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To commemorate the 50th anniversary

of

THE PARK SCHOOL

Brooklandville, Maryland

the students cordially invite you to attend

a

YOUTH FORUM

Saturday, 11 May 1963

Keynote Address -

"The Challenge to Youth in the 20th Century"

Representative Clarence D. Long

Second Congressional District, State of Maryland

Individual seminars and discussion groups will be led

by outstanding artists, educators, industrialists, clergymen,

scientists, and civic leaders.
May 6, 1963

Mr. David Mallery
7 West Hampton Road
Philadelphia 18
Pennsylvania

Dear Mr. Mallery:

I figured that something such as you described in your May 1st letter had happened. It is always reassuring to find out that I am not the only one who gets involved in such confusion! Hans and I certainly appreciate your interest and your good intentions.

Perhaps you will be interested to know that the local TV channel which did a half-hour feature show on our alumni exhibit is making available to the School for its permanent possession a 16mm copy of the video tape. I hope to make arrangements for it to be viewed some time during the next academic year. We have also kept a very good photographic record of the exhibit itself and are going to work up a little publication about it over the summer months. I shall be sure that on both counts you are kept informed.

Sincerely,

Robert A. Thomson
Headmaster
Outline for Television Program

Park School's 50th Anniversary Youth Forum

Station: W M A R (Channel 2)
Running Time: 30 minutes)
Recording Date: May 9, 1963
3 - 4 P. M.
Viewing Date: May 11, 1963
12:30 P. M.

CAST

Forman, Robert
Forman, Frances
Frankel, Stuart
Harrison, Richard
Hendler, Bruce
Kohn, Judy
Leaderman, Arthur
Lisansky, Debby
Pearlstone, Ellie
Sachs, Philip
Seidel, Robert
Spiegel, Daniel
Warres, Steve
Wilder, David

Mr. Thomason
(1) Mr. Strader and Mr. Thomason

The show opens with a brief statement by Mr. Rick Strader, W M A R staff announcer, about Park School's 50th anniversary. He then asks Mr. Thomason for elaboration: factors behind School's founding, its objectives, educational philosophy, instructional methods, other anniversary events and the Youth Forum.

Mr. Thomason relates the Youth Forum to the School's educational philosophy and instructional techniques. Then in answer to a question from Mr. Strader says in effect that the program will show just how the students decided what event they would sponsor in the celebration, how they planned it, and how they carried it out.

After commenting on some preliminary discussions held last spring, he says that work really got under way in the fall with the appointment of a student chairman for the undertaking.

CAMERA SHIFTS TO

(2) Judy Kohn and Fran Forman

Fran congratulates Judy on election as president of School government. Exchange of pleasantries. Judy asks Fran to take on job as 50th anniversary committee chairman, explaining why she wants her to do it. Fran accepts.

CAMERA RETURNS TO

(3) Mr. Strader and Mr. Thomason

Mr. Thomason explains that Fran then met with a group of student leaders; it quickly became apparent that the most attractive project was a Saturday conference to which students from other schools would be invited.
(4) Fran Forman, Art Leaderman, Debby Lisansky, Bob Seidel, Dan Spiegel, Steve Warges

Group is engaged in discussion, led by Fran. Microphone picks her up as she is saying: "Well, we chose a pretty good theme - "The Challenge to Youth in the 20th Century" - what about topics for discussion groups? Does anyone have any ideas?"

Steve Warres: Problems of Democracy - Dr. Murray

Debby Lisansky: Place of Religion - Panel of clergymen

Bob Seidel: Problems and Pressures of Adolescence ("Who would be good?")

Art Leaderman: Peaceful Coexistence - Dr. Neumann, History Department Goucher

Dan Spiegel: Urban Problems - A city planner

Fran Forman: "Let's not forget the arts - they're a challenge, too".

