COPYRIGHT / USAGE

Material on this site may be quoted or reproduced for personal and educational purposes without prior permission, provided appropriate credit is given. Any commercial use of this material is prohibited without prior permission from The Special Collections Department - Langsdale Library, University of Baltimore. Commercial requests for use of the transcript or related documentation must be submitted in writing to the address below.

When crediting the use of portions from this site or materials within that are copyrighted by us please use the citation: Used with permission of the University of Baltimore.

If you have any requests or questions regarding the use of the transcript or supporting documents, please contact us:

Langsdale Library
Special Collections Department
1420 Maryland Avenue
Baltimore, MD 21201-5779
http://archives.ubalt.edu
LETTERS SENT TO POSTSCRIPT ABOUT HANS FROELICHER, JR.

(Because of limited space, these could not be included in the May 5th issue of Postscript.)

From the day of my acceptance into "The Park School Family" I found Hans Froelicher to be a man who unobtrusively guided, led and inspired his associates to the continuing success of an exceptionally outstanding school.

Hans Froelicher was a great man of many accomplishments who gave much of himself to Park and to Baltimore. I loved him.

Catherine Walker Dowdy

As I let my memory drift back to those long ago days I think of Hans Froelicher primarily as a big man - large in stature (and frighteningly so to my young years). Imposingly big as he stood in front of the room at assembly, or walked down the creaky halls, stopping to chat with a student by one of the steam radiators; and especially large in his vocabulary! How we had to concentrate in order to keep up with those big words!

Mr. Froelicher had the unique ability to be a friend to all and as a result I felt that I was a little bit special to him. A person with that knack has a fine gift from God!

Yes, Hans Froelicher is "large" - in his goodness, warmth, friendship and knowledge. His name is synonymous with the feelings that make the Brown and White the inspirational school it has been for so many years.

Alice Berney Hoffberger

I will always remember Hans Froelicher, Jr. for his warmth, his genuine concern for everyone's well being, his humility, his generosity, his friendship....He was unique, very special, a truly remarkable man.

M. Robert Rappaport

I started in the Park School kindergarten in 1925--Mr. Froelicher entered in 1932 when I was in the seventh grade--and it was love at first sight!

Our very special relationship continued until his death - a period spanning close to forty five years. I will always cherish his warmth, compassion, humor, and friendship.

I was fortunate to have his daughter, Judy, as a class-mate. This gave me an opportunity to spend time in the Froelicher home on Bolton St. and see another side of this remarkable man. Mr. Froelicher's mother was living with them in the early years and I can still picture her sitting in a rocking chair surrounded by her many grandchildren. They were a purposeful and happy family.
At school as time went on and I became a senior — according to my Brownie write-up and to my own recollection — I spent a great deal of time with Mr. Froelicher. Here I quote from my '38 Brownie "----- on the days when she is in school, her frequent social visits to Mr. Froelicher's office serve as alibis for so often being late to class."

At the other end of the spectrum — in recent years I would see him at the reunion of his city college graduating class. For many summers the party was given at the home of my father-in-law Milton Halle (his classmate). I was assigned the job of assistant hostess to help mother Halle. There I had the chance to observe yet another Mr. Froelicher—an ever youthful and spirited, but aging man sharing memories of his own school days with friends.

Throughout forty-five years of association — first at school — then at social or Park School functions — I always looked forward to seeing him. He never failed to greet me with a kiss. Many of my contemporaries had long since dropped the "Mister" and referred to him as "Hans"—but to me he was always "Mr. Froelicher" my beloved Headmaster — and friend.

Rose Louise Thanhouser (Halle) Goldman

I remember Hans Froelicher for all the same reasons that made him important to a great many people. Along with being giant tall and scary, he was decent and cared about each student. He tried to live as his conscience dictated, not just as an introspective person but with a sense of living out his conception of a Quaker ethic. Hans was a fine photographer, a man with a twinkle in his eyes and a sense of humor. He was certain that I would improve with maturity, and I loved him for his faith!

Deborah Hermann

When I think of Hans Froelicher, Jr. I think of a man of great understanding and appreciation. He was always willing to cooperate and take time for little things. For instance: when he and his wife returned from a trip to Europe, I asked him to come and tell the Primary children about his trip. He was very gracious and agreed to come. He held their interest, even though they were small children and he towered over them. Later, I tried to see him and thank him, but missed. So I wrote him a note, like this:

I tried to see you yesterday to pause a moment just to say a word of thanks. We liked your talk about your climb and mountain walk. About the carpetings of flowers and Matterhorn so tall that towers in kingly majesty over all the hikers, whether large or small.
And as that Alp is to the Swiss
So towered you, o'er boy and miss.

Come again!

Later, when Miss Coe (head of the Lower School) took a year off, I had charge of the Primary Department. When the year was over, Mr. Froelicher wrote me such a nice note of appreciation that I still have it in my memoirs. He had such a fine vocabulary that it was a pleasure to read what he wrote.
I shall always remember Hans with much affection and esteem. (We were approximately the same age)

Clara M. Smack

Yes, I know Mr. Froelicher well. I taught in the Intermediate Department, grades 4, 5 and 6 for 33 years. Mr. Froelicher followed Mr. Sipple as Headmaster.

His father and mother were among the first teachers at Goucher College beginning in Baltimore. He was raised in this atmosphere of high qualities in instruction and administration from early childhood into manhood. After his college days he taught a few years at Gilman School for boys. Then he took a law degree and practiced law in South Jersey and was also interested in politics. This all gave him breadth and scope in civic knowledge.

He had one brother who was Headmaster at Mountain Valley School in Colorado. The other brother was Headmaster of the Towers School in Wilmington, Delaware. The three brothers were closely associated in education and civic endeavors.

Hans Froelicher came to Park School during a bad depression period and withstood all the complaints of, cuts in salaries, or low salaries, as a bewildered Board of Trustees struggled on. Many banks were closed, The Board had just lost both its President and a Headmaster suddenly--so Mr. Froelicher, with the help of the Board and the whole family of Park School Parents worked to keep Park going. Yes, Mr. Hans Froelicher certainly helped save Park School at this bad time.

Mrs. Florence Mines

I remember Hans Froelicher, Jr. as a towering man. When I looked up at him - even as an Upper Sixer - I was terrified of his enormous height. His sonorous voice was comforting and always reassuring that somehow I would "make it" in the world outside - that we all would if we would have the faith in ourselves that he had in us.

