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PARK SCHOOL BEGINNINGS IN BALTIMORE: One Man's Story

Note: This statement on the founding of the Park School was written by Hans Froelicher in the Summer of 1925 when the School was 13 years old. He was President of the Board of Trustees of the Park School from the founding in 1912 until his election to the Acting Presidency of Goucher College in 1929. The statement was not written for publication. It was written for Mr. Stanwood Cobb (and at his request) who was at that time collecting original material on the beginnings of the Progressive Education Association and of the movement in education for which this association assumed the leadership.

The history of the founding of the Park School in Baltimore dates back to the winter of 1912.

Sometime during that winter, Mr. Eli Frank, a member of the Baltimore Bar, *(later Judge Frank; now deceased), asked me to meet him at luncheon to "talk over a certain matter." I met him and Mr. Levin, Director of the Jewish Charities. I had been associated with both for a number of years on different boards. With Mr. Frank, especially, I had been associated on the Board of School Commissioners of Baltimore. Our connection with the latter terminated at the time of the dismissal of Superintendent James H. Van Sickle in 1911 under Mayor Preston. Their business was as follows:

The surrender of the administration of the public schools of Baltimore to the politicians by Mayor Preston in 1911 seemed to predicate a general disorganization and a lowering of standards in the school system. 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

("at time of copying-Feb.1969")
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. They referred to such a school which I think is located in Cincinnati (?) and I believe is called "University School." What they wanted to ask of me was my opinion as to whether such a school could succeed in Baltimore.

Baltimore is one of the most liberal, and at the same time one of the most conservative cities. It has its "old families", it is a center of Catholicism, and in spite of all boasts of tolerance there are drawn invisible lines which are not crossed or are crossed only under exceptional conditions. I saw at once the difficulties with which a project of this kind had to reckon. But it came to me like a flash that this was the opportunity, not only to overcome this prejudice against the Jews, but also to carry out a plan which might be as well termed a dream as a plan, namely to establish a new type of school. What I told these friends of mine was approximately this: If you are going to build up a private school of the type which we already have in Baltimore, I believe it will prove a failure so far as drawing Gentiles there is concerned. The school you want to found, to be a success, must be a better school than any now in existence in Baltimore. It must offer a superior type of education, so superior that neither Gentile nor Jew can ignore it. It must open up new fields in education. Give me such a school and I have fair hope of its accomplishing the end you have in view.

I then outlined what had been inchoate in my thought for many years but which crystallized under the inspiration of the moment into a school planned along the lines on which the Park School was eventually, actually built up. The project was entirely new to them and seemed to appeal to them at once. They promised to consider it, and so the matter was left.

Shortly afterwards I was invited to attend a meeting of men interested in the project at the home of Mr. Eli Oppenheim. Whether Mr. Oppenheim was the ori-
ginator of the idea of a new school, or whether it was the upshot of a common feeling with him and his coreligionists, I cannot say. This, however, is undoubtedly true: that he stood behind the project from the very beginning, spiritually and financially, to the day of his death. To his devotion I believe the school owes more gratitude than to any other single factor or person. The meeting was attended by Mr. Frank, Mr. Levin, Mr. Siegmund Sonneborn, General Lawrason Riggs and Judge Rose. When the meeting was called to order, we were at once informed that it had been practically decided to establish a school such as I had outlined to Mr. Frank and Mr. Levin. The next question on the program therefore was finding the proper head for the school. Names of educators known to us all were at once suggested. With these men I had been closely associated for a number of years, partly in the Educational Society of Baltimore, partly as a member of the Baltimore Board of School Commissioners. Their educational standing was unquestioned and all had held important administrative positions, but they would not fit into the picture of the School I had in mind, for reasons which I cannot treat here in detail. Once again I therefore explained the plan, approximately as follows:

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 in new methods and materials. Instead of that, the average private school is lost in a dead formalism and has not progressed in two generations. It is apt to send out not so much leaders as social and intellectual snobs. The public school system which in the nature of the case must move slowly, could not profit from this old type of private school in any way. Yet the public school system needs the example and encouragement of better educational theory and practice than its own. If the people can see what may be accomplished in a modern private school, appropriately
housed, in salubrious surroundings, managed by enlightened educational idealists, with enthusiastic, capable teachers, they will not long remain satisfied with a stagnant, inefficient system of public education.

