY SCHOOL IN THE CITY, MAY, 1913**



**Top**  
Druid Hill Park grass was “cut” by sheep under the supervision of shepherd Mr. Mac.  
© Enoch Pratt Free Library, Maryland’s State Library Resource Center.  
All rights reserved.

**Bottom, left**  
Park’s Auchentoroly Terrace students play in Druid Hill Park.

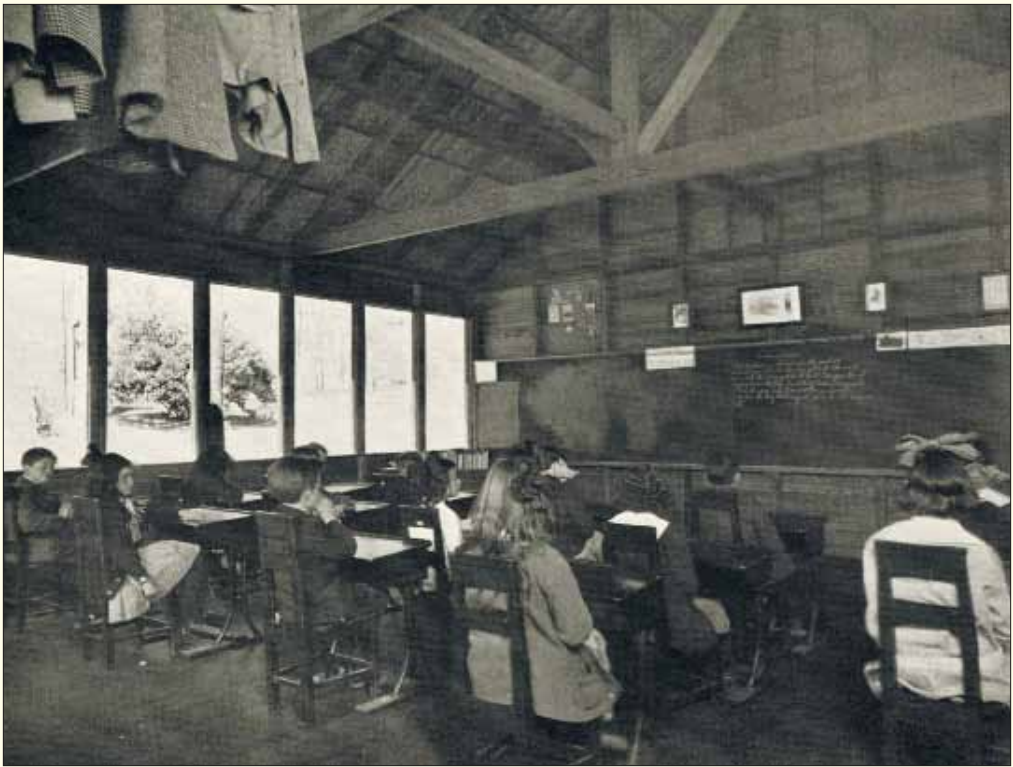
**Bottom, right**  
Park students leave Druid Hill Park.

**Right**  
Students wore the Park School-recommended sweaters in the open-air classroom. They included Katharine Sonneborn [Falk], Class of 1922 (back row, second from left), and Isabel “Iggy” Frank [Cone], Class of 1922 (middle row, third from left).

# Open-Air Classroom

*“At the time there was much interest in ‘fresh air’ classes, and Park had one on its grounds, with pupils in special winter costumes, and at one time with heat under the floor and holes bored so the pupils’ feet would be warm!”*

**“THE PARK SCHOOL: SOME EARLY DAYS AND A WORD ABOUT ITS FUTURE”  
EUGENE RANDOLPH SMITH, THE PARK SCHOOL MAGAZINE, APRIL 1963**







## Sweaters

“...In order to have the children warmly clothed and comfortable it is desirable to have a uniform weight sweater and made according to special measurements. The sweater should reach the knees and yet fit the arms and body snugly. Stock sizes do not meet these two needs.

“We are having a sweater made up to meet these needs of weight and size, which will cost approximately six dollars. We hope that you will be interested and co-operate with us

in this if possible. If you wish to order for your children, will you send the actual bust measure and the length from shoulder to knee before October 9th. It will take several weeks, and the children should be equipped for winter by November 1st.”

**Letter to parents of kindergarten and primary pupils, signed by Margaretta R. Voorhees, Head of Primary Department, October 3, 1916**

### Left

These photographs of Park's students blowing bubbles and playing outdoors in their school sweaters were taken in 1918.

020 / 100 ▶

### Right

Other shops also claimed to be the home of “The Park School Shoe.” The L. Slesinger & Son advertisement appeared in the 1915 *Brownie*.

◀ 019 / 100

## Shoes

“For a long time the school has desired a soft, flexible, high, warm shoe to meet the varied needs of the children below Upper 1 [K-6]. A stiff shoe with leather sole hampers the little children in their free activities and rhythmic work, and, in the case of the older children, keeps them from the use of the gymnasium unless they change, which is undesirable. Keds and sneakers have been worn extensively, but are unsatisfactory during the cold months in the school rooms, out of doors, or in the gymnasium.

“This matter was taken up at a mothers’ meeting, and as a result of the interest of some parents, N. Hess’ Sons have worked out a model which meets our needs satisfactorily, and [is] willing to carry it in stock. Information concerning this shoe may be obtained from the children’s department, third floor of N. Hess’ Sons, Baltimore Street near Charles.”

**From a 1921 letter to parents from Margaretta R. Voorhees, Head of the Lower School**

## L. SLESINGER & SON

*Park School's Own Shop*

FEATURING THE  
PARK SCHOOL SHOE  
A CORRECT SCHOOL SHOE FOR BOYS AND GIRLS

And at parties of the Junior or Senior Classes the smartest frocks are sure to be those from Slesinger's.

OUTFITTERS TO THE SMART SCHOOL GIRL

L. SLESINGER & SON  
ON CHARLES STREET, 216 NORTH

# The Park School Prayer

*Our Father, we Thy children come before Thee this day with humble hearts.  
We thank Thee for Thy mercies and pray that Thou wilt so help us, that those  
around us today may be a little happier and a little better for our influence.  
We ask Thy guidance in all the duties and the pleasures of the day, and Thy  
blessing when the day is done. Amen.*

Minutes from the April 27, 1914 Board of Trustees meeting report that Eugene Randolph Smith “...thought that the daily session should be opened with prayer, and [he] presented a short prayer for this purpose, which was approved.” He published it in his 1924 book *Education Moves Ahead: A Survey of Progressive Methods*.

The prayer was regularly recited at assemblies until it came under fire in June 1967. *Postscript* reported, “Last week, eight Park School students signed a petition which said that they would walk out of the Closing Assembly when the school prayer was said. The students objected to the prayer on the grounds that it contradicted the Park School philosophy and served as an obstruction to the fulfillment of Park’s role as a non-sectarian institution. They called for the prayer’s abolition.

“The petition read, ‘We, the undersigned, believe that the school prayer has no place in a non-sectarian institution. We believe, further, that the sponsorship of religion in any form contradicts The Park School philosophy. For the school administration to sponsor religious functions is to admit that it is either unable or unwilling to live up to Park’s principles. Consequently, if the prayer is recited during the closing assembly we shall walk out. We call upon all those who believe in the strict exclusion of religion from the schools, and who wish Park to abide by its own principles, to support us in so doing....’

“In a meeting with the signers of the petition, [Headmaster Robert] Thomason stressed the differences between the terms non-sectarian and irreligious. He said that the school’s position was neither to foster any particular religious sect nor to destroy all elements of a general religious nature. If students objected to the prayer, he said that they were not forced to say it, but they were obligated not to disrupt the order of the assembly.”

In November 1968, the Upper School Prayer Committee, made up of students and faculty, published recommendations that read in part: “Retain the prayer, as it is written, as part of our tradition and philosophy, but use it only on appropriate occasions. The occasions might include, but are not limited to, opening assembly, winter vacation assembly, graduation, etc.” The prayer continued to be recited at graduation, immediately following the opening processional, through the early 1980s.



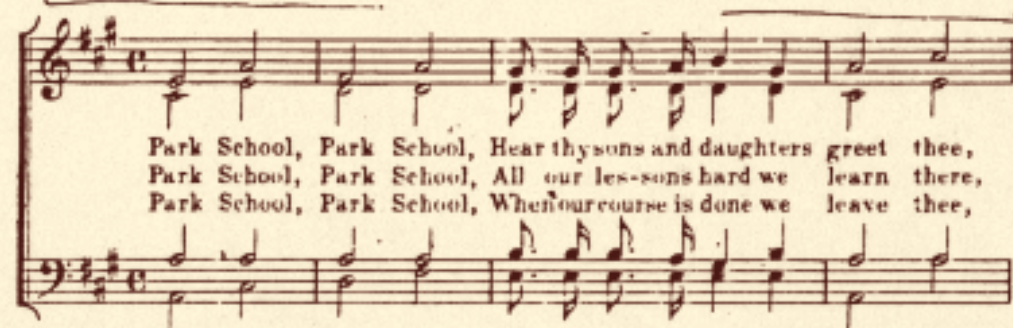
**Top**  
A photograph of Upper School students reciting the Park School Prayer at assembly appeared in the 1962 *Brownie*.



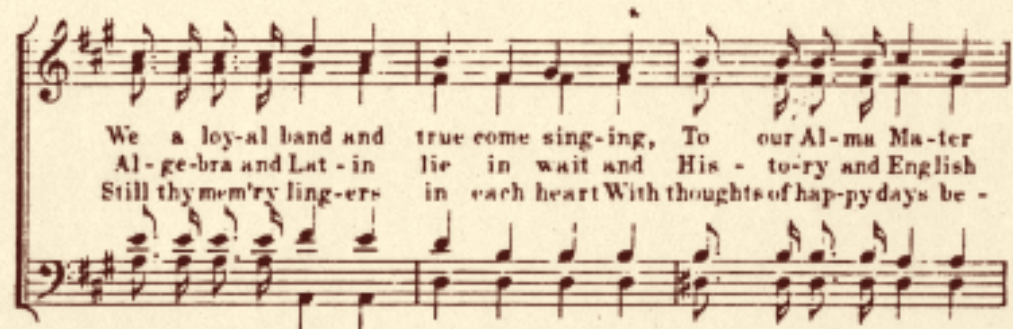
# PARK SCHOOL

Words by  
EUGENE RANDOLPH SMITH

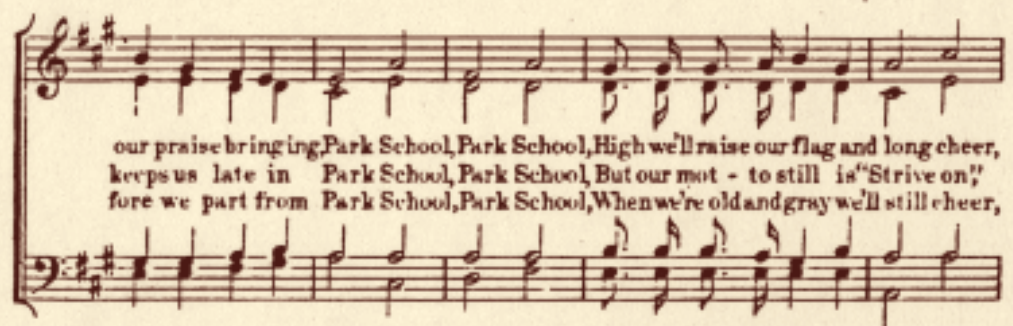
Music by  
ISAAC A. OPPENHEIM



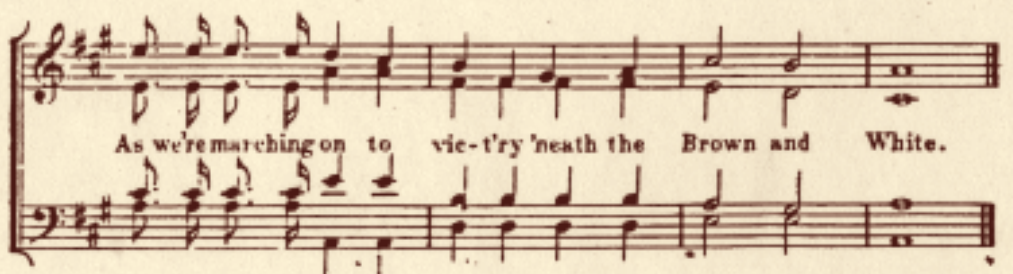
Park School, Park School, Hear thy sons and daughters greet thee,  
Park School, Park School, All our lessons hard we learn there,  
Park School, Park School, When our course is done we leave thee,



We a loy-al band and true come sing-ing, To our Al-ma Ma-ter  
Al-ge-bra and Lat-in lie in wait and His-to-ry and English  
Still thy mem'ry ling-ers in each heart With thoughts of hap-py days be -



our praise bring-ing Park School, Park School, High we'll raise our flag and long cheer,  
keeps us late in Park School, Park School, But our mot-to still is "Strive on!"  
fore we part from Park School, Park School, When we're old and gray we'll still cheer,



As we're march-ing on to vic-t'ry 'neath the Brown and White.

Copyright 1913 by Park School

## The Park School Song

Isaac A. Oppenheim, one of Park's founders, composed "Park School" in 1913, with lyrics by Eugene Randolph Smith. In 1914, at the conclusion of the banquet at the Emerson Hotel following Park's first graduation, the assembled celebrants sang the song. The last verse was "...repeated by the Seniors alone as the final farewell of the graduating class."

In what is surely Park's oldest tradition, "Park School" is sung only at graduations – by the fifth graders at May Day, by the eighth graders at their closing ceremony, and by seniors at graduation – and only they and alumni sing the last verse.

But an exception was made on September 28, 2012. At the all-school Centennial kick-off assembly, everyone sang the last verse.



Brownie

“At the beginning of the school year 1913-14, a member of the Faculty suggested that the high school publish a monthly paper. A member of the Senior Class thought of carrying the plan one step further, and, together with his classmates, advocated the idea of editing a year book, to set a precedent for future years, and, since they were to be the first class to graduate from Park School, to leave some record of their activities.”

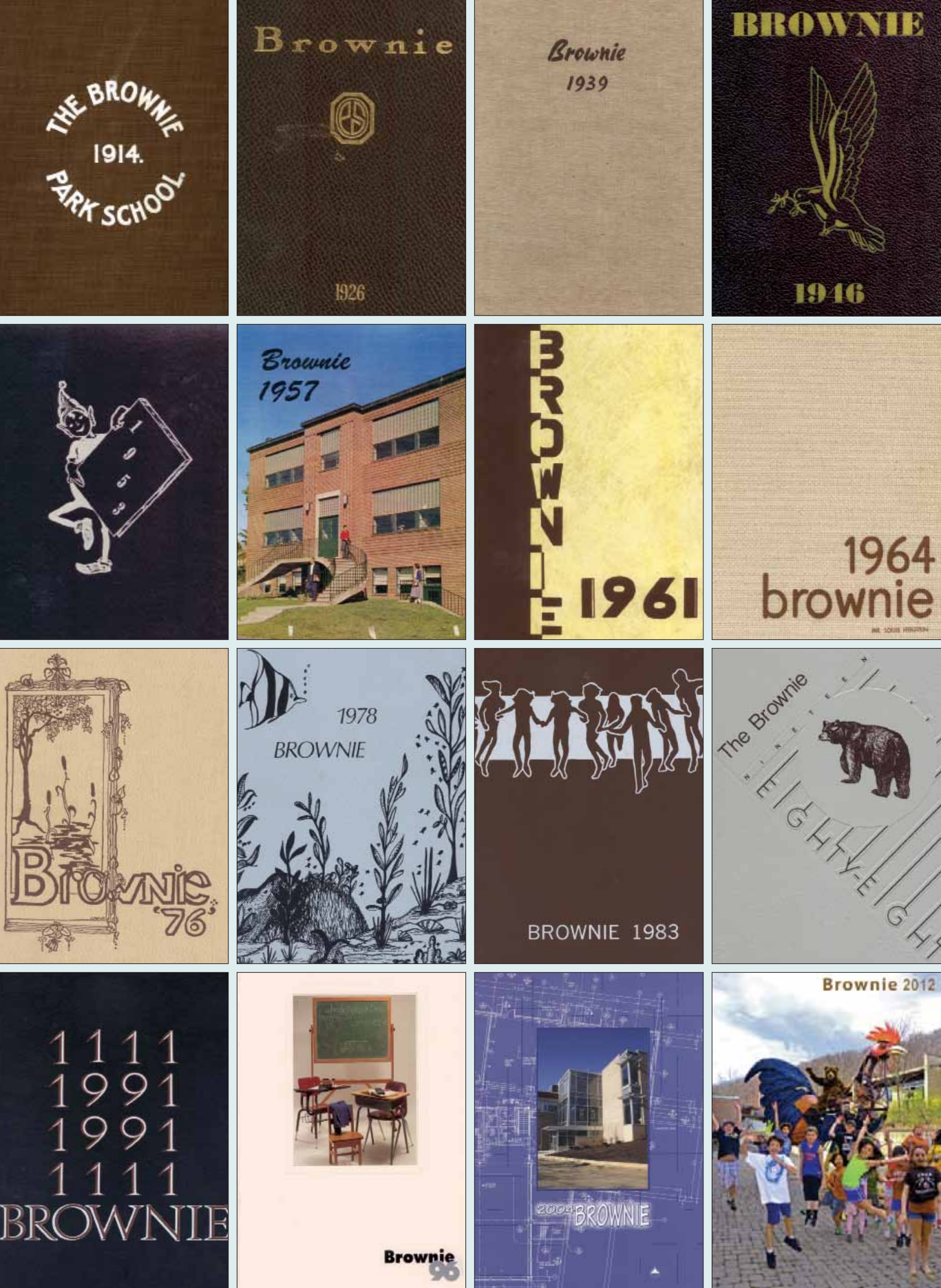
1913-1914 BROWNIE

“Each year I express the hope that Brownie will hold the mirror up to the life of the school so that those who learn of it only through reading may perceive some of the warmth and charm of the Park School. I repeat the hope this year that the readers of this Brownie will have vividly before their minds the life of the school, its freedom, its joy, its success.”

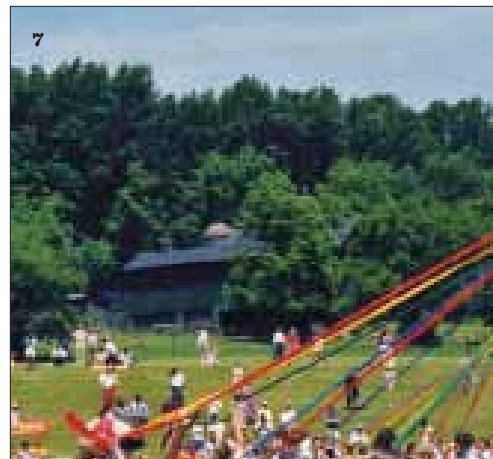
JOHN W. LEYDON  
HEADMASTER 1922-1925

Since the first yearbook in 1914, the *Brownie* has documented every school year at Park with photographs, drawings, and essays. In its earliest years, the book also served as an alumni newsletter, announcing college graduations, marriages, and births, and as a literary journal of student poems, essays, and short fiction. The practice of dedicating the yearbook began in the first *Brownie* with a tribute to Eugene Randolph Smith.

Right  
A selection of  
*Brownie* covers.







## May Day

*“The sun consented to smile long enough yesterday morning to give the ‘butterflies,’ ‘flowers’ and ‘birds’ that made up the roll call of the kindergarten and primary classes of the Park School, Auchentoroly Terrace, an opportunity to flutter, fly and sing on the grassy slope back of the school. It was the annual May party of the lower classes of the school and the children made a charming picture on the grassy stage which faced an appreciative audience of mothers, fathers, sisters, cousins and aunts. Dressed in white with garlands of flowers twined about their heads, or with caps that were shaped like gay-colored birds, or with wings that flopped like those of butterflies caught between the shoulders, the children went through an interesting program of songs and games. One of the features of the party was the Maypole, erected on the ground just in front of the natural stage. Four dances were given about it, starting with the little tots of the kindergarten and going through each of the three primary classes.”*

**“MAY PARTY AT PARK SCHOOL: LITTLE TOTS IN COSTUMES DANCE AROUND MAYPOLE,” THE SUN, MAY 27, 1915**

For decades, the May Day pageant was based on a theme or story, often written by students. Every grade portrayed its special character group (busy bakers, firecrackers, colonial children, mathemagicians, cavemen), composed its own song, wrote its own lyrics, and stitched, glued or stapled its own costumes.

As the population of the younger grades approached 300, May Day became a choral festival. Clad in white, with hand-decorated shirts, classes sing traditional and contemporary songs. In a thematically-fitting finale to a year of medieval studies, the fifth graders now dance the maypole. A symbolic ritual marks the end of their Lower School tenure as they hand their colorful sashes to the fourth graders.

In celebration of the Centennial, May Day 2013 will once again be an all-school event.

1. May Day, 2012.

2. May Day, 1932.

3. May Day, 1924  
(A Shakespeare  
Tercentenary Pageant).

4. May Day, circa 1950.

5. May Day, 1968.

6. May Day, 1936.

7. May Day, 1974.



# Founding Mothers

Stanwood Cobb, an educator and a founder of the Progressive Education Association, wrote in his book *The New Leaven* (The John Day Company, 1928):

“The fairly recent coming into parenthood and public activity of a great number of college-bred women has created a clientele for the schools which is very different from the old-time clientele. These women, as parents, are capable of analyses, of discriminations, of judgments concerning the education of their children. They are even capable of formulating definite methods and goals.

“These intelligent, enlightened mothers are constantly studying the, to them, all important subject of child guidance. They belong to, and read the literature of, the Child Study Association, the Progressive Education Association, the Association of University Women or other kindred organizations, which have recently sprung up in answer to the demand of the modern parent for a better understanding of what education is and what it may become....They visit the schools their children attend. They pass judgment upon the teachers and the methods. They study carefully the reaction of their children to the educational process, watching for any unfavorable symptoms....It is indeed, of the utmost importance that the parent should understand something about this process of education, just as it is important the parent should understand something about the physical development and needs of its child....In order to have the best education possible, we must have the best parents possible; parents with an intelligently conscious purpose toward their children, a purpose which includes the whole educational process, physical, mental, social, and spiritual.

“It is because progressive parents exist to-day that progressive education has come into being.”

In 1909, a group of just such intelligent and conscientious mothers banded together to form the Baltimore chapter, known as Chapter V, of the Child Study Association of America, “with the expressed purpose of helping parents make their parenthood more intelligent, more efficient and of the highest value to the children.” (*The Sun*, November 28, 1926) The chapter was founded by Amy Stein Hamburger and led by Bertha Szold Levin, both wives of Park School founders. All of the original members would become parents of some of the school’s first enrollees three years later.

An article published in the March 1967 Child Study Association of Baltimore, Inc. newsletter, “The Beginning of Chapter V, First Baltimore Group of the Child Study Association,” quotes a letter from Mrs. Levin to her sister Henrietta Szold. Mrs. Levin wrote, “Monday I went to a meeting to join a circle of mothers for the study of child nature. We are ambitiously going back to first principles....I really expect to enjoy the club and get something out of it.” The author was Alexandra Lee Levin, wife of M. Jastrow Levin, Class of 1927, and daughter-in-law of Bertha Szold Levin.

**Right**

Clara Strauss Kohn, a founding member of Chapter V, is pictured with her daughters Eleanor Kohn [Levy], Class of 1918 (left), and Carrie Kohn [Wyman], Class of 1921 (right). Courtesy of The Jewish Museum of Maryland 2002.079.297.



THE PARK SCHOOL  
Auchentoroly Ter., Baltimore, Md.  
Eugene Randolph Smith, Headmaster.

November 25th, 1914.

The Park School Parents are invited to a social gathering at the school at a quarter past eight, on Monday evening, December the seventh.

The committee appointed at the Parents' Meeting, on November 19th, to prepare plans for forming The Park School Parents' Association will report at this meeting. Music and refreshments will follow the business session.

You are especially requested to attend promptly.

ELI FRANK,  
Chairman.

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## Parents' Association

Since its founding in 1914, the Parents' Association has remained a vital and important part of the school community. Today, supported by annual dues and fundraising activities, the organization sponsors programs and events that include prominent guest speakers who address issues of child development, Park Connects, the Cultural Diversity in Film Discussion Group, Martin Luther King Jr. Day activities, Saturday in the Park, May Day, and the Upper School Resident Scholar. Every year, volunteers commit thousands of hours to the Parents' Association and to every aspect of school life.

### Left

An invitation to form  
The Park School  
Parents' Association.

### Right

Portrait of a Park family – three children of founder Siegmund B. Sonneborn and his wife Camille were among Park's first students in 1912. Left to right: Rudolf Sonneborn, Class of 1915; Katharine Sonneborn [Falk], Class of 1922; and Amalie Sonneborn [Katz], Class of 1919. A fourth child, Josephine Sonneborn [Ross Falk], graduated in 1927. Courtesy of the Leo Baeck Institute, New York.





# September 30, 1912

On this date, The Park School of Baltimore, appropriately named for the beautiful public space across from its site on Auchentoroly Terrace, opened its door to 98 students. Although no definitive list of those children exists, documentation in The Park School Archives reveals the names of some of those students and their graduation years.

.....

Joel Gutman II, 1914  
Charles Witz, 1914  
Harold L. Cohen, 1915  
Alan Dillenberg, 1915\*  
Alan F. Guttmacher, 1915  
Manfred S. Guttmacher, 1915  
Adolf Hamburger, 1915  
Frank V. Morley, 1915  
Burton E. Oppenheim, 1915  
Rudolf Sonneborn, 1915  
Monroe Heineman Schloss, 1916  
Albert Katz Weinberg, 1916  
Charles Adler, 1917  
M. Shakman Katz, 1917  
Beatrice H. Kraus [Roten Stern], 1917  
Austin Oppenheim, 1917 or 1918\*  
Eli Frank Jr., 1918  
W. Marion Sparks, 1918  
Charles Francis Stein II, 1918  
Joseph Castelberg Jr., 1919  
Roselee Cohen, 1919  
Benjamin Szold Levin, 1919  
Amalie Sonneborn [Katz], 1919  
Sol Kann, 1920  
Dorothy Rose Oppenheim [Blumberg], 1920  
Douglas Rose II, 1920\*

Sydney M. Cone Jr., 1921  
Simon Goldsmith, 1921  
George Hess, 1921  
Esther Frieda Crockin [Grant], 1922  
Isabel Frank [Cone], 1922  
Eudora Cooke Hunner [Donovan], 1922  
Isabella Stevens Hunner [Parsons], 1922  
Madeleine Oppenheim [Ettinger], 1922  
Katharine Sonneborn [Ross Falk], 1922  
Maxwell Cone, 1923  
Elizabeth Hamburger [Rigby], 1923  
Alice Hecht Frank [Lowenthal], 1923  
Henry Hecht [Sr.], 1923  
Dorothy I. Sparks [Wood], 1923  
Elise Cohen [Gutman], 1924  
Alberta Son Goldsmith [Koch], 1924  
Louis P. Hamburger Jr., 1924  
Richard Guggenheimer Moses, 1924  
Russell Isaac Oppenheim, 1924  
Lee David Greif, 1925  
Sam Moses Hecht, 1925  
John Stevens Hunner, 1925  
Lawrence Walter Rotan, 1925  
Adele Rose Strauss, 1925

*\*Left Park before graduation*

**Column 1**  
W. Marion Sparks, Class of 1918, and his sister Dorothy I. Sparks [Wood], Class of 1923, were the first faculty children to enroll at Park. Their father, S. Walter Sparks, was Supervisor of the Intermediate Department and Latin teacher.

**Column 2**  
Eudora Cooke Hunner [Donovan] (top) and her twin Isabella Stevens Hunner [Parsons], graduates of the Class of 1922, were the daughters of founding trustee Dr. Guy L. Hunner.