I remember so well that I can see him plainly in the Mikado's robes and headdress - much taller than all the rest of us at Titipu, and very much our leader even there.

How appropriate that the new school library should be dedicated to Mr. Froelicher! He was so much a leader in our school life in making learning fun and meaningful. I wish I could be there with all of you and especially with those with whom memories can be traded. I miss you all. I miss Hans Froelicher, but I can hear his wonderful reassuring voice.

Zelda Scoll Futterman

I remember Mr. Froelicher as a man who enjoyed life. His particular passion in those years was photography. He had a Leica camera which was almost always dangling from his neck. He took photographs of plays, sports events and Park School students of all ages at work and play. Somewhere there must be a complete pictorial history of those happy years at Park.

Grace Duvoisin Bell
What I remember about Hans Froelicher was his kindly manner—never overwrought nor impatient. When I met him on later occasions his friendly manner was always the same.

My outstanding recollection of him was when, at my home wedding where he was a guest, he was assiduously snapping pictures, which he generously shared with me later.

I am glad I have this memory. Helen W. Robinson

I have some very vivid recollections of Mr. Froelicher.

He was the man who looked like a giant to me. I can see him walking through the halls, or sitting behind his desk, which to me was the equivalent of the Oval Room at the White House. He was the person I was in awe of. To be sent to his office for any disciplinary action was tantamount to committing a crime.

I remember Mr. Frolicher as an austere individual, with a twinkle in his eye!

I went to Park for 14 years and graduated in 1949.

Georgie Levi Feldman

Mr. Froelicher was the Headmaster who made the Art department an integral part of the Upper School. He enjoyed seeing the students work and made it possible for the Art department to grow. We had our exhibitions in places all people could see. He encouraged the students and encouraged their progress by his interest and encouragement. I remember the library meetings, when Gladys Miller had the senior girls serve tea and cakes. We had the meeting and talked together and had a very nice time. (I remember) how excited the Sarah A. Putnam Playshop was when Mr. Froelicher assumed the role of the Mikado. Mr. Williams directed and cast all the students.

Grace H. VanOrder
Azola to Develop Johnson Tract

by Ben Nathans

As you zip along Old Court Road coming from Falls Rd., peaceful, grassy fields greet you, right and left, and ahead in the distance is a small wooded hill, the buds on the trees beginning to bloom. You'd better take a look now, because that will change.

Azola to Develop Land

The Johnson family, who own those luscious fields and the wooded area behind Park School's meadow, has hired Joseph R. Azola and Associates, Inc. to develop the area, which amounts to about 160 acres, for a small community of townhouses, because the land was not earning any income without being used. The 160 or so townhouses will be clustered, but at a low overall density. Since the area is zoned R-1, the lowest possible density, and since the Azola development will meet the requirement of one house per acre, there was no legal dispute concerning the building of the townhouses.

"Though we want nothing there, of course, we have no choice," commented Park Headmaster Parvin Sharpless. The Johnson family owns the land, and as such, they didn't want to alter any zoning laws, Park has no say in the land's development. Dr. Sharpless added that "the plan as it stands is good. Right now it is a plan to build the townhouses in the wooded area. Park's role is to develop a community center in the south field next to Old Court Road. The townhouses, which will be built at a total cost of $800 million, will probably be visible from Park only in the winter when the trees are bare, while the proposed community center will be easily seen from Old Court Road.

Both Dr. Sharpless and Mr. Samuel Feldman, president of the Board of Trustees, think that Azola, the developer, and James R. Grieve, the architect, are being careful to conserve land and to make the townhouses as attractive and unobtrusive as possible.

Board Investigates Project

Both Azola and Grieve made presentations to the Park Board of Trustees, whose executive committee—Mr. Sam Feldman, Mr. Philip Sachs, Mr. Shale Shiller, Mr. Leonad Kaplan, and Mrs. Rena Blauenstein—has investigated the development project and its effects on Park. Although he too prefers the land to stay as it is, Mr. Feldman said that "this development will at least leave much open space... it will not significantly alter the land's characteristics." Dr. Sharpless also commented that "we (the Board) are watching very closely."

Dorothy Lamour Building on the course of Falls Rd. and Old Court Rd.

Hans Froelicher Honored

by Debbie Hirschhorn

On Sunday, May 7, at 3 p.m., the Park School Library will be dedicated in memory of Hans Froelicher Jr., Headmaster of the school from 1955-1966, who died in November 1976 at age 85.

Dedication ceremonies for the Hans Froelicher Jr. Library will take place in the library and will feature various speakers who either knew Mr. Froelicher or who currently are associated with the school. Mr. Froelicher's relatives from all over the country and from abroad, as well as Park School alumni, have been invited to attend. The program for the ceremony includes speeches by Rena Blauenstein, Chairwoman of the Dedication Committee, who will welcome the guests, Dr. F. Parvin Sharpless, Park's current headmaster, M. Shackman Katz, Dr. Moron K. Blauenstein '44, and Mr. Pete Sacho for the Board of Trustees. A plaque naming the library will be unveiled on an easel at the ceremony and later hung on the brick wall outside the library. The ceremony will be followed by a reception.

School Adds New Electives

by Sandy Silverman

Surely is school over this year before we start concerning ourselves with next year's programs. Already the program of studies containing next year's course offerings has been issued to Upper School students.

Few changes have been made on the actual schedule because this year's has worked so well, said schedule coordinator Jack Bigelow. The only change that will occur is that the one hour periods in which activities are not held on Mondays and Thursdays will be switched to first period on those days. A five or ten minute assembly per week will be held on one of these days and will be used by the faculty or students to air concerns, to discuss major issues or to hold readings of poetry or prose.

Science Restructured

There have been several changes made in the Science course offerings. There will no longer be a formal ninth grade chemistry class. Gifted ninth graders will be able to choose between Physical Science and Man Made World and some may elect to take no science at all.

A one trimester Advanced Chemistry course has been added to finish material not covered in the course, as well as a fourth trimester of Physics. The additional Physics course may be taken concurrently and covers material not discussed in the basic course.

Carly Blank prepares to be drained at the Bloodmobile.

