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Dear Hans,

The 50th looks larger and larger! How about spending the day with me on the 12th of October? We can seek inspiration at a Young Musicians Series concert in the morning and then retire to my chambers for some honest good wine work on our contribution to the Golden Book series. That too should be a concert.

Best,

R.S.V.P. (ans) Bob
Mrs. Thomson will be hostess at luncheon.
 Also a mid-afternoon break for cocktails.
THE PARK SCHOOL

OLD COURT RD. BROOKLANDVILLE, MARYLAND VALLEY 5-2351

ROBERT A. THOMASON, Headmaster

THIS LETTER CONCERNS

THE SAFETY OF YOUR CHILD

IT IS YOUR DUTY

TO READ IT

To All Park School Parents:

The death this past week of one of our Lower School students has saddened and stunned us all. How clear it is at this moment that irreparable personal loss is never far from any of us. The circumstances of the accident which took this lovely little girl's life emphasize the ubiquity of the danger that confronts us. At the very time that we were giving markedly increased attention to the driving practices on our campus and to our transportation program, this tragedy occurred off Park School's grounds after the child had alighted from a public, not a Park School, bus.

Both as the headmaster and as a fellow parent, I now appeal to you again to join with me in waging an all-out and never-ending campaign to achieve this goal: to save our children's lives. Those who attended our general meeting on September 18 know that at that time I reported the death in an automobile accident of a recent graduate. I announced then that the School was increasing its efforts to establish good automobile attitudes and practices among students and parents. I believe that we have already made some progress with the students, although much remains to be done. I am not so sure that we have made much progress with some of you. In spite of my urgent request on the 16th that the speed limit on campus - 15 m. p. h. - be scrupulously observed, flagrant violations of it continue. In the last week of this month, with the aid of the Upper School's Safety Committee, I shall send you a detailed report on our study of campus driving since the beginning of the school year. You will see for yourself then just how widely the speed limit and other traffic rules are disregarded. Let me remind you that young people pay more attention to our actions as drivers and pedestrians than they do to our words.

Barring irresponsible parent drivers from the campus, suspending student driving privileges, enforcing stringent rules - these and similar steps can and, when appropriate, will be taken. They can reduce to a minimum the dangers to a child on the school grounds and on the school buses. For his protection off of school property, however, we must make sure that he carries sensible attitudes with him wherever he goes - in his own or someone else's automobile, in the public means of transportation, on the roads and the highways.
October 13, 1961

I am asking the President of the Parents' Association to appoint a committee to work with me throughout the year in the development of a jointly sponsored safety program. For school and home must cooperate in this endeavor. Together we can review the techniques of traffic safety instruction currently employed by the school: talks by our driving instructor and by members of the local and state police; discussions, films, and posters. We can determine what, if any, more effective means might be used. We can guide our parents in methods of reinforcing the school’s instruction through instruction at home. But the faculty and parent committee alone cannot do the job.

YOUR HELP IS ESSENTIAL

Sincerely,

Robert A. Thomason
Headmaster
Dear Parents:

Many seventh graders need a great deal of adult supervision in carrying out their homework assignments. The child who does not hand in his work, or who hands it in late, or incomplete, or carelessly done needs to be guided into more constructive patterns of study in order that he may eventually reach the goal of assuming complete responsibility for his studies.

To postpone action in such a case is to run the risk that the child will fall so far behind that even to catch up, much less to keep up, will seem to him a hopeless task. We therefore have adopted the following procedures which we hope will help to provide the necessary supervision for those children who require it.

1. Each child will be given an assignment sheet every Monday on which to record his assignments for that week. We recommend that seventh graders spend about two hours daily on home assignments.

2. Each Friday the subject teacher or adviser will give to any child who owes work on a specific assignment for the week-end. Should additional supervision be required, the adviser will telephone you and request your cooperation in helping your child carry out his homework obligations.

3. If a child is consistently unprepared for his classwork, it may be advisable to have him remain after school for an hour’s supervised study; or even, under certain circumstances, to send him home for a day. This is not a punitive measure, but rather a means of helping the child understand that coming to school unprepared reduces his effectiveness in the classroom, and at the same time giving him the opportunity to catch up with his work.

4. Every child will have at least three periods of supervised study each week. These will be held in the homeroom and will be devoted to helping the children use their study time wisely and providing special help where it is needed.

5. We are placing strong emphasis on building good study habits and skills. Each teacher will stress the study techniques relevant to his subject. In addition, we are devoting part of the English program to a discussion of study habits and to the practice of such generally useful skills as reading for specific purposes, outlining, summarizing, notetaking, and using the library.

For most children the seventh grade is a year of transition in which they must face and solve new problems and at the same time meet increased academic demands. If your child has a problem connected with his schoolwork, please feel free to discuss it with his teacher or adviser. We ask your cooperation in helping to make this transitional period one of rewarding growth for your children.

Sincerely,

Ellin Deese

Midge Kaufman

(Advisers to Upper I)
THE PARK SCHOOL

OLD COURT RD. BROOKLANDVILLE, MARYLAND VALLEY 5-2351

September 12, 1961

ROBERT A. THOMASON, Headmaster
Dear Parent,

Since your child is either beginning or continuing the study of French this year, we would like to let you know just what the aims of the course are, and enlist your understanding of and aid in achieving these aims.

The first important goal is to bring about a realization that a foreign language is simply another people's means of communication, and to accustom students to the nature and discipline of language study. Thus we must establish familiarity with basic French speech patterns, sounds, and spelling. With these foundations firmly established we begin the reading and writing of French.

We start out by becoming familiar with speech patterns and sounds; we learn to express ideas orally and to understand ideas expressed orally, without the impediment of equating an expression to literal English. When familiarity with basic patterns has been established, we turn to the written word—thus avoiding to a great extent the pronouncing in English and literal translation of a given group of consonants and vowels.

As a small child learns to speak by daily repetition of expressions he hears and understands, and gradually broadens the area in which he can express himself, so we learn to express ourselves in French.

Thus it is of vital importance that each student make daily use of the record that he has brought home. Saturdays, Sundays and holidays are not excluded; and if, as so often happens, there is a family affair that does not allow time for academic work, a mere five or ten minutes of concentration with the record before going to bed that evening is far more valuable than waiting until the next day and putting in double the length of time assigned.

Concerning the length of time one should work with the record, it has been set in the past as one half hour, more or less, per day. Because the period of time that one can concentrate on such a thing differs in each student, it is suggested that breaking this down to ten or fifteen minute periods taken two or three times a day can be more beneficial to many, and would perhaps be a wise course to follow.

The student should listen to a new conversation for the first time after going over the preceding two or three conversations two or three times, repeating aloud after each phrase. He should go over the new conversation a number of times trying to mimic as exactly as he can the sounds he hears. Then he should finish by again going over the preceding conversation plus the new one. Eventually the student should have memorized the entire conversation for presentation and acting out in class.

The more often a student expresses an idea in French the more easily he will be able to do so, and the more easily he will understand when he hears an idea expressed in that language.
After the fourth lesson the textbook will be handed out and assignments and
demands will be more varied. There will be exercises on the ability to spell,
write dictation, and pose and answer questions in class. However, the record
remains the basic and most important learning instrument during this year, for
if the student can understand and express ideas orally, he will find it much
easier to work with the written language.

We have tried to explain as clearly as possible our aims and procedures.
We are sure that there will still be unanswered questions in your minds, espe-
cially when we distribute the textbooks to the students and add to the activities
in French. Therefore we invite you to share with us question and suggestions
you may have, for your and our enlightenment and for the enrichment of the course.

Looking forward to your participation and communication, and a good year in
French for all of us,

Sincerely,

Galina Stern
Gerard Anzel
Henfred Schweitzer
SEVENTH AND EIGHTH GRADE STUDY HABITS

"We are all creatures of habit. Once we get the habit of doing things a certain way, it is difficult for us to change. We all know how hard it is to break bad habits. Since habits become so deeply rooted, we should be more careful about forming them. But it is well to remember that 'good habits' are as hard to break as bad."