**Column 3**  
Twins Manfred S. Guttmacher (top) and Alan F. Guttmacher were members of the Class of 1915.





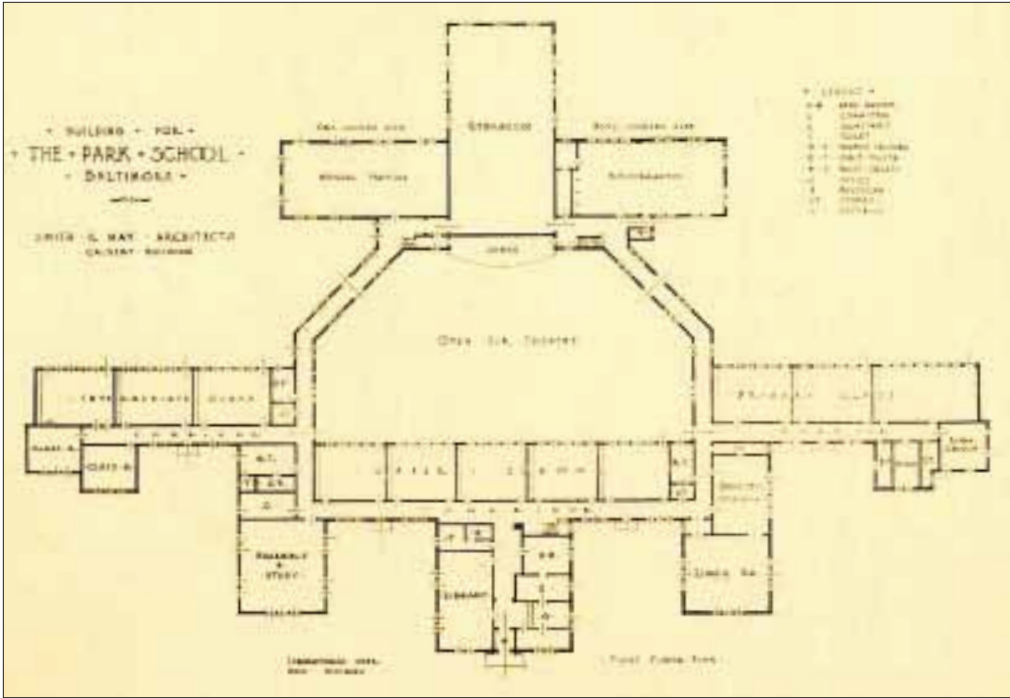
# 2901 Liberty Heights Avenue

After five years on Auchentoroly Terrace, the school was experiencing growing pains. From an initial enrollment of 98 in 1912, students numbered 183 by February 1, 1917. It was time to move.

“For the first five years we have had our school facing Druid Hill Park. Around it we have the memories of a place which we have grown along with. Now we have outgrown it and although we look back with regret to lose the old place, we look forward to the new one, for it means that we have developed and expanded. The ground of the school has been getting more and more cramped. Buildings have been erected all around us, cutting off all space for outdoor work and play. Besides this, the rooms are growing too few and too small. For these reasons, the porch outside the kindergarten had to be made into a room for the Junior Class.

“The new school will be on Old Liberty Road [now 2901 Liberty Heights Avenue] on a hill about thirty or forty feet higher than the surrounding country, with a beautiful view unobstructed by houses. There are almost eighteen acres of land on which is a strip of woods that is to be used for Nature Study purposes. There will be plenty of room for playground and baseball diamonds. The school is to be on a new car-line, only five minutes from the old stop.

“...The building is almost entirely one story, with the classrooms opening directly out of doors. The front facing south, to get all the sunlight, is almost nearly all of glass. There will be an open court in the center for gardening, outdoor classes and plays. All the rooms will be much larger than the old ones, while the gym and locker rooms will be nearly twice the size of the present ones. A raised gallery will be placed on one side for the spectators so that the entire floor space of the gym may be used.” *Brownie, 1917*



**Left**  
Architectural drawing of the first-floor plans of the Liberty Heights campus from the 1917 Park School brochure.

**Top, right**  
Aerial view of the campus from the 1939 *Brownie*.

**Bottom, right**  
View of the main building from the 1927 Park School brochure.



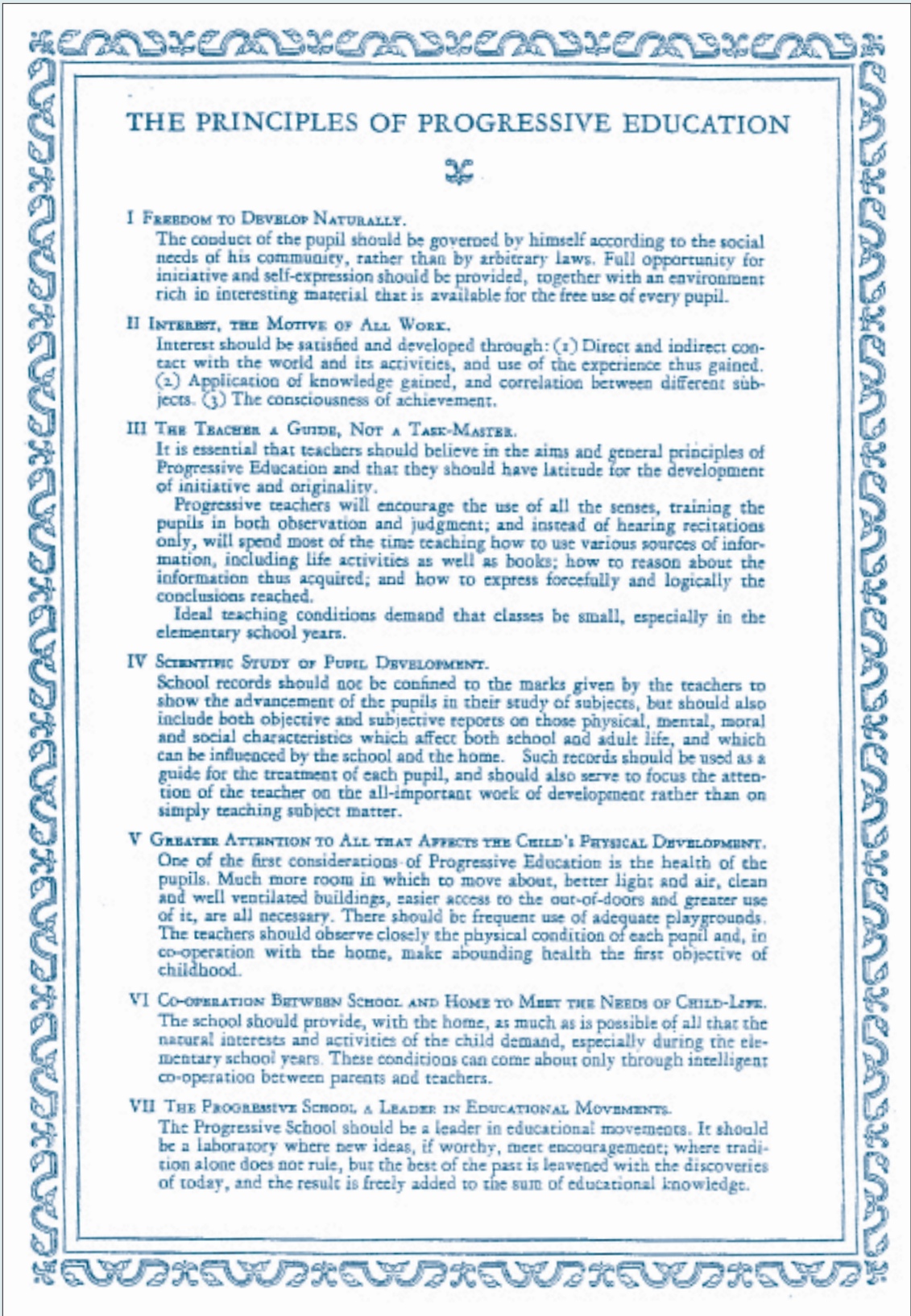
# The Progressive Education Association

“The Progressive Education Association stands for the right of each individual to the highest physical, mental, spiritual and social development of which he is capable. Its advocates believe that every system of education, public or private, from kindergarten through college should carefully measure its pupils along these four lines of development: that the ability to apply knowledge, with intelligence and joy, to the problems of every-day life should replace, to a great extent, expertness in passing examinations for book content alone; that education should use more and more laboratory methods which entail greater physical and mental freedom; that in the training of teachers, the study of human nature and child re-action should have equal emphasis with methods of presenting facts. These ideals are not new in theory, but rare in application. To obtain them for all the children of all the people requires organization.”

**School and Society, published by the Progressive Education Association, Bulletin No. 12 March 1922**

In his notes from January 1956 on The Park School and its affiliation with the Progressive Education Association, Park Headmaster Hans Froelicher Jr. reflected: “The Progressive Education Association was formed in 1919 at the suggestion of Mr. Stanwood Cobb [a faculty member at the United States Naval Academy]. His chief collaborator was Eugene Randolph Smith, first Head Master for The Park School. Mr. Smith was the first President of this association and an important part of its development over a period of more than 20 years. He was succeeded as President...by Francis Mitchell Froelicher (son of Hans Froelicher Sr.) who began his teaching at The Park School in 1913 and who was, at the time of his presidency, Head Master of the Oak Lane Country Day School in Philadelphia. Mr. Emmit M. Sipple, Head Master for The Park School from 1926 to 1932, was Secretary-Treasurer of the Progressive Education Association. Until the day of Pearl Harbor [December 7, 1941] when the Progressive Education Association began to fade, members of The Park School faculty continued to make contributions to the activities and the publications of the...Association. Among others who contributed were Miss Margaret F. Coe, Miss Katharine R. Foster, Nathaniel S. French, Mr. Hans Froelicher Jr., George Grim, Mrs. Katherine Rusk Stanton, Kathrine Masters, Julia Morse, Miss Sarah A. Putnam, Mr. H. E. Tompkins, and Margaretta R. Voorhees.”

**Left**  
The first known publication of “Principles of Progressive Education” appeared in *Progressive Education* magazine, March 1924.





# Miss Coe

In September 1917, after teaching for five years in the Baltimore County Public Schools, 23-year-old Margaret Fulton Coe arrived on Auchentoroly Terrace. It was the inauspicious beginning of a career that would transform the Lower School. Miss Coe’s contributions to Park ranged from fundamental curricular constructs to earning the admiration and life-long affection of students, parents, and colleagues.

Within five years, she had become supervisor of the Intermediate Division (grades 4, 5, and 6) and, soon after that, Head of the Lower School. “So began the service of a career-educator, who was to become known sometimes – without derogation from the authority or competence of the various headmasters under whom she served – as the ‘Headmistress’ of The Park School.” *What Greater Gift: In Memoriam, Margaret Fulton Coe, 1893-1956*  
**Edited by Katharine R. Foster, 1957**

For 40 years, Miss Coe championed the tenets of progressive education. Dr. Esther Crane, Chairman of the Department of Education and Child Development at Goucher College, wrote that Miss Coe “...was interested in all of a child’s learnings in the simple coordinations he needed to master in order to get himself into his sunsuit; the number combinations; the painting of a simple picture; or the complex technics by which a child must learn when to give another child more than half, and when to stand up for his own rights. *Therefore, every child came to look on Miss Coe as his friend....*” Dr. Crane continued, “She always seemed to see the strengths and weaknesses, the ambitions, the desires, and the fears of the teachers and parents almost as clearly as she saw the problems of her pupils; and these insights gave her great compassion, as well as ingenuity in finding solutions which would not frustrate any of the individuals concerned.”



Miss Coe’s activities in the education field extended beyond her Park classrooms. She was an active consultant to the Child Study Association in Baltimore and a sought-after speaker at professional conferences. She was acting “Headmaster” after Mr. Sipple died in 1932, a most unorthodox appointment for a woman at a co-educational school. She spent the 1935-36 school year as Assistant Headmistress at the Gordon School in Providence, Rhode Island and was heavily recruited to stay permanently. She confessed, however, that she was unable to break her ties with Park and Baltimore, and so she returned.

She paid attention to supporting her faculty as much as to the care of her younger charges. In 1953, Headmaster Hans Froelicher Jr. asked her to identify important qualities Park teachers ought to possess. She produced a brief list:

.....  
*“The need for a teacher who can establish rapport and good relations with children, parents, and faculty....Also enters in that implicit but definite feeling which children have of being ‘liked.’ The need to accept the working philosophy of the school of which one is a part, believing in it and at the same time actively and constructively contributing to it. The desire to grow, and evident effort toward that end. Careful study of individual growth and needs, with constant attention to ways of keeping each individual enthusiastically purposeful, working up to capacity, and looking ahead eagerly. Keeping abreast of the several organizational demands of a teacher’s life: record keeping, report writing, being where needed most by one’s children at many times when instruction is not actually in progress. Having one’s room reflect in interesting ways the living and learning which take place within it.”*  
.....

A former student of Miss Coe’s offered a summary of her work in *What Greater Gift*: “Her approach was psychoanalytic when the term was deemed a vague and unorthodox concept of dubious merit. She was in many ways a courageous and iconoclastic pioneer, threading her way through the *terra incognita* of that segment of humanity she so aptly termed ‘little people.’”

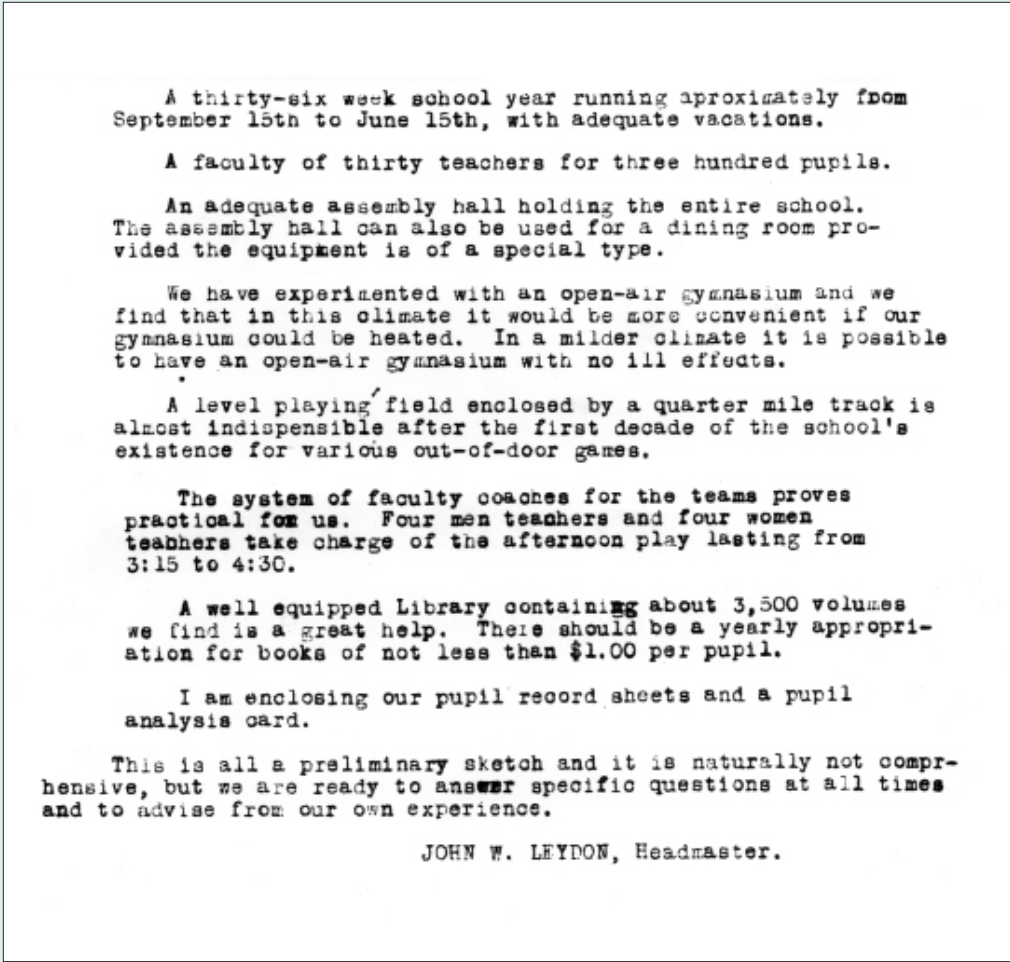
Following her death in 1956, the Lower School Library was named in her honor.



# John Leydon, Headmaster, 1922-1925

The June 23, 1922 *Sun* reported the selection of John W. Leydon to succeed Eugene Randolph Smith as Park’s second headmaster. Leydon was not the first choice of the Board of Trustees. “Mr. Smith will go to Boston to become headmaster of the Beaver Country Day School. He was to have been succeeded by Morton Snyder, who has been associate headmaster of the Park School for a year, but Mr. Snyder was released by the trustees in order to accept the position of headmaster of the Scarboro School at Scarboro-on-the-Hudson, New York.” Leydon came to Park from William Penn Charter School in Philadelphia, where he was head of the modern languages department. He was a graduate of Bowdoin College, with a master of arts from the University of Pennsylvania, and had studied at Harvard.

Though Leydon’s tenure was short, he was philosophically committed to Park. He carefully outlined the next set of physical changes and staffing needs at the Liberty Heights campus.



**Left**  
An excerpt from Leydon's correspondence about his goals for the school in 1924.

# Lunch

What constitutes a healthy lunch? This persistent concern is as relevant today as it was in a letter to parents dated 1921. “Children’s nutrition is receiving more and more attention as it is realized what a very important influence it has on their development....For a long time we at The Park School have been much concerned...that so many of our pupils have brought to the school lunches that were not a proper meal for them....[C]hildren as active as ours should have a reasonably substantial meal, *preferably a hot one*, at noon. Secondly, it should contain in sufficient quantity the various ingredients needed by this child’s system. For one thing, it should include vegetables, often green ones.”

In 2004, the cafeteria menu came up for discussion by parents and administrators, and the Healthy Foods Committee was born. Since then, lunch fare has evolved: white bread and sugary drinks are out; low fat and whole grains are in. The food service buys organic and local, and vegan and vegetarian options are always on the menu. The cafeteria director offers after-school cooking classes to teach Lower School students how to prepare delicious and healthy snacks.

- 1. Cafeteria staff and students make healthy treats in a 2012 after-school program.
- 2. Faculty member George Dalsheimer with students in the Old Court Road cafeteria during the 1970s.
- 3. In 1958, members of the Class of 1967 eat lunch in the Liberty Heights cafeteria.







## Integrated Studies

In 1924, an eighth-grade teacher at Park noted, “We had come to the chapters in our civics textbook entitled ‘City Planning’ and ‘Civic Beauty.’ We discussed them very carefully and the discussion turned to the consideration of the advantages and disadvantages of Baltimore.” Those discussions resulted in a class project, “Opportunity: The Ideal City,” and a publication of the same name was issued in June of 1925. The project addressed the physical design of the city, its buildings, and highways; the role of government; the importance of the harbor; transportation and power; and factories, hospitals, and visual and performing arts institutions.

Headmaster Leydon wrote in the forward, “Geography, English Composition, Oral English, Home Economics, Manual Training, History of Art, Civics, and Arithmetic are some of the subjects in which this project developed skill. Some of the other valuable effects of an undertaking such as this were development of initiative, foresight, and efficiency; the chance for serious and sustained thinking; the opportunity for co-operation, leadership, and division of labor; responsibility imposed, discriminate judgment exercised, and an awakened appreciation of value. Self-direction, self-reliance, and self-control were encouraged.”

On the occasion of the school’s 15th anniversary, an article in the June 3, 1928 *Sun* described this approach to curriculum as a “program of activity, by which work is assigned in more comprehensive units than heretofore. In each class there is a carefully planned effort to correlate assignments in the various fields of study.

“For example, this year the fifth grade has concerned itself particularly with the medieval period.... The students have taken up the history of the Middle Ages. In literature they studied the story of King Arthur. Their musical program included a piano suite based on the Arthurian legends, which was played by ten members of the class. For their dramatic performance they chose a play of King Arthur.

“The students themselves constructed a miniature medieval castle which involved considerable delving into such widely variegated fields as mathematics, architecture, history, art, literature and the applied arts of carpentry and masonry. Much of the class activity has centered about this castle. It has helped to make the whole period dramatic to them. The system of correlation has been found to inject an element of lively interest into the daily routine.”

Integrated studies, in pursuit of those same goals, continue at Park. Today, fifth graders are still immersed in the Middle Ages, constructing catapults and charting the distance each can fling an object, studying properties of fire, building scale models of iconic structures of the period, growing medicinal herbs, celebrating the winter solstice, and performing monologues written for them by Lower School librarian Laura Amy Schlitz and collected in her 2008 Newbery-medal-winning book *Good Masters! Sweet Ladies!*.

Fourth-grade students devote part of the year to studying ancient cultures, then leap across centuries to learn about the Civil Rights movement through literature and history. Themes of identity, community, and advocacy drive Middle School academic and extra-curricular activities. In Upper School, faculty from different departments have co-taught numerous courses, including songwriting (English and music) and Russian history (English and history).

- 1. The cover of *The Ideal City*, published in 1925.
- 2. “Pupils’ Charts of Parks, Resorts, and Business Opportunities” from *The Ideal City*.
- 3. In 2010, fifth graders performed in the annual solstice assembly.



The 42 years on Liberty Heights Avenue spanned World War I, the Depression, and World War II, and each event had a dramatic effect on the school.



**Left**  
This illustration from the 1918 *Brownie* was drawn by Louise H. Strouse, Class of 1918.

## World War I

The 1918 *Brownie* announced that “The Park School is far from lacking in patriotism. It is making a big effort along every line possible to help in the war. The pupils have subscribed thousands of dollars to the several Liberty Loans, as well as contributing generously to the War Savings Stamps....The subject of the war is kept before us continually in patriotic assemblies. In these gatherings we discuss the war in all its phases, and when

patriotic songs are called for, the volume and spirit of the singing show just how the pupils feel without the necessity of words to explain. Not the least important of the helpful things that the school is doing is the keeping of the pupils in good physical trim, both in the usual athletics and military drill, so that they will be ready to do their full part as soon as any duty presents itself.”

## The Depression

The Depression took an enormous toll on the school. In a speech to Park’s Board in 1942, Board President Walter Hollander Sr. recounted the financial history of the school. “Now back in the year 1930-31, our total income was \$80,000, out of which \$60,000 went for Faculty’s salaries. But then the depression began to make its results felt more and more and soon our income dropped to \$73,000 – to \$66,000 – to \$45,000 – and finally, in the year ’33-’34, it got down to its low of \$34,592. Obviously, in order to keep the School alive during those terribly difficult years, there was nothing else for our Board to do but to cut the Faculty’s salaries most drastically... for which we were all thoroughly ashamed, but for which there was no alternative except closing the School.

“During these hard years, it was largely the devotion of the Faculty that helped the School to weather the storm. They made all sorts of sacrifices in order to keep the School alive....”

The 1933 *Brownie* addressed the economic decline of the country. “We of the graduating class are indeed going out into a world of doubt and change....From [1929] to this day, we have been fast sliding downward to the point at which, at the present time, more than ten per cent of our total population is jobless; our country is suffering with over production, and, at the same time,...business is almost at a standstill; and there is an ever-increasing deficit in the national budget.

“Of course, we graduating students will feel the effects of this chaos. We will find jobs harder to get, incomes small, and financing our further education difficult. But there is a bright side...depressions do not last forever.... We, who are about to leave this school, will soon have to share in this world’s gigantic problems. The outcome no one doubts. Youth can, and will, succeed.”

## World War II

In the 1943 *Brownie*, Lower School Head Margaret Coe noted the work of students in support of the war effort: “We have tried to keep before us the idea that the best service children can render their country consists of doing their regular jobs well, of conserving time and materials, and keeping physically fit.

“Stamps and bonds have been bought in substantial amounts. Some children have collected scrap. The entire school became interested in furnishing a day-room [for the soldiers] at Camp Meade....A group of children in England asked for an exchange of scrap books with children in America. Our sixth grade pupils were delighted to collect pictures and to write stories appropriate to the purpose. At this time they are awaiting with eagerness the arrival of clippings and writings from the English children.”

A yearbook section was titled “Park in Wartime.” “Many new activities... were introduced as a result of the present emergency....One of the most drastic changes was...a completely revised schedule. This shortened our lunch periods, eliminated recess, and in general made the school day one of work and activity without the unnecessary wasting of time in which, we must admit, we formerly indulged...[T]hree periods a week were devoted to calisthenics....This was in compliance with our government’s request for a healthy nation....

“We have, of course, had an Emergency Drill Committee, which was taken over by the faculty when city-wide air raid tests were established. In connection with this, a group of Fire Fighters has been organized. Boys have been assigned to specific posts with full

instructions as to what they should do....[T]he Library Committee did its part in the national Victory Book Campaign by collecting a large number of books to be sent to our soldiers, sailors, and marines.

“[M]any Park Schoolers have taken First Aid.... Nearly everyone pitched in to help when we were called on by our local rationing board to assist them with the registration of tires. The ninth grade continued its grand work of last year by selling a tremendous amount of War Bonds and stamps.

“One of the most recent developments in Park’s war effort was an inter-scholastic luncheon [to discuss] in what ways the schools could help to win the war.

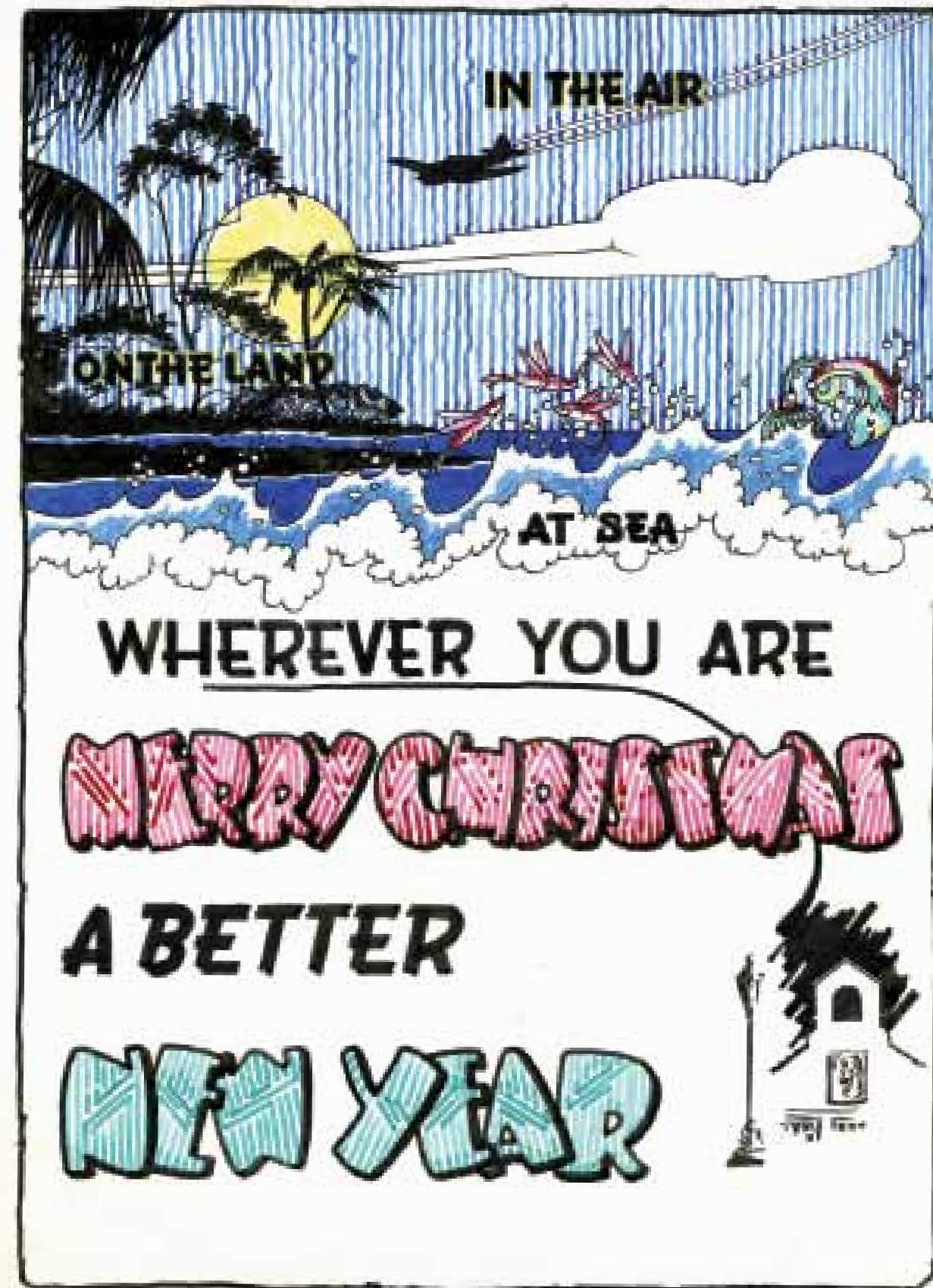
“All in all, we feel that we’re not letting down our boys at the front, but are directing our time and energies toward the only conceivable goal for us – Victory!”

In the “Head Master’s Review of the School Year, 1944-45” delivered at the 1945 commencement, Hans Froelicher Jr. eulogized Captain Frank Cone, Class of 1927; Ensign Edward I. Kohn, Class of 1936; Lieutenant Rene Edward Lash, Class of 1940; Private First Class William H. Maltbie Jr., Class of 1942; his own son, Staff Sergeant Sangree M. Froelicher, Class of 1941; and teacher Lieutenant Ferris L. Wharton. “On these young men we counted heavily to carry on the social and spiritual purpose and message of this school....May we never forget that it was these young men who were the most bereaved because they were bereaved of life itself. They were stopped at the threshold of their part as men. This is the sorrow for our tears.”

◀ 036 / 100

### Right

Faculty member Harrison E. (Mr. Tom) Tompkins illustrated a Christmas card in 1943 that was sent to all alumni. This is page 3 of the card.