Hans Froelicher Week

The week of May 1 through May 7 has been named Hans Froelicher Week. Park to assure that the students of the Park School learn about Hans Froelicher Jr. and have the opportunity to gain inspiration from him. Along with the printing of this issue of The Postscript, on Wednesday, May 3 and low special event, an assembly, has been planned to memorialize Mr. Froelicher. At the assembly, both faculty and students will be talking about their experience with Mr. Froelicher. They include M. Gordon "Red" Wolman, Manfred Schwertner, who was a student at Park and then Upper School Principal during Mr. Froelicher's administration, and Harrison E. Tompkins, a very popular shop teacher and athletic coach, known as "Mr. Advan" for many years at Park. In addition, Middle School Guidance and Counseling School Archivist Larry Gilbert is searching the school's archives for all photos of Froelicher's Park days and is planning to make a narrated slide presentation.

Frances Morton Froelicher, the widow of Mr. Froelicher, said in a recent interview that he "believed that the purpose of every person's education is to develop self-respect."

"Only by loving yourself, Mr. Froelicher often asserted, can you then love others. To love yourself, you must learn about yourself—your background, your surroundings, your potentials, your aspirations. As you recognize your potential, you should aim to meet it.

Mr. Froelicher, reknowned as a scholar and progressive educator, "believed in personal excellence," Mr. Froelicher recalled. "He would not tolerate sloppiness or laziness; he understood that only by challenging themselves at all times can people advance toward fulfilling their potential. Strongly opposed to the use of grades in schools, he advocated the administration of standardized tests continued on page 4
New Council Active

Jeanne Blaustein
Council President

Good job of organization, and
arbor day ought to be a terrific success.

On April 5, members of the Board of Trustees came to Park and led discussion groups with students. This is an annual event which is part of a wide effort to increase communica-
tion between various groups within the school. With the floor open to all questions, Board members discussed school finances, Board obli-
gations and a number of other subjects. Although there was some feeling that the meetings were fruitless, the general consensus was that we were making progress.

Would like to have, in addition to the spring meetings, a similar session in the fall. This would, again, help to promote a more effective working rela-
tionships between the students and the Board.

Parent Apathy

M.C.

Parent Apathy

Frequently in the past, we, and others, have criticized stu-
dent apathy. Students were unwilling to involve themselves in activities. It now appears that this nemesis has spread to Park School parents. But the issue this time is far more important to the school than raking leaves or going to a committee meeting. Success in the Campaign for a Debt Free School means the survival of the oldest and most respected school in existence at Park School. Particularly in this time of scaring costs, the school must have a strong financial base.

The goal of the campaign is $1,200,000. The Board of Trustees and a few major donors have given approximately $500,000. This figure is quite impressive, and we salute these people. Yet this still leaves over half of the goal still to be realized. Very little money has been pledged by other people.

There may be a few reasons for the lack of success in the campaign. It is much easier to get people to finance a new building than the mortgage. Perhaps because almost every five years a major campaign has been successful, people feel their con-
tributions are not necessary. Yet excuses for parent apathy are no more valid than those for lack of student activity. The school itself is now at stake. Every parent must as much as possible secure a future for Park. We can’t ex-
pect the few major givers to carry the financial burden of the school on their own. For years these families have kept the school in existence. Yet if other people aren’t willing to support the school, then why should these few continue to do so?

It is impossible to say this will be the last major capital drive at Park. But if the mortgage is paid off and a strong endowment is established, the school will have a solid financial base and perhaps our financial needs in the future will be less. The school’s physical plant is more than adequate for many years to come. Once the mortgage is removed more of our money can go towards increasing the low faculty salaries and towards expanding various programs within the school. Yet if the campaign fails, it could be the last campaign ever at Park.

Looking for community responsibility and awareness, yet how can we expect students to pursue this when parents, many of whom are Park graduates, won’t support the school? Wouldn’t it be ironic if, after dedicating this article to Hans Froelicher Jr., the person who placed so much emphasis on this concept of community involvement, the school deteriorated because of the unwillingness of the parents to support it?

Nan Paul (7th)

M.C.

Letters

Pigeons

Dear Sirs:

As everyone knows the Park School has been known in the past for its occasional classics, but in the beginning of the year some Upper School seniors found themselves feeding five hopping pigeons roost above their classroom windows. The birds were given a warm welcome and a home by one of the students. On November 18, 1977, some sticky, gunky junk called Roost-N-More was placed in the place where the pigeons made their homes. This was to kill the pigeons. But in the process not only pigeons were killed but a sparrow, a baby bird, and a few bees. Unfortunately, the next day, 14, 1978, a bat which is a mammal was found covered with Roost-
N-More. The bat was causing a fire hazard in the ground, so some child had picked it up and since it might have been a bat, and not an insect, he and his friends had gotten dangerously hurt. It just isn’t fair to kill animals of any sort in some way they were put on this earth to help.

Now the Park School’s Wild Life Sanctuary is being threat-
ed. The sanctuary is not as important as it sounds, but this sort of thing can be stopped immediately, so people can be proud of the Park School and its surroundings.

Patti Neumann (7th)

M.C.

House Calls, Hilari-
ous

by Ellen Rapoport

House Calls is a frighteningly hilarious play that stimu-
lates one’s funny bone. Walier Matthun ingeniously portrayed the farm, bedazzled-
mannered Dr. Charles Nichols, a man whose unique role of middle-aged widowhood, Nich-
ols, sporting mustache and beard, even most notable to the eyes of younger women. Following several “house calls” the Doctor consults his attractive female “patients.” Nichols meets his new doctor, Miss Helen Kinnin (Glenda James). Anna never stops debating, batting basket ball, and baking cheese cakes. She’s just what the doctor called for.

While Charlie’s love life is quite healthy, his tolerance for the patients at Kensington General Hospital is well above boiling point. Al starting out the Doctor is the well known and well respected Dr. Willoughby, who antagonizes his professional peers by his incorruptible nature. As Dr. Will-
oughby is nearing retirement it is inevitable that he will be nominated for the position.

Through a series of sequen-
tial events Nichols finds himself in a personal conflict, choosing between his moral beliefs and his professional obligations to Willoughby. Warning: The Surgeon Ge-
ral has determined that House Calls is hazardous to your health.

Language

Dear Sirs:

I strongly object to the corruption and uglification of the English language in your columns. I cannot see that the use of chairperson, horseper-
sorship and the like can do anything but harm us in our fight for equality. It just makes us seem silly.

I insist I am a human being not a personbeing. I belong to mankind not to paraskeving. When a baby is born it is a male or female not a feeperson. Ready to be consistent you should say chairperson or Chair darling.