Carl Holmes

The following suggestions are made so that you, as seventh and eighth graders, may recognize and form good study habits, accomplish more in less time, and be better prepared as students this year and in the years to come.

The successful student's first care is the efficient completion of all educational tasks. Efficiency means doing things on time, thoroughly, and in the best possible way. To maintain such efficiency, you should check upon your habits of study, plan ahead, and follow the suggestions that are made here. Systematic methods of learning may require more effort and patience in the beginning; but soon they become habitual and effective.

The course of study you are following at the Park School is, in effect, the most important part of your life at this time. You are laying the groundwork for your future and preparing yourself for the more rigorous demands of your later educational life. The habits you develop now may well be with you the rest of your life.

Do not be satisfied with partial success, or with results that really do not meet your standards. Be optimistic. Refuse to permit yourself to drift into undesirable moods of fear or pessimism. Do not worry about examinations. Education is not the pocketing of so many units of subject matter; it is growth in expression, understanding, wisdom, and character. Do your best. Accept difficulties as challenge. Learn from the mistakes you make, especially the mistakes you try to avoid and seemingly cannot.

One of the greatest challenges all of us face in our lifetime is the profitable use of our free time. Your school day, from 8:45 A.M. to 3:35 P.M., is
scheduled for you, but the use of the rest of your time each week is, to a considerable degree, in your own hands. Learn now to budget that time so as to include enough time for rest and meals, for hobbies and social activities, and for exploratory reading and constructive experiences. Keeping a close watch on your effective use of time is a step in the direction of efficiency.

Homework will absorb much of your free time. You are expected to spend at least forty-five minutes preparing for each class. You should form a pattern of regularity so that you study each day in the same place with all the necessary materials at hand and without the distraction of a radio or television set.

Do your written work at a table or a desk, not in your lap. It is preferable that you use a hard back chair for studying. Soft, too-comfortable chairs are conducive to sleep, and the slowing up of your mental processes. Do not study in bed. Reading for pleasure may certainly be done in bed before "lights out", but you are not at your efficient best when studying science or social studies in a reclining, or semi-reclining position.

Avoid the distractions of the rest of your household even if it means closing your door to shut out noise.

When using reference materials in connection with some assignment, don't be distracted by the fascination of some irrelevant material you come across. If it really looks interesting, put a marker in the book and come back to it later. It is a good idea to do your hardest subject while you are fresh, to take a few minutes between each subject for something to eat (watch those calories!) or a walk or a stretch, so that you will be fresher for the new assignment. Don't stay away too long, however. Resist the temptation of distractions at this time.

In order to be efficient, it is important to make careful notes in class
each day so that you will be worth of outside assignments. Keep a special
notebook for this purpose.

Classes begin each morning at 9 o'clock, but students assemble in their
home rooms at 8:55 for roll call and announcements. At the beginning of each
class, be in your seat and ready to go to work. All materials such as pencils,
paper, files and texts should be ready. If the teacher is detained, one of
your officers will begin the class and continue until the teacher arrives. Be
ready to "take charge" of yourself this way. This is a sure-fire way to gain
in self-respect and to win the esteem and respect of your teachers. There is
time between classes for a drink or for a stretch, but you should be ready to
work when the bell rings. Seventh and eighth graders will be dismissed from
home rooms by the home room teachers at 3:33 each day. Promptness at the 3:30
roll call means a prompt dismissal for the whole class.

Through the week, you will have several study halls in which you are to
practice individual study skills. Assignments may be started during this time
so that questions which arise may be answered by your teachers before you leave
school. You may use the library during this time for reference work but not for
doing home assignments. You may use the library during study hall time for
collateral reading or for recreational reading. When you want to study from
textbooks, use the study hall. If the library privilege is abused, it is with-
drawn. After the bell rings, no talking is permitted in the study hall until
the study hall is dismissed. You will not have many study halls, so make good
use of them.

All assignments should be neatly prepared. In order that papers may be more
easily corrected, please see that the first page of your paper has your name,
class and date in the upper right hand corner; that it has the title of its con-
tents on the first line; and that references are indicated in a footnote at the
bottom of the page. Different teachers may wish to add to this style for their particular subjects.

You are reminded of the importance of courtesy to your teachers, your classmates and your friends. Adopt a "business-like" attitude at all times. Loud noise, running, and disorder destroy the conditions in which you learn most easily; therefore, walk, speak quietly, keep your things and those of your classmates in order and your school experience will be successful and pleasant.
August 8, 1961

Mrs. N. E. Vogel
5503 Bosworth Avenue
Baltimore 7
Maryland

Dear Vera,

I have seen a copy of a letter which Mr. Thomason wrote Mr. Froelicher while I was on vacation with reference to a memorial fund for Ned. I know that you will be pleased to know that the following contributions have already been received, although no announcement has been made of the plan as yet:

Mrs. George Clarke
Mrs. Abel Wolman
Dr. Lucille Liberles

A note of thanks from the school is going to these folks. In the case of the Clarkes I will thank both Mr. and Mrs. and, of course, both Dr. and Mrs. Wolman.

Be seeing you,

Sincerely,

J. Margaret Sendelbach

CC H.F. Jr.
Fairfield, Pa.
August 22, 1961

Dear Primary I Parents,

This letter concerns our first-grade program for the forthcoming 1961-62 school year. Since this is a major departure from the program of previous years, please note carefully the details that follow.

In 1961-62 first-graders will begin the school year on September 13th on a half-day basis. They will be dismissed at 11:45. This schedule will continue throughout the month of September until Friday, September 29th. On Monday, October 2nd, the full-day program will begin and continue for the entire year. Dismissal time from this date forward will be at 3:30.

We have decided upon this change after much consideration of the needs of our first-graders, most of whom will be having their first full-day school experience. Adjustments to the all-day program with its more formalized structure and its greater demands requires time and gradual acceptance. The fatigue factor, and resultant efficiency, plays no small role in this kind of adjustment.

Your first-grader will have a full, intensive morning for the first two and one-half weeks of school. As he grows into a better understanding of first-grade routines and develops a fuller familiarity with expectations at this level, then, we feel, he will be more ready to function efficiently on an all-day basis.

Mrs. Trumbo, Mrs. Schewel and I are looking forward to a fruitful year for your child.

Sincerely,

Herbert C. Morss
Principal of the Lower School

P. S. A later mailing will discuss food and equipment arrangements
Bulletin For 1961-62

The Park School
BROOKLANDVILLE, MD.

CALENDAR

1961

September 12 Tues. Visiting Day for new Lower School students: 10:15 a.m.-12 noon.
13 Wed. Lower School opens: 9 a.m.
Upper School opens: 8:40 a.m.
November 23 Thurs.
24 Fri. Thanksgiving Holiday
27 Mon. School re-opens.
December 9 Sat.
15 Fri. PARKFAIR
Winter Vacation begins: 12 noon

1962

January 2 Tues. School re-opens.
February 21 Wed. Book Day
March 19 Mon.
23 Fri. Spring Vacation
26 Mon. School re-opens.
May 8 Tues. May Day
June 1 Fri. Closing assemblies for Lower School: 10:30 a.m. Upper School work ends.
4 Mon.
5 Tues.
7 Thur. Junior-Senior Seminars
Class Day: 10:30 a.m. Graduation: 7 p.m.

1962-63

June 20 Wed. through Summer Session
August 10 Fri.

September 11 Mon. Faculty year begins: 9 a.m.
Lower School: New Students only.
13 Wed. All classes begin.
# SCHEDULE OF CHARGES

**Tuition**  
*Per Annum*

## LOWER SCHOOL

<table>
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<tr>
<th>Grade</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Kindergarten I-II</td>
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<tr>
<td>Primary I</td>
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<tr>
<td>Primary II-III</td>
<td>785.00</td>
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<tr>
<td>Intermediate I</td>
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<tr>
<td>Intermediate II</td>
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<td>Intermediate III</td>
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## UPPER SCHOOL

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</thead>
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</tr>
<tr>
<td>Upper IV-VI</td>
<td>900.00</td>
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</table>

**Fees and Other Charges:**

- Annual Registration Fee: $50.00
- Lower School Miscellaneous Charge: 8.50
- Athletic Fee (all classes above Primary): 12.00
- Activities Fee (Upper School): 10.00
- Testing Fee (Upper School): 10.00
- Graduation Fee: 10.00

**Other Charges:**

- **Lunchroom:**
  
  The school lunchroom offers both complete lunches and cafeteria service.