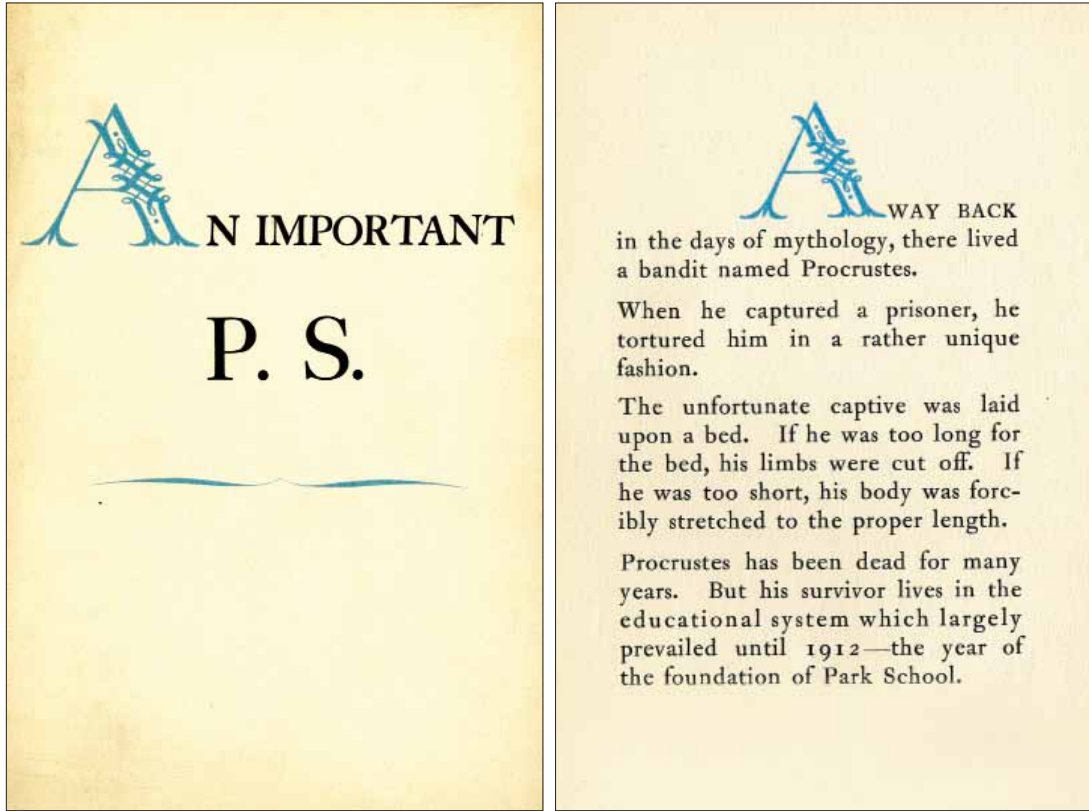




# Fundraising

The stated goal of the first published fundraising brochure, dated 1928, was to raise \$200,000 to support the school for five years. It read in part, “[W]ith the establishment of Park School, came the realization that education must be adapted to the capacity and the individuality of each child – that in pedagogy, there could be no such thing as ‘mass production’ – that discipline must be a matter of guidance and cooperation, rather than coercion....Like most educational institutions, however, Park School is confronted by a financial problem which is constantly growing more acute. In the effort to keep tuition fees at a moderate level, its operations, though carefully controlled, have continually shown an annual deficit....If you are the parent of one or more Park School pupils, this appeal concerns you intimately...it concerns you in your capacity as a man or woman of civic spirit, who finds it unthinkable to restrict the continued progress of this valuable contribution to the training of childhood.”

In 1972, Annette (Netsie) Filtzer Lieberman was named Park’s first Development Director. She formalized an annual giving program, highlighted by phonathons held at the Chesapeake and Potomac Phone Company building on Charles Street downtown, which continues today. She created Brain Thrust in 1973 to showcase the vast range of talent throughout the Park community and organized the first Park Auction in 1979 at the clubhouse at Pimlico Race Course. Fourteen auctions later, her signature event has raised millions of dollars for financial assistance and faculty salaries.



**Below**  
The cover and first page  
of a fundraising  
solicitation from 1928.

# Marriages

One fortuitous by-product of co-education is the inevitability of alumni marriages, which were duly noted in the *Brownie*. In 1923, Harold B. Cahn, Class of 1917, and Dorothy Rose Oppenheim, Class of 1920, were the “principals in the first all-Park engagement.” The 1925 *Brownie* reported that M. Shakman Katz, Class of 1917, “caused a large sensation, being the second alumnus to join with an alumna [Amalie Sonneborn, Class of 1919] in matrimony.” Since those first two unions, there have been more than 100 intra-Park marriages.

Another happy union (which founded a Park dynasty) was that of teachers C. Gardner Mallonee and Esther Felter. They invited the entire school – faculty and students – to their wedding on Thanksgiving Day in 1932 at the Friends Meeting House on Aisquith Street.



**Right**  
November 1932 wedding  
photograph of Park  
teachers C. Gardner  
Mallonee and Esther  
Felter. Image provided  
by Stephen (Lucky)  
Mallonee, Class of 1962.

# The Mallonees

Since 1928, three generations of the Mallonee family have studied, taught, and coached at Park. After graduating from Friends School in Baltimore and from Swarthmore College, Esther Felter began her Park career as a playground assistant. She soon became a Primary III teacher.

C. Gardner Mallonee, a Baltimore native and Johns Hopkins University graduate with a degree in civil engineering, had been an All-American football and lacrosse player. Beginning in 1929, the original Mr. Mal taught algebra I and II, plane and solid geometry, trigonometry, and mechanical drawing at Park. He coached basketball and lacrosse, discontinued Park’s football team because the lightweight players were no match on the gridiron for their much heavier competitors, and introduced and coached soccer.

Esther left Park in 1932 to raise the first of their six children, also named Esther, but called Essie. The 1934 *Brownie* featured a picture of Essie and called her a “one-hundred percent Park baby.” She entered Park’s kindergarten in 1937, and since then, Park School has never started a school year without a Mallonee as a student, coach, or teacher.

Mr. Mal ultimately returned to teach at Hopkins in 1935; Mrs. Mal came back to Park in 1956 as a Lower School reading, spelling, and art teacher and stayed until her retirement in 1971. All six of their children graduated from Park: Esther (Essie) in 1951, C. Gardner II (Dubby) in 1954, Sara (GeeGee) in 1956, Georgene (Geni) in 1958, Stephen (Lucky – and the second Mr. Mal) in 1962, and Charlotte (Dolly) in 1966. Three married Park graduates, and eight of their children attended Park.

The longest Mallonee tenure belongs to Lucky, who started kindergarten in September 1949. He was active in athletics (soccer, basketball, and lacrosse), in the classroom (where he was inspired to study history by faculty members Nina Hill and a young teacher named Brooks Lakin), and on the stage (where he performed in plays and Nights of Operas).

In 1967, after graduating from Hopkins as an All-American lacrosse player, Lucky returned to Park to teach physical education and eighth-grade social studies. In Park’s centennial year, you will still find Lucky on the fields and in the classroom.

**This essay is based on the research of Middle School teacher Cathy O’R. Schmidt for the 2008 History of Park Faculty and Curricular Advancement project.**

**Top, left to right**  
Lucky Mallonee, Class of 1962; Dolly Mallonee [Ashman], Class of 1966; and Dubby Mallonee, Class of 1954.

**Bottom, left to right**  
Geni Mallonee [Elliott], Class of 1958; GeeGee Mallonee [Gutierrez], Class of 1956; and Essie Mallonee [Bard], Class of 1951.



# Emmit M. Sipple, Headmaster, 1925-1932

Emmit M. Sipple, Park’s third headmaster, held a bachelor’s degree in education from the University of Missouri and a master’s from Columbia University. He was a teacher and then a superintendent of two school systems in his home state of Missouri. After serving as superintendent of schools in Burlington, Iowa, he was hired by The Park School.

On February 14, 1932, *The Sun* published an article by Sipple in which he discussed the Progressive Education Association and its approach to teaching and learning. The article appeared one week before the Association held its annual convention in Baltimore.

“Progressive education, as I understand it, has the living of a full and an abundant life as its dominating purpose rather than the promulgating of methods of teaching school subjects. This does not imply that school subjects should not play an important part in an educational program....It does mean, however, that the living child is more important than any school course. It shifts the emphasis to human values, and it evaluates school subjects in terms of their enrichment of life. Progressive education is, therefore, of the spirit and not of the form. Without the right attitude toward child development and child life, a progressive school does not exist....It is a way of interpreting the meaning of childhood and youth. It is a putting into active operation the Golden Rule in attitudes and in dealing with children. It places the child as not only the most important product of the school, but the only one of deep significance.... It gives honor to the past, but it does not value the past more highly than the present. It looks to growth in the present and to continued growth in the future. Its goal is life and more abundant life.”

On the last day of the convention, Sipple was reelected treasurer of the Progressive Education Association. The next day he was stricken with a heart attack at his home and died.



# Bonser and Ryan

Whether mandated by accreditation requirements, as part of long-range planning studies, or simply because of a deep interest in the philosophical and practical issues of education, Park has long had a tradition of self-examination and reflection. In 1930, the Board of Trustees invited Frederick G. Bonser, professor of education at Teachers College, Columbia University, and W. Carson Ryan Jr., professor of education at Swarthmore College, to assess Park’s practices.

*They reviewed the school’s Statement of Objectives and called it “one of the most satisfying that can be found for any school of our day....Schools like the Park School are...justifiable not only because they indicate the rightful desire of parents to have the best possible education for their children, but because they make a generous contribution to the advancement of education everywhere....What this school seeks to do is significant for the better education of its own children and for the progress of education generally, and is especially needed in this period of rapid expansion of mass schooling.”*

**Bonser and Ryan answered four questions posed to them by Park’s trustees:**

**Question 1: Is The Park School of Baltimore seeking to do something that is educationally worthwhile?**

The stated objectives of The Park School are essentially sound. In its insistence upon wholesome surroundings, purposeful activities, opportunity for creative output in a social setting, self-discipline, enriching experiences, a fair-minded outlook upon life, and the scientific attitude, Park School represents what is best in the modern philosophy of education.



Question 2: How effectively is the school doing what it sets out to do?

...The Park School is carrying out these objectives with conspicuous success. Park School is a highly successful example of a school of the ‘pioneering’ ‘progressive’ type, based on a longer practical experience than most such schools. Especially commendable are:

- 1. The wholesome atmosphere of the school, with its evidence of genuine work of the new sort. This is true throughout the school, but particularly noticeable at the secondary level because so little is being done in this field generally in the United States.
- 2. Creative art opportunities, carried on throughout the school, even into the senior high school.
- 3. The combination of concern for the individual with social group experiences. In this respect the school answers one of the chief criticisms usually directed at new-type schools.
- 4. The lengthened period in the upper school, which makes possible advantages hitherto confined mainly to the elementary school – opportunity for thoroughness of achievement, variety of attack, individual-learning technique.
- 5. A superior quality of teaching.
- 6. Intellectual achievement of an independent type constituting the best possible modern preparation for work at the university and college level.
- 7. Success in working out plans of records for pupils that avoid the evils of grades and marks in large degree and help to an understanding of individual boys and girls by both school and home.



**Opposite**  
In their report, Bonser and Ryan noted “a superior quality of teaching” by the Upper School faculty (right) and the Lower School faculty (left), both photographed with Headmaster Emmitt M. Sipple (front row, center), for the 1930 *Brownie*.

Question 3: In what ways can the effectiveness of the work be improved?

The philosophy underlying the Park School enterprise presupposes constant re-evaluation and changes. Some of the directions in which the work of the school can be improved are:

- 1. A somewhat more definite formulation of curriculum.
- 2. Maintenance of teaching quality and special attention to the problem of staffing, to the end that teachers may be, as far as possible, not only ‘rich, resourceful human beings,’ but equipped as well with modern techniques in skills and psychology of personality.
- 3. Modifying student attitudes through more direct participation in the methods of modern mental hygiene. This is regarded as a task especially valuable in view of the over-stimulation of the professional and other groups in urban American life from which Park School pupils come.

Question 4: What are the possible next steps in development?

Some of the possible next steps that are suggested are:

- 1. A thorough co-operative study of the curriculum situation involving all the teachers of the school.
- 2. Special attention to the secondary school content as the place where the greatest present need is and as the place where the Park School is already in a strategic position to make changes and carry on experimentation.
- 3. Sufficient additions to plant to take care of the present overcrowding in some class rooms and to make room for the dramatic work, the art work, and other facilities not now adequately housed.
- 4. An annual publication in which the work of the Park School can be made available to other schools and individuals.



# The Park School Bus

Since 1917, the bus has been a necessity at Park School.



- 1. Park School bus in the 1918 *Brownie*.
- 2. In 1928, the school purchased a new bus.
- 3. Kindergarteners board a bus, circa 1937.
- 4. Board President Samuel M. Feldman (1977-1980) on the steps of a new bus.
- 5. Today, 12 buses provide transportation for students to and from school and games, and on field trips.

- 1. Article about construction of the Park bus garage from *The Sun*, November 20, 1937. Reprinted with permission of The Baltimore Sun Media Group. All Rights Reserved.
- 2. and 3. Construction photographs by Hans Froelicher Jr.
- 4. Harrison E. (Mr. Tom) Tompkins supervises the building project. Photograph by Hans Froelicher Jr.

# The Bus Garage

## Park School Pupils To Build One-Story Garage For Bus

### Two Girls Included In Group Which Already Has Dug Structure’s Foundation

Forty-eight students of Park School, including two girls, are going to “choose up sides” and build a one-story frame garage for their school bus.

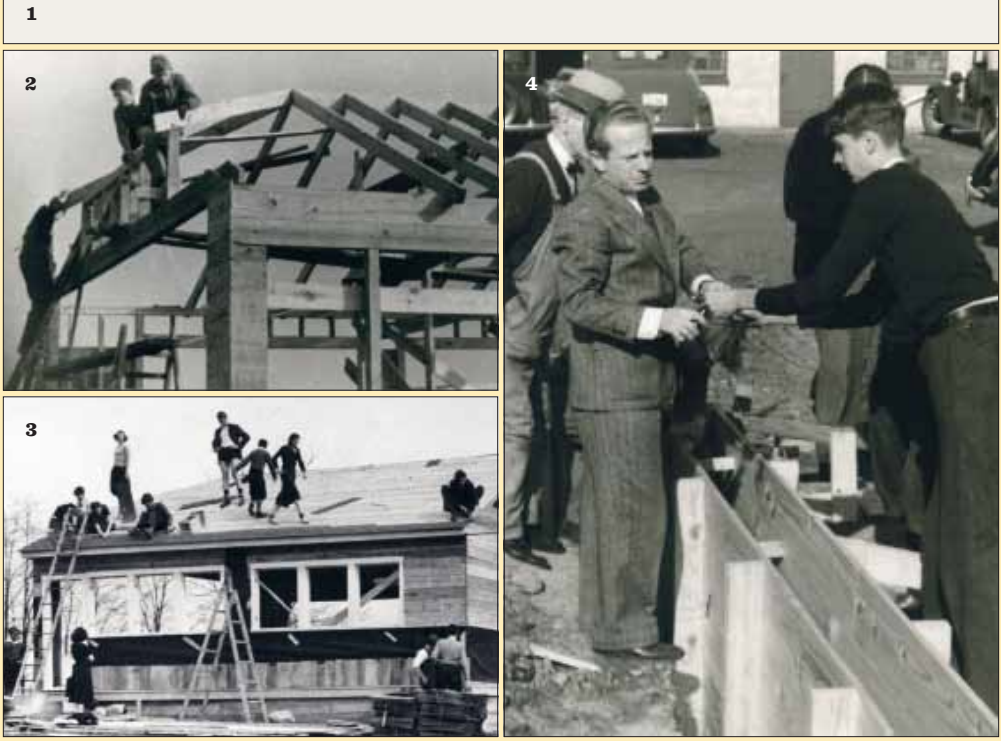
These plans were revealed yesterday when three students, taking a course in applied mathematics and science under the guidance of Harrison E. Tompkins, an instructor, obtained a building permit.

A foundation for the two-car garage already has been dug by the pupils. Park School teachers say that after concrete is poured for the foundation next week the girls will act as clerks and timekeepers.

Last year, Mr. Tompkins related, Hans Froelicher, Jr., head master, casually told a group of students in assembly that the school needed a garage. This fall, after interest in the project had been fomented by the Student Council, the class in mathematics and science selected a site and plans and estimates were drawn.

The school’s board of trustees appropriated \$600 for the structure. The school will save approximately \$500 in labor charges by the student’s work, it was said.

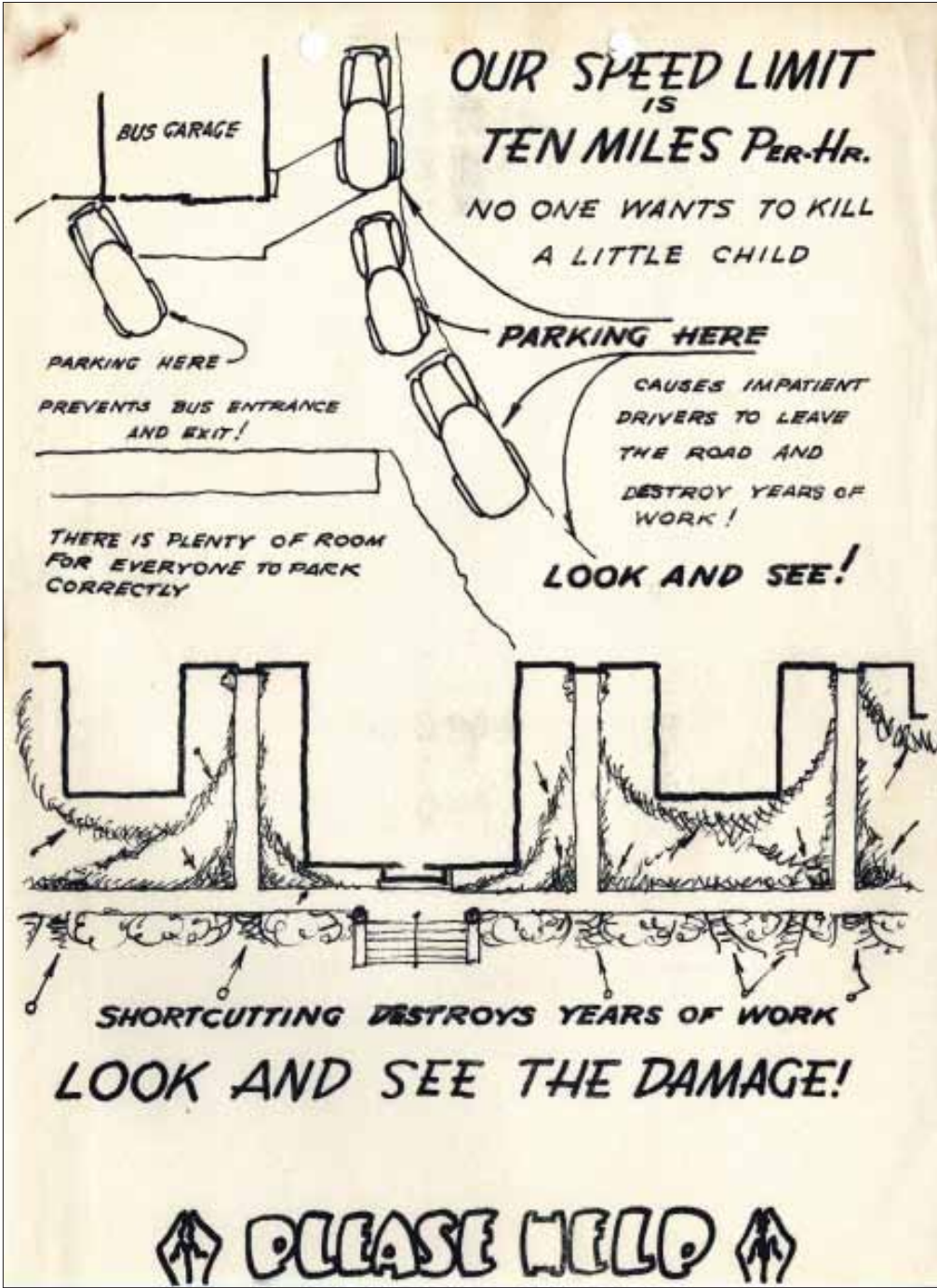
According to the blueprints the garage will be 28 by 24 feet and will be located about ninety feet south of the administration buildings. Half of the garage is to be used as a machine shop until a new bus is purchased.





Carpool

Over the years, Park parents have seen carpool procedures reinvented, rescheduled, and redesigned. In 1944, a flyer reminded parents about the rules of the Park School road.



**Left**  
The flyer is believed to have been drawn by Mr. Tom.

Horses and Other Creatures

During John Leydon’s tenure as Headmaster, Board President A. Ray Katz gave the school a horse named Ebenezer. In her report on the 25th anniversary, Amalie Sonneborn Katz, Class of 1919, wrote, “Ebenezer’s early history is shrouded in mystery. We only know of him that he was a donation...the only stipulation accompanying him being the expressed desire that he never be returned, dead or alive, to his donor. For years he was employed to pull the plough, to haul planking, and to do odd jobs around the place. For years he altered the entire skyline of the Park School grounds. What the uninitiated took for some interesting natural phenomenon in the way of two small hills with a valley between, was simply Ebenezer, who somehow sank down in the middle, peacefully eating up the Park School lawn after a hard day’s work....”

In 1970, Upper School science teacher James R. (Jim) Howard III added a horseback riding component to the summer camp curriculum at the Old Court campus. He purchased two ponies (which soon became three – surprise!) at auction on the Eastern Shore. With approval from Headmaster Charles Callanan, Howard and student riding instructors expanded the program into the academic calendar. They constructed stalls and a tack room in the old barn, and fixed up a small shed for storing straw and hay.

For the next 35 years, horses arrived, much like Ebenezer, as gifts from parents, alumni, and friends. Student instructors led the riding program with oversight from Howard, science teacher Ellen Reynolds, and arts teacher Garry Cerrone. The program ended in 2008, succumbing to the considerable expenses of care and feeding of the animals, and maintenance of the field and barn.

Other animals have found homes in Park School classrooms. Rabbits are a perennial favorite. In the 1950 *Brownie*, Margaret Coe discussed bunnies Harvey and Clover, who were in the care of the four-year-olds, and the cat that was a pet of the five-year-old students. Second-grade teacher Elaine Salabes had a cavy and a mynah bird at Liberty Heights and Old Court Road.

In 1974, Howard’s new Middle School laboratory housed freshwater and saltwater aquariums, a skunk named Socrates, a raccoon known as Missy Prissy, tarantulas, a ferret, a timber rattlesnake and a copperhead, a water moccasin, a boa constrictor, and several other snakes found on campus.

Today, Lower School classrooms are lively habitats for all manner of fauna, many rescued from the campus woods and stream. Beehives maintained by Upper Schoolers yield honey in the fall. The inventory of science labs and other spaces includes: tadpoles, fish, turtles, geckos, gerbils, and a geriatric rabbit who resides comfortably in a hutch built by sixth graders.

**1.** Ebenezer was pictured in the 1931 *Brownie*.

**2.** Upper School students taught horseback riding from 1970 to 2008.

**3.** Guinness the Rabbit has lived in Lower School teacher Ellen Hoitsma’s classroom for seven years. The photo was taken in 2012.





## Gardens

Park’s earliest brochures noted that on Auchentoroly Terrace “the school garden and window boxes will be used to illustrate and teach the processes of germination and growth, and the names and characteristics of the more common plants.”

That commitment to horticulture continued at Liberty Heights. In the July 6, 1980 “I Remember” column in *The Sun*, Amelie Banov Burgunder Jr., Class of 1944, recalled the 1930s gardens.

*“Each child in grades 1 through 8 had his or her own little plot about the size of a 9-by-12 rug. Just as the tulips and daffodils we had planted outside our classrooms with tablespoon trowels on Lower School Bulb Day were emerging, and as the snow forts melted, Pop Snelling (the grounds-keeper) would plow the area below the wonderful tunnel-like rose arbor, and mark it off in small string-enclosed squares. It was our job to get out the rocks which for a child was an effort.*

*“Teachers encouraged us to plant seeds, which were quick to germinate.... Everyone planted radishes, the fastest and most satisfying crop, and nasturtiums. Leaf lettuce could usually be counted on to come up, but carrots, though their feathery tops did contribute delicate decoration, were too slow in developing to bear more than a spindley orange needle before school was over for the summer....”*

### Top, left

From the 1922 Park School brochure. The original caption reads, “Starting the School Garden (1918).”

### Bottom, left

Under Dorothy Graham’s watchful eye, Lower Schoolers tend their garden in 1939.

### Right

Today, the Lower and Upper Schools tend organic vegetable gardens, the Middle School’s shade garden prevents erosion, and students, parents, and staff plant native perennials and trees on Park’s Old Court Road and Lucille and Gordon Sugar campuses.





Mr. Tom

The progenitor of iconic teachers at Park School is Harrison E. Tompkins, coach, manual arts teacher, maintenance supervisor, and polymath. His employment application from March 1922 noted his skills as a mechanical draftsman, woodworker, and purchasing engineer. He could “coach football, basketball and baseball, if called upon to do so, having taken an active part in athletics during my school days. I was chief quartermaster aboard the U.S.S. Walke during the war and had charge of the physical education of the powder division on the same ship.” He added that he felt qualified to teach agriculture, algebra, arithmetic, botany, civil government, drawing, nature study, physical geography, physics, plane geometry, public speaking, zoology, canoeing, and cooking.

For nearly five decades, he taught academic subjects, trained athletes in lessons of skill and sportsmanship, and supervised the construction of a garage and the planting of gardens, all infused with a healthy dose of his political philosophy. In a school with a strong left-leaning population, Mr. Tom’s ideology was counter to most.

Mr. Tom, above all else, embraced the progressive tenet that valued the individual and championed the gifts of each child.

On the occasion of his move from full-time to part-time teaching in 1964, the school named Tompkins Field in his honor.

.....

“...To Mr. Tom, even though he was a poor man, the New Deal was a sign of decadence. Social Security was for people without the foresight to save, welfare was for people who ought to stand on their own feet. And while he zealously endorsed this social Darwinism, he never showed a hint of rancor toward those who disagreed.”

**GWINN OWENS, CLASS OF 1939**  
**AN EDITORIAL, “MR. TOM KNEW EVERYTHING,” FOR THE EVENING SUN**  
**IN MEMORY OF MR. TOM**  
**FEBRUARY 2, 1987**



**Left**  
The 1930 *Brownie* was dedicated to Mr. Tom: “To H.E. Tompkins, As One Friend to Another, We Dedicate This Brownie.”

*In the 1938 Supplement to Faculty Professional Record, Mr. Tom was asked to make a statement about his philosophy of teaching. “Such statements should be specific and concise, should point their relationship to the school philosophy or the philosophy of progressive education as it has been stated by Dewey and others.” His response:*

.....

Preconceived adult standards have an arresting effect upon unselfconscious, natural child growth.

Natural, normal family life is of great educative value and time for participation should not be infringed upon by the school.

No child should ever be tagged “a failure” nor made conscious of supposed limitations.

No child, nor group of children, should sit in judgment of another child. The moral and emotional mal-effect is more important to those judging than to the judged.

The element of time and speed in teaching is far less important than the inhibiting effect of its application.

Every child’s environment should be so adjusted as to insure such a measure of success (at his own natural standard) as to make certain the maintenance of a fair and reasonable degree of self respect and satisfaction.

There can be no occasion that justifies the comparison of one child’s accomplishments to another’s. This applies in both directions.

Every child should have a legitimate audience.

Childhood is at least as important as adulthood and should be lived at its own level for its own sake – not in preparation for some doubtfully better stage of development.

Emotional maturation should never be artificially hastened.

If the welfare of the child is the only consideration, academic acceleration beyond or retardation below his age group cannot be justified.

Children like to do the things they can do.

Children should compete only with themselves.

All experience can be of educative value. The “why” is important, not the “what.”

No child is ever wrong because of its intrinsic self.

The security of entity is a birthright.

Growth cannot be standardized, nor catalogued, nor always immediately recognized, nor evaluated against a norm. It can be easily arrested.

Faith in childhood is a prerequisite of those who would guide! Who can tell the man from the boy; or why.

Eliminate fear from the emotional diet.

Over-supervision and over-protection can be causing factors in arrested development.

Life’s mysteries, normal of any given age level, is a spice that is removed only with peril. Disillusionment should be relieved by each generation without tutoring.



College applications have long required recommendation letters from schools. In 1954, Hans Froelicher Jr. created his own version of the recommendation form (which was published in the *Brownie*), and it remains as entertaining now as it was then.

# 'I Am Not An Educator . . .'

By GWINN OWENS

IN 1912 Dr. Hans Froelicher, professor of German art and literature at Goucher College, joined Christian and Jewish leaders of Baltimore in establishing a private school that was free of the religious discrimination and enrollment "quotas" that characterized most of the other private schools of the city. Dr. Froelicher persuaded the founders to go even a step farther in individuality and create an institution whose curriculum would be free of the despotic formalism of current private education.