GENERAL DISCUSSION of this point follows as:

CAMERA RETURNS TO

(5) Mr. Strader and Mr. Thomason

Mr. Thomason names some other representatives that were finally agreed upon and names of some of the discussion leaders. He then comments about the difficulties encountered by the students in getting commitments from so many busy people for the same day. He points out that in all instances they were not able to procure the persons they first thought of for the assignments and had to adjust their plans accordingly. Finally Mr. Thomason states that there were other kinds of adjustments that had to be made and, of course, many details to be attended to.
Fran Forman, Bob Forman, Stuart Frankel, Bruce Hendler, Judy Kohn, Ellie Pearlstone, Pete Sachs, David Wilder

Fran is telling the other students about her communication from Mr. Sterne, "Baltimore Sun" correspondent, and his request that that topic for his discussion group be changed. When all agree that the change is acceptable to them, she then reports that Representative Long has agreed to deliver the keynote address and that they can now proceed to send out invitations and information sheets.

Pete Sachs: "Do you still think we ought to send out invitations to 325 schools? That seems like an awful lot!"
Judy Kohn: "Don't worry you always have to invite many more than you hope to have for something like this. Many won't want to or won't be able to send students."
Bob Forman: "Well, let's not change it now, for gosh sakes! I've already gotten about 20 kids to type 15 letters apiece, one to the president of each student council to make it a really personal kind of invitation."
Fran Forman: "Yes, and I've signed every one of them!"
Bob Forman: "And don't forget that we've also typed an individual letter to the editor of each school newspaper. I hope that they'll use the newsreleases we're sending them!"
Pete Sachs: "Do you think anybody will come from out of state? I know we're sending invitations to schools in six states and in Washington, D.C."
Fran Forman: "Oh, some will. I hope so anyway. It would be great to talk to kids from New York or Virginia. I guess we'd better plan on some of them coming. Oh! don't forget you're supposed to get nametags for everybody, Pete."
Pete Sachs: "I won't."
Bruce Hendler: "And I'm supposed to make signs
directing the delegates to the right rooms?"

Fran Forman: "Uh huh! And, Stuart, you're going
to take pictures during the conference?"

Stuart Frankel: "Right, and I've lined up eight
tape recorders so we can record all of the discussions."

Fran Forman: "Let's see. What else is there?"

Ellie Pearlstone: "David and I are arranging to have
out-of-town delegates met at the railroads and the
bus stations early that morning. They'll be brought right
to the School,

David Wilder: "And some people from out-of-town will
arrive the night before, you know. Leslie is finding
places for them to stay with some of our school families.

At this point, if not before, THE CAMERA RETURNS TO

Mr. Strader and Mr. Thomason

(2 - 3 minutes)

Mr. Strader observes that it looks as though they're just about ready
for the Forum. Mr. Thomason replies that they are and then comments upon the
educational significance of the Forum for all students who will participate
in it on the one day, but the even greater significance for those involved in
planning and carrying it out.

Mr. Strader asks if it will be possible to have a glimpse of the conference
itself. Mr. Thomason replies "Only by dropping in at the School on this very
day, for this is the big day which many months ago was just another number on
a calendar."

THE END
Fifty years of educational leadership
Please respond.

Dinner at 7:00 P.M. — $6.50
Cocktails available at 6:00 P.M.

Sent check #206 for $13.00
Reservation for 2
The Board of Trustees and
The Faculty of
THE PARK SCHOOL
request the pleasure of your company
at a dinner in honor of
THE FIFTIETH ANNIVERSARY
Sunday, April 28, 1963
The Emerson Hotel

Guest Speaker:
Dr. John H. Fischer
President, Teachers College, Columbia University
Independent Schools Lauded By Fischer

Dr. John H. Fischer, former superintendent of Baltimore's public schools, last night applauded private schools "that are truly independent."

America needs good independent schools "just as surely as it needs strong public schools," he said at the fiftieth anniversary dinner of The Park School, a private institution.

"Must Conform"

Dr. Fischer, who is now president of the Columbia University Teachers College, observed:

"To a considerable extent, public schools must conform to the will of the majority of the community, and are always, therefore, inhibited to some degree in attempting new things or discarding outmoded practices.

"The independent school, enjoying wider latitude, has greater opportunity to venture beyond a customary territory, to experiment, to learn, and so to teach a constituency much larger than its student body."

The former Baltimore school superintendent noted that all schools which are "private" are not necessarily "independent."

Term Explained

"Independence suggests not merely privacy, but freedom from restraints to which publicly controlled schools are properly subject," he said.