- **Supplies:**
  
  Pupils are charged with the materials used in shop, studio and laboratory courses. Upper School pupils may purchase stationery, books and supplies at the school’s Co-op Store. The Co-op sends separate statements.

- **Bus Service:**
  
  A statement describing the service and charges has been mailed separately to each parent.
TERMS

Annual Registration Fee: This fee is not refundable, nor is it applicable to tuition. For new pupils the Annual Registration Fee is payable on the date of acceptance into the school. For re-enrolled pupils this fee is due and payable on July 1 in advance of the new school year.

Places in the school will not be held after July 1 unless the Annual Registration Fee has been paid for the school year ahead and unless all accounts for the previous term have been paid in full.

Please note that the last day for withdrawal of a pupil without obligation is July 1 1962 for the school year 1962-1963.

Tuition: The Tuition is payable, three-fifths on or before Tuesday, September 12, 1961, and two-fifths on or before January 25, 1962. Please note that Tuition is payable on these dates in advance and that no pupil will be admitted to school in September unless the first Tuition instalment has been paid, and that no pupil may continue in the school after January 25, 1962 unless the second instalment of Tuition has been paid.

Pupils who enter at any time except the beginning of a semester will pay in advance for the rest of that semester; those entering February 1 will pay one-half the annual Tuition.

A student is entered for the entire academic year or for such part of it as may remain after the date of entrance. The fact that Tuition Fee is payable in two instalments does not constitute a contract for less than a year.

No deduction can be granted for absence or withdrawal of a student as the result of illness, accident or any other cause. Should such absence or withdrawal occur the family concerned may petition the Finance Committee of the Board of Trustees for release in whole or in part from the obligation. Such release is entirely at the discretion of the Finance Committee. The Annual Registration Fee is never refundable.

The school reserves the right to ask the withdrawal of any pupil, at any time, for any reason deemed sufficient by the school. Non-payment of accounts due the school is one such reason.

Other Charges: Bills for charges other than Tuition and Annual Registration Fee are rendered monthly and are payable when rendered.
TUITION REDUCTION FOR FAMILIES

When there is more than one child in the school from one family, the tuition of the second child (and additional children) will be reduced by $50.00 each.

DEFERRED PAYMENTS

Some parents prefer to pay tuition and other fees in equal monthly instalments during the academic year. For their convenience THE TUITION PLAN is available. The cost is four per cent greater than when payment is made in cash at the beginning of each term.

Parents who prefer to pay in equal monthly instalments need merely to notify the Business Office which will send them the necessary forms.

ACCIDENT INSURANCE

Group accident insurance protection is available for pupils of the school. Families may participate in this by paying a premium direct to the company. An announcement is sent to each family near the time of the opening of school, with a leaflet describing in definite terms the coverage of the policy. Included with the announcement is a coupon for return to the company.

Inquiries:

Further information and applications for admission may be obtained by writing to:

Mr. Manfred Schweitzer,
Principal, the Upper School

Mr. Herbert Morss,
Principal, the Lower School

The Park School
Old Court Road
Brooklandville, Maryland

or by telephoning VAlley 5-2351
June 21, 1961

Mr. A. Stanley Brager, Jr.
Mr. LeRoy Cohen
Mr. Hans Froelicher, Jr.
Mr. Edward A. Halle
Mrs. Arthur E. Gutman
Mr. Sidney Lansburgh, Jr. Balto. & Wash.
Mrs. Robert H. Levi
Dr. Edward F. Lewison
Mrs. Sidney Snyder
Mr. H. E. Tompkins

CC Mr. M. Shakman Katz, Chairman
    Mr. George L. Clarke, ex officio
    Mr. Robert A. Thomason

re: 50th Anniversary Committee

Mr. Katz, Chairman of the committee has asked me to inform you that there will be a meeting of the committee on Wednesday - July 5th - at 8:15 P.M. The meeting will convene in the school's library. It is hoped that you will be able to be present.

Sincerely,

[Signature]

Robert A. Thomason
Headmaster
THE PARK SCHOOL

OLD COURT RD. BROOKLANDVILLE, MARYLAND VALLEY 5-2351

ROBERT A. THOMASON, Headmaster

July 3, 1961

Dear Hans,

Enclosed is a copy of Merrill Bush's report. Needless to say I'll be very interested in your reactions to it.

Best regards,

Robert A. Thomason
Headmaster

Hans Froelicher, Jr., Esq.
1402 Bolton Street
Baltimore 17
Maryland

Encl:
INTRODUCTORY STATEMENT. Each school which has been evaluated by the use of the Evaluative Criteria developed by the Cooperative Study of Secondary School Standards receives four tangible outcomes of the evaluation procedure.

1. The educational values, experiences and outlook resulting from its own staff from working carefully through the Criteria in preparation for review by a visiting committee.

2. An oral report by the chairman of the visiting committee summarizing the committee's general impressions.

3. This written report by the chairman of the committee, with its more detailed statement of the findings of the committee, including suggestions and recommendations.

4. The summary forms (X and Y), which present graphically the averages of the evaluations made by the School's staff, as modified by the visiting committee.

An evaluation has as its primary purpose the improvement of the individual high school in the service it is rendering to the youth of the community which it serves. The point of view of an evaluating committee in coming to any high school is strictly professional, and every effort is made to be objective. Since the materials reviewed by the committee are comprehensive and the time of the visit is limited, it is easily possible that the committee may err in some of its judgements. During the committee discussions, individual members, quite naturally, disagreed regarding some items in the evaluation. By the time the committee finished its review of each section, however, there was a marked unanimity of opinion regarding the school's salient points of strength and weakness.

Of necessity, this report has been written by the chairman of the committee. He has endeavored to express the consensus of the entire committee, as embodied in their reactions to the reports of the several sub-committees. The other members have had no opportunity to approve the exact wording of this written report, however, and they should not therefore be held responsible for it. A list of the members of the visiting committee follows.

# At the request of the host school, the 1950 Edition was used.
Members of the Visiting Committee

Chairman: Dr. Merrill E. Bush, Headmaster, Friends' Central School
68th Street and City Line, Philadelphia 51, Pa.

Asst. Chairman: Philip F. Perkins, Principal, Sidwell Friends' School
3825 Wisconsin Avenue, Washington 16, D. C.

Sister Mary Alida, F.S.N., Principal, Holy Trinity High School
36th and O Streets, N.W., Washington 7, D.C.

George L. Carr, Science, Milford Mill High School, 3800 Washington Avenue, Baltimore 7, Maryland

Rev. Brother Celestine, F.S.C., English, Calvert Hall High School
320 Cathedral Street, Baltimore 1, Maryland

Mrs. Mary Drewbaugh, Librarian, Hereford High School, Parkton, Md.

Miss Angeline R. Hoer, Foreign Lang., Kenwood Senior High School
Stemmers Run Road and Marlyn Avenue, Baltimore 21, Md.

H. Stanhope Hoskins, Mathematics, Baltimore Polytechnic Institute,
North Avenue and Calvert Street, Baltimore 2, Maryland

Miss Helen L. Lorch, Art, Interboro High School, Glenolden, Pa.

Miss Helen Melanie, Phys. Ed., Sidwell Friends' School
3825 Wisconsin Avenue, Washington 16, D. C.

Miss Alathea E. Reese, Guidance, Mater Providence High School
Wallingford, Pennsylvania

Joseph M. Serio, Music, Mackin High School, 1421 Vee Street
Washington 9, D.C.

Costa B. Westerberg, Industrial Arts, McDonogh School, McDonogh, Md.
The Park School

March 1961

B. PUPIL POPULATION AND SCHOOL COMMUNITY. The visiting committee found ample basic data available regarding the pupil population and the school community. The school authorities appear to be well aware of the social, economic and religious background of the children as well as the present and future areas from which they may expect to draw students. Some members of the committee felt that more of the information regarding individual pupil and family circumstances should be, a matter of written record, despite general recognition of the close relationship between home and school.