Because of his intellectual leadership, Dr. Froelicher was offered the headmastership of the new Park School. His pressing duties at Goucher made it necessary for him to decline, but he did accept the presidency of the board of trustees and the school felt his influence until 1929, when he resigned. He died in 1939.

Only two years later a man similar in appearance and identical in name did accept the post as the Park School's headmaster. This was Hans Froelicher, Jr., who on July 1 will retire and end a dynasty that has been almost unbroken since 1912.

## An Early "Progressive"

Perhaps dynasty is the wrong word, because it suggests authority and even tyranny, and it was to counteract such forces in education that the Park School was established. In its quiet way it has since made its mark on education nationally. It was, in fact, one of the first schools termed "progressive." (Mr. Froelicher noted recently that this word as applied to education is now "dead from multiple crucifixion").

Essentially "progressive" meant teaching children not by rote or compulsion but by creating the educational climate that made them want to learn without being whipped, figuratively or actually. It meant teaching with all the available scientific knowledge of what causes learning to take place.

When Hans Froelicher, Jr., came to the Park School in 1932 it was well established educationally but, in the pit of the Great Depression, it was sinking financially. It had good—perhaps even great—teachers. Among these were the late Sarah Annie Putnam in English; Katherine Rose Foster, who retired last year, in history and German; Margaret F. Coe, who still heads the lower school, and Harrison E. Tompkins, also still active, teaching science and practical shop work.

## "I Am Not An Educator"

Mr. Froelicher, despite his background (his mother was a Goucher professor, too), was not an educator. He had taught English briefly at Gilman School after graduating Phi Beta Kappa from Haverford in 1912, but otherwise his life had been devoted to law, business and banking.

In this year's "Brownie," the Park School yearbook, Mr. Tompkins looks back 24 years to the arrival of the new headmaster:

"I shall always remember his first words to the faculty: 'I know something of finance and men; I am not an educator . . .' The first part turned out to be an understatement, the second, not true."

## Eloquent Spokesman

In that year of financial crisis, Mr. Froelicher's knowledge of finance proved to be

an asset and, with the help of determined board members, he pulled the school to safety.

But the pleasant surprise to the school family was that Mr. Froelicher turned out to be not just a successful headmaster but an eloquent spokesman for the principles on which the school was established. He became a leader of numerous educational organizations, and is at this time secretary and treasurer of the National Council of Independent Schools.

His student body liked him; he mixed with them easily and often, always a friend but nonetheless also their headmaster. He was formal but not formidable. His 6-foot 4-inch frame, his sharp nose, deep forehead crease, his mustache and glasses made him easy to caricature, and many a blackboard



Leonard Greif  
Dr. Hans Froelicher is retiring this summer as headmaster of Park School, an office he has held for 24 years.

was found mysteriously adorned with his likeness created by some student with a short-lived grudge.

## "Learning By Doing"

"Learning by doing" has become an educational cliché, but it is nonetheless the way to describe the Park School's methods as conceived by Hans Froelicher the elder and carried out by his son. Miss Foster's history pupils made reports to the class based on independent research, Miss Putnam's English students were often given "free writing" assignments in which they could turn out anything they liked in poetry or prose, but she was quick to recognize and label a second-rate effort.

Mr. Tompkins's shop students built the school a much-needed garage for its bus, a handsome building that conformed with the architecture of the rest of the school. In

the art classes, Miss Grace Van Order, who joined the faculty after Mr. Froelicher's arrival, gave her students great freedom, and the results are still exceptional.

Because the school mixed religions without discrimination it was attractive to children (or parents) with a bent toward individualism. This gave it to some extent a blue-ribbon student body to start with. The social climbers and the conformists stayed away.

## Scholastic Levels High

While an occasional student, spurred by the "learning by doing" idea and the absence of compulsion, sometimes galloped off in all directions, Park's general scholastic levels, measured by the standards applied to other schools, are high.

Because Mr. Froelicher once gave some "learning by doing" advice to one of his teachers he embarked on a secondary career that was to make him more widely known to the Baltimore public than his Park School duties.

Back in 1939 Mrs. Peter Ainslee asked if she might take her seventh-grade class to see the slums.

"I don't think you should visit the slums unless you intend to do something about it," he advised her.

## Headed Housing Body

She did. Her class, their interest aroused by the field trip, made models of good and bad housing, and the models attracted the interest of the Citizens Housing Council and were displayed in the Pratt Library. Mr. Froelicher, swept by the tide of interest, joined the council. He helped it grow into the Citizens Planning and Housing Association, joined the board of directors in 1943 and became president in 1944.

The rest is mainly history. The association became one of the most successful volunteer civic organizations in Baltimore and spearheaded the uphill battle for urban rehabilitation or renewal and better city planning. After twelve years as its president, Mr. Froelicher stepped down only last month.

Meanwhile, over the years, the headmaster and his wife, the former Joyce Sangree, were making their Bolton street home a gathering place for young people, were raising four strapping sons and a daughter, and spending their summers at Pocono Lake Preserve. They endured an intense personal tragedy, the loss of their second son, Sangree Mitchell, on the Italian front during World War II.

## Son Now A Headmaster

When Mr. Froelicher became headmaster of the Park School he was a Johnny-come-lately by comparison with his two brothers, both of whom had been in education from the start and had become headmasters before they were 30. But the Park School's chief's son, Charles, kept up with his uncles by becoming headmaster of the Colorado Academy last year at the age of 29.

Mr. Froelicher is only 63 but is stepping down at that age in keeping with a Park School custom. He intends to keep working actively as a writer and observer in the educational field.

## Left

Gwinn Owens, a reporter for *The Evening Sun* and a 1939 graduate of Park, wrote about Hans Froelicher Jr.'s retirement after 24 years as Headmaster. The article was published on June 3, 1956. Reprinted with permission of The Baltimore Sun Media Group. All Rights Reserved.

## Right

Hans Froelicher Jr.'s college recommendation form was published in the 1954 *Brownie*.

THE PARK SCHOOL  
2905 LIBERTY HEIGHTS AVENUE  
BALTIMORE 15, MARYLAND

LEONARD FROELICHER, JR., HEAD MASTER

Dear Life and College:

This letter is to accompany the school record of a girl or boy who has applied to you for admission not too long after June 10th (1954).

We have known this pupil for x years and we think he is now (check proper phrase) 1) not ready ☐ 2) nearly ready ☐ 3) quite ready ☐ for the level of work required in life and college. This pupil comes from a family which is (check one) 1) anxious about ☐ 2) indifferent to ☐ 3) confident toward ☐ his future.

Here ends the form letter. From here on it gets complicated. Use one of more of the following statements: This one shot a basket. This one spun a yarn. This one jitterbugged. This one has charm... This one eats. This one diets. This one dates; this one wants to. This one thinks aloud. This one runs deep... This one is trim. This one sprawls. This one flies best in formation. This one, solo... This one reads: this one reads what he has to read. There is poetry here, art there. This one has mechanical insight... They are urbane or sputtering. This one always remembers. This one needs reminders. This one has purposes. This one has cross purposes. This one has a purpose. (I'll write you at length if you want to know what the purposes are!) This one took adolescence hard. This one breezed. This one sparkles. This one smolders (but he might be the one to set the world on fire.)

Now to summarize. Each in his way has lived through experiences. So each in his way is ready for more experiences. They are beginning to learn, knowingly, from experience. They are, each in his way (and gosh! I hope this is true) ready to take charge of themselves and, by so doing, to take charge of you in the not-too-distant future.

They are recommended to you with differentiation but not with reservation. They will make you or break you just as they will make or break our reputation and their integrity. This is an exciting warranty.

Here is a hint in closing. They do better where love is expressed in trust. They have known trust and responded to it. Please take them all and oblige

Yours, very truly,

Hans Froelicher, Jr.



# The Whole Child

Schools have used the term “the whole child” for so many years that it has become a cliché. From Park’s founding, the faculty, led by Headmaster Eugene Randolph Smith, were committed to that concept – the academic, social, and emotional growth of Park’s students – before the catchword was ever used.

In 1952, Hans Froelicher Jr. led the faculty in a discussion that resulted in a pamphlet published by the National Council of Independent Schools entitled “Some Inquiries Helpful in Appraising Mental Health in a School.”

In an article “Park School Bears Witness, 1932-1956” in the 1963 *Park School Magazine*, Froelicher recalled, “The first draft of this questionnaire was written at Park School and out of Park School’s experience. This draft was revised and edited by a national committee, but the spirit of the questions which we devised was not diluted. [Dr.] Benjamin Spock called it the most searching instrument of its kind....The questions furnished were the questions we were asking ourselves....[F]orty years after the school questioned the educational approaches of 1912, it was still asking fundamental questions of itself. The questions of 1912 had been educated by 40 years of association with child study and psychology, 40 years of experience....[B]ut the questions truly had to be re-asked each day if only to be sure that each new teacher looked at each new child and at each new situation asking of himself the simple question–is my way fundamentally and knowingly respectful? That questionnaire found its way into every educational library in the country.”

Board minutes from May 1957 note the hiring of Esta Maril, a psychiatric social worker, who would “spend one day a week at the school to talk to faculty, students and parents about any problem that may come up.”

In 1975, Park hired Deborah Roffman, a social worker and Planned Parenthood educator, to teach a human sexuality course in the Upper School. At the time, many independent schools across the country, and some in Baltimore, were teaching (with parent permission) “sex ed” – basic information about anatomy and puberty. Park, not surprisingly, approached the subject matter differently, and offered “human sexuality education” in Upper and Middle Schools, and special programming for the Lower School. (According to Roffman, “The fact that Park has offered a required, one-semester Middle School course titled “Human Sexuality” since 1977 is outrageously progressive. Indeed, I know of no other school even today where this occurs.”)

A nationally recognized program initiated by Park is Park Connects. In an article published in the Fall 2007 *Independent School*, Roffman and school counselor David E. Tracey explained the program.

### Right

An excerpt from “Some Inquiries Helpful in Appraising Mental Health in a School,” 1952.

“[The] central goals of Park Connects include educating the community about key developmental risk and protective factors, and their impact on child and adolescent development, promoting postponement of age-inappropriate risk-taking behavior, reducing the incidence of unhealthy risk taking, and encouraging healthy, age-appropriate risk taking; offering an integrated parenting model that reinforces and meets the core needs of children and adolescents across the developmental spectrum; and promoting parent-to-parent dialogue in order to create mutual support and generate effective parenting strategies.”

### GENERAL:

1. Listen to the noises in a school. There are differences, and these differences are more in quality than in volume.
2. Is sufficient leeway allowed both within the classroom and without for pupils to fumble and make mistakes? The permitted area for mistakes might include room for those trials and errors which could be experiments of learning and for some errors which, on reflection, promote the student's knowledge of himself.
3. Are there goals and standards definite enough to provide for pupils a good degree of security?
4. Does the school unfold a life sufficiently vital to contain, for the pupil, a vision of full and satisfying years ahead, a life which affords ample scope for his next years as he sees them?
5. Is there contemplation of the needs of both boys and girls and of the meaning of the sexes to each other?
6. Is there a common understanding through actual school experience of such phases of life as: independence, freedom, interdependence, responsibility, discipline, structure, and self-discipline?
7. Does the school aid and encourage parents to grow as parents? Is there a natural, honest, and constructive cooperation between home and school?
8. Is the recognition of spiritual values a significant force in the life of the school?



# School Makes Own Movie

Park School Students Complete Full-Length Film Of George Eliot’s “Silas Marner”  
Gym Becomes Hollywood Lot As Work Advances. Druid Park Used As English Heath Country

By HARRY HALLER

For four months there has been a miniature Hollywood functioning out at the Park School. Since October some sixty students there have been working with scenery, lighting, costumes, make-up, dialogue and a sixteen-millimeter camera, with the result that a feature-length film has been made of George Eliot’s novel, “Silas Marner,” which runs ninety minutes.

Probably the first full-length enterprise of this sort done by a secondary school group, the film is an outgrowth of activities carried on by the Park School’s drama club for the past thirteen years. It has for some time been the policy of the school to fuse a certain amount of practical activity, catalogued as extracurricular in most schools, but as intracurricular at the Park School, with book learning. Each day at a certain period “activities” have the right of way over routine classes, and every third Friday is Extraordinary Friday, devoid of classes and devoted entirely to forwarding “activities.”

### IDEAS ENCOURAGED

It was last spring that the boys and girls of the drama club conceived the idea (they are encouraged to have their own ideas) of experimenting with the movie game. The first plan was to produce a film of some dramatic incident that would take perhaps 300 or 400 feet of film, but after scenarios had been submitted by the students and the summer, during which the matter was thought over, had elapsed, it was decided to bring the Eliot novel to the screen.

When October’s leaves began to fall, Extraordinary Fridays and many Saturdays and Sundays were consumed in research on the eighteenth century, the period of the English novel. Guided by Miss Sarah A. Putnam, of the English department, now a movie director as well, students scoured the countryside in search of facades of the period, and the locales were selected by a committee from photographs submitted. Costume details were investigated and garret trunks ransacked in search of tri-cornered hats, plumes and quaintly cut garments. It was found that feminine coats of 1936 vintage would film well as masculine outer garments of two centuries ago. And many necessary items, such as bonnets, shoe buckles and leggings, were manufactured in domestic science and industrial arts classes.

### TECHNICAL ADVISER

The undertaking’s technical adviser, Harrison Tompkins, of the industrial arts department, borrowed the 16 mm. equipment and soon the film was actually in production.

Reflectors, backdrops, sets, properties and spotlights transformed the gymnasium into a reflection

of Hollywood. At the end of the basketball court was a miniature church with its pews and altar. In another section of the hall was an eighteenth century living room, replete with a fireplace and furniture of the period.

But it was also necessary to go on location. Druid Hill Park became the heath country of England, and Molly’s death was photographed as the first snow fell on the Park School campus. A suitable church exterior and some stone houses were found at Oella, while an interior for Silas’ house was found in a basement near Pikesville and a fireplace for his money on Maryland Avenue. A quarry hole was found for Dunstan to fall in, but the amateurs were Hollywood-conscious enough to know that Dunstan really didn’t have to do the falling. Instead, a long shot was taken of the quarry, followed by a close-up of a miniature being dropped into a pail of water.

### PRODUCT OF WEEKS

Many weeks were spent in the actual production. It was often necessary to get up at dawn on cold winter mornings and, in whiskers and bonnets, rehearse a scene in the snow until it was ready for Mr. Tompkins’ trusty 16mm. Long hours were spent at the Maryland Institute while the boy who played Silas learned to work a loom in a convincing manner. Finally, the story had been recorded in about 2,500 feet of celluloid, and another group of students had their opportunity to perform. They were the cutters, who, under Mr. Tompkins’ direction, prepared the film for its present form.

Though the work on “Silas Marner” was supervised by members of the faculty, it was actually performed by the students themselves in every angle from dramatization to lighting and acting. All of the members of the cast are students, with the exception of a charming faculty daughter of 2 years who plays Eppie in the earlier sequences. In some scenes, it was necessary for the bewildered little actress’ mother to double for one of the leading characters.

### NO STARS

But no one was starred in the production, and the names of the cast are not mentioned. “The most important part of the process exists for us in the social aspects,” Miss Putnam explains. “The affair would have been impossible had there not been an upper-school drama club whose members are accustomed to acting and to pooling their work for a central enterprise. The general result of interest to other schools lies in the ease with which such a story interprets itself to children.”



Left  
The Sun reported on Park’s innovative film production of *Silas Marner* on March 1, 1936. Reprinted with permission of The Baltimore Sun Media Group. All Rights Reserved.

## On Stage

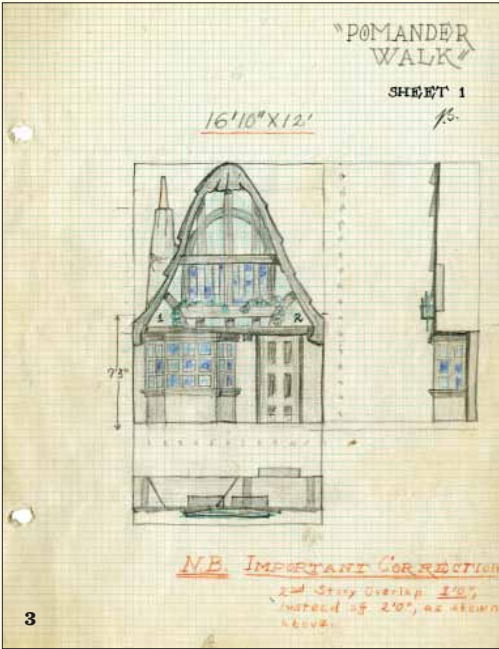
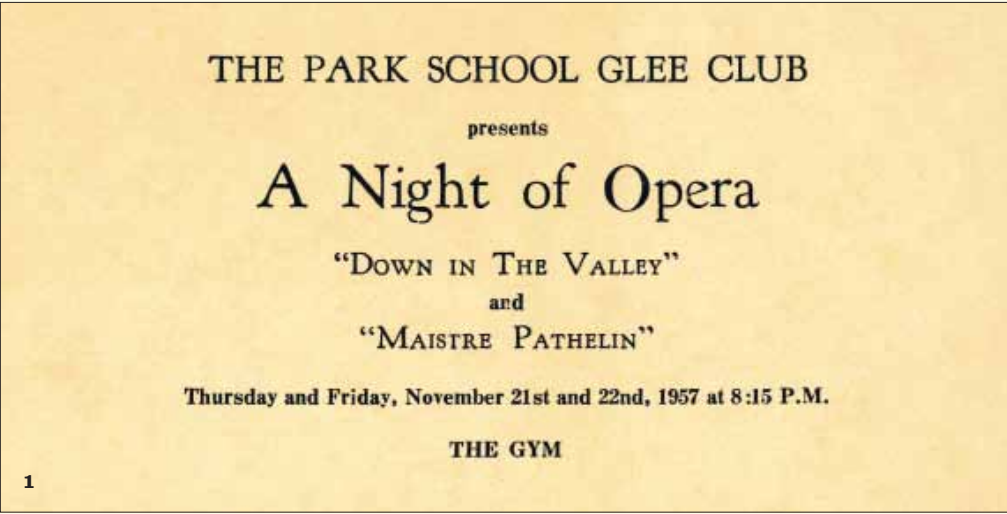
The importance of the performing arts in education is cited in the school’s earliest programs of study, and the arts continue to be a signature part of the curriculum. A review of courses and productions over 100 years reveals the obvious – as the school has grown, more students, better facilities, and dedicated teachers have afforded ever new options for students.

A chronology, with references from the *Brownie*, identifies some highlights:

1. A ticket to the second Night of Opera, November 1957. Gift of former faculty member Jack R. Ramey.

2. A scene from *A Midsummer Night’s Dream* in 1917.

3. The April 1928 production of *Pomander Walk* was designed by Isaac Benesch, Class of 1928, who later became a set designer on Broadway.



**1913.** Park’s first dramatic production was *Scenes from Julius Caesar*. A year later, the school staged its first musical, *The Princess* by W. S. Gilbert.

**1916.** *The Sun* reviewed an outdoor performance of *A Midsummer Night’s Dream* in the natural amphitheater behind the school. “The entertainments given by the students...have very unusual interest because of the striking elan of the players, their patent enthusiasms, and unexpected skill. One rarely finds so many young people in a single group possessed of the dramatic instinct in such a marked degree, and it may be said at once that, in spite of their youth, they read the lines of the beautiful comedy with a remarkably clear understanding and appreciation.”

**1918.** The Drama Club was formed. Annual productions were called Founders Day Plays. Four years later, the seniors recalled the thrill of staying “up until eleven o’clock at night, dancing down a dimly-lighted green slope, dressed in filmy fairy costumes.”

**1934.** Drama Club members were “grateful to Miss Putnam, whose kindness in coaching us received no reward except that of our humble appreciation. It was she who uncomplainingly bore the chief burden, that of teaching us to act, and it was her patience and interest which carried us through.” Miss Putnam wrote, “At Park School our method is dramatic from the moment a baby enters at four till he graduates at sixteen or seventeen. With slight equipment, we make no circumstance in giving operettas, pageants, tragedies, comedies – original when possible, literary when necessary; but always, whether simple or elaborate, the responsibility is the children’s. Within the responsibility lies the continuity of our school doctrine, that the children as much as possible live or experience their learning.” In 1942, the Drama Club was

renamed The Sarah A. Putnam Playshop in her memory.

**1950.** Playshop had become such a popular activity, it now required three advisors – art teacher Grace Van Order, English teacher Ned Vogel, and the ubiquitous Mr. Tom. The Founders Day Play was Eva Le Gallienne’s version of Lewis Carroll’s *Alice’s Adventures in Wonderland*, “...which gives acting experience to a large number of people and involves many complex production problems. Rather than the serious small-cast dramas of previous years, the Playshop showed that it was well aware that school plays must be given by the many, not by the few.”

**1956.** Music, history, and Latin teacher Jack R. (JR) Ramey staged his first Night of Opera. The presentation of three short works, including his original operetta, *Pyramus and Thisbe*, began a two-decade run of traditional works and JR’s own compositions. He collaborated with his wife, Sydney, and English teacher John F. (Jack) Russell on libretti; orchestrations were generally limited to a piano, with JR and a student at the keyboard. This Thanksgiving-weekend tradition drew students, parents, and alumni to the gyms on Liberty Heights and Old Court Road.

**1957.** A new system of committees (set design, construction, dramatics, and costumes) gave students experience in all aspects of production. “The basic theory of Playshop this year has been the belief that learning comes from sharing knowledge.”

**1959.** Student-directed one-act plays were presented at assemblies, offering “people a working knowledge of the functions of Playshop in all of its capacities.”

**1971.** When Phyllis Goldstein arrived as a folklore and drama teacher, her productions



**Right**  
Gilbert and Sullivan operettas have been performed throughout Park's history. This production of *The Pirates of Penzance* was staged in November 2003.

of Gilbert and Sullivan provided a showcase for eighth-grade talent.

**1974.** While the “new” gym on Old Court Road was a significant improvement over the Liberty Heights gym as a performance venue, the construction of the Harvey M. Meyerhoff Performing Arts Center created opportunities for even grander productions. No longer did the tech crew have to erect scaffolding in order to hang lights and curtains, make certain all the wheels on the collapsible stage were securely locked in place, or jockey for time with basketball players. There was a lighting booth, a catwalk, permanent curtains, a scene shop, and an orchestra pit.

Students of every age could now perform before schoolmates, teachers, and families in a space worthy of their hard work and talent.

**2003.** The opening of the Wyman Arts Center with the Macks Fidler Black Box Theater provided yet another venue for plays, concerts, and cabarets.

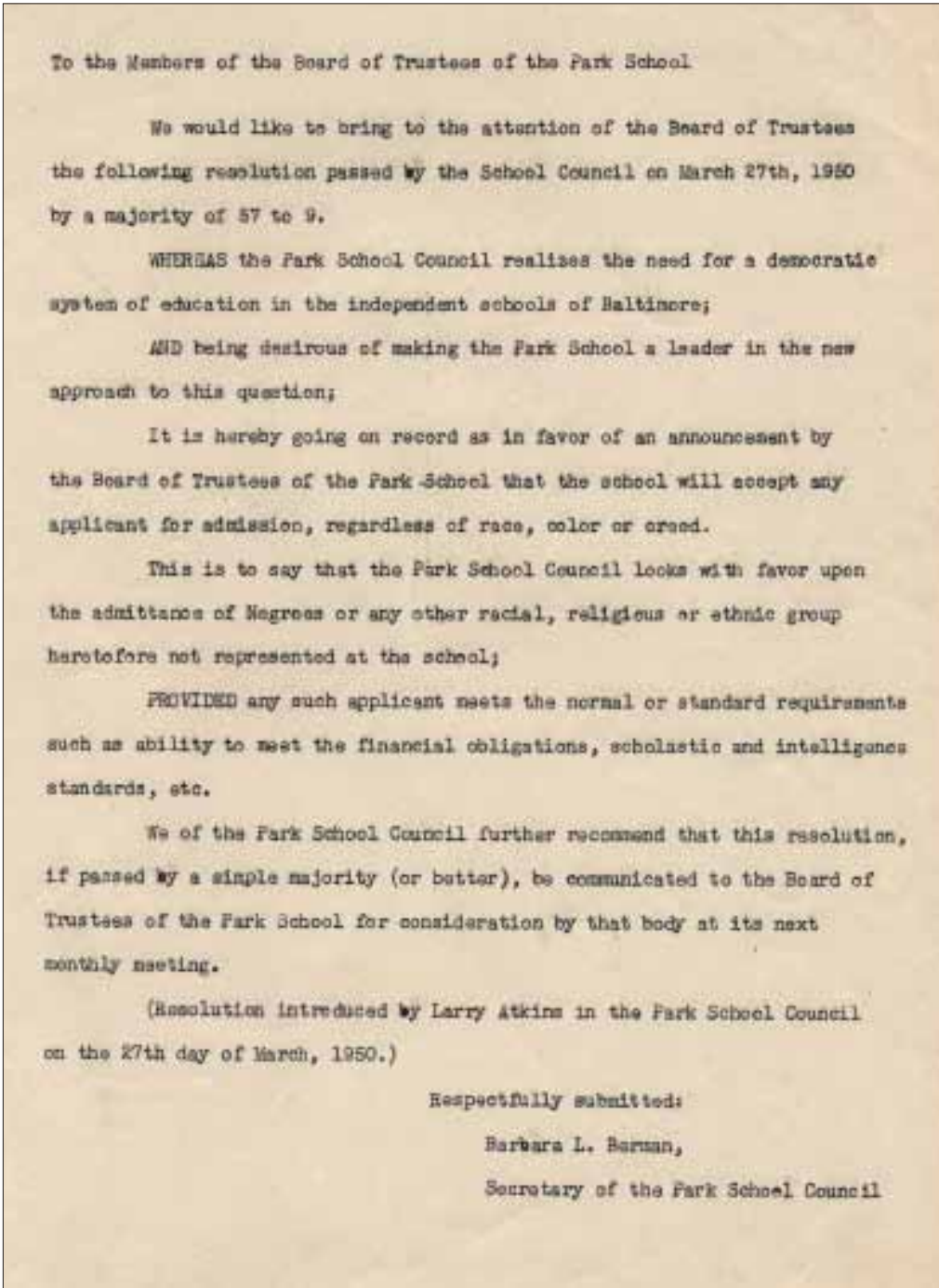
**2012.** As Park has grown, so too have occasions and opportunities for performance, and the theaters are seldom idle. Lower School teachers routinely incorporate drama into their curricula and students all study music. Where children once played shrill pennywhistles, the sounds of medieval melodies and pop tunes on ukuleles now echo in the hallways. The eighth-grade play is a signature Middle School activity and the culmination of months of rehearsal, costume design, and set construction.

Upper Schoolers choose from a range of performing arts offerings. The fall musical, productions of Shakespeare, contemporary plays, and student-directed and student-written pieces highlight the calendar. Music theory and technology, songwriting, and set design classes take full advantage of the recording studio, construction space, and keyboard lab in the Wyman Arts Center.



# Integration

In 1950, two years before the United States Supreme Court heard oral arguments in Brown v. Board of Education and four years before the Court ruled that separate schools are “inherently unequal,” the Park Council, representing the Upper School students, requested that the Board of Trustees integrate the school. It was not until June 1954, after Froelicher and Board President Louis B. Kohn II, Class of 1934, argued vigorously in favor of immediate integration, that the Trustees authorized the Headmaster “...to receive any applications from any family suitable in interest and ambition.”



**Left**  
Park School Council resolution to integrate addressed to the Board of Trustees, Spring 1950.

**Right**  
In 1955, seventh-grader Mary Sue Welcome was one of the school's first African-American students. Photo from the 1956 *Brownie*.



Park was the first private school in Maryland to accept applications from African-American families and enrolled its first African-American students in 1955.

Over the next 60-plus years, the vocabulary has changed, but matters of integration, diversity, and inclusivity have remained paramount at Park. In 2012, the Board of Trustees adopted a Strategic Plan to guide the school into its second century. Affirming Park’s founding precepts as a 21st-century concept, the Board wrote:

*“Inclusivity is integral to our philosophy and pedagogy. We know that diversity is essential to a dynamic classroom and a healthy school. Learning at Park is not simply about acquiring content knowledge; it involves listening to, and working with, all members of the community, considering multiple points of view, and understanding different perspectives and experiences. A diverse classroom creates a wholly educated individual, one who has the openness, confidence, and compassion to engage others, who understands that we have an ethical responsibility to listen to, and learn from, each other. Our community must reflect the diversity of our world, both visible and invisible, and insure a welcoming, safe, and stimulating environment.”*

# The Hunter Moss Report

The 1918 *Brownie* reported that the buildings at 2901 Liberty Heights Avenue “...are said by experts to give the most perfect conditions ever devised for school children. The grounds cover almost nineteen acres, and although situated in an accessible location inside the city, they are so placed that they are practically free from the usual disadvantages of a city.”