I pointed out that the private schools, both old and new, if they ranked at all, were supposed to accomplish two purposes: to make gentlemen and to prepare for the college entrance examinations. To the latter end the process of education in these schools was made one of compulsion; the school room was turned into a sort of penal institution. The pupils must learn without any idea why and wherefore; theirs not to reason why. As a result, they accomplished their work under protest, with disgust, unintelligently, with no end of a forcing process and private tutoring, terminating with two weeks of inhuman cramming for those who were to submit to the entrance examinations. Their education, I held, was narrow and ineffectual.

In the school I had in mind, I said, 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. Their teachers were not tyrannical taskmasters, small despots, who held a whip over them in the form of low grades, examinations, penalties, but on the contrary, were fellowworkers, sympathetic friends and guides. Examinations, at least college entrance examinations, were to play no part whatever in my scheme of things as incentives to good work. I was convinced that pupils educated in this type of school would meet the exigencies of college entrance examinations as incidental to the general course, not as ends in themselves, as creditably and successfully as any from those penal institutions. In addition, they would be infinitely more self-dependent, alert, and informed; they would be intellects, eager for knowing and doing. 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.

Further, in the inner workings of the old division into grades and strictly enforced schedule was to give way to a flexible arrangement, in which the hour could be extended into hours, into a day or even more if a certain subject or project could be accomplished better by continuity to its completion. Classes could overlap into other classes for the purposes of cooperative enterprises. Promotion was to occur irrespective of classes on the basis of individual merit. Gifted pupils should advance in accordance with their greater ability to advance. In such a school time could be economized and the school course be reduced from twelve years, tentatively, to eleven, and later, perhaps, to ten.

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.

To organize and develop such a school required a man of unusual, of truly exceptional qualifications, such as personality, trained ability, youth, vigor, enthusiasm, resourcefulness, endless patience, the power to govern without seeming to govern, and capable of overlooking the whole organization at any moment without maintaining the machinery by which the work in private schools is usually directed, instead of by personality. The teachers were to be allowed the greatest amount of freedom compatible with the object of the school and its general policy. To manage such a school and to organize it in the first place would require the truly exceptional, the truly unusual man, not bound by education and long practice to tradition, but ready to study the subject anew, without bias, to discard traditional practice which had nothing to recommend it except that it was tradition, yet judicious enough also not to accept the new or try the new only because it was new. He would forge the tools for his ends as these ends demanded in each case. To him the untried would appeal. He would never depend
upon sheer formalism to achieve his purpose.

The relation of the Head of the School to the Trustees on the one hand, and to his Teachers on the other, and of Head and Teachers to the body of pupils, I imagined as one of close, sympathetic cooperation, rather than of super- and subordinates. The School in all its parts was to represent a family. Such a school would also accomplish the purpose these men had in view.

These, in general, were the ideas I expressed as to the character of the new school.

After my perhaps over-idealistic expression of thoughts and conceptions of an ideal modern school, the meeting adjourned temporarily to the dining room where a buffet supper was served during which small groups formed and discussed the proposition. Upon reassembling, Mr. Frank took the floor. He and the other members of the party had been very much impressed with my plan for the new school and they had agreed during the intermission that no one would be more suited to organize and head the new school than I, and they therefore offered me the position as Head Master of the school with full liberty to develop it according to my ideas. The financial arrangements both as to my salary and the maintenance of the school would be made to my satisfaction.

This was an inspiring moment in my life. The offer had come out of a clear sky. I had dreamed of a great school and of a great schoolmaster, but I had never thought of myself as connected with it in so vital a way. I must confess to a deep sense of embarrassment over the offer. It frightened me. In view of my previous experience as a college professor, my mind was filled with uncertainty as to my ability to take such an executive position with any certainty of making it a success. They did not urge me to decide then and there but were quite ready to allow me time to think the proposition over and to come to some conclusion. The meeting adjourned after midnight. I felt exalted, but also deeply disturbed.