The whole committee was impressed with the appearance of the pupils. They seemed interested, happy, "vocable," friendly, conservatively dressed and groomed; in short, wholesome children.

The committee was surprised to find the largest group of pupils in the 110-120 decile in I.Q. (70 pupils as compared with 60 in the 120-130 decile, and 30 in the range from 130 to 140, according to the chart inserted on p. 23 of the B blank). This is particularly apparent in the 10th and the 11th grades. It raises a question as to whether special effort should be made to attract the gifted and highly gifted pupil, in view of the specifically college preparatory character of the curriculum.

It was noted that there was a relatively small number of pupils in the classes of 1957 and 1958 who completed or are continuing their education at the college of initial entry (10 out of 25 and 14 out of 39, respectively). This percentage was considerably improved in the class of 1959 and that of 1960, (though the last two classes have not been in college long enough for valid comparisons). The committee was very favorably impressed with the large number of Park School graduates who enter college (100% in 1960). Some more systematic study of the reasons for transfer and for withdrawal from college might be helpful.

The Committee approves the school's recognition of the need to achieve a more nearly equal balance of boys and girls (113 boys to 135 girls in the current year). Also noted with approval is the School's comment that a broader representation of the religious sects within the community would be beneficial. The relatively small number of withdrawals is to be commended.

The school interpreted questions referring to vocational choices and guidance as "not applicable" on the basis that its pupils are all, or nearly all, college bound. The committee urges that thought be given to the value of broadening the pupils' concept of vocations and of the great variety of opportunities now open to the college graduates. The Committee did not feel that such guidance may be left solely at the college. Although 100% of the present senior class plan to enter professional, technical and managerial occupations; it is noted that 39% of the parents are "homemakers."

The committee commends the extensive use of community resources, the general testing program, and the school's evident knowledge of the pupils' family background.
C. EDUCATIONAL NEEDS OF YOUTH. The Committee noted that all the educational needs of youth are accepted, with certain qualifications. These last are specified in greater detail in the "Individual School's Statement" attached to the last page of the C blank. It was noted also that the school feels that it makes extensive provision for nearly all of these needs; only in item "p" (mental and physical health) is the provision rated a high "moderately." No exception was taken to the school's qualifications of the needs. There was question, however, as to whether sufficient guidance is given on matters such as diet, posture correction, relationships with the opposite sex, preparation for marriage and parenthood, and the making of vocational choices.

The school itself recognizes the difficulty in providing sufficient work experience. The committee urges that thought be given to making much greater use of the many opportunities provided by the school plant and grounds for useful manual work by pupils and parents alike. The faculty's concern for finding additional work opportunities is commended. The tasks enumerated under item F in the "Individual School's Statement" have been noted with approval. The committee felt that what is done in this area is done very well.

The committee noted that the school feels it makes extensive provision for the need to learn to live aesthetically. There was no opportunity to check upon what pupils contribute to improving the aesthetic aspects of their homes. The committee did wonder what part the pupils have been given in contributing to the beauty of the buildings and grounds (apart from the planting of trees on Arbor Day and the planting of flower bulbs, if the latter was done by high school students). Several committee members noted the lack of pupil work or decorations in the classrooms and corridors, particularly on the bulletin boards. Especially to be commended is the large mural which pupils have painted on one wall of the Cafeteria.
D. PROGRAM OF STUDIES. The committee commends the administration, the department heads, and the faculty for their continuing interest in curriculum development to meet pupil needs and encourages the staff to continue this cooperative and quite evidently productive procedure. The committee was particularly impressed with the quite unusual "Record of Work" as a means of keeping staff and parents aware of the school's program and activities.

On the basis of classroom observation, review of the area blanks (D-3 through D-16) and what is reported in the "Record of Work," the committee felt that the program of studies is less extensive than the ratings the school gave itself in the D blank would suggest. The committee concluded that good work is being done, but there is more room for improvement than the checklist under item I (General Principles) seems to indicate.

An effort to keep courses moving in sequence seemed evident. It was felt that there is more collateral enrichment in individual courses and classrooms than the "Record of Work" suggests. There was question as to how extensively provision is made for individual needs (especially for the slower learners). There was considerable question about how much provision is made in the program of studies, for the present and future life problems of the pupils. There was question also as to whether the program of studies as a whole makes sufficient provision for the considerable differences in ability within the pupil population. (The question here is largely whether the offering is sufficiently varied.)

In general, the committee felt the extent of the offerings is rather limited in the light of the agreed-upon needs of youth. The committee is aware that more enrichment occurs in the classroom than can readily be reflected in the necessarily rather brief description of course content in the "Record of Work." However, such enrichment would appear to be more an incidental benefit from the presence of capable teachers than a conscious plan. Does this leave rather too much to chance variation from year to year? For example, the stated course offering in social studies makes no mention of the problems of contemporary China, Southeast Asia, Africa, South America, the space age, or of family living. Inquiry and observation confirmed that some, if not most, of these problems are in fact considered, but they do not appear to be part of the planned program. The committee felt that more should consciously be done with "social studies" in the high school and that listing all high school courses as "history" may give teachers as well as visitors too narrow a vision of the areas to be explored.

The committee felt that while the opportunity for pupils to study themselves, their abilities and their individual interests is present to a considerable degree, it is not as extensive as the school seemed to believe. Even after discussion with staff members indicated that some work is done in such areas as preparation for homemaking and family living (both boys and girls), becoming intelligent consumers, and instruction in speech, the committee was dissatisfied with the extent of the provision for these needs.
The department heads and the principal indicated that a need is felt for more systematic follow-up on former pupils and graduates. The committee comments the steps being taken in this direction and urges that more of the records should be kept in a systematic, written form for greater permanence. The school had checked most of the items in this area as "N" and the committee felt that more is being done in this area than the school's self-evaluation would indicate. The visiting committee recommends a reconsideration of the items under item IV (General Outcomes) as a means of determining possible need for further curriculum revision.

The committee felt that the program of studies as presently taught does develop thoughtful, questioning students and does help them to meet their future educational needs as well as many of their guidance needs in the present. There was question as to how many of the guidance needs are met as the result of the program of studies and how many are met by the unusually effective program for individual guidance. However, the committee strongly comments the uses made of the psychiatric social worker and of the consulting psychiatrist in the continuing study and revision of both curriculum and guidance activities. The committee urges that the time available for such consultation be increased if at all possible. The committee also commends the faculty committee's study, evaluation, and consequent changes in the program of studies.

It is suggested that provision be made for visits, by representative faculty committees, to other schools in search of ideas which might be adapted to the Park School philosophy.

D-3 through D-16. SUBJECT AREAS

D-3, Art. A cheerful atmosphere prevails in the Art Room where pupils are developing a sense of responsibility toward working out their problems. The art teacher offers the students a wide range of art experiences in her classes in spite of insufficient space for storing the work during production.

A lack of storage space and the inaccessibility of the overhead storage area hampers the art program. It is recommended that additional closet and cupboard space be provided in the future, "improvement program" in order that ceramic sculpture, wood carving, jewelry or other three-dimensional projects can be made available to the students.

Great emphasis is placed upon the cultural aspect of the art program, but there is a definite need for the manipulative arts in order to round out the development of the child. The committee urges exploration of possibilities in greater correlation of art and shop activities.

The lighting appeared to be good under all conditions. It is urged that blackout curtains be installed to permit the showing of films to supplement the excellent library material available within the room.

Other suggestions include some experience with interior decoration and some study, possibly in the art appreciation course, of home design and landscaping. The extensive and potentially beautiful tract of land occupied by the school offers unusual "laboratory" opportunities for the last mentioned.
D-5, English. In the organisation of the English program, ample courses are required of the general school population, but it would seem desirable that consideration be given to the offering of an elective creative writing course for students with special talents and interests. Great emphasis is placed upon advanced reading and critical thinking, which is to be commended. The committee felt, however, that too little emphasis seems to be given to the written forms of communication; specifically, in creative writing.