Not quite 40 years later, the situation had changed. In March 1954, Headmaster Froelicher wrote to the members of the Board:

*“In the matter of space, I remind you of my forecast made at the time we built the new administration building (1949). At that time, I figured we could comfortably house, with the new building, 415 pupils provided our space, equipment, and facilities in Shop, Domestic Science, Art and Gym were amplified. The school is squarely at a crossroads in the matter of space and facilities, as well as in the matter of pupil-faculty ratio, etc.”*

Park’s buildings were in desperate need of renovation (only one was fireproof), and the formerly bucolic surroundings were succumbing to developers. Jim Rouse had bought Mondawmin, the Alex. Brown estate to the south, to build a shopping center. Carlin’s Amusement Park to the northeast had closed, and the property was for sale. Other private schools had moved out of downtown – Friends left Bolton Hill in 1931, Boys’ Latin and St. Paul’s moved to Baltimore County in the early 1950s, and Gilman, Bryn Mawr, and Roland Park Country School were already located in north Baltimore. In June 1954, the Board of Trustees began to discuss relocating as an alternative to rebuilding. An appraisal of the Liberty Heights property would be a critical factor in the decision-making process.

The Board commissioned an appraisal by Hunter Moss & Company in 1955 to determine the market value of the Liberty Heights property. Descriptions of the buildings were not encouraging.

*“The Old Building constructed in 1916 was at the time of its construction the latest word in school buildings, although by modern standards it has many inadequacies. These include an antiquated heating system...inadequate electric lighting which cannot be improved because of inadequate wiring, small lavatories, inadequate locker room facilities...and other such functional difficulties. The Kindergarten Building...suffered from a termite condition.... The gymnasium, carpentry shop, and art room are obsolete....They add nothing to the value of the property....The City was not interested in acquiring this site [because] the present structure is obsolete by the standards set for schools in Baltimore City.”*

Froelicher later recalled... “[The] structures were there only by grace of interminable maintenance.”

Park School families had once lived conveniently near Druid Hill Park, in Ashburton, and in Windsor Hills. By the 1950s, however, many families had begun to move out of the city, and Board minutes from September 26, 1956 acknowledged that “...[W]e are on the perimeter of our market rather than in or near its center (as we were in 1917).”

The Moss report recognized these demographics and also addressed the social issues of a neighborhood in transition.

“...[S]ince the end of World War II there has been a movement of Negroes from the areas surrounding the central downtown area...[and] it is safe to assume that the entire area up to Liberty Heights Avenue will become Negro within the very near future....However, since more and more residential areas are now becoming integrated...it is possible in the years ahead that Negroes and whites will live successfully together in the same block and in the same neighborhood.”

Board minutes record discussions about basic issues of building safety, constraints on expansion of student population and facilities, alternative sites, prohibitive maintenance expenses, and construction costs. As one trustee stated, even if the buildings could be renovated at the estimated price of \$233,000, “We would still be left with an old plant.”

In September 1956, more than two years after its initial discussion of the future of the Liberty Heights campus, the Board of Trustees voted to begin a search for a new site.



# The Decision to Move

*A committee charged to find a new location for the school considered the following questions: A. Where is the present population of the school? B. Where will they be 5 or 10 years hence? C. Where is the population we might want to attract?*

“...The center of our population today is the corner of Park Heights and Slade Avenues. In 5 or 10 years it will probably be the corner of Park Heights and Old Court Road. At some time in the future, it could very well be the corner of Park Heights and [Greenspring] Valley Road.”

**Board of Trustees’ Meeting Minutes, October 24, 1957**

In an article for *The Park School Magazine* in May 1967, Froelicher remembered how challenging the issue was for the new Headmaster, Robert A. Thomason, who arrived at Park in July 1956. “If a headmaster is equal to the sum of all the decisions he has to make, a school building is a summarizing answer to the ‘summary’ needs of a whole school....Thomason’s life was complicated by the prospect of selecting a site for a new school plant, encouraging his trustees to seek the cash that remained to be raised, and deciding with the faculty and students what was needed in a new plant. Acting as ‘go-between’ among all those with ideas – students, teachers, parents, trustees, architects and builders – could be a full-time occupation. Of course his most difficult job was to acquire a comprehensive grasp of what was indispensable and what was cardinal to the ongoing school – and what was not.”

On July 15, 1957, the Board accepted an offer from Baltimore City to purchase the Liberty Heights campus for \$350,000, which became the home of Baltimore Junior College, now Baltimore City Community College. At the same momentous meeting, the trustees authorized the hiring of Rogers, Taliaferro & Lamb as architects; they approved a campaign to raise \$650,000 to complete construction; and they voted to acquire the 36-acre “Riggs Residue” property on Old Court Road for \$75,000, with an option to purchase 47 more acres for \$55,000.

In September 1959, 47 years and 10 miles from its first home, and with 466 students, Park School started classes. In a farewell letter to the Liberty Heights campus, Board President Sidney Lansburgh Jr., Class of 1933, wrote to parents, “We believe that everyone associated with the Park School will take immense pride in the School’s new home, which will not only be a thing of great beauty, but will also represent the very last word in modern school design.”

The new school, with its beautiful setting, had fulfilled the belief of Lower School Head Margaret Coe that, “Our constant search is for the most effective techniques of reaching each child, of kindling the spark within until it burns steadily by itself. That search will now be carried on in a most auspicious environment.” Sadly, Miss Coe did not live to see the new campus completed.



**Top**  
Construction sign at the intersection of Old Court Road and Park School Drive, circa 1958.

**Center**  
Board President Sidney Lansburgh Jr., Class of 1933, meets with Park families at the Old Court Road site, prior to construction.

**Bottom**  
The school buildings take shape.



# Robert A. Thomason, Headmaster, 1956-1967

Park School, founded before World War I with barely 100 students, had grown to 433 students in the era of Sputnik and the Cold War. In June 1956, Hans Froelicher Jr. retired as Headmaster. His successor was a 28-year-old English teacher from the Horace Mann School in Riverdale, New York. Robert A. Thomason arrived in time to preside over the school’s decisions to sell its Liberty Heights campus, to purchase a pastoral setting in Baltimore County, and to work with architects who would design the third iteration of a modern educational facility.

The Spring 1956 *Alumni Newsletter* quoted Board President Sidney Lansburgh Jr.: “The Park School is not ambitious for greater numbers, but it is ambitious to grow in usefulness to its pupils and to education. The Board of Trustees knows that Mr. Thomason is not only interested in individuals, but is also interested in advancing the frontiers of education.” Board minutes state the unanimous enthusiasm of the trustees that “a man of accomplishment and of true promise had been secured to preside over the Park School for its next years.”

In 1963, on the occasion of its 50th anniversary, Thomason reflected on Park’s history as “a showplace for curriculum innovations, reform in school architecture, revolutions in methodology. It was a living demonstration of how to relate the School to the community life and shift away from rote memory work to emphasis upon understanding and learning by doing. The School was a magnet to visitors from all over the world.”

“How does one measure the contributions of an independent school and of Park in particular – one must consider them. Using the larger ruler in measuring the stature of an institution, one must ask such questions as: How many other schools have been inspired and continue to be inspired by the freedom to teach accorded their faculty; by the fine relationship between their teachers and students; by the attention given to the needs of individuals; by the deep concern felt by the staff for the total growth and development of those entrusted to their care?”

**ROBERT A. THOMASON**  
**THE PARK SCHOOL MAGAZINE**  
**APRIL 1963**



Although the move to Old Court Road may be his most tangible legacy, Thomason oversaw other dramatic changes during his 11-year tenure. Demand for admission increased dramatically, new faculty (who were to become beloved, long-term teachers) were hired, efforts to attract students of color began, and fundamental changes in curriculum were instituted. He wrote of “the importance of developing conversational fluency in foreign languages,” of instituting required science in ninth and tenth grades, and of “requiring the study of history (in its broadest sense) in every one of the high school years, [thereby stressing] the importance of educating citizens well-informed about their own past and the past of other people.”

In 1967, Thomason returned to Horace Mann, leaving behind the legacy of a remarkable faculty, progressive curriculum, and extraordinary growth. His visionary guidance is captured in his predictions for Park in its 100th year:

“What will the Park School of 2013 be like? In its 100th year what will be its attributes? Of one thing only am I sure – that it will be dynamic and vital. If it is not, it will not be here. Independent schools generally cannot stand still if they are to survive in an era of rapidly rising educational costs. They will either go ahead or they will go under. What are the tasks confronting us at Park if we are to be around in 2013? We must hold our excellent teachers and attract new ones. We must offer an increasingly comprehensive curriculum, up-to-date and related to the needs of our young people. We must provide our students (and teachers) with an environment in which the creative intellect and the creative individual flourish. We must complete our plant....First-rate teachers and first-rate students need first-rate equipment. Finally those of us who love the School and appreciate the important work it has done in the past, must realize that it needs our continuing and increased support.”



## 2425 Old Court Road: Campus Additions

The opening of the new campus in 1959 was just the beginning of decades of expansion, renovation, and new construction.

**1959.** Campus opens in September.

**1964.** Kindergarten building and tennis courts constructed.

**1964.** Harrison E. Tompkins Field named.

**1970.** New libraries built. Upper School music room added.

**1974.** Harvey M. Meyerhoff Performing Arts Center, Jacob and Hilda Blaustein Gym II, and Middle School constructed.

**1982.** Ensign C. Markland Kelly Memorial Field constructed.

**1983.** Jack Pearlstone Building (Lower School wing) constructed; Lower School music room, faculty room, and health suite renovated.

**1985.** Cottage renovated and renamed the Annette F. Lieberman Building.

**1985.** Swimming pool constructed behind Blaustein Gym II.

**1987.** Sidney Lansburgh Jr. '33 Commons Building constructed; Admission and Publication Offices renovated.

**1988.** Deck constructed and named for Lee Rosenberg, Class of 1947; kindergarten classroom added; parking lot and Park School Drive improved.

**1994.** Lower School expanded and renovated; swimming pool built on site of tennis courts.

**1997.** Morton K. Blaustein '44 Center for Science, Mathematics, and Technology constructed; Upper and Middle Schools renovated.

**2001.** Athletic Center, including Lyn P. Meyerhoff Fitness Center and swimming pools, constructed. 1994 pool demolished to create faculty parking lot; Lucille and Gordon Sugar Campus developed on Hillside Road; Lee Rosenberg '47 Field added.

**2003.** Wyman Arts Center, including Macks·Fidler Black Box Theater, Davison Lobby, and Richman Gallery, built.

**2004.** Lower School playground renovated and expanded.

**2006.** Libraries renovated.

**2011.** Kindergarten playground renovated.

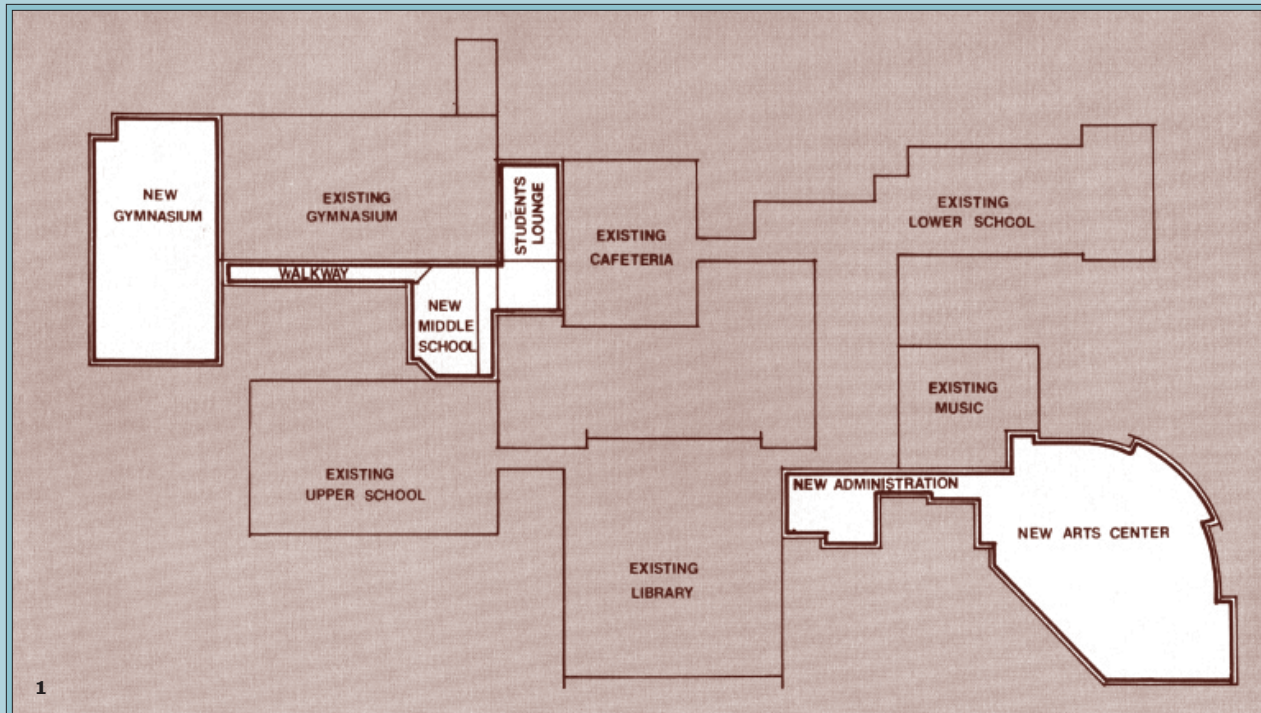
**1.** Plan for new buildings in the campaign brochure, "Park plans for the 70s: A vital commitment."

**2.** Construction of the multi-level deck outside the Middle School Commons required a crane that lifted a barge (with a pile driver powered by a diesel engine) into the pond. Thirty-five pilings were driven into the pond and the bedrock below to support the deck.

**3.** Pre-construction grading for the new kindergarten building, Fall 1963.

**4.** The Athletic Center includes a fitness center, three basketball courts, and locker rooms for home and visiting teams. Photo courtesy of Kinsley Construction.

**5.** The Wyman Arts Center added an additional performance space and music and visual arts classrooms. Photo courtesy of Kinsley Construction.





# On-Campus Service

In the late 1930s through the mid-1940s, school time was set aside for on-campus projects. On days variously called by their initials, M Day or Friday X, students engaged in groundskeeping, building construction, and general classroom clean-up. A faculty committee proposed a “Philosophy and Program for M Day” which was approved in June 1944. The stated objective was: “To prepare the Upper School student psychologically for the world of work, the adult world where there are responsibilities for making a living, doing a good day’s work and being psychologically equal to the normal demand of a democracy that each citizen should be useful and productive.” The content of the work was to include “repair and maintenance of school properties, facilities and grounds whether current or in arrears; in a word, the normal work around school usually performed by hired help, but now in abeyance due to labor shortage.”

In the appendix to its M Day proposal, the committee “noted the following auxiliary values to the program:”

- 1. Elevates child’s self-respect and sense of adequacy.
- 2. Contributes to growth of sense of responsibility.
- 3. Complies with social-civic implications of a democracy.
- 4. Prepares the individual to meet random situations in life calling for tedious but necessary hours of labor.
- 5. Contributes to the physical development of the child.

As with so many initiatives at Park, a consistently progressive attitude justified a creative curricular solution to a practical necessity. And once again, Mr. Tom’s was the first name on the list of committee members.



**Left**  
Students and faculty repaired the entry road to the Liberty Heights campus in the late 1930s.

**Right**  
Middle School students vacuum the classroom carpet and play guitar in this photo from the February 11, 1974 *Postscript*.



Some alumni recall planting trees; others remember building a rock garden. The one consistent memory is of never-ending efforts at erosion control and weed pulling on the hillside along Liberty Heights Avenue. To this day, that treacherous slope is carefully held in place with dense ground cover and a sturdy wall.

Variations on the M Day theme have continued. In the 1970s, economic constraints resulted in a reduction of the custodial staff, and Middle School students were expected to vacuum the rugs and clean up their classrooms twice a week. This resulted in some grouching from children who thought it unfair that the same was not expected of Upper Schoolers; one sanguine eighth grader told *Postscript* in 1974 that “If we mess up the Middle School, we should have to clean it up.”

In the aftermath of 9/11, many people sought authentic ways to honor the victims, the heroes, and their own community. That year, and in subsequent years, the morning before Thanksgiving break has been dedicated to a Day of Community Building, Service, and Reflection. Students and faculty together engage in on-campus projects, similar to ones on M Days, and other activities off site.

*Underlying the philosophy and activity of M Day and the Day of Service is the same concern that drove the earliest practices of Park School – the important notion that the school was educating its students to become responsible, thoughtful, and active participants in a democratic society.*



# Thinking Chair

Herbert C. Morss, Lower School Principal from 1960-1973, provided a special place for youngsters exercising questionable behaviors. The Thinking Chair sat outside his office and offered a contemplative spot where one could rethink transgressions and ponder how the offending situation might have been handled differently. The underside of the chair is marked “K II,” indicating perhaps that it was borrowed from a kindergarten classroom. To this day, many former students claim “ownership” of the Thinking Chair.



◀ 059 / 100

**Left**  
The Thinking Chair resides in Cleveland with Mr. Morss' daughter, Rosalie Morss Litt, Class of 1968.

060 / 100 ▶

**Right**  
This mimeographed flyer promoted the 1966-1967 film festival co-sponsored by The Park School Council, Sarah A. Putnam Playshop, and Co-op (student-run store).

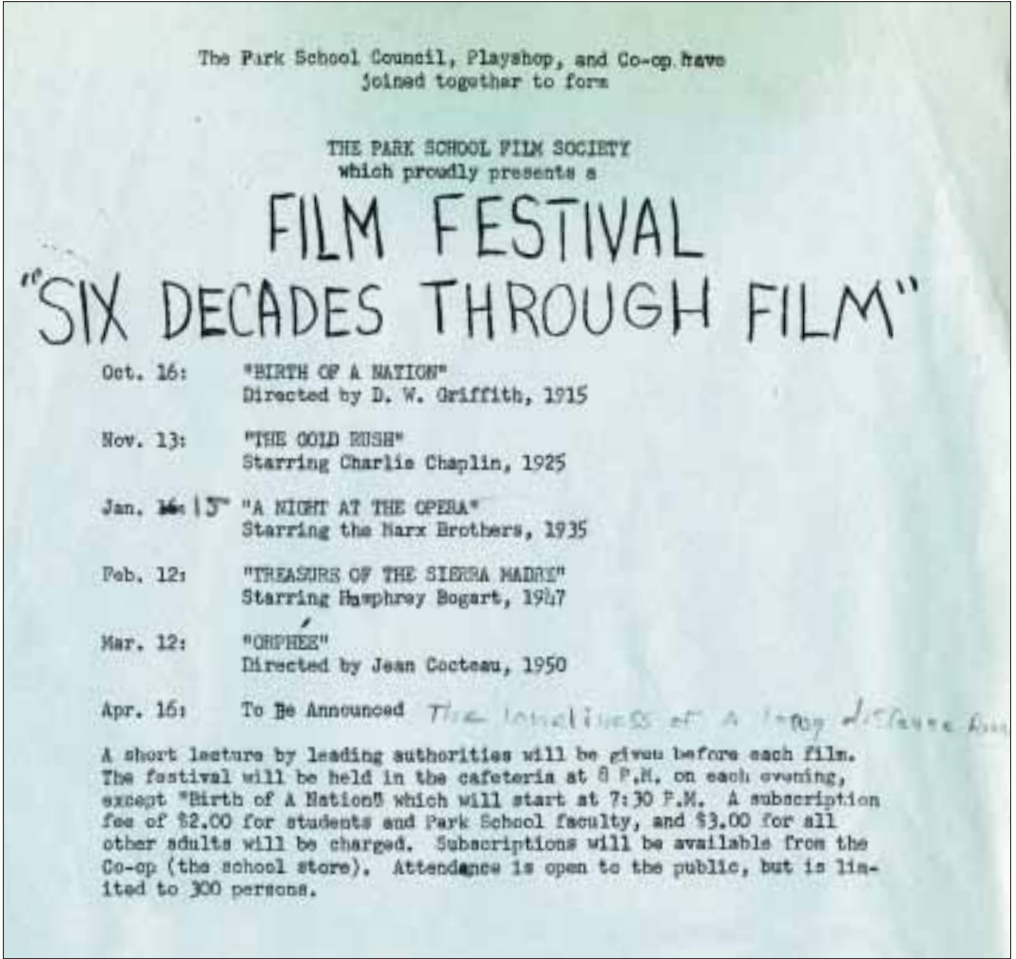
# The Birth of a Nation

In 1966, a committee of Upper School students and English teacher Jack Russell offered a Sunday evening film series entitled “Six Decades of Film.” The first screening was D.W. Griffith’s 1915 silent movie *The Birth of A Nation*. A press release published in *The Sunday Sun* attracted the attention of the local chapter of the Ku Klux Klan.

*Postscript* quoted Student Council President Eileen Shapiro, Class of 1967, on the selection of the overtly racist film: “We picked the film because it’s the most important film of that decade, technically. It also demonstrated the value of film as a propaganda agent.”

While the audience gathered in Blaustein Gym I, Klansmen, dressed in their robes, lined up along Park School Drive. They held placards that read “White Supremacy Forever” and “Defeat Communism” and were prepared to distribute membership applications. State police, with dogs, stood by.

Mr. Russell advised the departing audience to roll up their car windows and not engage the Klansmen in conversation. The evening ended without incident.



Charles R. Callanan, Headmaster, 1967-1975

Charles (Chuck) Callanan began his first year as Park’s sixth headmaster in 1967. The former businessman (Callanan Road Improvement Company, Albany, New York), orchestra manager (Nashville Symphony Orchestra), and English teacher (Baltimore Junior College), had to manage difficult budget realities and expand diversity efforts in hiring and admissions, while the war in Vietnam and the assassinations of the Rev. Dr. Martin Luther King Jr. and Senator Robert Kennedy (D – New York) began a new era of Park student activism.

Presented with this complex set of institutional challenges, Callanan remained focused on his aspirations for Park students. In an address to parents in September 1969, he said:

“What characteristics do we hope to encourage at Park? I feel that the School should be seeking to send forth young men and women who are well-grounded in the fundamentals of human knowledge; students who are concerned for others, for their community, who have the ability to make their own decisions, who are sympathetic to others, yet possess a confidence, self-discipline and self-respect that comes from doing and succeeding.

“We should strive to encourage and not stultify the enthusiasm which is vital if learning is to continue after formal education and formal discipline end. We should encourage outlets for creative expression....

“To make an eventual contribution to his community, the individual must be constructively armed with the self-confidence that comes from work and accomplishment. A school should see to it that whenever possible, learning is made coincident with actual experience, with doing, and that strong advisor and counseling programs recognize and encourage the strengths of each individual....”

.....

*“It is an exciting challenge to us to be part of an educational community which is dedicated to the individual and yet somehow seeks to rise above the individual. We should seek interaction with the community in which we live. We should see to it that student learning and student doing go hand-in-hand. We should realize that our success as educators depends upon the success and personal satisfaction that our students are able to achieve. And finally, we must not be afraid to experiment responsibly in education. Is there a more worthwhile or exciting responsibility? These should be wonderful days in which to live.”*

**CHARLES R. CALLANAN**  
**HEADMASTER’S REMARKS, “IS INDEPENDENT EDUCATION WORTH THE COST?”**  
**SEPTEMBER 1969**



Vietnam

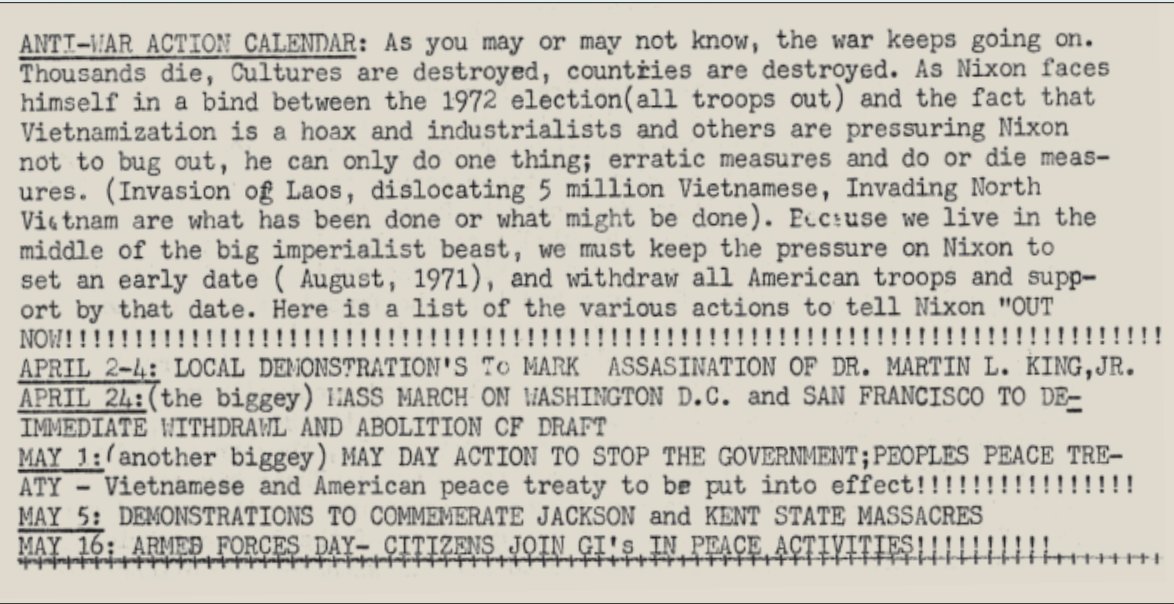
The Vietnam War era was a particularly divisive time in American politics, and national unrest was keenly felt at Park School. Students and faculty alike devoted hours of class time, hallway encounters, and assemblies to vigorous discussion. They wrote letters to newspapers and journals, joined demonstrations, volunteered for election campaigns, and sought outlets for public expression of their opinions.

An article about student activism in *The Sunday Sun Magazine* in May 1968 featured an interview with Student Council President Richard (Dick) Kravitz, Class of 1968, who with his classmate Edward Witten, had organized Students Concerned About Vietnam. The concept of “student power” motivated the two to combat a perception of political apathy with a venue for action. They rallied participants from Park and other independent and public schools to learn about the issues and become involved in their efforts.

The war was not the only cause to engage students. In his 2004 memorial tribute to Upper School Principal Manfred (Doc) Schweitzer, Callanan recalled “...the time at Park of the famous cafeteria imbroglio when indignant...members of our student body rose up in their outrage and boycotted our cafeteria, following the example of the labor leader Cesar Chavez...This student job action was...kindled...because the school allegedly had served non-union lettuce to unsuspecting students in their sandwiches. As I remember, Manfred himself did not cross the student picket line – he called it a ‘learning experience.’ He failed to specify for whom it was a learning experience....This was the time of the student protest group that named itself the ‘Rough Beast’ drawn from the Yeats poem *The Second Coming*. The protesting students periodically published an underground newspaper, the editorials of which often called their readership’s attention to flagrant shortcomings in the Park School administrative team... Manfred thought the Rough Beast initiative was also a learning experience....I learned [from him] that an upbeat attitude to life – even the Rough Beasts in life – is a requisite for anyone who wishes to work successfully with children....”

Below

An “Anti-War Action Calendar” from the student publication *Rough Beast*, Number 2, Volume 2, Spring 1971.





# The Middle School

The organization of Park into three separate divisions is relatively new. The school’s original catalog listed four: Kindergarten, Primary (Grades I-IV), Intermediate (Grades V-VIII), and High School (Upper School-Grades IX-XII). Within two years, eighth grade had been moved to Upper School, and by 1925 the school was organized into a Kindergarten, a Primary Division (Grades 1-3 or Primary I-III), an Intermediate Division (Grades 4-6 or Intermediate I-III), and an Upper Division (Grades 7-12 or Upper I-VI). Seventh and eighth grades were referred to as the Junior Upper School and the Junior High.

Well before the national Middle School movement of the 1960s, minutes from faculty meetings in the 1940s and 1950s indicate an awareness of the important developmental differences between the Junior Upper School and older students. In 1951, longtime teacher Dorothy Sipple Maltbie expressed the “need [for a] statement for ‘Guidance for Junior High School’....We know the least about this period of development and growth.”

In the 1969 Park School magazine *Reflections*, Ellin Deese, Supervisor of Upper I and II, said: “The task of meeting the educational and developmental needs of seventh and eighth graders is made more difficult – and more exciting – by the range of individual differences that characterize this age group. At no other grade level does the teacher meet such variation in physical, intellectual, social, and emotional development among children.”

**Bottom**  
Teacher Tom Wells’  
Middle School House in  
the 1974 *Brownie*.



In the spring of 1971, Headmaster Charles Callanan; Upper School Principal Manfred Schweitzer; Lower School Principal Herbert Morss; Board President M. Gordon (Reds) Wolman, Class of 1942; and John Walton, Chair of the Education Department at Johns Hopkins, were among those who attended a retreat initiated by biology teacher George Dalsheimer to discuss the formation of a Middle School.