My final decision to remain at Coucher, with the sacrifice of a great oppor-
tunity to do a unique thing and a very alluring salary are part of the story, but not in this connection, further than this: Goucher College, with which I had been connected as Professor since it first opened its doors in 1888, was in distressing financial condition. Dean Van Meter, the acting President, appealed to my loyalty and asked me not to leave the college which had counted upon my aid in this particular exigency. It was difficult to reach a decision but it was in the end in favor of Goucher.

When I announced my decision to the newly created Board of the School, they elected me as President of the Board of Trustees (which position I have held continually), with the understanding that the School would have my advice and would be developed in accordance with my plan.

This is the origin of the Park School and of its educational policy and practice.

When we started to select a man to head the school, we asked for nominations for such a school from the usual quarters, Dewey first of all, (who paid no attention to the matter), Columbia, Pennsylvania, Harvard, Chicago. The Committee of which General Riggs, Mr. Frank and I were members, interviewed a number of candidates. About that time, Dr. Maltbie, a member of the Baltimore Bar, but just previously for almost twenty-five years my colleague in Mathematics at Goucher College, a man of high qualifications, suggested to Mr. Frank a young mathematician, Eugene R. Smith. He had learned to know Mr. Smith at the meetings of the Mathematical Society of the Middle States and Maryland. Mr. Smith was at that time about thirty-five years old and Head of the Mathematics Department of the Brooklyn Polytechnic Institute. He had previously occupied the same position in the High School at Montclair, New Jersey. He was a charming and very capable young man, openminded, tolerant, progressive and a gentleman. We invited Mr. Smith to come to Baltimore for an interview. In my letter to him I explained the character of the school contemplated. The interview was favorable on both sides.
We offered him the position and he accepted. Mr. Smith entered upon his duties the following summer.

The first home of the School was a stately old mansion on the edge of Druid Hill Park. The location was selected because the Park would serve as a playground and Campus in the absence of a Campus of our own. This location led to its being named the Park School. This was also in accordance with the plan to make the school a "country day school" the type originated by the Gilman Country Day School in Baltimore. I may add that neither Mr. Smith nor his successors at the Park School excepting Mr. Snyder had any definite knowledge of the principles which underly this type of school. The Bureau of Education Bulletin on the subject had not been published as yet. I had been in touch with the Gilman development from the beginning.

I may add that it was decided to start the school at once in all departments from the Kindergarten up through the High School as far as we should be able to get pupils. It was expected that the group with whom the school originated would furnish a sufficient contingent.

So far as I know, and could find out in my many conversations, the type of school Mr. Smith was called to direct was entirely new to him. He was progressive in his own subject and experiment with new methods, but this does not touch the vital part of what we now call Progressive Education. But he accepted my plan as outlined in the recurring conversations, with fullest sympathy and enthusiasm. I am convinced that if we had not had such an intelligent, talented, adaptable, Head Master as Mr. Smith to organize the school, the Park School could never have been as successful as it was from the very beginning. He proved to be a highly efficient executive, both on the side of business administration and in his relation to teachers, pupils and parents. He accepted my suggestions and interpreted them in terms of actual performance both in the social and pedagogical procedure of the school. Before long he made the school an acknowledged proving ground of pro-
gressive educational theory turned into practice. Among the private schools in Baltimore the school soon took its place.

Some of the points I insisted on from the beginning:

The employment of young, enthusiastic teachers in the "plastic age" for obvious reasons, preferably not Normal School trained.

The humanizing of classroom instruction in every way; study of the individual child, classes limited in numbers of pupils. Under no circumstances, the use of compulsion, threats, etc. I hate tyranny and despotism. The teacher should act as a fellow-worker, friend and guide, not in the relation of superior and inferior. With a proper sort of teacher, this will not develop into that familiarity which breeds contempt. It will rise into friendship, admiration, and a willingness to work.

As far as possible, freedom, self-government, from the lowest to the highest grade.

No rewards and no penalties.

As far as possible, abolition of open grades, and of examinations used only to stimulate effort, especially of sluggards.

No paid tutoring by teachers.

No pupils who belong in a house of correction or in a special class for the feeble-minded.