The students' spontaneous self-expression is to be commended. The committee felt that there is an apparent lack of training for specific speech activities such as this particular pupil population will be likely to encounter in later community life.

Particularly commended are the following:

1. The high level and the extensiveness of the reading encouraged.
2. General facility in self-expression and vocabulary use.
3. The cooperation between the library and the classroom.
4. Recommendation of these additions or improvements:

1. Introduction of some formal instruction in grammar for a better understanding of correct English usage, as a basic tool for writing, and as a basis for the study of foreign languages.
2. Greater concentration on the written forms of communication.
3. Development of a uniform style book, as recommended by the school's self-evaluation committee, with standard symbols for marking pupil papers.
4. Provision in the schedule for departmental meeting times to increase coordination within the department.
5. More attention to formal speech instruction within the classroom activities and throughout the program.
6. All classes should make use of bookshelves, bulletin boards, and audio-visual aids. The committee felt that there should be reference tools in each classroom such as dictionaries, handbooks, booklists, and the like.

D-6, Foreign Language. The committee commends the language department for the excellent preparation in subject matter of its members and their obvious interest in their subject. The required six-year course in French is good, with its emphasis upon mastery of the language in understanding, speaking, reading, and writing. The grouping in accordance with ability is commendable. Commended also is the provision for a second language; many students take Latin as an elective for three years. A Russian program is in its initial stage and the committee hopes that this will develop into a full (two or three year) program.

The "B" students in French appear adequately to understand the spoken word and to speak it with a fair degree of fluency. However, the committee recommends that they not be subjected to so much direct translation from the French into English. It is suggested that, beginning with French III, the use of English by pupils in the classroom be discouraged.

The committee noted an unfortunate conflict between lunch and one Latin class, once a week.
The Committee recommends that:

1. A Spanish /or other modern language/ program be added as soon as feasible, preferably a three year sequence. (This would be in addition to the Spanish now offered for a few pupils of quite limited ability.)

2. All pupils who are capable be encouraged to take a second foreign language.

3. Bulletin board displays be more interesting, up-to-date, and, wherever possible, an expression of classroom activity.

4. While waiting for the language laboratory "on order," audio-visual aids be introduced and used extensively. More specifically, that:
   (a) wall maps and language teaching charts be provided,
   (b) a tape recorder and record player be made available for the exclusive use of the department,
   (c) foreign language records and tapes be furnished,
   (d) use of film strips for language teaching and for development of cultural background be introduced,
   (e) from time to time, foreign language films be rented.

5. All teachers in the department receive professional training in the use of audio-visual aids and in the use of the necessary machines (including those for the proposed language laboratory), and that teachers be encouraged to secure professional training in language teaching methods.

6. A program of extensive reading in French be introduced as early as feasible, possibly at the end of French I or the beginning of French II, to provide for individual abilities and interests, and that such a program be created in Russian and Spanish /or other modern language/ as the course offering in these two languages develops.

D-7. Health and Safety. The Committee commends the school for its concern for traffic safety and for the work being done to protect the safety of the pupils. The school as a whole seems to be safety conscious, but has been unable to find more than a rather limited amount of time to do any work with students in safety education as part of regular courses.

It is the belief of the committee that there is far too little coordination between the science department and the department of physical education in the planning of instruction in health and safety. Both departments seem to have some responsibilities, but the lack of a planned program leaves a number of apparent gaps. It is urged that these two departments jointly consider the total program and plan for better coverage within the existing courses. The committee gained the impression that too much is assumed to be covered by the home (in health, safety, and first aid instruction), without adequate evidence that this is done.

More adequate space for the health office, including cots which are so placed as to assure privacy, is needed. A more central location is desirable. There was some question as to the adequacy and accessibility of cumulative health records.
D-2, Industrial Arts. In general, the physical facilities are excellent. The Committee would suggest that hand tools be more readily available, that a suitable finishing and painting area be provided, and that there is need for greater use of visual aids.

The 45-50 minute period makes it difficult to do many types of work. If feasible, a 90 minute period is recommended. However since industrial arts is a very broad field and vocational training is not an objective, a useful program might still be adapted to the shorter period.

The committee was unable to observe the variety of mechanical drawing and shop experiences listed in the "Record of Work." In the classes observed in shop, the work was principally with wood. It was felt that there is need for some basic course of study, so planned as to encourage more pupils to avail themselves of the shop facilities. Some of the newer texts in industrial arts might be examined, such as books by E. E. Erickson.

The committee suggests that industrial display materials such as films, slides, models, mock-ups, exploded views and charts would be valuable teaching aids and would help to create interest in the pupils. They were very favorably impressed with the industrial experiences of the instructor and felt that instruction in the manipulative aspects of shop work is good. They wondered whether more objective-type tests might be used with benefit, particularly as guides for further instruction, but also for recording of pupil progress.

It is suggested that the shop be made more available to students during the school day, that a glass window in the door would enable progress to be observed without interrupting a class in session, and that a well placed and imaginatively used display case would help to create pupil interest in the program. It is suggested also that the possibility of correlation or integration of some art and shop work be explored.

D-11, Mathematics. In general, the committee felt that the mathematics program is very adequate in light of the school's philosophy. Courses desirable for college bound students are provided.

Until recently, there was no definitely described course of study for the department as a whole. Recently, an agreed program has been in process of development which provides for different levels of ability (at least in some areas) and which apparently is flexible enough to permit such variation as individual teachers may wish. The differences in content do not appear to constitute a major handicap for students progressing from one course to another. Students are guided by their counselors into the mathematics courses most suitable for them. Many more students (a relatively high percentage) are taking four years of mathematics beyond the eighth grade.

The department is aware of the changes being urged upon mathematics teachers under the general descriptive heading of "the new math." The committee feels they are wise in proceeding somewhat cautiously, beginning with the School Mathematics Study Group Texts in seventh grade.
Some of the new concepts are presented, in a limited way, in later courses. There is provision, particularly in the course in calculus, for those more competent students who wish to compete in the Advanced Placement Program. The Review Mathematics course meets the needs of those college bound students who are not potential mathematics majors.

The committee recommends:

1. More emphasis upon recording pupil work in a logical manner (such as giving the steps of a process in mathematics thinking, not just the answer).

2. Coordination of mathematics and science instruction where this is natural and feasible, as recommended also by the department.

3. That some members of the departmental staff be encouraged to take courses in the newer methods of mathematics teaching, to supplement their knowledge of subject matter with a greater variety of classroom procedures.

4. That more blackboard space be provided. The half classrooms are too small for some groups. Ideally, a whole class should be able to be at the blackboard when the occasion warrants this technique.

The committee wondered why two teachers oppose the use of practical applications in the instructional activities. This can be a useful motivational device for the very able as well as for the slower learners. It also may help to clarify the meaning of the language of mathematics. The school self-evaluation committee recognizes this value.

To be commended are the enthusiasm of the instruction, the teachers' knowledge of their subject, and the availability of extra help for pupils who need it.

D-12, Music. The Park School is to be commended for the excellence of its music instruction. The program of studies is, in general, quite good. The newly adopted program of a required three years in general music, followed by a music elective for three years (the whole extending from grade 7 through 12) is also commendable.

The dynamic approach taken by the teacher appears to be successful in fostering a genuine interest in music and its relation to other arts. The approach used seems to encourage critical analysis of music which the pupil hears and to foster his attendance at many concerts. The courses in history and theory of music appear to develop questioning and understanding students.

The teacher seems to have an extensive knowledge in his chosen field. The committee notes that he lacks any formal training in the teaching of music and feels that some professional training would further strengthen his competence.

The committee concurs with the school's recommendations that

(1) more scheduled time be provided; particularly, one additional period per week for the General Music course.

(2) An instrumental program be added as soon as possible, to utilize the wealth of talent in the student body.
(3) the present music teacher be freed of all other duties to devote full time to music, or that another teacher of music be added.
(4) more space for class activities be added when the program is enlarged and that more filing space be provided.