In Dalsheimer’s Middle School proposal, sixth grade would be moved out of the Lower School and grouped with seventh and eighth grades. His reasons included:

*The differing needs and capabilities of the eleven-to-fourteen- year-old student must be met. The pre-adolescent has different social, sexual, and educational drives from both younger and older students.*

*The Middle School should bridge the gap between the open classroom, non-graded approach of the Lower School and the more subject-matter oriented approach in the Upper School.*

*A Middle School offers the opportunity for team teaching and integrated courses.*

*The Middle School should have a faculty devoted to the education of this particular age group.*

*The Middle School would give leadership opportunities to students in this age group, which are not possible in the current organization.*

In May, Callanan sent a memo to the faculty asking for a vote on the establishment of a Middle School. After a 32-5 vote of support, Dalsheimer presented the plan to the Board of Trustees, which unanimously approved it on January 20, 1972. The Middle School opened its doors in 1973 under the leadership of Principal (and former Upper School math teacher) John (Jack) Bigelow Jr.

The Class of 1978 was most affected by this change. After a year in seventh grade as Upper School students, they retreated to Middle School for eighth grade, and then became Upper School students once more in ninth grade.

The Middle School text was excerpted from a 2009 Faculty and Curricular Advancement project by Catherine O’R. Schmidt, Middle School Social Studies Chair, and then-Middle School Principal Bonnie Rosenblatt.



Woods...

The 1919 *Brownie* describes out-of-door classes at the Liberty Heights campus:

“Since last year was our first year at the new school, we did not quite realize the opportunities which the extensive grounds provided for out-of-door study. This year, however, as soon as the days grew spring-like, the classes began to clamor to be taken out to work. It really was not difficult to persuade the Faculty, for they were secretly just as anxious to go as we were, even though they only murmured, ‘Well, I guess we can go. Get your chairs, and we’ll go down to the log by the first-grade room....’

“But after this novelty wore off, we began to be just a bit distracted by the inquisitive chickens and the gleeful shouts of the kindergarten children at play. Moreover, the glare of the sun beating down on our books was very annoying. So when we noticed how cool and dim our strip of woods seemed, armed with Shakespeare or Caesar’s commentaries or some equally

thrilling text-book, we invaded its quiet recesses. We perched on pointed rocks or gnarled roots, or sprawled upon the ground, until we found, to our dismay, that it was damp after all....[When] the new desks in the art room finally arrived...[we were] provided...with a way out. At Mr. Smith’s suggestion, the old desks were carried down into the woods...and placed in inviting little groups. At last we could study, enjoying the benefit of fresh air and a wind that blew our hair about, yet with no annoyances or disturbances to distract us.”

The Liberty Heights campus, which at the time seemed vast, consisted of 18 acres. Park’s Old Court and Lucille and Gordon Sugar Hillside Road campuses total 221 acres. As outdoor classrooms, they offer exceptional learning environments and natural laboratories for student inquiry, exploration, and inspiration. And at the first hint of spring, students still lobby vigorously to move classes outside.

**Left**  
Since 1997, as part of their study of 17th-century Native Americans, third graders have constructed shelters in the woods. Photograph taken in 2011.



...And Water

Park’s pond is home to diverse aquatic life and species of waterfowl. Resident turtles sun themselves on the banks. Watching the geese build nests and lay their eggs, and clocking the days until the goslings hatch, is a favorite springtime activity.

The sixth grade studies marine communities, marine ecology, and the Chesapeake Bay watershed. By collecting, researching, and analyzing scientific data from Park’s pond and stream, students come to understand their

relationship with, and impact on, the Bay. Middle School students also use the pond for recreation and fitness by choosing canoeing as a physical education elective.

Students of all ages delight in wading in the cool waters of Moores Branch on steamy days. Young naturalists observe the effects of weather extremes, such as droughts, hurricanes, or blizzards, and construction projects along Greenspring Avenue on the stream’s water quality, flora, and fauna.



**1.** Lower Schoolers “sledding” on the pond, from the 1972 *Brownie*.

**2.** In 2000, science teacher Rob Piper and his students collected water samples from the stream.

**3.** Current fourth-grade teacher Deborah Silverman, Class of 1975, rides a horse through the pond in the 1970s.

**4.** Canoeing is part of the Middle School physical education curriculum. Photograph taken in 2011.

**5.** In the 1980s, students fished from the dock.



# Stewards of the Environment

Although the terminology has changed over the last century, conservation, ecology, and sustainability have long been a lively part of Park’s curriculum. Campus clean-up, planting, and construction projects were conducted on M Days or Arbor Days, often organized by student House and Garden or Conservation Committees. Correspondence in 1944 between Hans Froelicher Jr. and the Maryland Conservation Forum reveals attention to involving students in planting projects. He wrote, “What children can do is physically very minor and very slow, but it was our objective to give this generation of Park School students a continuous experience in conservation and a consciousness of it.”

In the 1960s and 1970s, students initiated recycling campaigns and organized teams of weeders, planters, trail blazers, and bridge builders. Recently, attention has focused on attempts to eliminate invasive plants, while reintroducing native trees and ground cover specimens. Solar panels heat the water in the Athletic Center and provide energy for Lower

School classrooms. Composting bins in the cafeteria remind students to be aware of their trash, and the humus it produces is used to enrich the soil in their gardens. Recycling paper, glass, and cans is a way of life. Third graders launched a TerraCycle program to collect numerous kinds of items, including candy wrappers, drink pouches, chip bags, inkjet cartridges, and toothpaste tubes, to raise funds for charities.

New to this effort is beekeeping. Park’s three traditional Loangstroth hives boast a bee population upwards of 150,000. Upper School students examine bee behavior, genetic conflicts in the hive, and other aspects of apian biology, including interaction with the environment. They harvest the honey and, with the help of Lower School students, extract, bottle, market, and sell it to the Park community. Proceeds support the club, the hives, and the honey-collection operation, and profits are donated to the Heifer Foundation to fund beekeeping in other countries.



**1.** The 1977-1978 Student Ecology Committee organized recycling efforts.

**2.** Planting Park’s wetlands with native species in 2008 was a project that included students from all divisions, faculty, and parents.

**3.** Since 2006, Upper School students have tended hives and extracted, bottled, and sold “Park Honey.”

# Appalachian Challenge

*In 1974, Headmaster Chuck Callanan and science teacher Jim Howard attended a program at the Outward Bound School in North Carolina. Upon their return, Howard took on a project that would come to be known as Appalachian Challenge® – a series of high- and low-initiatives in the woods, designed and constructed by students. The program fosters appreciation for the natural environment, provides leadership experience, teaches communication and teamwork skills, and helps students develop self-confidence. Challenge is a required course for Park Middle Schoolers and many continue as Challenge leaders in Upper School, assisting with the operation of the program and designing new initiatives.*

**1.** In 2012, on the Vertical Pipe Ladder Initiative, students climb up a series of floating rungs.

**2.** That same year, the Skywalk provided a climbing challenge with an in-air balance beam.

**3.** Appalachian Challenge was the July 1978 *National Geographic World* cover story. In this photo from the article, students cross a log bridge over a stream.

**4.** The Tire Traverse requires students to move from one tire to another without putting their feet on the ground. The initiative, photographed in 1977, still exists on Park’s Challenge course.





## Camps

The earliest Park summer program was Camp Mondawmin, a boys' sleepaway camp in Schroom Lake, New York. The January 28, 1913 Board of Trustees' minutes state that S. Walter Sparks, Head of the Intermediate Department and Latin teacher, "was authorized to use the name of the Park School for his summer camp which is to be conducted under the supervision of a Committee consisting of [trustees] Dr. Hunner, Mr. Eli Oppenheim, and Dr. Froelicher, and [Headmaster] Mr. Smith." (The Mondawmin estate, then home of General Alexander Brown, and now the site of Mondawmin Mall, was adjacent to the school.)

In 1953, Park announced in *The Sun*, "For the first time in its history, the Park School will open its doors this summer...to boys and girls between six and ten years of age for a Summer Sequel of education and play from 9 a.m. to noon.

"Members of the school staff and a committee representing the Board of Trustees have planned a program accented on the creative side, which will include arts and crafts, dramatics, games and athletics, music and folk dancing, cookouts, hikes, nature observation, and adventure trips."

The program was directed by Herbert C. Morss, then a sixth-grade teacher. Hans Froelicher Jr. and Margaret Coe served as consultants. Faculty members Ruth Reed, Elaine Salabes, and Myron Hindin were on the camp staff.

In the late 1960s, now-Lower School Principal Morss ran A Summer Lab for Young Scientists, a half-day program that included 90 minutes of physical activity directed by Lucky Mallonee, Class of 1962.

In 1970, a full-day camp program began with Jim Howard at the helm, and in 1974, with the addition of the Harvey M. Meyerhoff Performing Arts Center, an arts camp was added. The program has continued to evolve to include programs for children aged 3½-17.

### Top, left

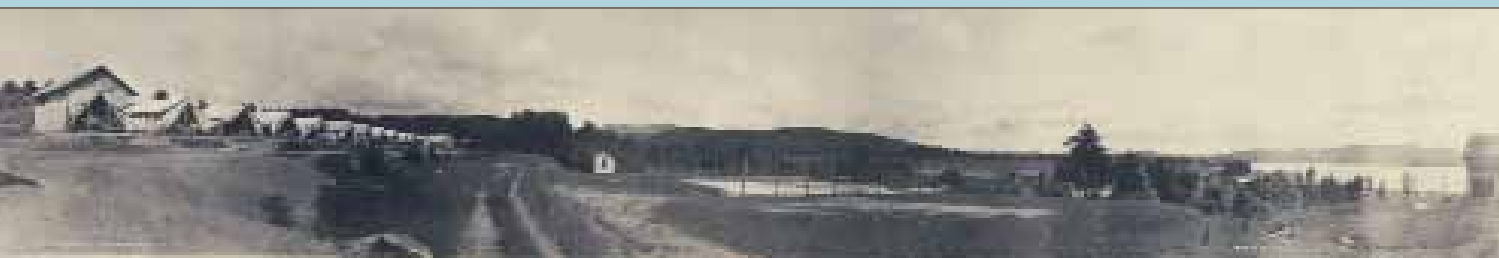
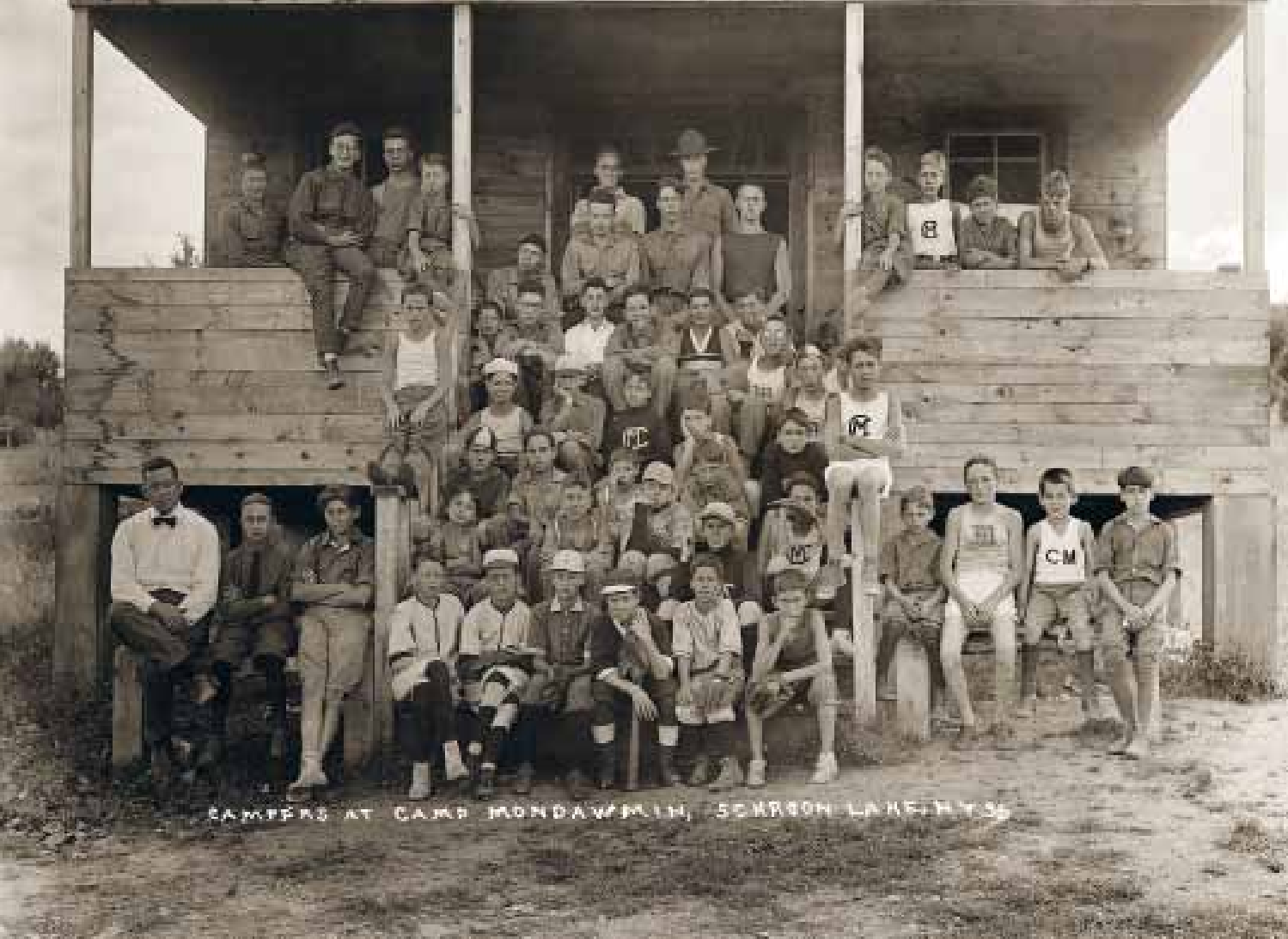
The boys of Camp Mondawmin photographed with S. Walter Sparks (far left, in bowtie), circa 1920. Image from the Eastern Illustrating & Publishing Company. Collection at Penobscot Marine Museum.

### Bottom, left

Camp Mondawmin photograph from the Library of Congress Prints and Photographs Division.

### Right

Swimming is an essential activity of the camp day. Photograph taken in 2012.





# Dr. F. Parvin Sharpless, Head of School, 1976-1995

◀ 069 / 100

Early in the 1970s, Park’s educational style and philosophy were regularly challenged by students, parents, faculty, and alumni for being either too liberal or too conservative. Enrollment was declining, and the financial situation was precarious. When the Board appointed Dr. F. Parvin Sharpless as Headmaster, his charge, according to *The Park School of Baltimore: The First Seventy-Five Years*, was to: “...recommit the school to the early spirit of [its] educational philosophy: to find ways to strengthen the academic commitment to individual styles of learning, to continue to guide students in developing their personal talents, while maintaining the democratic goal of helping students learn how to be self-governed and cooperative members of the community.”

During his 19 years at Park, Sharpless led the school through a period of remarkable growth – in population, in academic excellence, in fundraising, and in professional development. He cemented Park’s national reputation as a champion of progressive thought and practice.

“...*The fundamental influence that the school exerts lies in its willingness to trust students’ capabilities and talents and energies. There is an unstated but powerful contract among Park’s teachers to ask students to accept responsibility for their growth, development, intellectual interests, and social competence. These efforts are firmly based on the Founders’ vision of an ideal school – a vision we have still – and on the belief that people (students and teachers alike) will rise to the best they are capable of, which is, ultimately, a belief in the attainability of the ideal.*”

**F. PARVIN SHARPLESS**  
**MONDAY MORNING ASSEMBLY**  
**SPRING 1993**



*When Sharpless retired in 1995, a celebratory video made by Park parent Terry Halle recorded friends, students, and colleagues commenting on his tenure.*

## LOUISE MEHTA / ASSOCIATE HEAD OF SCHOOL / PARK PARENT

*He has clearly been the intellectual leader of the school. He is very smart. His thinking is original – it’s unconventional – and it sets a level of expectation for teachers. It presents to students an image of what adult authority of an enlightened kind can be.*

## JEFFREY LEGUM / CLASS OF 1959 / TRUSTEE / PARK PARENT

*He’s got a terrific ability to pick out good people, and he stays with them. He knows that [faculty] have the ability to do well, he tries to find what they will do well, and he lets them do it. The most important thing that Parvin accomplished was establishing and visualizing the Faculty and Curricular Advancement Program [FACA].*

## LEE MEYERHOFF HENDLER / CLASS OF 1970 / PRESIDENT, BOARD OF TRUSTEES, 1996-1999 / PARK PARENT

*His crowning achievement was FACA. To see what that program has become in the life of this school and the way it has transformed it as an institution is really quite stunning.*

## PHYLLIS GOLDSTEIN / PARK FACULTY / PARK PARENT

*The atmosphere that he created, which allows teachers to initiate without constraints, has made my professional life immeasurably better.*

## STANLEY PANITZ / PRESIDENT, BOARD OF TRUSTEES, 1974-1977 / PARK PARENT AND GRANDPARENT

*He believes passionately in the philosophy of progressive education.*

## L. BROOKS LAKIN / PARK FACULTY / PARK PARENT

*He’s done a tremendous job in attempting to articulate our philosophy, especially to the students. He speaks about it constantly, and I don’t think anybody at any level is in any doubt what this school is about.*

## JAMES R. HOWARD III / PARK FACULTY AND ADMINISTRATOR

*I’m convinced that he sleeps with the school’s philosophy under his pillow.*

Snow, Wind, Rain

During the Sharpless era, weather events closed other schools, but Park’s doors remained open. The devastating Tropical Storm David hit Maryland on Wednesday, September 5, 1979. Thursday was opening day for Park, and despite power outages and road closings, the school opened only one hour late. According to the October 2, 1979 *Postscript*, “The torrential rains played havoc with the stream, haphazardly demolished floodgates and fences, while flooding the bottom of the pasture. Rising nine feet above its normal level, the stream took a new direction and headed towards the athletic field, leaving behind tons of sand and rock. The tractor bridge, which leads from the meadow to Tompkins Field, outlasted the ravaging [Hurricane] Agnes, seven years ago, but not the ruthless David....The gallery and the library were flooded as water leaked in through the roof and underneath the doors from the courtyard....In the Meyerhoff theatre, water crept into the orchestra pit area which was unable to be pumped out because of a power outage throughout the campus. The same situation occurred in both the pre-school building and the basement of the business office.”



**Top**  
From the 1993 *Brownie*. Original caption reads, “A Snow Day! Scholars, Archivists, and Administrators cannot remember the last time.”

**Left**  
After Tropical Storm David wreaked havoc on Park’s campus in 1979, the entire school went to work to clean up the destruction. “Log jams were cleared; huge sand deposits were leveled; fallen trees were removed from over the stream and trails; footbridges were reconstructed; water retaining walls were built; trees for stabilizing banks were planted; rock levees were created to protect the banks from further erosion....These difficulties however gave way to many opportunities for faculty and students of all ages to work side by side in restoring the beauty of the campus.” 1980 *Brownie*.

In more recent years, Heads of School have delayed opening and even closed school for the day – or many days. (Remember the blizzards of 1996, 2003, and 2010, Hurricane Irene in 2011, and Tropical Storm Sandy in 2012?)

When Daniel J. Paradis was named Head of School, Lower School librarian Laura Amy Schlitz began to email him annually to express her feelings about snow.

Below, an excerpt from her January 7, 2010 missive:

Dear Dan,

*It’s that time again – time to renew our school’s snow policy! I seem to remember that last year you showed a gift for handling these complicated and indeed fraught decisions. It is tempting for me to leave you to make your own choices, but then I say to myself: If I were still new at a school, wouldn’t I cherish...continued advice and support? Would I really prefer to make all the pertinent decisions myself, without any gentle guidance from one who has my best interests at heart? And when I appeal to my conscience by asking such questions as these, the answer is a resounding NO! No! I would like to have a trusted counselor at my elbow....So here I am: REMINDING YOU that*

*1. There is no greater morale booster than a Snow Day. When a Snow Day occurs, people know that the universe is beneficent AND that they have a Head of School who is sensitive to their needs. The combination is unbeatable...*

*2. Safety, Safety, Safety. Young drivers on treacherous roads! Older teachers – (slow reaction times) – distracted by the heart-rending idea that other schools have off when they have to still go in...CHILDREN out in traffic who should be building snowmen.....Safety, Dan, safety. It’s all about MORALE and SAFETY.*

*3. And poetry; because a Snow Day is inspiring. One sees snow as the crystalline miracle it is, rather than as an impediment to business. The poetry of nestling close to one’s hearth, loved ones at one’s side; the poetry of coasting down hillsides, of making bread while the snowflakes tumble outside the window, of feeding the birds and seeing the red feathers of a cardinal against the snow.... The snow day is intrinsically poetic. We need this stimulus to our finer feelings. It makes us better teachers and better human beings.*

*4. And it gives us a chance to shovel our walks, so that dear little old ladies don’t skid on them and break their fragile little tailbones....*



Professional Development

In 1987, the Board of Trustees adopted an Institutional Plan that read in part: “The school needs to make a decisive change both in the level of compensation and in the status and professional standing of teachers. The means to this end are clear: to shift faculty from a 9 to 11-month basis of employment. This change would allow teachers to forego summer jobs and outside employment, instead devoting this time to theoretical and practical considerations within their particular discipline, to research and writing, to discussion with colleagues directed toward improvement of school programs, curricula, and methods.”

Head of School Parvin Sharpless envisioned a program that would not only enrich the educational experience of every child at Park, but would become a national model of professional development. The 75th Anniversary Campaign created an endowment which funded the program and named it after its forward-thinking creator – the F. Parvin Sharpless Faculty and Curricular Advancement Program (FACA). Several years after the inaugural FACA in 1989, a cross-divisional review of the mathematics curriculum, Louise Mehta, Associate Head of School and the FACA administrator for more than 20 years, codified its mission:

- 1. To fulfill Park’s role as an educational leader by promoting a new concept of faculty professionalism and status;
- 2. To implement a collegiate or university model of financial support for activities in addition to classroom teaching;
- 3. To develop and sustain programs for students of distinctive character and quality by supporting faculty research, curriculum development, collegial collaboration, writing, and study;
- 4. To recognize and promote the distinctive talents and distinctions of Park’s faculty as a core strength of the institution;
- 5. To attract and retain faculty with such distinctive talents;
- 6. To tie an increase in faculty compensation to a redefinition of faculty role, with direct benefits to programs and students, as well as faculty.

Mehta shepherded FACA from its inception to its standing as a much-lauded signature of Park’s commitment to educational innovation. She established program protocols and guidelines, encouraged teachers to challenge the status quo, supported collaboration across divisions and among disciplines, and was instrumental in revolutionizing fundamental aspects of teaching and curriculum at Park.

The following endowments provide additional support for faculty and staff to participate in workshops, attend summer institutes, or pursue independent study, all with the express purpose of providing a superior education for Park students.

*Nathan L. Cohen Faculty Enhancement Fund*

*Rosa L. Cohen Memorial FACA Fund*

*Janet E. Dalsheimer ’75 Memorial Fund for Faculty Grants*

*Louis B. Kohn II ’34 FACA Fund for Student Life and Values*

*Philip Macht Fund for Faculty and Curricular Advancement*

*Joseph Meyerhoff FACA Fund*

*F. Parvin Sharpless Faculty and Curricular Advancement Fund*



**Top**

Louise Mehta (center) joined Park in 1976 as an English teacher. She became Director of Admission, and later, Associate Head of School. In addition to her role as FACA Administrator, she was responsible for faculty hiring. For almost 30 years, she was a fierce advocate for Park and its progressive mission. She is pictured here during the first FACA with teachers Marshall Gordon and Marilyn Milton.

**Top, left to right**

*Education Moves Ahead* (1924) by Eugene Randolph Smith, largely based upon his Park experience; *Aims of the Park School*, the second in a series by Park faculty (1935); “Fresh Slant on Homework” by Hans Froelicher Jr., *Parents Magazine* (1955).

**Middle, left to right**

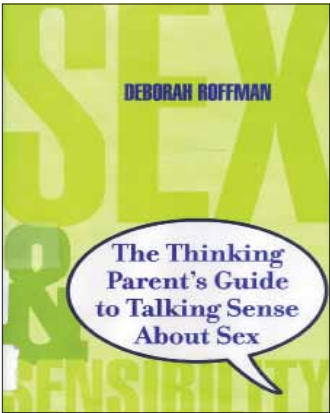
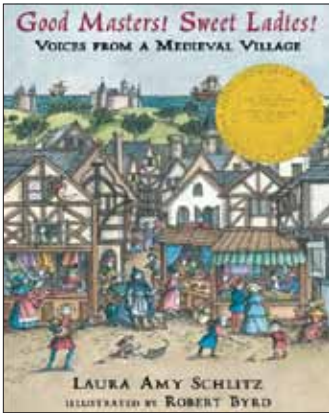
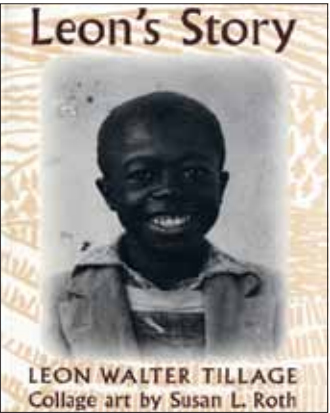
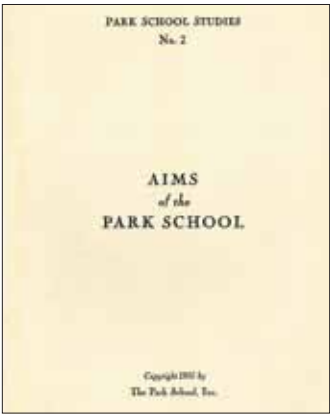
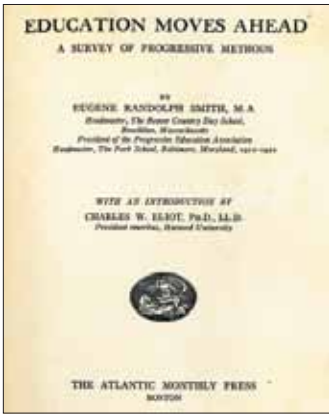
*An Introduction to Physical Science* (1961) by Upper School science teachers Dr. Daniel Raffel and George H. Dalsheimer; “Community Service” by English and Latin teacher Edward Blair, *The Independent School Bulletin* (December 1965); longtime facilities staffer Leon Tillage told students about his southern childhood before *Leon’s Story* was published in 2000.

**Bottom, left to right**

Newbery medalist *Good Masters! Sweet Ladies!* (2008) by Lower School librarian Laura Amy Schlitz and human sexuality teacher Deborah Roffman’s 2001 *The Thinking Parent’s Guide to Talking Sense About Sex* began as FACA projects; Theater Director Peter King wrote about Park’s production of *A Raisin in the Sun* in *Teaching Theatre* (Spring 2012).

Faculty Writing

*Park teachers often say that they were drawn to Park by its intense intellectual pursuit of a better education for all children. Even before FACA projects generated articles for professional journals, scholarly pieces documented the work in Park classrooms. The pages below represent a sample of writings – fact and fiction – by faculty and staff that have reached audiences well beyond Baltimore.*





Three signature events have long dominated the school’s volunteer calendar. Park Fair, the Auction, and Brain Thrust have showcased the extraordinary range of talents and knowledge of the Park family, united the Park community around a common effort, and – with the organizational skills and generosity of hundreds (possibly thousands across the decades) of volunteers – raised millions of dollars to support every aspect of school life.

Park Fair



◀ 073 / 100

**Left**  
Beginning in 1952, Park mothers – with support and donations from faculty and alumni – hosted Park Fair, a sale of crafts and books, white elephant items, games, and home-baked treats carefully wrapped in wax paper. The spring 1956 *Alumni Newsletter* reported on the success of that year’s event, noting that “Mrs. Landon (Kitty) Dowdy, School Dietitian, planned the turkey dinner, complete with her justly famed sauerkraut... [and] Mr. Tompkins was literally everywhere, and always cheerful.”

074 / 100 ▶

Auction

Borrowing an idea from a Washington, D.C. independent school, Development Director Netsie Lieberman and a team of enthusiastic volunteers created the Park Auction in 1979. Park offered a dazzling array of silent and live items and an elegant dinner catered by the Pimlico Hotel in the clubhouse at Pimlico

Race Course. The proceeds were designated for the financial assistance endowment. Fourteen auctions later, and now held in the Athletic Center, the Park Auction has raised over \$3,600,000 for financial assistance and faculty salaries and has become the gold standard for schools in Baltimore.

- 1. More than 800 silent auction items were featured at the 2012 Centennial Auction.
- 2. Guests spent the evening bidding, dining, and catching up with friends.
- 3. The live auction included artwork, trips, a Ravens-autographed guitar, and artwork.
- 4. Bidding was fast and furious, and included 20 donations of \$5,000 each to provide financial assistance. Coincidentally, \$100,000 was the amount raised following the 1912 meeting at The Phoenix Club to fund the establishment of The Park School.