Dr. Fischer also said that schools are so busy adjusting to complaints about details that they take little time to think about higher purposes and ultimate objectives.

"Less attention to the earthquakes and more to the tides of change" is needed, he declared.

Pressure Groups

He said schools have been too busy responding to "every current pressure, and every noisy pressure group," from "admirals and academics, liberals and conservatives, taxpayers and teachers," who are noisily displeased with the schools, "frequently on grounds exactly opposed to each other."

He said there should be less excitement over "flashy programs whose chief appeal is spectacular novelty," and a closer regard for fundamental efforts.

Dr. Fischer called for "attention to values, the deliberate cultivation of imagination, the systematic nurture of creativity... craftsmanship, and good human relations."

All of these, he said, supplement intellectual strength.

Mr. Max Paulus  
Room 1710  
910 S. Michigan Avenue  
Chicago 80, Illinois

Dear Max:

After many years of "non-participation", I joined up with the little zealous group which has kept alive some recollection of our high school days with the class of 1908 at Baltimore City College. They tell me they never hear from you.

We are meeting on Saturday night, next, at the home of Milton Halle, Greenspring Avenue, Pikesville, Baltimore 8, Maryland.

Why not send Milton a telegram saying "all is forgiven", or something else more spruce, whatever occurs to you. The legend is that your story has been a success story. I have had fun being a schoolmaster.

For years I resented my City College experience as disrespectful and almost sadistic. I still protest it. I have changed in this way. I do not hold my experience against our classmates.

With best wishes I am,

Sincerely yours,

Hans Froelicher, Jr.
From the office of
HANS FROELICHER, JR.

Copies of letter to Eugene
Shak
Bob Thomson
Judy to Charles
It to send to Fred

Dear Eugene:

The profound element of beauty in the Park School Golden Anniversary was your presence there. Just think of it! Fifty years after the school began, its inaugurating headmaster was there to see a thriving place alive with today's life, alive with a half century of history, faithful, each generation in its time and fashion, to the ways in which the school began. You were the one who translated the educational ambition in ferment at the century's turn into a living organism of young lives and their teachers and their families, with integrity to principle, ingenuity of practice and the high spirit of dedicated thoughtful adventure. The anniversary days were days of true fulfillment for you and for the men who brought you to Baltimore and completed their act of faith by entrusting their children to you. It is no wonder that "Education Moves Ahead" when there is coincidence of a man and the opportunity and that man measures up to the opportunity which became his opportunity. It was profoundly beautiful that you could return fifty years after you arrived to pass on by your presence, by your words, and by your bearing, the torch which you grasped so long ago and started on its way.

After I came to the school for the second half of its life, do you remember how I sought you out at every meeting where you and the other national leaders came to plot for democracy in education? I wanted to learn but I also wanted to earn your confidence. I wanted your blessing on the life of the school over which I presided. I wanted the school to grow in a continuity with its beginning because the principles on which it
began were not and could not be expended or outworn. They were, and they still are, spending and never spent. Because of this, the countless exchanges we have had through the years, each have had their meanings. None was so poignant as were the days of the Golden Anniversary and the hour we had together in my study, with Shakman and Frances, just before you caught your train.

With us then was an unseen company, a company without which life could not have been complete—the children and the teachers who worked with you and me,—my father and the men who worked with you and him,—my brother who taught me much he learned from you and them,—Joyce who kept her faith in my years of finding a direction and following it,—your "good companion", Grace, who worked at your side for all the great years you knew together. Unseen? Yes, but they were there and you knew it and I knew it.

When you left I had a pang of selfishness because Frances was aware of all of our "significance", and I had someone with whom to share all that came into these minutes. Knowing you, though, I do not fear, for you will always muster for "goodly company" the thoughts and deeds and people, shared by Grace and you. Moments of loneliness you know, will know, but I know you never need be lonely long.

With love,

s/ Hans
This spring the Park School is celebrating its golden anniversary with the events which are customary on such occasions — parties, banquets, exhibits and so on. But the events of the coming weeks also include a conference on "the challenge to youth" in the second half of our century, and a speech by Dr. John H. Fischer, president of Teachers College, Columbia University, and former superintendent of the city's schools.