The committee further recommends that
(5) the present teacher be encouraged to take courses in methods of music teaching, with particular emphasis upon choral work.
(6) the present over-balance of Bach and pre-Bach recordings be corrected by acquisition of the music of later periods, particularly the classical and contemporary periods.
(7) choral selections show greater variety with respect to historical periods from which music is selected. The overbalance noticed in #6, just above, appears to prevail here also.
(8) the possible value of a testing program adequate to discover latent talent be explored.

D-10, Boys' Physical Education. After reviewing the organization and scope of the existing program, the committee considers that a program of "athletics, rather than physical education is offered. The lack of any formal health instruction program appears to leave too great uncertainty as to what is actually provided. There seems to be an assumption that much is "covered" in science courses or in the home. The committee questions whether this assumption is justified and urges that the science and physical education departments jointly examine their course content with the pupils' physical and health (as well as safety) needs in mind.

The committee is aware that the number of boys enrolled limits the variety and number of teams which can be "fielded." It is suggested that the offerings be broadened to include at least one minor sports activity in the fall and winter to supplement the one major varsity sport. The committee wonders whether there is, in fact, sufficient instruction in "carry-over" sports (dancing, golf, swimming, tennis, etc.) outside of school and what provision is made for boys who do not receive such instruction.

"It appeared to the committee that the school's evaluation of the locker room facilities is too high. Drinking facilities, locker rooms and the shower area seem insufficient to meet the boys' needs.

There is apparent need for a much more systematic testing program to determine physical skills and development as well as knowledge and understanding in the areas of health and physical education. More systematic and comprehensive records are also needed.

D-11, Girls' Physical Education. The time allotments of the program seemed more satisfactory to the committee than the school's own evaluation suggests. Re-scheduling of physical education classes, or additional classes would be desirable to enable all girls to meet an in-school physical education requirement. (At present a number of students are substituting extensive outside dance classes for regular physical education.)
The committee concurs with the school's feeling that

(1) the present locker room facilities are insufficient to meet the needs of the existing program, whether measured in terms of health, safety, or functional utility.

It recommends

(2) rescheduling of classes so that every girl may participate in physical education classes during the school day;
(3) broadening the scope of the program to include modern dance and a well designed body mechanics program (posture, exercise, and fundamentals of body handling). Although an exercise program is in evidence, the committee felt that the program has resulted more from results on the A.A.M.F.S.A. tests than from real interest in furthering posture awareness and efficient body handling.
(4) Increased locker room facilities, offices for the instructors, indoor play area space (especially for inclement weather or when fields are in unusable condition).
(5) A more consciously planned program of instruction in health and safety, in cooperation with the science department as well as with the school dietitian.

D-15. Science. The department is to be commended for the nature and extent of their offerings and for their emphasis upon basic principles and methods. Also to be commended is the integration of laboratory experience with the over-all instructional activities. The committee further comments the staff for their recognition of present weaknesses and their efforts to improve their program.

The visiting committee strongly concurs with the department in their desire for longer laboratory periods and more opportunity for field work. Desirable also would be such equipment items as a D.C. generator, centrifuge and autoclave as well as additional microscopes. While the committee felt that some aspects of the storage facilities are good, there is need for additional storage space, especially space suitable for safe storage of chemicals and valuable equipment.

The committee agreed that audio-visual equipment is difficult to use under present conditions because it is not centrally located and there seems to be no room properly equipped for the showing of slides, films and film strips. There appears to be a need also for a better system of record keeping to make such equipment more easily available. The sub-committee reported that some charts, maps and similar visual aids are available, but that the variety is rather limited.
D-16. Social Studies. There was strong evidence in classroom activities that the content of the social studies program has greater variety than the written course of study indicates. Although all courses in grades 9-12 are labelled "history" courses, the sequence of studies for grades 7 through 12 and the work projects involved in these studies indicate that the content of a general social studies program is covered.

Rapport between teachers and pupils, the self-expression in evidence, the demonstration of critical thinking, intelligent reading of a high level, and the command of vocabulary are all to be commended.

The visiting committee noted a weakness in the lack of formal professional training in the teachers' educational background, but they agreed that the in-service training program and the enthusiasm of the teachers for their profession compensate for this lack. Some members of the department are weak in background courses in the social sciences, but postgraduate work in these areas would overcome this limitation.

The quality of existing visual aids is good, but the quantity could profitably be increased. A file for clippings, pictures and articles of current interest or history-making events would be very desirable.

Self and group criticism among the students was of a constructive nature. In addition, the staff are to be commended for their realistic self-evaluation, for the stimulation of independent thinking among the pupils, and for the apparent degree of correlation within the social studies program as well as integration with other departments (which the staff itself desires to increase).

The committee recommends:
(1) The acquisition of more maps and other visual aids,
(2) More work projects and bibliographies suited to students of lesser ability, and
(3) A study of the entire program to make certain that there is not an emphasis upon history to the possible exclusion of equally important ideas, attitudes and understandings from the other social sciences. The committee wonders whether such pupil needs as preparation for marriage and family life can be dismissed as "covered" in the guidance program, which is concerned primarily with individual counseling rather than with group instruction in these areas.

II. PUPIL ACTIVITY PROGRAM. The visiting committee commends the following:
(1) School spirit is excellent; all pupils seem to be "Park-centered."
(2) Pupil appreciation for the efforts of faculty members in their behalf is very much in evidence.
(3) The very looseness of co-ordination in the activity program places upon the students a greater amount of responsibility than usually is found in a secondary school, thereby developing to a commendable extent the individual's potential for leadership.
Pupil Activity Program, cont'd.

(4) Extensive opportunities are provided for study and participation in all phases of the dramatic arts.

(5) The school store, operated by students, offers opportunities for business experiences particularly needed in a school where intellectual attainments are emphasized. It serves also as an outlet for those pupils who are unable to compete in athletics or other primarily physical activities.

(6) The Yearbook, and even more the improvement in the Brownies over the past three years, are noteworthy. As a vehicle for student participation this is excellent, since all aspects of the Yearbook, including photography, are the responsibility of the students.

(7) Definite attempts to counteract the tendency toward "clanishness" due to the homogeneity of the socio-economic background of the pupils are in evidence. More specifically,
(a) support of an Italian child through the Foster Parents, and
(b) ministering to the needs of the less fortunate, under the direction of the Philanthropy Committee

(8) The democratic nature of the activity program, which permits any student to participate.

(9) The introduction, this year, of an exchange student from abroad, through participation in the American Field Service program.

The visiting committee makes the following recommendations:

(1) As soon as possible an instrumental music group should be developed.

(2) As soon as a permanent adviser can be found, standards for the school newspaper should be raised to conform to those of the Columbia Scholastic Press Association.

In this connection, the committee suggests that the staff for the newspaper draw its pupil members from all six years (grades 7 through 12) and that these pupil members be given formal instruction in journalistic fundamentals. It is suggested also that students be sent to the annual Columbia Scholastic Press Association convention and be encouraged to participate actively in the proceedings.

One issue of the newspaper might profitably be replaced by the Parkpouri literary magazine, since this publication appears only once a year. The newspaper itself, however, might well be published twice a month instead of only once a month. Possible economies in the use of a photo-offset press which would still provide a high standard in appearance might be investigated.

(3) Consideration should be given to the formation of a speech club or debating society, in view of the fact that Park School students are potential leaders in the professions and in the business community.

(4) A final suggestion is that consideration be given to the formation of clubs such as the Future Teachers of America, Future Nurses, and Future Engineers to serve as media for disseminating information about these professions and to elicit pupil interest.
F. LIBRARY SERVICES. The committee found much to commend in this area. Worthy of special mention are the following:

1. The enthusiasm of the library staff and their interest in the school result in wholesome cooperation between faculty and librarians plus a commendable degree of use of library materials by pupils and faculty.

2. The strong support of the Administration, as shown in the increased budget for library materials this year. It is urgently hoped that this allocation can be further increased.