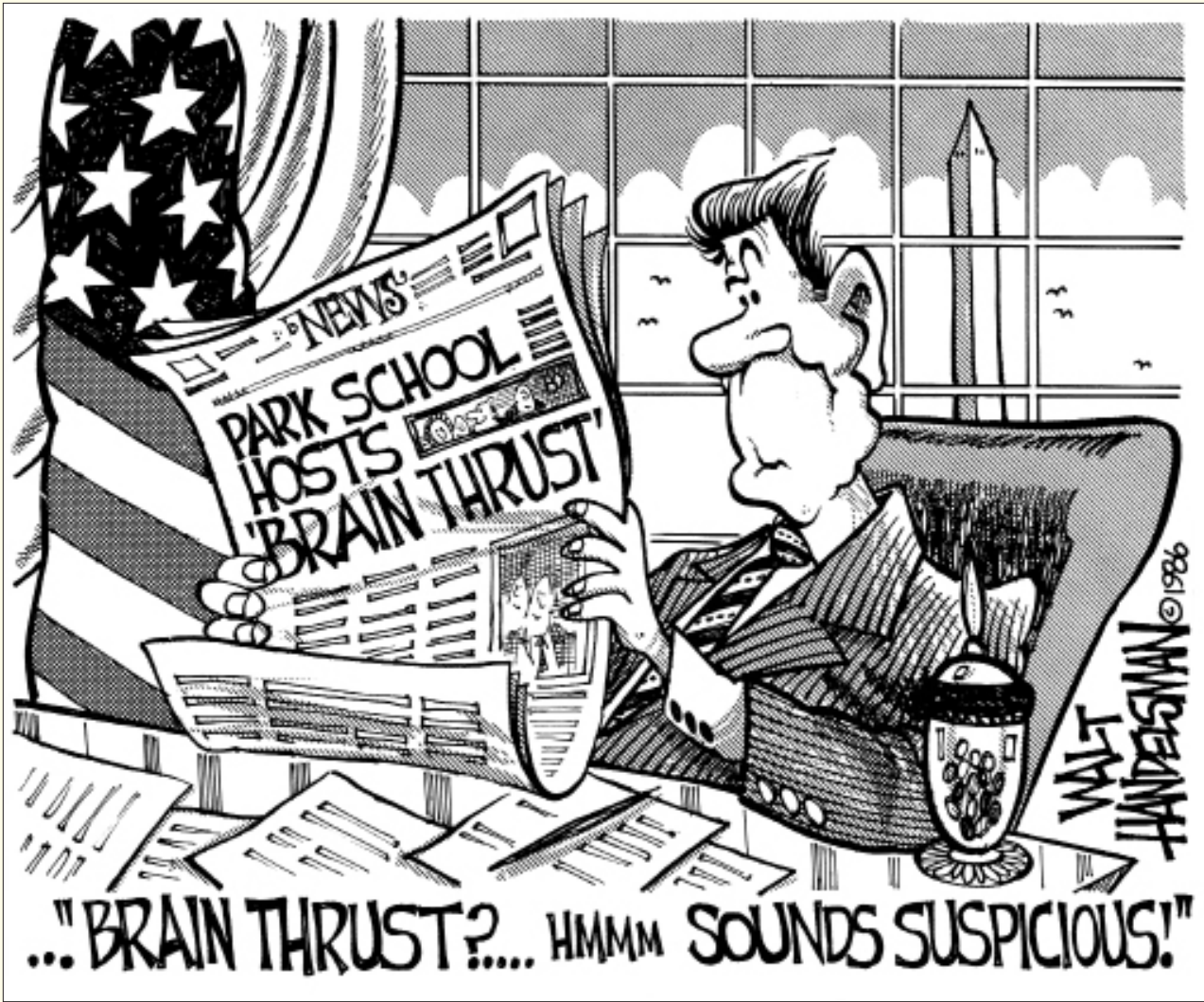




Brain Thrust

Not all events are fundraising events. Another brainstorm of Netsie Lieberman was Brain Thrust, started in 1973 as an “intellectual fair.” Netsie’s report to the Board of Trustees said, “The purpose of such a venture was to expose the entire community to the kinds of academic excellence that Park has

within its faculty, its parents, its alumni.” Participants on this journey through a world of ideas select from the experiential, sensory, political, intellectual, artistic, religious, literary, scientific, medical, athletic, musical, and financial presentations by members of the Park community.



Monarch Festival

Early in the fall, a solemn procession of butterflies, blue jays, field mice, and spiders, led by the Prince of Rain, the Queen of Winter, the Sun, and the Wind of Oblivion, marches, with musical accompaniment, from the kindergarten building, across the bridge spanning Moores Branch, to the clearing beneath the giant sycamore that guards the entrance to the great forest.

For decades, the students in the kindergarten have begun the school year studying the monarch and its transition from caterpillar to chrysalis to butterfly. Each October, the Monarch Festival celebrates that life cycle and the beginning of the butterflies’ flight to their winter home in Mexico.

**Top**  
“The Wind of Oblivion stirs the tree tips and meadow grass, sending a shudder through all the living creatures.”  
From the 2012 Monarch Festival script.

**Bottom**  
“The Summer Butterflies bask in the golden glow of the Autumn sun.”  
From the 2012 Monarch Festival script.

**Left**  
Two-time Pulitzer Prize-winning editorial cartoonist Walt Handelsman, Class of 1975, created this image for the 1986 Brain Thrust.





Residencies

In March 1913, *The Sun* reported that Admiral Robert E. Peary delivered “an illustrated address to the pupils and guests of the Park School on ‘The Conquest of the North and South Poles’...with 100 views of the Arctic regions taken by the latest Peary expeditions....In introducing the explorer to the large audience, consisting of the school children and their parents and friends, Dr. Froelicher said that Admiral Peary was the first lecturer to address the pupils.” Since that early visit, countless scholars, artists, musicians, writers, politicians, and scientists – including Supreme Court Justice Antonin Scalia, journalist Frank Rich, ethicist Dr. Ruth Fader, conductor Michael Tilson Thomas, choreographer Merce Cunningham, and poets Li-Young Li and Lucille Clifton – have visited Park. Under the auspices of foundations, the Parents’ Association, and endowed programs, these women and men have met with students and parents, in large and small groups, demonstrating their skills, answering questions, and revealing worlds of excitement and possibility beyond the classroom.

These programs include Parents’ Association Upper School Resident Scholar, Diana Lee Fox ’75 Resident Artist, Gordon Berman ’68 Lower School Resident Author, Robert L. Weinberg Resident Journalist, Peter Baida ’68 Upper School Writer-in-Residence, and Louise Eiseman Millhauser ’30 Graduate Student Fellows in Science, Mathematics, and Technology.



**Left**  
Admiral Robert E. Peary's visit to Baltimore was reported in *The Sun*. This photograph of (l-r) Eugene Randolph Smith, Park's first Headmaster, Admiral Robert E. Peary, and Dr. Hans Froelicher Sr., Park's founding Board President, was included in the March 6, 1913 article. Reprinted with permission of The Baltimore Sun Media Group. All Rights Reserved.

Halloween

In recent Park School history, Halloween has been most keenly observed by the children in Lower School. The Head of School leads a grand costume parade around the campus, past adoring parents, cameras aloft and ready, and indulgent older students. Most recently, the holiday has been renamed Hallowgreen, and Lower and Middle School students dress in costumes created from recycled materials.

Earlier celebrations were geared to upperclassmen. The first recognition of Halloween appeared in the 1927 *Brownie* with a report of a senior class party. “The assembly room was attractively decorated with the usual Hallowe’en colors and the lights were dimmed....Besides dancing and refreshments, there were several entertaining acts....Marion Rome, dressed as a Spanish senorita, won the prize for the prettiest costume, and Barbara Lion’s costume of a ‘Zu-Zu’ [ginger snaps] girl was adjudged the cleverest.” The seniors hosted a more elaborate “Come to Hades” theme party for the Upper School in 1932. “...[S]uch a good time was had by all the ‘sinners’ present, that not one left until the last musical note sounded that ended their stay (for the present!) in Hades.”



**Right**  
The Halloween Parade, a long-standing tradition, was photographed in 2012.



Boots

Student footwear was important on Auchentoroly Terrace and remains important for Lower School students today. The Lower School hallways are lined with boots of all colors and designs, ready to be worn by students at recess, on stream walks, and in the woods.

The 2012-13 *Lower School Handbook* states: “Playing outside is an important part of the children’s day. Children go outside unless it is raining. Parents are urged to send in a change of clothing for the season so that enthusiastic soccer players and budding naturalists have a dry change of clothes when necessary. Depending on the season, all children in the Lower School need to keep a pair of rain or snow boots at school. In addition, Kindergarteners need a pair of stream-walking shoes. Children without weather-appropriate attire (i.e. hats, gloves, and jackets) may be kept inside on the coldest days.”

Boots are not a new requirement for young students. A memo to parents dated August 19, 1948, discussed required footwear: for Primary children, tennis shoes or dancing sandals and “an extra pair of rubbers large enough to slip on and off easily (to keep at school),” and for Intermediate children, soft suede sandals or tennis shoes for use in rhythms.



**Left**  
Boots are kept in orderly fashion outside the first-grade classrooms.

Learn to Think

In the 1955 *Brownie*, Head of the Lower School Margaret Coe wrote an essay entitled “Park School Aims and Ideals.” Item number two in her list read:

.....  
*“To develop within the pupil the power to think logically and clearly. Education is a matter not of what to think but how to think.”*  
.....

In 2005, a group of parents met to brainstorm a new marketing campaign for the school. The concept behind the campaign, “Learn to Think,” came about without knowledge of Miss Coe’s statement, proving once again, that instinctively, we are loyal to our progressive roots.

**Right**  
Learn to Think continues to be used in print and web advertisements and on local radio spots. This version is from 2006.

We teach kids **how to think,**  
not what to think.



*The U.S.S.R. is America's greatest enemy. China is a Third World economy. Medicine has conquered the flu virus.*

Often, facts change. That's why we teach kids not just what today's facts are, but how to analyze, theorize, question, test and formulate new ideas—so when the facts change, they will know how to adapt and even lead that change.

**PARK** *Learn to think*

2425 Old Court Road • Baltimore, MD 21208 • 410-339-4130 • [www.parkschool.net](http://www.parkschool.net)



## Travel Near and Far

*“Accompanied by Principal Eugene Randolph Smith and 12 teachers, about 150 students of the Park School visited The Sun yesterday afternoon, inspected the entire plant and gained knowledge first hand of the workings of a newspaper.”*

**THE SUN**  
**APRIL 30, 1920**

The calendar once featured field trips to local factories, dairies, and nature preserves; today, students venture farther afield. The third grade journeys to Jamestown, Virginia to study colonial and Native-American life. Fourth graders visit the Newseum in Washington, D.C. to learn about the First Amendment and the Civil Rights Movement. The sixth-grade trip to Chincoteague and Assateague, a Middle School rite of passage, opens the yearlong study of the Chesapeake Bay.

In Upper School, modern language students have traveled to France, China, Ecuador, Mexico, and Spain. Marine biology students have visited the Woods Hole Oceanographic Institution in Massachusetts, and for the past six years, the Arctic Circle has been a chilly destination for scientific research.

Since 2004, a different kind of off-campus experience has combined history and politics. A partnership of students from Park and Baltimore City College has raised funds for a trip to iconic Civil Rights sites in the South. The group prepares by meeting with Congressman John Lewis (D – Georgia) in his Capitol Hill office to talk about his lifelong commitment to equality and justice. On regular blog postings, students record thoughts and emotions as they visit landmarks, including the Edmund Pettus Bridge in Selma, the Lorraine Motel in Memphis, and the Ebenezer Baptist Church in Atlanta.

### Top

Park School students visit Paris in 1996 as part of their French language studies.

### Bottom

Park's first Civil Rights Trip with City College took place in 2004.



Dr. David E. Jackson, Head of School, 1995-2007

◀ 082 / 100

The 2007 issue of *Cross Currents*, Park’s magazine, included highlights of Dr. David E. Jackson’s talks to students, faculty, and parents, and a timeline of his accomplishments.

**December 1994.**  
David E. Jackson, EdD, Superintendent of Schools, Shoreham-Wading River, New York, named eighth Head of Park School.

**1995-1996.**  
Jackson tells his first Aesop fable, “The Lion and the Mouse,” to the Lower School, the beginning of an annual tradition.

First Drug and Alcohol Policy adopted by Board of Trustees.

Curriculum and Program Goals – Three-year plan: high academic accomplishment, support for students with different learning styles, institutional diversity, development of student life programs.

**1997-98.**  
Morton K. Blaustein ’44 Center for Science, Mathematics, and Technology opens.

Middle and Upper School renovations completed.

Diversity Coordinator position created.

**1998-1999.**  
Park hosts “Making Connections,” a national conference on science, mathematics, and technology education.

Crisis Response Plan published.

**1999-2000.**  
Strategic Planning initiative begins.

Modern Language program implemented in Lower School.

Faculty and Trustee Tuition Remission Committee issues “Affirmation of Commitment” to program.



**2000-2001.**  
Breaking New Ground: The Tradition Continues capital campaign launched.

Upper School students commit to fund and build 10 homes in 10 years for Chesapeake Habitat for Humanity.

**2001-2002.**  
Strategic Plan approved – Three themes: build a more inclusive school population, support highly qualified and dedicated faculty and provide opportunities for professional development, enhance curriculum and program of the school

Diversity Coordinator’s responsibilities expanded to include community service.

Faculty and Trustee Task Force on Compensation and Benefits established.

Athletic Center and Lyn P. Meyerhoff Fitness Center opens.

Lucille and Gordon Sugar Campus dedicated.

Annual Giving tops \$1 million.

**2002-2003.**  
Breaking New Ground exceeds \$15 million goal.

Plan initiated for new revenue sources to include major and planned gifts, foundation grants.

Auxiliary programs and facility rentals plan instituted.

**2003-2004.**  
Wyman Arts Center and Lower School addition opens.

Park Connects, a school-wide program designed to promote the well-being of students, begins.

**2004-2005.**  
Lower School playground opens.

Healthy Foods menu initiated in cafeteria.

**2005-2006.**  
New marketing campaign addresses changing demographics and competitive independent school environment.

Park joins Middle Grades Partnership to provide summer enrichment for Baltimore City Public School students.

Library renovations completed.

Park hosts “Why We Teach,” a conference to celebrate the 10th anniversary of the Lower School Intern Program.

Park Auction raises \$308,000 for financial assistance.

David E. Jackson announces departure for San Francisco Day School.

**June 2007.**  
Dr. J departs for San Francisco.

.....  
*“...[E]ducation is not simple, automatic, or formulaic. It requires creativity, judgment, and endless interaction with students. It’s about inspiring students and fanning the spark inside them. That is what we do at Park.”*

**DR. DAVID E. JACKSON**  
**CROSS CURRENTS**  
**WINTER 2006**

# Logos

Park’s graphic identity has changed as styles, design trends, and marketing demands have evolved.

# Teaching Teachers

Dr. Leon Botstein, the President of Bard College, delivered the keynote address at the 75th Anniversary celebration in October 1987. He spoke to Park’s historic role as an exemplar and unrepentant advocate of progressive education. He suggested that the school’s independent status was its greatest advantage and responsibility, because “...your educational role is defined not only by the good that you do for the child, but the extent to which you do, in fact, serve the public interest. And you serve the public interest as a model.”

The notion of Park as an educational model was not new. For decades, teachers and administrators have presented at conferences, hosted seminars, and published articles in professional journals, expounding the school’s pedagogical virtues and methodologies. In the 1960s, Herbert C. Morss, understanding what he recognized as an “obligation of the American independent school to make material contributions to the community,” created a Teacher-Learner program for juniors and seniors to attract young people to the teaching profession. Writing in *The Independent School Bulletin* (October 1970), Morss said, “Philosophically, we have committed ourselves to a kind of education that focuses on the fullest development of the individual’s intellectual, emotional, social, and physical capacities; on the graduation of individuals of generous spirit; on the development of *Mens Sana In Corpore Sano* [a sound mind in a sound body].”

Thirty years later, Upper School science teachers Jan Morrison and Dr. Lou Rosenblatt expanded on Morss’ theories of classroom structure and experience, and created the Teaching Institute for Elementary Science (TIES). Their aim was to help Baltimore City Public School teachers “nurture a sense of wonder in their students – not by providing answers to their questions about scientific phenomena, but by using new teaching methods to encourage them to figure things out for themselves.” TIES has since become an independent entity, advising school systems across the country on innovative teaching techniques in math and science.

Furthering Park’s commitment to teaching teachers, David Jackson convened a meeting in 2004 of heads of local independent schools to discuss a formal collaboration with Baltimore Public School educators. The idea evolved into the Middle Grades Partnership. Since 2005, more than 1,200 Baltimore City Middle School students at eight partnership sites have participated in summer and school-year programs, co-taught by public and private school teachers, that “stimulate rather than remediate.”

There is a 100-year history of teachers and school administrators visiting Park to observe classroom practices, physical spaces, and program design. These few examples are reflective of Park’s commitment to the challenge set by Hans Froelicher Sr. in 1925: “If a private school has any place in a democracy, it is that of leadership in educational theory and practice, to the end not only of furnishing the state and society with men and women educated to leadership, but to encourage and lead to improvements in the public school systems of the country by experimenting with new methods and materials.”



1



2



3



4



5



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1. The *Mens Sana In Corpore Sano* logo appeared on the cover of *The P.S.*, Park’s first news magazine, in the early 1920s and was used through 1931.

2. The hand-drawn “Strive On” logo of the main Liberty Heights building first appeared on the front page of the September 1954 *Postscript*. It was printed on the masthead of most, but not all, *Postscripts* through April 1960 and *Brownie* covers from 1955 and 1958.

3. Beginning September 1960, the masks and books logo appeared on the front page masthead of almost every *Postscript* through October 1977.

4. Variations of this logo were used on *Postscript* and on letterhead from 1977 until 2001. The original logo was designed by Malcolm Daniel, Class of 1974.

5. The book logo debuted in 1999.

6. Park Learn to Think was introduced in 2005, and is used on a variety of marketing materials.



## Housing, Habitat, and Community Service

In 1939, sixth-grade teacher Mary E. Ainslie asked permission of Hans Froelicher Jr. to take her class on a field trip to view some dilapidated neighborhoods of Baltimore. Drawing from his conviction that it was his responsibility as a citizen to work to improve his community, he told her, “I don’t think you should visit the slums unless you intend to do something about it.”

An article about him in the Summer 1982 *Maryland Historical Magazine* notes that “Froelicher’s approach to civic improvement stemmed also from his philosophy of education. Convinced that the classroom setting should aid students in developing self-respect and self-confidence, he reasoned that the same process must occur in reform efforts, that genuine social change could only be achieved through community education.” As President of the Citizens Planning and Housing Association from 1944-1956, Froelicher’s personal commitment to civic engagement was a model of service that the students of Park followed and emulated for years after.

Students in the 1950s established their own urban renewal projects in Baltimore City. A 1954 *Postscript* article reported on efforts “to clean up a lot on Ellsworth Street and make it into a playground,...to clear up a good sized lot behind several houses and get the ground ready so that planting could be done” or “to clean up a pile of dirt which had many bricks and lots of trash in it. We did this with the help of many of the [students from School 110]. We kept the whole bricks as they were to be used later. And the small children had great fun in piling them up, for they pretended that they were building a fort....”

Almost 50 years later, a spring-break Habitat for Humanity International build project in Florida inspired Park students once again to tackle housing problems in Baltimore. In a letter to *The Sun* in February 2006, David Jackson described the ambitious challenge the students set for themselves:

“...At The Park School, our Habitat group is working on its sixth house in six years. Run entirely by students who have raised over \$265,800, Park’s group is on course to achieve its goal of funding and rehabilitating 10 houses in 10 years, the only school in the country to make such a commitment. Two years ago, the student leaders were honored by the Association of Fund Raising Professionals for their extraordinary efforts on behalf of Habitat for Humanity of the Chesapeake.

“Every year, Park students are responsible for building, fundraising, and educating their school-mates, parents, and donors about their Habitat project. It takes 180 teens (over half of Park’s Upper School population) almost 11,000 hours of volunteer time to transform an uninhabitable house into a new home for a Baltimore family....”

Decades after the headmaster advised a teacher to encourage her students to take action where they saw a need, another group of students also recognized that they had the ability to make a difference in their community.



### Top

Every tenth – twelfth grade student worked on urban neighborhood improvement in East Baltimore during the 1953-54 school year. Photo from 1954 *Brownie*.

### Middle

In 2010, the Upper School Habitat Club expanded its scope and created a consortium of public and independent schools to renew an entire block in East Baltimore. The before-and-after photos show the results of its work.

### Bottom

Park students worked with neighborhood children to build a garden in East Baltimore as part of a year-long, inner-city renovation project in 1953-1954. Photograph from the 1954 *Brownie*.



From *The P.S.* to *Postscript*

*The P.S.* was a news and literary magazine published from 1920-1958. It included pieces by faculty and students of all ages, alumni notes, and advertisements. In October 1942, the editors announced that they would “also put out a bi-weekly supplement, *The Post-script*, which will endeavor to keep abreast of school news and will also include feature articles.”

By 1944, only *Postscript* (without the hyphen) survived. It was typed, hand-illustrated, and printed in-house. During the 1956-1957 school year, the switch to a newspaper format allowed the inclusion of photographic images and required professional printing.

In the decades since, styles and technologies have dramatically altered the content and look of the paper. Editors and writers have received numerous accolades from the Columbia Scholastic Press Association (CSPA), a program affiliated with Columbia University’s Graduate School of Journalism. From its first honors in 1958 with a Second Place certificate, to its most recent Gold Medal awarded in 2012, *Postscript* has been recognized 32 times by the CSPA for excellence.



Top

1956-57 *Postscript* staff with faculty advisor Jack Russell hold the newly formatted *Postscript*. Photograph from the 1957 *Brownie*.

Bottom, left to right

The November 7, 1956 *Postscript* was the first issue published on newsprint and the first issue with photographs.

The earliest known April Fool's *Postscript* issue, April 1, 1970.

The front page of the June 8, 1990 edition celebrated a Bruins' win in color.

The front page of the September 27, 2006 issue noted the renovation of the libraries.

Athletics

“We know that health and bodily development are necessary to the richness that life may hold, and to the maximum of accomplishment. Therefore, we view physical fitness not as an end in itself, but as a social obligation, laid primarily upon those who have the child’s development in trust.” *Aims of the Park School, 1935*

Beginning with boys’ tennis, basketball, baseball, and swim teams in 1914 (girls’ teams began in 1915), other teams were gradually added – a function of interest, available coaches, and a growing student population. While some sports have now been played for almost 10 decades, others – such as football, swimming, and golf – were short-lived.

Today, 48 teams compete in nine sports. Park’s athletic program has grown and flourished, winning championships and living up to its motto *Mens Sana In Corpore Sano* – a sound mind in a sound body.

These 2012 photos of Park Bruins are matched with commentary from an earlier era of competition.



**Boys’ Tennis**  
*Brownie, 1914*

“An elimination tournament was held in 1913 to determine the members of the tennis team. The first six men were chosen....The team then went through some good hard practice, under the coaching of [Headmaster] Mr. Smith, who is a very capable tennis player, and advanced from raw material, at the beginning of practice, to a very likely looking aggregation....”



**Girls’ Field Hockey**  
*Brownie, 1922*

“Hockey, as a game, has many advantages. It develops wind and endurance. The other sex often sneers at a girls’ basket-ball game, but what blood-thirsty man could desire anything rougher than a hard-fought game of hockey?”





### Girls' Tennis *Brownie, 1915*

"The Girls' Tennis Tournament is well underway, and promises to be a very enjoyable affair; some close and exciting matches have already been played. The winner of the tournament is to get a medal, and all are striving hard for the championship."

### Cross Country *Brownie, 1918*

"In the early spring the athletic faculty decided to establish a new custom in the school, a Brown and White indoor track meet. The spacious gymnasium of the new school was a thing to be used with its facilities for short dashes and jumping.... All of these activities were followed with a great deal of enthusiasm, and if the amount of space that we have given to them needs any explanation, it is that we believe that a long-needed stimulus to the school's athletics has been secured...."

### Boys' Lacrosse *Brownie, 1923*

"The Park School is progressive in all things... most noticeable is the growing interest in lacrosse. The Indian game is now becoming of greater interest in all the larger colleges and preparatory schools. Not wishing to be backward in acknowledging its popularity, a small but steadily growing group of enthusiasts...hope to form a team next year.... How would this sound – The Park School, School Lacrosse Champions of Baltimore?"

### Girls' Basketball *Brownie, 1920*

"Although the team as a whole was lighter than ever this year, what it lacked in size it made up in spirit....[T]wo outside games could be arranged....Aside from these contests, several practice games among ourselves have proven as interesting as those with rival schools, and under Miss Biemiller's good coaching we have made good progress."



### Boys' Baseball *Brownie, 1914*

"In 1913, Park was unable to put a representative baseball team on the field because of a lack of material. But in 1914, with the arrival of several new boys, a team was organized....Manager [Arthur] Nusbaum has arranged games with the following schools: Friends, Jefferson, Strayer's, Marston's, Calvert Hall, Frederick High."

### Boys' Basketball *Brownie, 1917*

"The glory and joy of winning games are not all there is to a basket-ball team. Hard work and good leadership are the factors which build up a team and build ours. Our fellows came out to practice with great enthusiasm and eagerness to make the team....[I]n all the games each laid aside personal honor and fought for the best interests of the team."

### Boys' Soccer *Brownie, 1922*

"Park has developed a real soccer team this year. The boys have shown tremendous improvement over last year's playing, they are continually gaining in experience as the season advances....[W]ith Mr. [C. Gardner] Mallonee's valuable coaching, the outlook for the remainder of the season is very bright. Keep on fighting, boys, the school is for you!"

### Girls' Lacrosse *Brownie, 1933*

"With high hopes and a peculiar feeling of superiority, the girls...decided to leave home their volley ball rompers and take up the famous Indian game – Lacrosse. Twenty sticks were procured from annoyed brothers and the Triangle Sports Shop, as Miss Ryan proceeded to teach her squad the theory of 'doing maximum damage to the other fellow while not getting hurt yourself.'"

Daniel J. Paradis, Head of School, 2008-

The 2007 position description for Park’s next Head of School described the personal qualities of the preferred candidate: “Park seeks an energetic individual who welcomes collaboration and open dialogue with all constituencies. The intellectual, emotional, and physical welfare of the students must always be a priority. The Head should enjoy working with young children and adolescents, and share their enthusiasm for school events and activities. At the same time, the Head must be decisive and self-assured. A sense of humor is an important asset.”

The Board of Trustees launched a year-long search for David Jackson’s successor. During the 2007-2008 interim year, Michael Eanes, retired Headmaster of The Gunnery in Washington, Connecticut, effectively steered Park through the transition between its eighth and ninth leaders.

In July 2008, Dan Paradis became Head of School. A history teacher, proficient in Mandarin Chinese, he had been the Upper School Head at the Potomac School in McLean, Virginia. His personal statement, submitted as part of the application process, was reminiscent of Park’s founding precepts: “...I believe that strong [cooperation] between teachers and students is the foundation of the work we undertake each day, and is in fact the most essential element in creating a healthy and thriving school....I endeavor to maintain our focus on the ultimate goal of encouraging students to lead lives of generosity and joy....[W]e all seek this greater good for our children, and, as members of a community, we must work together towards this goal....”

His first challenge was to guide Park through the international financial crisis which coincided with the opening of the 2008-2009 school year. The impact was dramatic and required that difficult decisions be made. While budgetary issues dominated the conversation, Paradis, with the support of the Board, made it absolutely clear that the integrity of Park’s mission could not be compromised.



Reflecting on his first two years at Park, he addressed the faculty and staff in September 2010: “One of the things that I like so much about Park...[is that we] are constantly striving, always trying to grow, to improve, to commit ourselves anew to the work of teaching and learning....There is so much that I believe is truly exceptional about Park School....[I]t’s easy to slip into ‘superlative speak’ – exceptional, remarkable, incredible, outstanding, magnificent, groundbreaking, matchless, stellar, unparalleled, transcendent...and when I’m using these superlatives, it’s always in the context of the very real and, I do believe, remarkable things that are happening at Park School. So let me throw out another [word] – excellence – it’s a...word that gets thrown around in schools quite a bit. How do we at Park define it?...What kind of excellence matters most to us?...[W]e define excellence in terms of our progressive philosophy and we speak to this through our work with students every day....[T]he establishment of trust, the building of rapport, the shared sense of purpose and of belonging...allow us to experience our work as enjoyable, exciting, and rewarding. Great teaching and learning begin with meaningful and deeply felt partnerships with our students and with our colleagues. When this kind of [collaborative environment] is established, all of us are able to do our best.”

Paradis’ focus on financial stability continues to be a priority. He has made raising endowment funds for financial assistance, faculty salaries, and professional development key elements of the 2012 Strategic Plan to Launch Park’s Second Century and the Centennial Campaign.