I cannot see how any lyric poetry or song could be written using such abbreviations.

As far as Ms is concerned, it is difficult to say and stands for nothing. I suggest that if your fellow students feel strongly about having the term, why not eliminate both Miss and Mrs. and even Mr. and address anyone by their whole name in Quaker style.

Better times are Hoping!

Lucille Liberman M.D.

M.C.

Editors-in-Chief — Michael Cader, Ned Himmeltzki
Contributing Editors — Jon Holtzman, Debby Jeffrey
Sports Editors — Jon Pevner, Pam Steideman
Art Editors — Lisa Stanley, Steve Kuck, Ginger Caswell
Staff — Sharon Mazer, Debbie Hirschhorn, Steve Blank, Ellen Rapoport, Sandy Wurtzel, Charlotte Kea, Chris Ruthke, Brian Thomas, Tom Paina, Jan Weinberger, Laura Sharpman, Jan Cap-
lan, Andy Offit, Ben Nathans, Brian Miller, Dan Lowenthal, Jon Davis
Photographers: Emily Greenberg, Louis Hollander
May Day's Changing

by Jon Caplan

Park Fair and May Day have traditionally been separate festivals. However, next year Park Fair and May Day will be combined into May Fair.

This year on Tuesday May 9, Park School will hold its final May Day on the lower school playground. The theme this year is heroes, a project which they have been working on since January.

May Day will begin at 11:00 with a pageant. Each class will perform song, dance, and drama. Following the pageant will be a picnic from 12-1 o'clock. This will be a chance for parents to enjoy the beauty of the campus while having lunch with their kids. After the picnic there will be softball, fishing and hiking. May Day will be concluded by the traditional dance around the May Pole.

The combination of Park Fair and May Day will be led by Carol Klein, mother of Carl and Leslie. Her main goal is, "to raise the spirit of the school and get the entire school together."

All of the students will be involved in this project.

The plans have not been refined but there has already been a meeting to discuss May Fair. Present at the meeting were the school principal, chairperson Carol Klein, also student and teacher representatives. It has been decided that each class will be involved by having their own projects such as canoeing, hiking, and crafts. The fair will last through the weekend with projects. Plans have also been made to have a dance at the end of the fair exclusively for the Upper Schoolers.

Computer Survey Shows Younger Students More Conservative

by Ned Himmelreich

Since the beginning of the first trimester the Advanced Computer Science class has been formulating a questionnaire concerning the political views of the Upper School. Malcolm McKnight, chairman of the science department, assigned the problem to his students in order that they might find the differences of views between classes. This assignment taught the students how to use the school's computer as a tool.

The process was a group effort by the whole class. The students had to create questions and figure out how they should be answered. After the questionnaire was completed and distributed to students and faculty, the data was filed into a storage tape. Then this data was analyzed by the computer on criteria chosen by the class. The data was then printed out on graphs.

Two programs were used: one to store the data on the tape and the other to read and analyze it. In the class, each student has individual bank accounts on a high school computer program and the most efficient was used.

On the questionnaire there were eighteen questions but only fifteen were used in the analysis. The questions could be answered on a scale of 0 to 10, where the most neutral group and the most efficient was used.

Females Support Abortion

Females in every grade had stronger views for Federal Funding for Abortions than their male counterparts. Eighty percent of the twelfth grade girls were strongly for abortions and none were strongly against it. Whereas 57% of the tenth grade boys were strongly for and 36% were strongly against it.

The largest amount of student agreement was on the question concerning the Neutron Bomb. 71% of the students were strongly opposed to its production but only 48% of the faculty felt the same way.

Other results showed that most people felt the voting age should be 18. The older classes were more in favor of the decriminalization of marijuana, and they sided with the coal-miners defying the government.

Larry Tallamy

He has grown very fond of Baltimore and Park during the last year. He feels Park has been a good experience. "Park has restored my faith in education," he said. He commented that the school is run well, its philosophy is great, and the faculty is strong and extremely competent. By serving Park students handle freedoms responsibly Mr. Tallamy has learned that students can be trusted. "Park has a unique situation; the atmosphere is very relaxed between teachers and students," he said.

Mr. Tallamy completed his undergraduate work at Allegheny College in Pennsylvania. He then earned his Master of Arts in Liberal Studies degree, with a concentration on history. Before graduating from Allegheny, he became a student Counselor in a freshman dorm for two years. He taught at Cantebury School, a boarding school in Connecticut, for five years prior to his tenure at Park. "I'm a fine teacher, and his absence will be a great loss to Park School." This was one of many positive comments students made about Mr. Tallamy's year at Park School.

Mickey Abrams on drums, Craig Edwards on guitar in talent show.
Headmaster Hans Froelicher, Jr.:

Sir,

What I remember about Hans Froelicher Jr. would fill many volumes. He was a stand out in the crowd, an unforgettable man. I shall cover only a few highlights.

He had an open mind, he always listened to the man who knew something about new ideas, but he also knew that the ideas of others were not always wrong. You couldn't sell him magic. He achieved the mastership of him a world citizen. He cultivated the love of the beautiful.

With the 1924 national financial disaster the Park School was without money and almost without students. The willingness to sacrifice was at hand but it had lost its leadership. This was the hour and the man for the hour was Hans Froelicher Jr. He mobilized the slim and frightened foundations and obtained money when "none was to be had," secured students when "none were available" and launched the "golden age" for the Park School. Nor was he unimpartial of himself, of the students who followed his lead. He sought out the individual, respected, his own, and through wise counsel, personal time-consuming effort and hard work, created a tight-knit, well housed, well clothed and fed. He would accept no salary increase until the faculty had theirs.

I shall always remember the first words to the faculty: "I know something of finance and money, I am an economist. I will keep the school open and depend upon you who know how to run it." The first part turned out to be an understatement, the second not true. Through his efforts, the Park School is not only here but solid. Through his efforts Park, for the first time was accepted in the local community and contributed to the advancement of the education of youth in general. He became a nationally known and honored educator. The philosophy and methods of Park became the general practice of public instruction.

At random, some of the things he knew and practiced: "There is nothing holy about subject matter or texts--their value lies in it may do and for one. That no two people learn in exactly the same way or in the same time. One should teach people not subjects. Not like "peas in a pod." Youth must be educated day by day—not just prepared for tomorrow."