3. Continuing efforts to improve library services, as in
   (a) preparation of the Play Index
   (b) classifying and cataloging of film strips and records
   (c) integration of an excellent course in library instruction carried on in both Lower and Upper School,
   (d) the obvious concern to raise standards as rapidly as possible to conform with the new A. L. A. specifications.

The committee makes these recommendations:

1. More clerical assistance be provided as soon as possible.

2. The use of legal rather than letter size files for the storing of pamphlets, bulletins, clippings, etc.

3. Construction of dividers on the record shelves in listening room.

4. A study of how more adequate shelving for books might be added in the main library.

5. An increase in the resources of the professional library.

6. That further consideration be given to encouraging the wider use of audio-visual materials by the faculty. Some blackout device should be provided in at least representative classrooms as soon as feasible. The committee does not consider that the proposed audio-visual room in the Lower School Wing will fill this need. It is suggested that dollies (or other suitable conveyances) be provided to facilitate movement of equipment to classrooms. It is urged that faculty members be oriented in the value and use of audio-visual materials.

G. GUIDANCE SERVICES. It is quite evident that guidance is a continuing function throughout the entire educational program. The teaching staff has been well oriented in guidance activities. This is a guidance-minded administration with a guidance-minded faculty. The guidance staff is to be warmly commended for its excellent leadership.

Generally, it is not considered good practice for the high school principal to be designated as the director of guidance. In the Park School, however, it seems to be quite acceptable because one of the principal's great interest in guidance and also because he is not considered to be the chief disciplinarian. Guidance and discipline cannot be separated completely, but in the Park School discipline is considered an educational challenge and hence also a guidance opportunity.
The school is most fortunate to have a number of specialists available for referral. The guidance staff is to be commended for its foresight and planning to obtain and utilize these services.

The staff has been well informed about the child, his home and family background, his physical and medical status, his scholastic progress as well as his personal and social development. This information is used extensively. The committee feels, however, that a written record is important and has many uses. It is felt that the school depends too heavily upon word of mouth and individual memory (both of which are functioning very well, but both are transient). It is therefore the committee's recommendation that there be one centralized written record for each pupil. The weakness in present practice is not in the lack of information, but in the recording and assembling of this information in one conveniently accessible place.

The committee believes that the College Counselor's office is not adequate. This office should be in an area more accessible to senior high pupils, the high school principal, and to the teachers. It should be large enough to accommodate a group conference comfortably.

The committee urges the appointment of a full-time secretary for the College Counselor. Among other advantages, this would make possible a more complete follow-up service for Park School graduates.

H. SCHOOL PLANT. The visiting committee commends the site of the school with respect to its location relative to the school population and with respect to the environmental conditions. Freedom from outside noise, dust, traffic, annoying or dangerous obstructions, and the presence of good water and sewage facilities—all are excellent.

The aesthetic aspects and potential of the site and plant are highly commendable. The extensiveness of the grounds offers many possibilities for future expansion. The present hard-surfaced play area near the gym is an asset, especially when the ground conditions are unsuitable for use of the playing fields. The new buildings are certainly attractive, both from outside and within. The committee commends the safety features such as size of corridors, number and location of exits, non-slip treads on stairways, and the like. The supply and circulation of clean air is highly commendable, though the open air ventilators between classrooms and hallways as well as offices and halls do create an acoustics problem. In some situations, such as certain of the offices, the acoustics are such as to make privacy (even for a telephone conversation) almost impossible.

Despite the unquestioned beauty and the over-all functional utility of the new buildings, the committee noted a number of built-in problems. Stair treads must be scrubbed daily with a detergent. The ceiling material used in the corridors is such that cleaning, which will be necessary periodically, would seem to be impossible without destroying the surface covering (even a light brushing with the fingers removes the rough surface, leaving a smooth streak, as the pupils quickly discovered).
The false ceilings are an open invitation to those pupils who like to make things disappear. Railings on the stairways already need painting; it is doubtful whether any paint will stand up on the relatively thin edges which are subjected to the daily rubbing of many hands. The wood trim, classroom ceilings, window sills and doors are beautiful, but they are hard to clean and will soon need refinishing to protect the wood. The rapid flow of air through the forced air heaters requires weekly replacement of the many filter units, which is expensive of time and money. The zone heating controls appear to need checking, since the committee observed that they do not always work properly, resulting in over-heating in some areas. The offices generally are much too small, especially for the secretarial staff, and storage of necessary equipment and supplies is already a major problem. The administrative offices should be separated from the main hall by a door which can be locked when the offices are not in use. Failing this, the individual offices should be locked — especially those in which school records or other confidential material may be kept.

The committee recommends that current plans for expansion of the school plant be put into operation as rapidly as is possible. For example, the proposed auditorium is an urgent need and its completion is strongly recommended. An indoor play area is also needed so that students may enjoy recreational activities at lunch time and after school regardless of weather. The school staff is to be commended for the way the gymnasium is being utilized in the dual role of gymnasium and auditorium, but it does require a wholly disproportionate amount of effort to produce plays or to prepare for assemblies.

The committee recommends that future expansion plans allow for a hard-surfaced outdoor-play area sufficiently removed from classroom buildings to minimize the noise interference with classroom activities.

While much attention has obviously been given to safety precautions, the committee urges that advantage be taken of the high water pressure and that fire hoses be placed strategically within the buildings and around the grounds. Additional safe storage space is needed for combustibles such as paint and cleaning fluids. Doors over the fire extinguishers in the corridors should be marked with a red line or some other readily observable identification.

As it becomes possible to plan better space use within the buildings and to make needed additions, attention should be given to enlarging the offices, including the health office, and to more central location of the health office and the office of the college counselor. Along with this should come additional storage facilities for supplies and equipment, including fireproof storage for permanent records.

The appearance of toilet and lavatory facilities is excellent, giving evidence that the maintenance staff is working very efficiently and that students must be cooperating. The school and staff is to be commended.
also for the appearance of kitchen and cafeteria and for the sanitation procedures being followed. In view of the maintenance problems mentioned earlier, the enormous amount of floor, ceiling and wall surface to be cleaned, and the very extensive grounds, the committee wishes to express special commendation to the maintenance staff for the generally excellent conditions observed.

Commendation is also due the administrative staff for the effective use being made of present facilities in the office wing and for their recognition of the need for improvements in size, space allocation and location.

Although classroom lighting in general is adequate to excellent, this is not true of classrooms on the second floor where ceilings absorb too much of the artificial light.

Classes in general are small and the rooms adequate, but the committee observed some instances in which the room being used was too small for the size of the group. As new furniture is obtained, it is recommended that consideration be given to types more adaptable to varying needs as well as to size variations and to those pupils who are left-handed.

A toilet more accessible to male members of the faculty would be a desirable improvement. In relocating and enlarging the health office, consideration should be given to toilet and lavatory facilities as well as to a sufficient number of cots so arranged as to provide suitable privacy and separation of older from younger pupils.

I. STAFF AND ADMINISTRATION. The report on this area follows the order of the sections and headings in the "I"

blank, by Roman numeral and capital letter.

I. School Staff
A. Numerical Adequacy. The Committee agreed that the noninstructional staff is functioning well. However, additional secretarial personnel is recommended, particularly a full time secretary for the College Guidance Counselor. Other recommended additions to meet observed needs include:
1. The addition, as soon as possible, of a school nurse who will be on duty throughout the school day and who should be qualified to assist in developing a planned program in health education.
2. A full-time business manager who might also function as a purchasing agent. This would relieve the Headmaster of many time-consuming duties and free him to devote more time to the over-all problems of school policy and administration.
3. A larger maintenance staff. The committee is convinced that the present number is quite inadequate to handle the maintenance of 52 acres plus the school plant needed for a school of this size. A staff adequate in number and in representative skills
could handle many items of repair, alteration and renovation which otherwise will require more costly outside contractors.

b. Full or part time clerical help for the librarians who are doing an excellent job despite overwhelming clerical burdens.

E. Administrative Staff. The committee commends the administrative staff for their cooperative, imaginative, and devoted leadership of the school. Every member of the committee sensed the rapport evident among this group; which augurs well for the continuing forward movement of the institution. They are to be commended for their grasp of existing problems, their knowledge of the individual students and of the student body as a whole, and for their awareness of the School’s needs. The committee especially commends the excellence of the total program of the Upper School and, in particular, the thoroughness and extent of the guidance program. The college guidance provided greatly impressed the committee by its organization, operation, and success.