These words from his educational philosophy, submitted to Park’s Head of School Search Committee, continue to guide him:

.....

*“Ultimately, our mission, as parents and as teachers, is both simple to express and profound to achieve – to prepare our students for lives of purpose and lives of fulfillment.”*

**DANIEL J. PARADIS**  
**JULY 2007**



# Archives

Until 2008, Park School’s archives were located in a small storage room overflowing with holdings accumulated from faculty, administrators, and students, and donated by alumni, parents, and friends. Anticipating a spike in interest generated by the Centennial and greater demand for access to all aspects of the school’s history, the collection was moved to a dedicated, climate-controlled space in the basement of the Wyman Arts Center.

This collection of historical correspondence, administrative records, photographs, publications, three-dimensional objects, film, video, and audio recordings is now carefully preserved in acid-free folders and boxes, allowing access to a wealth of information from primary and secondary sources.

This wide array of documents and objects offers insight and depth to the Park story, and is now shared with the community in exhibits throughout the school, at [www.parkschool.net](http://www.parkschool.net), in classrooms, and at assemblies.



# Anniversaries

*Milestones are traditionally celebrated with galas and festivals. At Park, these are indeed occasions for toasts to longevity, but also time to reflect on the school’s history and contemplate its future course. A consistent commitment to assessing the state of education and pedagogical innovation is evident at anniversary events, where faculty-student educational forums, alumni performances, prominent guest speakers, media recognition, and publications such as this, commemorate the moment.*

The first all-school photo was taken during the 1919-1920 school year. All-school photos were taken intermittently in the 1920s and 1930s. In 1987, for Park’s 75th anniversary, a photo of faculty and students forming a PS was taken from a crane. On September 28, 2012, to kick off the Centennial, the tradition continued in 21st-century fashion with an aerial photo taken by a drone.



10th Anniversary

On June 8, 1922, Dr. Froelicher’s commencement address reflected on Park’s growth, and its impact nationally and internationally.

Schools modeled after The Park School:  
Oak Lane Country Day School, Philadelphia;  
Utica Country Day School; Beard School, Orange;  
Prospect Hill School, Trenton; Pape School, Savannah;  
Beaver Country Day School, Brookline.

Relations the school has had with educational institutions:  
Courses given by Mr. Smith at Harvard, Columbia, Johns  
Hopkins and the Marietta Johnson summer school for teachers  
at Greenwich, Conn.

Frequent visits for observation of the school methods  
by students in education at Goucher College. Short talks  
to these students by Mr. Smith.

Visitors:  
From almost every state in the Union, California to  
New York, Louisiana to New England.

From many foreign countries including:  
Kristiania, Norway  
Wellington, New Zealand  
St. Paulo, Brazil  
Kyoto, Japan  
Landskrom, Sweden  
Several English educators  
One visitor from the committee providing model schools for  
devastated districts of France.

About one-half of the school’s correspondence outside of the  
routine business such as bills, receipts, etc., is from other  
institutions asking for suggestions, advice, etc. in regard to  
educational problems. Within one week, recently, three state  
public school superintendents wrote in to ask for some kind of  
information. In the first three days last week we had a letter  
from Sweden saying that the new book on American Education there  
had given a good deal of information concerning this school;  
from an English educator regarding our system of studying  
children, saying that our record blanks were being taken to  
England because they were so much in advance of anything being  
used there; a visit from a member of the committee providing  
model schools for the rebuilding of the devastated districts  
to find out everything available about our buildings, equipment,  
etc.; letters of inquiry from a principal in Washington state,  
and from the School of Education in California, public school  
superintendents in Wisconsin, Massachusetts and Connecticut, and  
one or two other inquiry visits from a number of people  
including four public school superintendents.

25th Anniversary

Amalie Sonneborn Katz, Class of 1919,  
reported on the anniversary celebration held  
April 30 and May 1, 1937.

“The two-day jubilee opened with an assembly  
of the whole school....What impressed the  
younger children the most was that they sang  
the ‘Park School Song’ twice, once with Mr.  
[Eugene Randolph] Smith, who had written  
the words, at the piano, and a second time  
accompanied by Mr. Isaac Oppenheim, who  
had composed the music.

“...The afternoon was devoted to the discussion  
of Reports and Records. Mr. Froelicher [Jr.]  
set the tone of the meeting with his fine  
introductory speech. Miss [Katharine R.]  
Foster...led the discussion. She presented the  
very extensively worked out questionnaire,  
involving a set of some 80 to 100 characteristics,  
which teachers in the Upper School were to  
check when pertinent to the individual child’s  
development. A digest of the material was to  
be sent to the parent by the headmaster. This  
report was discussed at some length, especially  
by Mr. Smith of the Beaver Country Day School,  
Dr. [Vivian T.] Thayer of the Ethical Culture  
School, Miss [Beatrice] Fleming of Horace  
Mann, and Miss [Elizabeth] Langley of the  
Edgewood School....Questions...that came up...  
involved the attitude of children towards  
marks and records.

“Friday evening Mr. and Mrs. A. Ray Katz  
entertained the faculty, trustees, and wives,  
and guests of the school at their home....  
It was a pleasant convivial evening , with  
opportunity for everybody to talk together.

**Left**  
In Dr. Froelicher’s  
address, he also thanked  
departing Headmaster  
Eugene Randolph Smith  
for his “vitalizing energy,  
his deliberate progressive  
spirit as an educator,...  
his unfailing fairness,  
frankness, and his  
genial nature.”

“Saturday morning found the faculty, guests,  
and a few mothers all set for the conference on  
the Lower School, chairmanned by Miss Coe.  
Miss Voorhees spoke, telling of the courageous  
early days at the school during which new  
methods were forged for teaching young  
children. The essence of their point of view  
was to ‘follow the child.’ Those days were  
devoted to a careful study of young children –  
what they were and what they did, and work  
was adjusted to the child instead of the child  
to the work....Miss Voorhees pointed out the  
dangers involved in the more flexible program  
when not applied with skill and judgment.

“Some 200 people attended the luncheon...  
at the Lord Baltimore Hotel....The meeting  
closed with Dr. Thayer’s talk on ‘The Place  
of the Modern Independent School in the  
Community’....Schools such as ours, he  
pointed out, sought to embody [John] Dewey’s  
conception of the ideal school....

“...[T]he whole feeling of the anniversary  
celebration was one of reassurance. Having  
struggled through the depression, the school  
family needed to be told by those not directly  
connected with it today that what it was doing  
was good and worthwhile. One feels today  
a pride in the past as well as a determination  
that the future must be just as productive of  
real achievement in education....”



40th Anniversary

The theme “Education Moves Ahead,” was taken from the title of a book written by Eugene Randolph Smith. The school used this milestone, according to Louis B. Kohn II,

Class of 1934, Board President, as an opportunity “to stop a moment to take a conscious bearing on our present direction.”

CONVOCAATION PROGRAM

Friday Afternoon October Twenty - Fourth

at

The Park School

Exhibits of Students and Alumni Work

Three to Six - Open House

At Five - Unveiling - Portrait of Miss Margaret F. Coe  
Presentation for the Class Mothers - Mrs. Louis Sickles, Jr.  
Acceptance for The Park School - Hans Froelicher, Jr.

Saturday October Twenty - Fifth

At Ten-Thirty in the Morning

in

The Maryland Casualty Auditorium

Symposium - "Education Moves Ahead"

Speakers:

Harold Taylor, President of Sarah Lawrence College  
Paul Sears, Chairman of the Conservation Program at Yale University  
Fred M. Hechinger, Education Editor of the New York Herald-Tribune

Moderator:

Abel Wolman, Vice-President Board of Trustees of The Park School  
Professor of Sanitary Engineering, Johns Hopkins University  
Consultant of Atomic Energy Commission

Panel of Consultants

In the Afternoon at The Park School

At One - Trustees' Luncheon - Honoring

The Symposium Participants  
The Park School Faculty  
The Founders of The Park School

From Three to Six - Exhibits of Student and Alumni Work

At Seven in the Evening

Alumni Dinner - Sidney Lansburgh, Jr., Presiding

Reunion and Re-education  
Round Table Discussion with

Eugene Randolph Smith  
First Headmaster of the Park School

**Left**  
Page 3 of the Convocation Program of the “Education Moves Ahead” 40th-anniversary booklet, Fall 1952.

**Right, top to bottom**  
Alumni Exhibit Chair Betty Fleischmann Lewison, Class of 1942, photographed in May 1963.

Hans Froelicher Jr. speaks at the 50th-anniversary banquet at the Emerson Hotel in April 1963.

Guest registration for the 50th-anniversary seminars held at Park.

The Class of 1971 at May Day 1963 holds 50th-anniversary gifts.



50th Anniversary

Park’s golden anniversary year began with a six-week summer Africa-Asia Institute for local high school students. A grant from the Leadership and World Society Institute provided funds to develop a curriculum and to hire two professors to lead the program, which included visits to embassies and museums, an evening film series, and guest speakers. The connection to both the contemporary concerns of the Kennedy administration and the anniversary mission of Park School was made explicit by one of the organizers, Lower School teacher Edith Hyde Russell, in the October 1962 *Park School Magazine*. “Because fifty years have passed since...the first students entered Park School, 1962-63 will be a year for saluting those who have gone before on pioneer paths and those who will seek further in the ways of producing educated men and women...[T]he Institute...proved to be the kind of memorable and stimulating program that we anticipate throughout the anniversary year.”

Even more significantly, one sees the same serious attempt both to celebrate and to enrich the national and regional conversations about what it means to be educated and the best ways to educate young people. Four seminars examined the question set by Headmaster Robert Thomason – *What Is an Educated Man?* Several hundred secondary and college teachers from the Mid-Atlantic region visited Old Court Road to hear perspectives from ethicists, scientists, performing artists, and educators.

In May 1963, Park hosted and organized Youth Forum, a conference for Upper School students from the Baltimore-Washington, D.C. area. “The Challenge for Youth in the Second Half of the Twentieth Century” featured guest speakers on national and international issues. The attempt to connect the school to a global future was reinforced at commencement, when Senator Hubert H. Humphrey (D – Minnesota), the uncle of graduating senior William Howard, spoke about democratic values in a “shrinking world.”

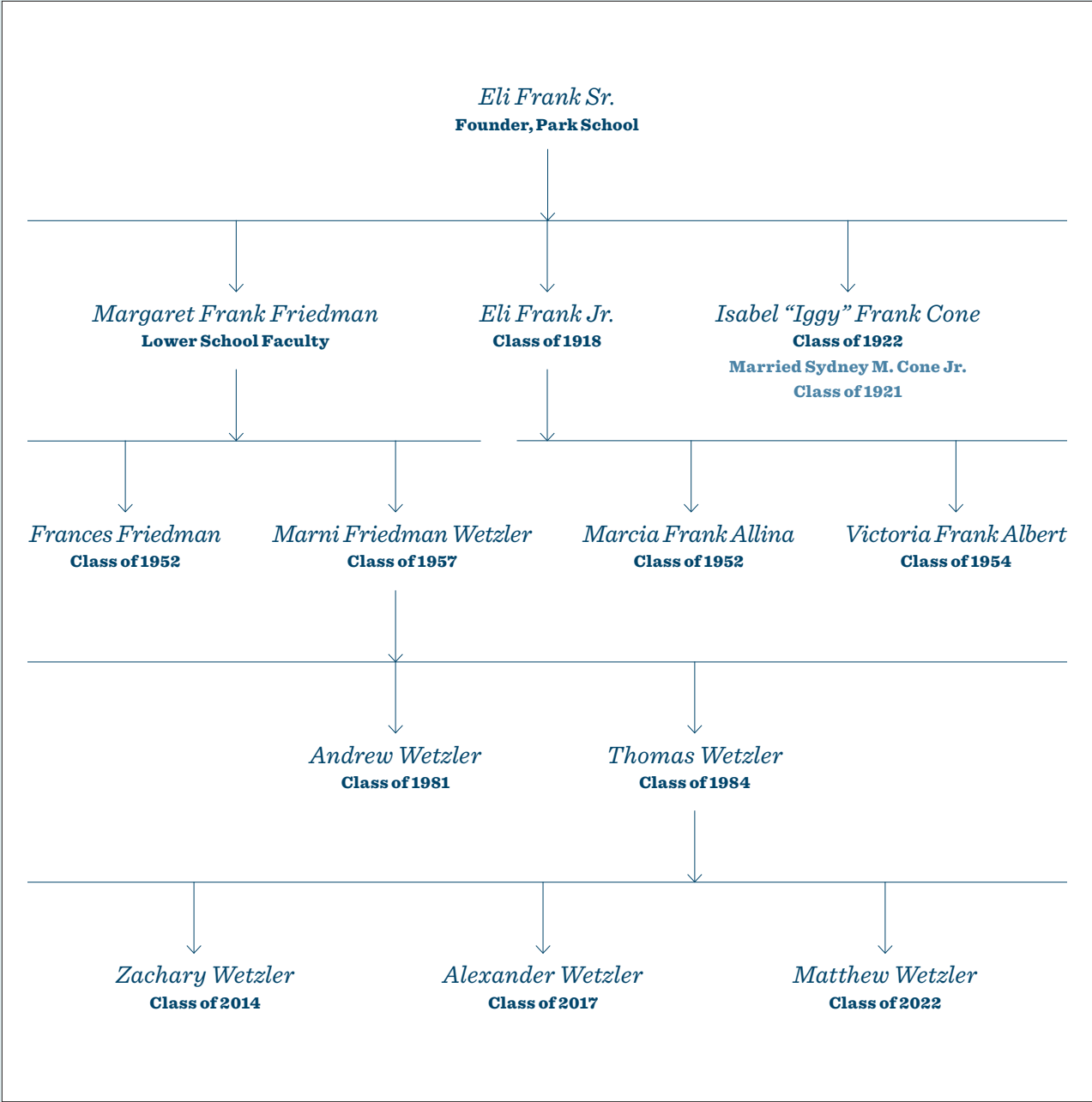
Park Fair – named the “Fifty Fair” in honor of the anniversary – was held in the fall. The gala bazaar offered food, crafts, flea-market treasures, and books at booths set up in the Blaustein gymnasium; an arcade that included animal acts, a tea shoppe, a silent film theater, and a then-and-now fashion show. Other events included a luncheon for faculty and board members past and present, and an exhibition of alumni work. A banquet at the Emerson Hotel featured a keynote speech by John H. Fischer, President of Columbia University Teachers’ College. When Fischer served as Baltimore City School Superintendent, he oversaw the desegregation of that school system.

In addition, WMAR-TV covered the anniversary with a two-part program, *The 50 Years of Park School*, which featured interviews with alumni and with students participating in Youth Forum.

**Adapted from “Looking Backward: A Short History of Park School’s Anniversary Celebrations” by Upper School history teacher Jon Acheson, 2008 History of Park FACA project.**

Park Generations

Park’s alumni roll includes eight graduates whose children, grandchildren, and great-grandchildren attended Park. Four-generation families are descendants of Beatrice Kraus Roten Stern, Class of 1917; Josepha Schoeneman Weiler Miller and Carrie Kohn Wyman, Class of 1921; Fannie Goodman Ries, Class of 1923; Helene Greif Wolf Beckley and Ryda Hecht Levi, Class of 1933; Mary Louise Fleischmann Sachs Gutman, Class of 1936; and Eli Frank Jr., Class of 1918, whose father was a founder of the school.



**Left**  
From the 75th-anniversary  
correspondence file.



THE PARK SCHOOL ♦ 75<sup>TH</sup> ANNIVERSARY

May 20, 1988

Dear Parents,

The events of the school's 75th anniversary year have been a source of excitement and inspiration. The All-school Assembly in September with its memorable address by Professor Gordon Wolman '42; the symposium "What Is Basic: Perspectives on Learning and Child Development" in October with Bard College President Leon Botstein's provocative and disturbing comments on the state of education; the 75th Anniversary Capital Campaign; the Tree-planting in Druid Hill Park in April; the child's view of history as presented in Lower School Assemblies; all have contributed to a sense of celebration and pride.

Several events remain before the end of the year: the assembling of artifacts for a time capsule by the School Council, the celebration on May Day of the decades spanned by the school's existence, the publication of the history of the school's first seventy-five years, the alumni reunions on June 3rd, and the end-of-year celebration on June 4th.

These public events have brought with them a deeper historical consciousness, and an awareness of the power of the educational ideas that have carried the school forward. Strong institutions inevitably possess an identifiable mythology. Park School's characteristic beliefs shine through this history, from the educational statements of Professor Hans Freolicher in 1912, to the statement of goals and objectives that serves the school today. Bridging these years and connecting past with present is the work of hundreds and thousands of people— trustees, faculty, students, alumni and parents, whose actions have kept these principles alive and sustained the school itself.

This heritage is defined in The Park School: The First Seventy-five Years, soon to be mailed to you. This book makes clear what these ideas are and mentions many who have carried them forward. It shows why the school is today as it is.

I think it benefits current parents to understand Park School's history. I therefore encourage parents to make use of the opportunities offered by these end-of-year events--the publication of the history, the gala evening on June 4th, the exhibit materials from the school archives and from alumni--to add to their understanding of how these ideas relate to our current practice.

We are pleased with the successes of the school year now coming to an end. Encouraged by a talented and knowledgeable faculty, most students, most of the time, have worked hard and have matured well. The school is optimistically looking toward 1988-89--enrollment for next year is above projections--and the 75th Anniversary Capital Campaign has passed the \$2 million mark. I hope that your participation in today's school will be enriched and deepened by knowledge of its history.

Sincerely,

F. Parvin Sharpless  
Head of School



# Commencement

Graduations are formal occasions that recognize with pomp and ritual (and often roses and boutonnieres) the end of one era and the beginning of another. When the school opened in 1912, there was no senior class, and instead of a graduation, the school year ended with a Founders Day celebration. Park’s first commencement on June 4, 1914 honored four graduates: Charles Witz, Joel Gutman II, and Bernard and Martin Kohn.

On June 5, 1914, *The Sun* reported that the Rev. Julius Hofmann, pastor of the Zion Church, was the graduation speaker, and Baltimore Hebrew Congregation Rabbi Adolf Guttmacher, father of Alan and Manfred Guttmacher, Class of 1915, gave the benediction. The Park School Prayer was recited immediately following the opening processional, a practice that continued until 1983. The 1915 *Brownie* relates that graduates, family, and friends celebrated the occasion with an evening banquet at the Emerson Hotel at the northwest corner of Baltimore and Calvert Streets.

In the 1940s and 1950s, commencement sometimes took place on the lawn at Liberty Heights, and a limited number of rain tickets was issued for contingency seating in the sweltering gymnasium. After the school moved to Old Court Road in 1959, and until the library was built in 1970, commencement was on the lawn in front of the pond. The outdoor ceremonies then moved to Tompkins Field. After years of erratic temperatures, torrential thunderstorms, and concern about swarms of noisy cicadas, commencement relocated to the Athletic Center.

For many years, the choice of speaker was left to the Headmaster, sometimes with input from the graduating class. The list of presenters features many distinguished educators and academics. All were men until 1954, when the senior class broke with tradition and invited beloved faculty member and longtime Head of the Lower School, Margaret Coe, to speak. She was the first faculty member – and the first woman – to deliver the graduation speech. Now the senior class elects representatives from its ranks to address the audience.

At most high school and college commencements, graduates receive their diplomas in alphabetical order. At Park, in a practice with an indeterminate starting date, diplomas are placed in random order in baskets. The Head of School selects the first diploma and announces the name on that certificate. After a handshake or embrace, the student pulls the next diploma. The process continues until the last name is called. Two light-hearted traditions have evolved – one for students and one for faculty. Bets are placed on the last senior to receive a diploma. Money from the student kitty goes to the graduate who has waited the longest; the faculty pool is split – half to the person who guesses correctly and half to Park’s Financial Assistance Fund.

In 1914, at the conclusion of the graduation banquet, everyone sang “Park School.” The last verse was “...repeated by the Seniors alone as the final farewell of the graduating class.”

**This is an abridged version of an essay that appeared in the 2012 Commencement Program.**

# Graduates

*4,195 (plus 81 students who will graduate in the Class of 2013)*

**Top**

A locket, filled with photographs of the Class of 1925, belonged to Robert Nyburg, a member of that class.

**Bottom, left to right**

The graduating classes of 1916 and 2006.



Faculty and Staff Tenure

*The following individuals have made Park’s campuses their workplace for more than 20 years.*

Margaret Fulton Coe 1917-1956	Helen Weishampel Robinson 1928-1960	Edith M. Brown 1953-1973	Alfred H. Siemon II, Class of 1963 1967-1987	Barbara Purkey 1974-2007	Louis Rosenblatt, Ph.D 1980-2007	Marcia Holden 1985-2011	Susan G. Weintraub 1988-
Clara Mahone Smack 1918-1944	Louissette P. Lash 1929-1954	Alan D. Boltz 1954-1960; 1962-1979	Virginia J. DeMoss 1967-1986	Deborah Roffman 1975-	Monique T. Shapiro, Ph.D. 1981-2005	Leon Tillage 1985-1997	Howard Berkowitz 1989-
Helen Hawkins Bailey 1919-1942; 1949-52	Grace Howard Van Order 1931-1977	Caroline D. Naylor 1954-1976	Stephen (Lucky) Mallonee, Class of 1962 1967-	Shirley Scherr 1975-2009	Winifred Shoul 1981-2006	Faith Zile 1985-	Paul Hulleberg 1989-2012
Eva A. Palmer 1919-1947	Hans Froelicher Jr. 1932-1956	John F. Russell 1954-1975	Audrey Nastvogel 1969-1990	Anne Fogg 1976-2006	Robert Carter 1982-	Megan Ford 1986-	Janet Rutkowski 1990-
Katharine Rose Foster 1921-1955	Dorothy Ogle Graham 1935-1976	Jack R. Ramey 1955-1978	Sarah Seivold 1969-1995	Louise Mehta 1976-2009	Julie Gill 1982-2007	Judith Hurdle 1986-	Nelson Barnes 1991-2012
Harrison E. (Mr. Tom) Tompkins 1922-1969	Martha E. (Mott) Hunt 1936-1966	Elizabeth Stiner Roemer 1955-1980	Joyce Edwards Royston 1970-1996	Rachelle Johnson Work 1977-2006	Ann Naito Haney 1982-	Jeffrey S. Zerhusen 1986-	Jan Kenny 1991-2012
Ivan L. Brookmyer 1923-1943	Margaret Strahan 1943-1977	Coretha Harvey 1956-1980	Ruth Silverman 1970-1990	Christine Broening 1978-1991; 1994-2010	Peter Babcox 1983-2005	Margaret Gabrys 1987-	Laura Amy Schlitz 1991-
Stella A. Crigler 1923-1947	Manfred (Doc) Schweitzer 1944-1983	Esta Maril 1957-1997	Lindwood Tillage 1970-	William Mack 1978-2005	Emily Biscoe 1983-	Helen Keith 1987-2012	Ellen Small 1991-
Lucille Liberles, M.D. 1924-1977	Alice (Bunny) Froelicher 1945-1946; 1959-1983	Richard A. Wallace Jr. 1957-1984	Phyllis Goldstein 1971-2002	Sharen Pula 1978-	Nancy Fink 1984-2001; 2002-	Samira Saliba Phillips 1987-	Rob Slade 1991-
Dorothy Sipple Maltbie 1927-1961	Ruth Reed 1946-75	L. Brooks Lakin 1961-2002	Carol Peacock Kinne 1971-1975; 1981-1982; 1983-	E. Ellen Reynolds 1978-2005	Robbye Horowicz 1984-2004	Bonnie Rosenblatt 1987-2011	Gina Braden 1992-
Gladys Miller 1927-1949	Marjorie B. Terrell 1946-1968	Louise Rowles 1961-1988	Stanley (Butch) Ashman 1972-1997	Hillary Barry 1979-2010	Marilyn Milton 1984-	Peter Warren 1987-	Adele Dinerstein 1992-
Florence Mines 1927-1959	Elsie Quarles Trumbo 1946-1969	Cleamens (Jack) Karfgin 1962-1985	Margaret MacKenzie 1972-1996	Susan Koh 1979-2005	John C. Roemer III 1984-2011	Zella Adams 1988-	Robert G. Peck 1992-
Ora Underwood Tompkins 1927-1958	J. Margaret (Sendy) Sendelbach 1947-1969	John Bigelow Jr. 1963-2004	Lawrence M. Gilbert, Class of 1967 1973-1974; 1975-2013	Joan Shaull 1979-	Gwen Spicer 1984-2006	Nadine Feiler 1988-2012	Julie Andres Schwait, Class of 1968 1992-2013
Esther Felter Mallonee 1928-1933; 1956-1971	Herbert C. Morss 1951-1973	Kenneth L. Greif 1963-1977; 1978-1997	Garry Cerrone 1974-	Bernie Wiland 1979-	Robin E.A. Willard 1984-	Darlene Hobar 1988-	John Trout 1988-
	Ethel Batchelor 1952-75	James R. Howard III 1966-2010		Paul Ganzenmuller 1980-2007	Marshall Gordon, Ph.D. 1985-		



# The Park School Philosophy and Objectives

*Originally composed in 1980 for the Middle States Association Evaluation of the Upper School, this document periodically has been reviewed and revised, but the core principles and language have endured. As recently as 2010, the Board of Trustees adopted new language that made the school’s long-standing commitment to diversity more explicit. This statement is a guide for students and faculty as they strive to incorporate Park’s progressive credo into daily practice.*

The Park School embodies both in its tradition and in its daily practice three assumptions. First, human beings are capable and desirous of rational self-discipline, and of acting towards others with respect, kindness, concern, open-mindedness, and moral conviction. Second, the activity of learning is an expression of positive energies, fulfills natural impulse, and enriches life. Third, authentic learning flourishes when people work, think, and collaborate within a diverse community.

As young people respond to the influence of these ideals, learning to trust and assert their own intellectual and moral powers as they develop, they acquire a sense of confidence in themselves and others which will inspire a productive adulthood. Since the quality of expectation is most important, the belief that positive expectations produce positive virtues is fundamental to the practice of the school.

The conviction that the child contains inner strength, talents, and powers which can be liberated and nurtured allows a variety of educational techniques and methods and is manifested in the school in different ways. Accepting this belief requires recognition of the excesses it may bring: occasional sentimentality, self-indulgence, disorder, and untidiness. Yet it insists that the teacher’s authority as an adult and as a scholar should be used not to suppress or constrain, but to provide the skills, opportunities, challenges, and encouragement to bring about the flowering and fulfillment of the individual to think and act in the world with responsible freedom.

The academic process offers young people a dynamic view of the nature of knowledge and the experiences of learning, and supports their efforts to construct life-affirming meaning. In every area of the curriculum the school encourages substantial student commitment to reading, writing, enquiry, and focused discussion in order to secure the factual knowledge and conceptual structures essential for intellectual competence.

Thus considered, school activities become both ends in themselves and means toward more complex, more difficult ends. But however rigorous, school work need not be alienating or painful, nor need success be measured by comparison to others. Rather, achievement is the result of the use by the child, under proper stimulation and challenge, of the natural powers of mind and body which in their exercise and application provide pleasure and happiness.

To participate in the life of The Park School requires trust in these good prospects, effort to sustain these positive expectations, and confidence that, under their influence, children will grow to adulthood possessing the power to enact in their lives these beliefs about themselves and others.

## Objectives: Individual and School

It is the objective of the school to be a place where each person is respected and valued, and plain speaking, honesty, and authenticity govern all relationships. By striving to create and maintain a community of diverse perspectives and experiences, the school encourages its students to question their assumptions, develop empathy, and achieve a richer understanding of the world. Such a community inspires young people to develop the capacity to think carefully and act responsibly.

It is the objective of the school to encourage discipline and student behavior based on reason, on a cooperative sense of community, and on a sympathetic understanding of the rights and needs of others. This approach, rejecting arbitrary authority and prescriptive codes, creates opportunities for moral and social growth and allows each student to acquire internalized discipline, autonomy, and self-control.

It is the objective of the school that students become deeply involved in intellectual endeavors and significant extra-curricular activities. In addition to a stimulating, flexible curriculum and a varied program of activities, this objective is supported by a high degree of teacher involvement in advising and counseling students.

## Objectives: School and Society

It is the objective of the school, through its identity and history as a co-educational, pluralistic community, to prepare students to participate in the public life of a diverse and increasingly interconnected democratic society.

It is the objective of the school that students develop sensitivity to the needs of others, within the school and in the larger community, and that they find personal satisfaction in helping others and addressing social problems.

It is the objective of the school to teach those skills and encourage those traits of character that enable achievement in a society undergoing constant social and technological change, changes which demand both accommodation and critical scrutiny.

It is the objective of the school to prepare students in the broadest sense, not only for further academic achievement, but also for the continuing process of choosing for themselves from the widest range of possibilities life offers.

It is the objective of the school that these values, reflecting the aspirations and goals of the original founders and benefactors, should be recognized as the central component of its communal life.

## Revised 2009-2010



An undated photograph, believed to have been taken between 1912-1914, shows Park students on the Auchentoroly Terrace playground.



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