He knew that youth had value in its own right and they should be helped to develop the habit of success, that recreation can be creative. Youth developed an ambition pattern to fit his gifts. "Nothing was too hard" nothing acquired on earth can be passed on to another way of birth. He should be judged by what he is, not his origin.

Through his leadership Park was the first school to admit black students. He supplied tight-knit and self-conscious.

Hans Froelicher Jr. was a broad, compassionate gentleman. He knew, as all teachers should, he was not God.

H. E. Tompkins

Sir,

I particularly remember two examples of Hans Froelicher's pithy wisdom, both delivered to me in a situation, both coming across to me loud and clear. Several years ago, I had told him of some of the difficulties of a particularly messy human relations situation. He smiled ruefully, raised his eyebrows, shook his head and said, "Blame doesn't help!" The second example occurred only a couple of weeks before Hans' death. I had stopped in to see him and had congratulated him on his continued good work even in his last days. His reply was: "Ah well," he said. "You see, I learned..."

Caroline Naylor

The following letters were written by alumni and former faculty. We wish to Remember About Hans Froelicher." Postscript wishes to thank those people we overwhelmed response to our request for letters. Unfortunately, because the archives were unable to print all letters received, though every letter will be part of a permanent record of Hans Froelicher Jr., to be placed in the school archives. The following is a list of those whose letters we were unable to print:

Catherine Dowdy
George Levi Feldman
Helene W. Robinson
Grace Davinell Bell
Florence Mines
Zelda Puttermann
Delia Cunningham
Clara M. Smuck
Rose Louise Thanhouxe Goldfien
M. Robert Rappaport
Alice Berney Hoffberger

Sir,

In the fifth and sixth grades, when Park was all new to me, Mr. Froelicher was only a name—a sometimes seen tall man in important assemblies—not someone I knew and respected. Miss Coe, not quite as interesting as the "mighty seniors"—but he was a presence—he was there.

In our High School years, as our class sought to establish its identity in the school's framework, Mr. Froelicher was seen more often—sometimes as a perimeter for our adolescent foibles—often as a quiet, steady voice in the noisy years of that growing age that was so familiar perhaps as the Council President—or as comfortable as the year's "favorite" speech. He was a presence but he was very much a presence—he was there.

In our High School years the office was the place where a bench was side to a bit of forbidding, but an enticement to come in and talk if the need arose—as it often did. I was glad of his bidding as we stood in slight trepidation—where it was at times we felt privileged to listen, as we carefully did, taking away with us many thoughts. Then his presence was a guiding hand. He was there.

As Seniors we listened harder and longer—to more lengthy advice—more meaningful messages. There was much to hear and learn. His presence was a figure tall in stature—commanding and impressive but lovely respecting. I speak only for myself. I assure you such a part of Park School to me as the bricks and mortar. Because he was with us shorter years were richer in texture.

In my college years he was a valuable and frequent advisor—a formidable confidante. And many a time Hans Froelicher's presence was again felt for me as the parent of a Park School junior. Hans Froelicher's presence was again felt for me as the parent of a Park School student in need of a pathway to follow—a wise and upholding presence—linking the older generation to the new. He is there still.

Barbara Pollock Katz
Class of 1951

From L. to r., Hans Froelicher, Jr., Harrison Tompkins, two students, and Margaret Coe at the old Park School.

Froelicher Honored; Molded Minds, School

continued from page 1
tests, to measure each student's own progress.

Importance of Reviewing Students

He was a "pioneer in mental hygiene," according to his widow and believed that a student needs to develop as a total person, who might require counseling for personal, social, financial, philosophical, as well academic, problems. Therefore Mr. Froelicher not only initiated the use of a consulting psychiatrist at Park, but he felt that it was very important to involve both the parents and teachers in each child's educational process. During each school year he wrote a comprehensive report on every senior, reviewing the student's progress and potential. Parents and teachers genuinely interested in the student's progress and every student, Mr. Froelicher copy of his report to every college to which the student had applied. Moreover, he initiated the ongoing practice of Park of holding entrance conferences, at which the teachers appeared with every student.

A lover of the diversity of mankind, he dealt with each person he encountered in an individual, with unique talents. "His aim," said Mrs. Froelicher, "was to encourage each individual to develop these talents in their own special matter if they were scholastic, musical, artistic, dramatic, athletic, or some other." Mr. Schweitzer quoted him as saying to the faculty, "Don't ever expect to find the same person in the spring as you saw in the fall."

Diversity in Curriculum

As an indication of this belief, Mr. Froelicher began what Park students now take for granted—the integration of "extracurricular" activities such as music, shop, and art, into the regular school day curriculum, along with academic courses, such as history, English and mathematics. After all, all activities in life are so intricately intertwined that it is superficial to separate them and teach one without some reference to the others. Mr. Froelicher felt strongly that a person can be holistically only after exploring many people, places, ideas, and things, and learning from them.

According to Mr. Schweitzer, he felt the role of the advisor should be new to all students what to do, but to be something on whom a student could try his ideas. He felt that "people should learn by their mistakes," and that the purpose of the guidance program should be to "help these mistakes from becoming too serious."

A Community Leader

Hans Froelicher Jr. was a vital community leader not only in education but in urban renewal, housing, the beautification of neighborhoods, cultural activities, the promotion of bonds between Christians and Jews, and on and on. He believed that, as Mrs. Froelicher remembers, "to discover themselves, all people must develop relationships with their community." As you see yourself in relation to others in your environment, Mr. Froelicher maintained, you will know yourself better and feel more self-confident in further human relationships.

Mr. Froelicher encouraged Park students to become active in the Baltimore community, in which the students were exposed to various ethnic, racial, and social class groups. Treasure, respected among his fellow educators for his wisdom, determination, friendliness, and wit, Mr. Froelicher felt that, according to Mrs. Froelicher, "no independent school has the right to exist unless it helps public education." Additionally, he believed that all human beings have the responsibility to care for others.

Hans Froelicher Jr., whose father was a founder of the Park School, the Baltimore Museum of Art, and the Walters Art Gallery, was also indeed a successful and dedicated art critic. Mrs. Froelicher said that, when only in the first grade, Mr. Froelicher's vocabulary was as large as a well-educated senior high school student's.

Mr. Froelicher collected hum-
Sir,

My mind is flooded with memories of Park School and Hans Froelicher. I would like to recall one specific occasion when Hans taught me a valuable lesson.

The cleaning service of the school was poor, and every morning my first-grade room was dirty. One morning it was worse than usual. I had just found Mr. Froelicher and complained bitterly.