A new type of Physical Training. (Efforts in this direction so far futile, for in this point the Headmasters are both ignorant and unintelligent, in spite of the results found in the medical examinations during the war).

Motivation; objective teaching; projects; interest.

Encouraging a sense of proprietorship in the school on the part of the children by their doing things to improve it.

Medical supervision (following the usage of Bryn Mawr School in Baltimore).

Social Service.
Now, as to the manner in which I arrived at the conception of the type of education now incorporated in the Park School:

First, I had my own experience as a pupil in my native Swiss elementary and higher schools and private schools both in France and Switzerland. Some of these experiences gave me a lasting inspiration, others an enduring hatred of certain school practices and abuses. Both of these groups of experiences I called to mind when I was on the School Board. When I taught and finally when the plan of the Park School arose, I had tried out in my own practice of teaching the principles I advocated later for the Park School.

The earliest promptings towards a better type of education than that which I saw around me originated in experiences in education in my own childhood and youth and in the observations made in the schooling of my own children. I felt profoundly that not only should childhood be a happy experience, but that school, too, should be a happy experience and one profitable in the mental training and "athletics" but also profitable in the highest sense in a human, a social way and in fostering the growth of the individual in all respects. Such an ideal cannot be realized in the mass, it must be attempted in the small group. Such small groups the private school alone could furnish by limiting the numbers of pupils in a class and giving them the best of educators to guide.

I am such a rigorist for good teaching and honest practices in private schools that more than once I expressed the opinion in the Board that pupils who failed should have their tuition returned to them. The reasons seem obvious to me. All through my adult life I have been a student of educational theory and the names of Froebel, Pestalozzi and Rousseau were household words from childhood.

As a member of the Board of Commissioners I studied the subject from many angles and visited schools, both private and public in Baltimore and elsewhere.

I do not remember having known of the Francis W. Parker School at that time at all. I now remember, however, that I read a book "The Ideal School," which
appeared in a series of educational books. Not only was I deeply interested in it but loaned it also to Mr. Smith when we began our great experiment.

Another inspiration came from an account of the unique school at Keilhau, Germany, of which Ebers gives an account in his autobiography.

I ought to mention also the Comenius celebration in 1892, and the George Junior Republic.

In the end, we owe to others what we are. Let us not forget it.

The first knowledge of the existence of quite a group of schools which entertained ideals similar to those held by Park School, and indeed of a general movement in the direction of progress in education, came to me when Mr. Smith told me of the visit to the school of Mr. Stanwood Cobb, member of the teaching staff at the Naval Academy, who, he said, was deeply interested in progressive educational practice and proposed organization and cooperation among schools of the same progressive trend. To you, therefore, is due, so far as I know, the inception and organization of the Progressive Education Association as it is now called. As you may remember, I attended the early meetings of the group where we discussed the principles of the movement and the name that it should receive. I believe, too, that it was you who interested some wealthy persons in the undertaking and secured financial assistance from them.

If I answer your question far more fully than you intended I should, it is partly due to the fact that the Park School forms a chapter of my life in which I take, perhaps, more satisfaction than in any other in my career as an educator. The Park School has done its greatest work even if it should go out of existence today. It has had its influence for good.

/s/ Hans Froelicher
February 2, 1956

Mr. Hans Froelicher, Jr.
Head Master-Park School,
2901 Liberty Heights Ave.
Baltimore 15, Maryland.

Dear Mr. Froelicher:

I owe you my profound apologies for having failed sooner to acknowledge receipt of yours of January 17, 1956 enclosing copy of your Father's statement with respect to the beginning and early history of the Park School. I had never seen the statement before, although I had heard from your Father's lips much of its content. My delay in answering your letter was due to a variety of causes, the principal one of which was that I cannot answer it in the way I should like to and that would be to accept your kind invitation to make a statement of my own or to address one of your assemblies. Let me first say that I regard your Father's statement as wholly admirable. I do not know a finer exposition of the theory that should underlie modern education. I have nothing to add to it and fear that any attempt to do so would be futile and entirely out of place. Some of it, of course, represents ideals that we may never see attained. At any rate I do not at this time feel able to do anything or say anything that would add to it. Most of my part in the founding and development of the School was concerned with a more sordid business side which was never completely successful. I hope, therefore, you will pardon my failure to respond sooner to your kind offer. I have no records of any kind, except the official records contained in the minute book which I borrowed on a previous occasion, probably in connection with the assembly address to which you refer. I hope, therefore, that you will also excuse my failure to respond to your generous offer to give my own point of view with respect to the field covered by your Father's statement. I do not feel up to it.