C. Instructional Staff. The committee found the faculty to be well qualified for the positions they hold and dedicated to their profession. There is some question, however, whether the allocation of classes enables individual teachers to use their academic training to the best advantage. A few are not teaching in their major field and one or two are teaching subjects for which they may not have adequate preparation. The committee feels that some of the teachers might benefit from professional training in subjects such as tests and measurements, general and special methods, and the like.

The committee commends the school for its recently adopted salary schedule and for its financial aid to teachers undertaking summer study. Suggested improvements include a guarded tenure clause for faculty and clerical staff, provision for sabbatical leaves, and financial support for evening study at local universities during the school year.

Recommended also is a greater number and variety of professional periodicals for the professional library and increased inservice training of teachers.

D. Noninstructional Staff. The committee greatly appreciated the helpfulness and courtesy shown them by the clerical and accounting staff. Earlier in this report the need for a full time business manager and a full time nurse has been urged, as well as a larger maintenance personnel.

In connection with the health and medical services, the committee strongly recommends that a large first aid box be provided in both the boys’ and the girls’ locker room and that a smaller first aid kit be available in the principal’s office. It was felt that a substantial number of the school staff should have a knowledge of basic first aid procedures. It is recommended that an accident report form be placed in each student’s and staff’s permanent record folder.
II. Organization and Management.

A. Pupil Accounting. The committee recommends a more formal method of pupil accounting, both as a protection to the student and to the school. The committee agreed that a more systematic procedure for leaving one area of the school to go to another would safeguard the school and prevent possible loitering.

Although the committee recognizes the values inherent in the Cottage in giving Seniors a sense of special privilege and in developing responsibility, they are agreed that there should be more supervision of this area than is now evident. They felt strongly that, in spite of its values, this privilege as it now operates constitutes a potential danger area.

B. Reports to Parents. The school is commended on the excellence of its parent-school communications system (but note comments under IV, A, below).

C. School Finance. The school's self-evaluations are approved. Financial matters appear to be well managed with limited staff, but a full-time business manager is recommended.

D. School Schedule. The school's self-evaluations are accepted.

E. Maintenance and Operation. The committee accepts the school's own evaluations here; however, it repeats its concern with regard to the economy of plant operation. An enlarged maintenance staff seems essential to assure proper maintenance of the plant, which is an economy in the long run. The maintenance staff has already been commended for effective operation; the small staff is doing a fine job, but they need help.

Some instruction of pupils in the proper and safe use of the corridors and stairways may be needed. Inclement weather moved the committee to dispense with a fire drill, but it was noted that pupils do not always seem clear as to which side they should use in meeting an on-coming group.

F. Lunchroom and Kitchen. Those responsible for the Lunchroom are warmly commended for the excellence and variety of the food, as well as for the sanitary procedures.

The committee recommends more faculty supervision in the lunchroom to insure that students choose adequate food and that greater use be made of the opportunity for social learning which eating together provides. Some members of the committee questioned whether the fact that some students bring their own lunches may be costly for the dietician's budget and permit too great laxity in regard to proper diet (especially when parental supervision may also be lacking).

G. Transportation. The school's evaluation is accepted.
III. Educational Leadership. The committee commends the administrative staff for the leadership it is giving to the school. Being active teachers themselves, the administrators are close to the educational needs of the institution and are providing intelligent and imaginative guidance for the entire staff through individual consultation and in group activities. We particularly commend the guidance given to new teachers and the efforts to coordinate the work of the various departments through the use of faculty committees.

It is recommended that appropriate steps be taken to permit and encourage wider use of existing audio-visual aids further to enrich the instructional program.

IV. Community Relations.

1. Providing Information. The committee recognizes and commends the excellent relations which exist between the home and the school. It feels that communication, while no doubt very effective in most instances, is somewhat haphazard. It therefore recommends the appointment of a Public Relations Officer who will keep the parents, alumni and friends of the school aware of changes, improvements, and needs - by more systematic visitation and particularly, through the use of printed materials. The school has expressed the desire for a school catalog and the committee strongly urges that one be prepared so that there may be an understanding both before enrollment and during the child's stay at the school of the school's official policy and procedures as well as the terms of enrollment and a description of the school's history, philosophy, and program. This can be a useful instrument in attracting new parents and their children to the school.

CONCLUDING STATEMENT

The graphic summaries which follow this written report are plotted from the average of the school's own evaluations as modified by the visiting committee. No attempt has been made to adjust the position in relation to other schools. The Middle States Association does publish norms based upon evaluations made with the 1950 edition of the Evaluative Criteria. From these, administrators may determine the relative position of their school among the schools in their area. School staffs may find the "Summary Form for Subject Field Divisions" useful in analyzing differences among various aspects of the separate subject-matter fields not shown in the "Graphic Summaries."

The members of the visiting committee are completely unanimous in expressing their continuing appreciation for the opportunity to visit The Park School. All of them join the Chairman in sending sincere thanks to the entire school staff and to the students for the many thoughtful courtesies and gracious hospitality which made the evaluation a most pleasant as well as a professionally challenging experience.

Respectfully submitted,

Merrill E. Bush
Chairman, Visiting Committee
Mr. Hans Froelicher, Jr.
1402 Bolton St.
Baltimore 17, Md.

Dear Hans:

I tried to get in touch with you by phone today but there was no answer. Not knowing whether you had merely stepped out for the afternoon or were relaxing in Fairfield, I thought I would drop you a note. I met with Vera Vogel today to discuss the question of a fitting memorial here at school for Ned. We have agreed that it would be most appropriate and meaningful for those funds contributed to the school in Ned's name to be used in purchase of a special drama collection for the library. All the books in the collection would, of course, be designated suitably with a bookplate. When I asked Vera whom she would like to have write a letter to interested persons announcing the memorial and offering them the opportunity to contribute, she replied at once, "Hans."

On her behalf, as well as the school's, therefore, I'd like to call upon you to undertake this responsibility. At your convenience, perhaps, you can call me so we can discuss it and a couple of other matters in recognition of Ned's role in the Park School.

Unfortunately, I will not be in the office beyond this week until the last week in August. I will be at home part of that time, although I can't say exactly when. The nature of this project requires some expedition, of course, so please don't hesitate to call me at home or to drop me a note there, where it will be forwarded to me if I have gone out of town for more than a couple of days.

Best regards,

Bob

Robert A. Thomason

Please forget the run-on quality (?) of this letter. Sorry's on vacation!
Dear Bob,

The report of the visiting committee should have been a preliminary draft. It lacks fundamental coherence because it mentions the raison d'être of the school but offers neither summary nor critique thereof. There is no thread on which the committee's pearls are strung, and it does not truly consult the ambitions of the school nor has it any regard for its history.

The report is a check list of valued practices—yes—and of some valued criticisms—yes. But it is also a potpourri of all the prejudices and clues of the various visitors all put rather undigestedly into the elementary canal of the school. Carthasis is indicated but not decided (What a figure of speech!) The document "asis" is a dangerous compilation, dangerous in the hands of people with less experience and perception than Louis Kohan or Helen Harrison. I can only guess that Merrill Beale was in a hurry or in confusion. The evaluation of the schools evaluation of itself must now be re-evaluated. Translated as raw material into a re-set of the school's sense of direction. Without this, were you to respond to each of the
Committee's suggestions you would still have incoherence.

Do look back at the previous evaluations and see if they make more sense - not for now but as of then - to see whether or not they do not establish a precedent for a more useful document.

You will know, naturally, that humility, is required of you and of the school at this juncture but never defensiveness nor surrender. I know that you know that the open mind is indispensable even when your sails are set and you are running with the wind. There is no automatic pilot except your destination, likely what I have written will confirm your own feeling in some respects. I do not think your problem is "how to begin" but rather, "with whom to begin". The answer to that is yours. And the time is more,

Sincerely,

[Signature]