Mr. Froelicher was gracious as always. He listened until I had finished my denunciation. Then he said, "I believe that every time you think that the cleaning people are doing their best, he can. We'll have to find out more about our cleaning people. Do they have too much to do? Are they able to do the work required of them? I'll find out, and until I do, let's try to think they are doing their best.

I never forgot that conversation. The attitude Mr. Froelicher expressed was worthy of consideration. It was time for me to think about this today. Thus Hans Froelicher made a lasting contribution to my thinking and living.

Elsie I. Trumbolt First grade teacher 1946-1969

Sir,

Hans and I hit it off right from the start. He was not entirely a stranger as I knew his father from Gracie School.

Hans started the custom of "kissing the doctor" each morning. He greeted it as one of the duties of the Headmaster. Soon after he came to Park he asked me to be the pediatrician for his children. So I got to know him well as both father and "Bose." He excelled in both.

The fact that three of his children became teachers proves he succeeded as a father, I know he was a great boss because I thought everything I did was right.

Hans liked people. He understood them and wanted to help wherever he was needed. He was just and kind. Faculty and pupils went to him with their problems. The whole atmosphere of the school, due to him and Margaret, was one of happiness and cooperation.

Hans had a delightful sense of humor. He was a man of many talents. He was interested in community affairs, wrote poetry, did beautiful photography. Above all he had a great love of life, in spite of sorrows, illness and pain he never gave up.

We all loved him and it was the high spot of every occasion at Park School when Hans appeared.

Lucille Liberles M.D.

Dear Sir,

Being called to the headmaster's office is one of those things that might have been cause for trepidation, but visits to Mr. Froelicher's office were invariably delightful occasions. He would be surrounded by all of his personal pictures and momento which I loved. His office space was always leisurely, his eyes twinkled and no subject was ruled off limits, in fact he positively drew a person out.

Sir,

The story of Hans Froelicher Jr. is more the material for an Odyssey. He was my editor. But "letters to editors" were a game preserve upon which Hans Jr. held challenged ultimate dominion; and in my memory not only of Hans but of all of the editors with whom he so long did special service as the editor, to whom Hans so graciously "educated", I will refresh some general memories of a remarkable man. You have called upon the right man, Hans says, because for many years I was an enthusiastic "Hans' boy." (It was a very large club—those Hans watchers—an enthusiastic and varied group, embracing people of all sizes, shapes, ages, professions, biases, bank accounts and dispositions.) We watched closely because it was a marvellous and hilarious mine to forward self-improvement.

As everyone knows, Hans did not judge. He did, of course, judge issues, traditions and positions—polities and things, but not people. He liked to understand others and in this he was a man who was uniformly well.

Hans always gave the definite impression that he was interested in the people with whom he spoke more than anyone else in the world, and he was. This predilection which toward "you" was obvious whether "you" were sixty or sixteen, chairman of the board, or a recalcitrant student. He seemed interested in himself and his own interests only casually and incidentally—way off somewhere down the line.

Hans had an inspired ability to glide quietly and innocuously inside your heart to share with you a common sense for a while. But it became now with his attendance, a kindly optimist's consciousness that suddenly was skewed toward your potential and accomplishment toward Calvinistic freedhings of your iniquities or failures. Yet his gentleness was warming and comforting. Hans challenged you to challenge yourself—challenged you in no wishy-washy, tail-gate way but up to the very limits of your potential.

Hans was a warm and gentle person with a perpetual twinkle in his eye as though both you were sharing in some delightful joke. His understanding of the rightness or wrongness of things, however, was robust, and well articulated; he was not the kind of court faw or mold his rhetoric to the predilection of his audience. He was, in all, one giant of a man. It seemed that no aspect of life escaped his close attention or enthusiastic concern. I doubt if I will ever see his like again.

Charles R. Callanan

Inevitably when we got to his area of "concern," he might caution, but more likely he would be charitable or encourage. Listening was his art. His matter of fact expressions of confidence in people was an education in itself. I notice that whenever at least two people get together there are always Mr. Froelicher's stories of his changed, fun, funny and had absolute integrity. Knowing him was wonderful.

Ellen Halle

Sir,

The first emotion we experienced when we became acquainted with Hans Froelicher Jr. was one of overwhelming awe. It was only later that his warm and kindly manner began to show as the (perhaps intentionally) stately exterior slowly wore off through long association. An example of the awe in which he was held in those days is a legend, a myth, a rumor, which once circulated about a yard long and summoned portentously to the headmaster's office and allowed to sit in that utter silence void across from the headmaster's desk through the smoking of an occasional cigarette. Prominently displayed on the desk was (supposedly) the metal statuette of a rearing horse and rider. At the conclusion of the wordless interview, a smoke-ring from the headmaster's lips slowly settled around the horse's head.

The chastened pupil then departed into the draft corridor from which he had come, never to err again.

I went to Park in 1940, a junior fresh from downtown New York. I was made to feel welcome, introduced to a world of variety, given substantial roles in the drama's productions, and generally aided in the adjustment to a new environment. All this was orchestrated from the headmaster's office by a dedicated staff and friendly students.

Marty Fissman and I found what became is time The Postscript. The first year it was called The Record, and Hans Froelicher designed as a school newspaper to supplement the literary magazine. P.S. At that time he was hawked in hall and classroom in 5 cents a copy, and more than once Mr. Froelicher rescued us from bankruptcy by purchasing our remains for distribution to the alumni and friends of the school.

Hans Froelicher always backed us up, even when we had brushes with faculty members. He believed that the school was there to serve the full development of the total child, and he was perfectly willing to tread on the toes of adults when necessary in order to accomplish this goal. Hans Froelicher has been a writer, philosopher, public speaker, actor, administrator, and educator. Above and beyond all these he was first and foremost a friend and advocate of young people.

The Library which is to bear his name continues to serve the youth he loved so long and so well.

David Park Williams, Class of 1944

Sir,

This three years out of college, I came to work for Hans Froelicher as his assistant. In my third year of Headmastership at Park School.

The Bonish, as he is liked to be called, was a courtly gentleman who scolded me for not waiting for his cars. I considered him a man of many parts and languages. He once taught me. He wrote his own Christmas cards. He was a expert at pun. After contriving one, he would deftly insert it into the conversation. There was a great twinkle and great satisfaction.