These two events underline the importance of the private school in our diverse educational system. It sets high standards for its students, giving them an intellectual challenge and unusual opportunities for learning. In exchange, it expects its alumni to live up to their promise and their exceptional training. By so doing, it sets standards and blazes trails for the educational community at large. A good and adventurous school like Park benefits more than the small circle of its students and its completion of a successful half century must draw congratulations from the community at large.
May 9, 1963

Dear Hans:

You are a most encouraging guy, for you can make compliments sound not only pleasant but consequential. Needless to say, I am enormously pleased that you agree with the things I tried to say at the Park School dinner. With variations on the theme I intend now to keep saying them for a while.

Sincerely,

[Signature]

Mr. Hans Froelicher, Jr.
1402 Bolton Street
Baltimore 17, Maryland
May 2, 1963.

Dr. John M. Fischer
106 Morningside Drive
New York, New York

Dear John:

I have not retreated (nor do I expect to) from my feeling that More Than Remembrance is a STATE PAPER. And you were so patient through the symbols and words which held your fire until unconscionably late.

State Paper? Not a careless word but not a labored passage either. And the sure touch of placement in time and in the "tides" of educational circumstance. No school occasion was ever more fortunate than to have your knowing and perceiving thought threaded through its story only to be tied into a vision of that schools' attainable tomorrow. A great invitation, arduous to accept, impossible to dodge.

It is delightful to think that you are the one to have the point of vantage that you now have and that your invitation will, therefore, reach so many. More poignantly, my teacher-daughter and my two headmaster sons were in Baltimore to hear you. As you spoke they grew. Separately each, in his own way, said as much to me. And the growth was in dedication as well as direction. They plan, again, each in his own way, to be tough about it.

I am so grateful.

Sincerely,

Hans Froelicher, Jr.
May 9, 1963.

Mr. Harrison E. Tompkins  
The Park School  
Brooklandville, Maryland

Dear Tommie:

The anniversary weekend was famous up to and including the final very perfect words from John Fischer. You and I will talk about it when I see you.

In the meantime, I wanted to share with you a quotation from a letter which Fred wrote before the anniversary but after he had read my piece in the magazine. I quote:

"I would guess the most meaningful part in the thesis is your mention of Mr. Tom; for I think if anything should be celebrated it should be the day he walked through the doors of the Park School. I dare say that I could as you did; expound about my great friend, but may be the time for this would be during the weekend celebration."

That's all for now.

Sincerely yours,

Hans Froelicher, Jr.
May 9, 1963,

Mrs. Samuel Feldman
3807 Clarks Lane
Baltimore 15, Maryland.

Dear Gretchen:

I just wanted you to know that the alumni cocktail party was utterly fabulous. I am not sure whether I told you so at the time. It seemed to me that I renewed a thousand friendships in the short space of an hour or two and left for the reunions in high elation, not from cocktails but from the people, each one of whom in his generation helped to make the Park School.

Of course I was sorry that my great friend and good companion, Ned Vogel, was not there himself but only in the feelings and the spirit which he cultivated in his days of great teaching.

I know you have been thanked by a host of people. Having done what you did was a reward in itself to you, I am sure. Nevertheless, I wanted you to hear from me because our birthdays still fall in February and on mine each year I think of my "twin" and the days of her beginnings.

Many, many thanks and much love,

Sincerely,

Hans Froelicher, Jr.

mm
May 9, 1963

Mr. Robert A. Thomason  
The Park School  
Brooklandville, Maryland

Dear Bob:

For the alumni exhibit at the anniversary, I sent to the school a Diorama—Park School, 1956, created by Faith Farchione Paquet and given to me by her. Mr. Tompkins made the cabinet for it. I am sure that you saw it.

On the telephone the other day I offered to give this to the school. Having sat in your chair for some time, I know that many things are offered to a school for which there is no reasonable place no matter what the intrinsic or associated value of the piece is. I, therefore, condition my offer on the wish of the school to accept it and to place it. You and your associates would know best whether the school would actually like to have it. The Diorama speaks to me but I cannot be sure that it speaks to the school of today.

I will count on you to let me know in due season whether Park School can accept this gift from me.