I understand that you are retiring as Head Master of the School at the end of the current year. May I take occasion to congratulate you upon your success and to thank you for the work you have done to further the success of the School. Your contribution has been an important one and you are entitled to retire with a feeling of satisfaction in your success.

I am taking the liberty of retaining the copy of your Father's statement which you sent me. If, however, you desire its return, please advise me and I shall send it to you.
With warm regards to Mrs. Froelicher and yourself and wishing you health, strength and happiness in your retirement.

Sincerely yours,

Eli Frank
TO THE HEADMASTERS.

To you who guide our youth today,
Who plan for them in work and play,
Who set the pattern, ever high,
For teachers and for parents, aye,
Who plan the future and provide
The leaders who on progress' side
Will, dauntless, work for better days,
For justice, freedom, finer ways,
I bring you homage.

You sit at desks and plan the day
While thousands answer to your sway.
You stand on platforms where the crowd
Can hear your voices clear and loud.
In town and city, hut and hall
The boys and girls can hear your call
Of wisdom and of spirit, know
What harvest comes from seed you sow.
The young salute you.

Our schools, the pride of all our land,
Each one is guided by the hand
Of a Headmaster, chosen head
To care for those who must be led.
Who takes that name must dedicate
His heart and soul, his very fate
To those he guides, must set his sight
On aims above life's greatest height.
The world looks to you.
Yes, Brothers, heads of mighty schools,
All life crowds in on him who rules.
He carries burdens, helps the weak
Spurs on this one to reach the peak.
For him life holds its highest crown,
Greater than fortune or renown.
It lets him see his young folk grow,
The best achievement here below.
Life brings its guerdon!
Dear Hans:

I am sorry my answer is so late in going to you, but the conditions this recent have been to blame. I am chairman of the committee of $XX$ that is competing in the national contest for the best paper on meeting the need for scientists, and we have just found that the deadline is March first instead of the supposed May first. As the committee gave me the job of incorporating all suggestions in an article I have had a job. Then Miss Smith came down over a week ago with a virus and threatened complications. She is still in poor condition from this, but we hope she is over the worst.

We look forward to seeing you too in March. I wish it could be so do you could see our camellias. We have about 100 varieties. If you were much interested in the material you sent. Your own part is notable. I knew Peris Miller and have often mentioned...
her work as an example of the possible community service of a school. She and Angel Patrici proved the case! I think Perks Miller would be proud of you and your achievements: they have carried on and enlarged upon what she tried to do.

Your letter to the Sun is good. No wonder there was no answer. I should think the article in your resignation would make the whole article in your resignation would make the whole process of your work and your history as a record of service and a guide for others to follow. Also, I believe it is a forerunner of much still to come, for retirement doesn't necessarily put a man "on the shelf"!

Your father's history of the school both interested me and somewhat confused me. As you know I have always had the greatest admiration and affection for him, and I have used him as an example many times. But I have often said that perhaps the greatest thing about him was the way he let us experiment, never criticizing or interfering with our efforts, never forcing us to his ideas however far we departed from...
the training and experience that Marvin
Now, from his history it looks as if I
should instead have praised his patience
in waiting for us to catch up to his thinking!
Of course our early discussions did em-
phasize the free type of education, and the
original committee wished a school that
demonstrated the best thought of the time.
In one place I think your father forgot
the reason for my being chosen. It was not
for achievement in mathematics, though the
fact that Goucher College asked me to
become head of its department must have
helped. I think it was mainly because of
my nine years as a department head in
Montclair which was rated by the government
as one of the three best school systems.
Randall Spaulding really deserves the
credit from me, for I worked under him
for most of my time in Montclair, and he
was one of the really great progressives.
He was one of the first to put in hard work and home making, and he saw to it that his teachers went beyond narrow specialization. He had me as chairman of music, and sent me to represent the system on the committee for the high vicinity that was studying better ways for physical education. I owe him a lot! A number of other experiences helped, but your father would not have chosen too rigid a specialist for a school where the child was to be the center!