His big old house at 1582 Bolton Street was always open, especially to the young faculty members whom he delighted in beating in round-robin ping-pong. The Poetry Club, which grew out of this open house, used to meet Fridays after school, (we all had more time then), when he read us poetry and initiated us to hot buttered rum. At faculty parties he introduced us to The Game where your team had to guess the song, book, movie, whatever, from your drawing attempts—and no talking! Then there was our Sunday Evening meetings with parents and teachers—great speakers. The parents—excellent cooks—supplied refreshments for many of our speakers and Mr. F. enjoyed good food. He used to come to the Lower School lunch periods and whole lot of him, and pretend to steal chocolate cake for the gigger Primary youngsters.

Snow days at the school (1959-1960) often meant sledding down the lawn at recess and after school. I can see him now, sitting in a borrowed sled, his knees doubled under his chin and his muffler streaming, showing off his prowess in steering and, like as not, competitive in the process.

And then there was The Mikado, Justin Williams, the music teacher, Gilbert and Sullivan buff, as was Mr. F. and many of the faculty. So we joined with the students in the production. The title role, of course was played by the headmaster in all his regal splendor.

So I had better leave it there or lose my readers. This civic-minded schoolman (he was the founder and first president of the Citizens' Planning and Housing Association, among other things) was a gay old bird! (I too am a product of the old school.)

Dorothy Ogle Graham

Hans Froelicher, Jr. in the Mikado.

Sir,

Mr. Froelicher was a friend to the Park School students, mini-

mizing the distance between head- mization and his position of ad- ministration and pupil, yet at times, undaunted by this re- gularity, he seemed to be 90's. Bod- ing is particularly delicate to the two names that were involved to me as Park School—Margaret Cee and Hans Froelicher— are now associated with the institution that was central to me— the library.

The word I first think of in connection with Mr. Froelicher (I must say that the heading of this note is the first time I can recall ever not having prefaced his name with a "Mr.") is "concern"—for students, ide- as, and for the school. I was very active a part in.

My closest contact with Mr. Froelicher occurred after gradu- ation. In matters relating to the war, Mr. Froelicher expressed concern for individual and for all individuals appeared regu- larly. In the spirit of the man in his entire life he exemplified this in the world that those of us who learned from and with him can only hope to know.

John Sondheim Class of 1947

More Froelicher letters on pages 6 & 7.

THE POSTSCRIPT PAGE 5
Sledding and Studies with Froelicher

by Steve Blank

The talent show on Wednesday, April 12 was the most entertaining event thus far this year. All during the show, some people were actually in tears, a rarity for any Park School assembly. Performers ranged from incredibly creative and tremendously talented to some who were lent to the participants by others. Particularly impressive were Penny Johnson as a wild young black girl and her portrayal of a woman who pays a price by getting sealed in her own tomb until her death.

The Ridiculous and the Violent

The most ridiculous act, called Peanut Butter and Jelly, featured Kathy Katz, Beth Schaefer, Jan Weinberg, and Robin Koplin. Mickey Abrams received the first annual Pungo award for the most hilarious drum playing I have ever witnessed.

The award for the cutest act goes hands down to The Crayons. Their fine job in mouthing the words to an Alvin and the Chipmunks song. The act was used for primarily for the selection of the right people, Cindy Rubin, Louise Jaffe, Laura Cohen, and Judy Gordon, and the solidarity of the idea.

The award for the most outrageous act flat out goes to Jeff Shelton and Jill Kaplan. It was difficult to distinguish Jeff from Jon for their Freeman's Paper on "What's Happening" and Remzi from one of the soul dancers on Soul Train. They will receive one case of Afro-Sheen and Vigorol Eight Hair conditioner, as well as an eight foot pick for Jeff's bush.

The most popular acts of the show were done very well, considering the lack of time for practice. Jeff and Lydia Hedged and Cathy Green did a fine job, as did Roy Scott who was accompanied by Judy on the piano. Park's answer to the king of the world is great, but it was nicely done by Danielle Samuels, Alexis Dodson, and Carole Hallman. It was a backdrop of a Diane Ross Recital. The dance performed by Nancy Langen was only surpased by Penny Johnson as the best performance. I was amused by the nimbleness of Nancy as she showed many difficult creative steps and jumps. It was evident through her performance that she had spent much time and dedication. Dan Lowenthal played the night club audition who so frequently accompanies the arrangement of T.Y., The Gong Show. His act was done with the help of Kenny Dalblish to get the show off on a good note.

The assembled was the hand. I did not enjoy this act as much as I did last year, but still this year for ten reasons for this was the tremendous volume of the audience. We owed much to the lead singer Craig Edwards.

However, once again I feel that the act that stands out of all the others mentioned in this article, still the most done with, was the one which they had to prepare. The band's members were Ben Nathanson and Jon Holzman on the keyboard, Mickey Abrams on the drums, and Craig Edwards on the electric guitar.
Softball Comes to Park
by Steve Blank

In the past, there have been no sports besides baseball and lacrosse in the Spring for Park School to compete. Now, thanks to the concentrated efforts of a large group of softball enthusiasts, there is a be a softball team for at least the 78 season and if interest prevails, funding can make it a year-round sport. Without the assistance of Coach Alfie Siemon and the indispensable king of year-round sports scheduling for the Park School, there would not be the formation of the team not would have been possible.

So far this season, the team has had four practices and the turnout has been strong. All Upper School grades are represented on the team, but the greatest wealth of interest seems to be coming from the freshman class. The Sophomores, Juniors, and Seniors have two or two-three representatives per class. From the attendance at practices thus far, it is difficult to tell whether or not cuts will have to be made. Also not final is when, where, and how many of Coach Siemon's games will be played. This is due to scheduling conflicts, scheduling that Coach Siemon has encountered because of his outside commitments. However, it is likely these difficulties will work themselves out in time for Park's softball team to enjoy an interesting introductory season.

Girls' Tennis
continued from page 8

Sponsorship has seemingly crumpled to the ground spirit. The team's members were equally impressed with their new coach. "Her enthusiasm and devotion to make the most of this season is inspirational to everyone on the team," commented team member Becky Katz.

And so with a new coach and fresh enthusiasm, the team has been reborn and plans to finish with an outstanding season.

Froelicher, a Pioneer
by Pam Seidman

It is rare to find such skill, skill, and dedication to the level of the J.V. level, but the girl's J.V. Lacrosse team has all three. And, amid the unforseeable odds, they are only one goal away from being undefeated.

The Bruns began the season with a smashing 10-2 victory over St. Timothy's. The passing was "textbook perfect," according to Coach Barbara Purley. Dale Pakula turned out to be a key contributor in the game. It was the first year that she had played attack, yet also scored two goals. Barbar Collin, who had never played before, also put in creditable performance.

Roland Park, a tough opponent, was the next team we met. It was a fairly sloppy game on everyone's part, and there were numerous, fumbled balls. But our midfield with Liz Glass, Eve Holman, Natalie Stern, Laurie Kaplan, Rachael Glick, and Sharon Achtstein handled the ball well and contributed to our attack with well placed passes. During the first half the Bruins' offense controlled the pace, scoring three goals, while the defense allowed only two shots to be taken and none to be scored. In the second half R.C.U.S. picked up momentum and was able to score two goals. But with a score of 3-2, it was the first time in many years that we had beaten Roland Park in Lacrosse.

Three days later we faced McDonogh, who played an uncontrolled and excessively rough game. But we did not do much better; our passing and catching were not anywhere near the caliber that they had been the week before. Once again we started out strongly, and at the half the score was 3-0. The Bruns were held together mainly by the efforts of Emilly Goldstein and Lorraine Acker, who with their sure catches and dodges managed to keep the ball out of the midfield. Although the game was a close one the record showed that we had been defeated at 1-3. 4.

St. Paul's, a good team with an even better reputation, was next. Our line defense, consisting of Marie Halpert, Becky Fader, Sally Bier, Pam Seidman, Laurie Gold and Margo Bayler proved to be quite proficient even against such a large pool of players. A cluster of five or six players around the crease. This combined with the often miraculous saves by our goalie, Randi Lithson, and excellent control by our attack, left the halftime score tied at 2-2. The second half proved to be our downfall. St. Paul's almost immediately scored two goals. They simply controlled the ball for too much time. We were able to score a goal with three minutes left, but this was not enough, and the team suffered its first defeat by a score of 3-1.

The beginning of the game went rather poorly. Maryvale immediately scored one goal, and followed with three more. While we were able to answer with one. It was difficult to play in such a confined space, and when Laurie Fadel was injured, Emily Goldstein came in and adjusted nicely to the situation. At the half the goals was down by three, and very depressed.

In the second half, a change of defensive tactics, the attack improved ability to deal with the limited space, and a great desire to come back into the game. Our defense held them scoreless, while the attack scored the three necessary goals to tie the game.

No, the team is not undefeated, but with a record of 3-1-3 they remain undefeated in spirit. They have proven that they can stay on top, or come from behind to rally.
Girls’ Varsity Lacrosse Strong
by Laura Sharpless

A few days ago, after we beat McDowell, I told a friend that he had to admit he was impressed by the team. He then went on to say that none of the boys knew how good the girls’ teams are. So I asked if he decided to do something about it. Hence, this article is a statement of excellence. The girls’ Varsity Lacrosse team looks well on its way to a winning season and good as the holiday.

We opened with a fairly easy win over Timnop’s, 7-3. We won, but they should not have scored as many as they did. Next we beat Bryn Mawr, 5-3. This game started off slowly, but the second half was fast and furious. We had the numbers and the game was as part well. The attack was making good cuts to the goal and the defense displayed excellent body checking. The mid field connection was slightly weak; some of the Bryn Mawrians could run faster than we. We weren’t able to see the short passes. I think that Country School Field 5-3, Roland Park had the home field advantage which in this case made a big difference.

But Park came back with a victory over McDonough, 7-2. This game was one of particularly intense team opposition. There were some overall rough checks and some windknots and at halftime the referees spoke to us about our sportsmanlike conduct (or lack thereof). I don’t know why there was this type of feeling. In the past seasons I’ve never been aware of it with McDonough. Maybe it was just a bad day. I certainly could care less that my opponent turned around and walked away when I offered to shake hands and said “nice game.” After all, the biggest insult to them was the final score.

We beat Maryvale next 8-4. The next game we played was atrocious. Need I say any more? St. Paul’s beat us 13-8. I thought that they were just better than we were. We ran hard and double teamed. But other teammates and spectators think that they weren’t really very good, we were just really bad. Admittedly we dropped the passes and we didn’t shoot very well, when we had a shot. Connection was feasible, the attack was not effective, and the defense was good until it was about 6-2. At this point disaster went out of hand. I have to say that spirits failed. Park gave up. The three goals we did make are worth mentioning because they were all goals against. Nancy Cohen had the first, Marlene Rinder the second, and Elene Garten the third.

The attack has been working on their percentage shots, and on pulling out more. There is a tendency to crowd in from the goal, and to go right for it without passing. The midfielders are working on good passing, looking for the cutters, and making wise short cuts upfield. The defense does a good job of body checking but sometimes the stick checking isn’t quite there. Freshman Lynn Rappaport is doing a tremendous job mind the net. We all are in good condition and practice hard. If you need a good game, then come out and watch us. You’ll see that this statement of excellence rings true.

Girls’ Tennis Successful
by Jan Weinberg

The girls’ varsity tennis team has repeatedly been one of the most underrated teams in the school, despite their continual winning seasons. Once again the girls have started this season with a successful record of 3 wins and 1 loss.

The team’s only loss was their first match at Notre Dame Prep, a school that has become especially strong this year. But the girls came back to easily win the next 3 matches against Bryn Mawr, Roland Park, and Oldfields with scores of 3-2, 4-1, and 4-1 respectively.

A major asset to the team is the fact that we are made up of veterans. Seniors Ellen Plant, Debbie Hirschkorn, and Janet Cohen, and Juniors Becky Katz, Jill Rappaport, Amy Fox, Robin Kopishek, Betsy Silsky, and Jan Weinstock are all returning players with knowledge and ability gained from previous years.

Yet in spite of the great pressure of this season, the team has had more than its share of problems. The girls’ coach for the first half of the season was Mrs. Barbara Rinder, who resigned after the team’s second match. “I was really sorry Mrs. Rinder didn’t work out,” said Capt. Coach Wallace said that we couldn’t continue the team unless another “pass” someone else to take her place,” said Ellen Plant.

Finally a Park School mother and excellent tennis player, Ann Ries, came to the rescue and volunteered to coach the team. “I love working with these kids. They’re all fine players, and I was especially impressed with their good .”

Chess Column
Chess problem: Black to move and mate in two moves. Variation: Black to move and mate in three moves.