Now about your question. I'll do anything you wish, but I'm not certain if your plan. Will it be a book? I hope so for the time is right for one. Just let me know when you must have it, how long and how it is to fit in, and I'll do my best.

Cordially,

Eugene
Dear Hans:

Since writing to you it has seemed to me that I might appear to be critical of your father. That would be furthest from my thought. He did too much for the school and for all of us in it for such a possibility. I was simply thinking about the start of the School as it is in my memory and adding his side of the early days in comparison. My error in thinking he might have been worried by our attempts to make the School progressive amuses me!

Things are easing up a little. The paper on increasing the supply of scientists is through its preliminary form and has been approved by right of the scientists. However, I shall still have suggestions from some of the members of Segunda Di-
Please let me know about your plans for writing and what you wish me to do as soon as you have decided. I realize how buried in last minute matters you must be so I am not trying to hurry you, though I am increasingly enthusiastic about your publishing the results of your thinking and working in education.

I have just sent the Ed. Res. Bureau information about attempts by a local psychologist to test the drive to do his best and its relation to occupations and later success. He has worked on it for about 17 yrs. and has developed something that seems to me to have promise, though I am not a technical expert in testing. I hope the Bureau will look into it.

We look forward to seeing you next month. Cordially,

Eugene
Sent Mr. E.R. Smith

1. father's paper with covering letter to colleagues
2. H.F. letter to editor (clipping)
3. Release on R.A. Thomason
4. Marriage & Family Living

2/6/56
February 6, 1956

Dear Eugene -

Time marches on! I can't believe that everything that needs doing will be done by July 1st. But it must. I interest myself very much these days - trying to catch up on all my procrastinations. Trying to have the whole crew in high gear at the time of transition.

Personal note: Joyce and I hope to get two weeks at Winter Park (toward the end of March) to get set for the finals.

The enclosure I have just had copied for my colleagues and have handed it to them with a covering letter (copy, too, enclosed). I have had this memo for many years, ran across it recently and shared it with a few. Result: request for copies. Before giving it any more circulation I wanted you to read it and I should like to add a preface or commentary from you.

It turns out to be very timely, now, to put in circulation the fact that a school was impelled into being by the times, by the times in Baltimore, by a group of thoughtful men who saw a vision, and that the vision was invented into an enticing, demanding practical school and into an approach to education which has let the light into the world of education and into the lives of children by Eugene Smith and his inspired first faculty. Because I was not in any way a part of this story I can, perhaps, see its significance in truer proportion.

To share this story is one means to lay the ways for the school to be launched again for a new voyage. The social purpose of the school still fills an insisting and a daily need. So is it testimony, now out of long experience, for a modern, knowing approach to the education of young people. I feel that the social purpose will founder and so will the school if the educational purpose should lose its momentum or sense of direction or lapse into the conventional reliance on controls outside the school. The Board of Trustees is now young and dedicated. The faculty is largely young and largely devoted. The new Head Master is able, ready and young. Neither we nor our history can or should tell them what to do or how to do it. But history can tell them that their vision is more important than are their daily problems, their errors and the victories of a moment.

I tie this memo in with your book: Education Moves Ahead. Many times, you will recall, I have asked you to write a sequel to your book. Perhaps it already exists here and there. At any rate if I circulate this memo further I would like to add something more than a mere reference to your book. Will you write (as I hope you will) a preface or a commentary? Or will you give me additional citations from something published and which I might include?
Every now and then there is need to answer careless criticism or innuendo. For sample I enclose clipping of a letter I wrote to the "Sun" last month. It is a "letter to end all letters!" It has stifled the "Sun" for about two weeks now! But I expect their relapse any minute now.

Do let me hear from you when you can.

I hope this finds you and your lady very well. If we do make Winter Park it will be our great pleasure to see you both.

Sincerely,

Eugene Randolph Smith, Esq.
192 Brewer Avenue
Winter Park, Florida