With this letter I am enclosing a note just received from Faith. I had written her that I was taking the liberty of putting the Diorama in the exhibit. I am sure you have received many letters of acknowledgment to the school and acknowledgment to all of you who staged the anniversary. Perhaps you would like to copy parts of this for any compilation which later may be issued or at least collected to be shared. I would like you to return this letter to me when it has served your purpose.

Sincerely yours,

Hans Froelicher, Jr.
May 9, 1963.

Mrs. Austin Fine  
Hooks Lane & Reisterstown Rd.  
Pikesville 8, Maryland

Dear Jill:

The anniversary luncheon certainly filled an important place in our great Park School weekend.

I just wanted you to know that I was proud to be there, that I enjoyed every minute of it and that the care and taste with which you and your committee worked along with Bob Thomason and the people at the school was handsomely justified.

With thanks and affectionate greetings

I am,

Sincerely yours,

Hans Froelicher, Jr.

mm
May 9, 1963.

Mrs. Edward F. Lewison
7501 Park Heights Avenue
Baltimore 8, Maryland

Dear Betty:

How fortunate the school was, and its alumni were, to have you arrange the alumni exhibit. I could have lingered in it for a much longer day than I had. I am delighted that a pictorial inventory has been made of it for its future enjoyment. The taste, the care, the thoughtfulness, which you put into it were apparent everywhere and I send you this note to add my written gratitude to my spoken gratitude and to the thanks which you had, and earned, from so many, many delighted people.

I did not have time to look at the portfolio of questionnaires which were set along side the yearbooks. I am sure that these have been carefully kept and will be available. At the first opportunity, I want to take a day off and read them over. So far as I know, this was an entirely unique idea and should be fascinating not only now but many years from now.

With affectionate thanks and great respect I am,

Sincerely yours,

Hans Froelicher, Jr.
The
Park School
Alumni Association

invites you . . .
to view the 50th Anniversary Exhibit of Alumni
Achievements, and requests the pleasure of your
company for cocktails, from 5 until 7 o'clock, on
Saturday, April 27th, 1963 at the Park School,
Brooklandville, Maryland.

Sincerely,

R.s.v.p.
Gretchen Vogel Feldman
3807 Clarks Lane
Baltimore 15, Maryland

Alumni Exhibit:
Friday, April 26 - 1 to 5 o'clock
Saturday, April 27 - 10 to 7 o'clock
Sunday, April 28 - 12 to 3 o'clock
The Park School's 50th Anniversary

YOUTH FORUM

May 11, 1963

The Challenge to Youth in the 20th Century

GENERAL INFORMATION

1. Purpose On the occasion of its 50th anniversary the students of The Park School are sponsoring this conference as their contribution to the year-long celebration. Basic to the School's philosophy is the belief that education at any level must not be divorced from life outside the classroom. In keeping with that philosophy the Forum seeks to acquaint secondary school students with the issues that confront their generation.

2. Program Following a keynote address to the assembled delegates, they will participate in a series of three seminars on topics of special interest to them. Discussions will be led by men and women outstanding in the fields under consideration. Their roles, however, will be to stimulate discussion, not to lecture. At the completion of the third group of seminars the delegates will re-convene for a summing up and the closing of the conference.

- 8:45 - 9:45 Registration
- 9:45 - 10:45 Opening of the Conference
  Keynote Address
- 11:00 - 12:15 Seminar Series I
- 12:20 - 1:15 Lunch
- 1:30 - 2:45 Seminar Series II
- 2:50 - 4:05 Seminar Series III
- 4:15 - 4:45 Summing Up
  Closing of the Conference

3. Participation Selected public, independent and parochial schools in the Middle Atlantic States area and the near South are being invited to send up to three delegates and one faculty advisor.

4. Registration The enclosed form should be returned NO LATER THAN APRIL 29. Each delegate's preferences with regard to discussion groups should be listed.

5. Other Information
   a. Lunch will be served in the School's cafeteria at a charge of seventy-five cents.
   b. Lodgings at no charge will be available through the hospitality of Park School host families. Out-of-town delegates should supply the requested information on the registration sheet so that appropriate arrangements can be made for them.
   c. Transportation. For those traveling by automobile, a map is enclosed showing the location of the Park School in relation to major highways leading into Baltimore. Delegates coming to the city via the Pennsylvania Railroad, Greyhound or Trailways bus systems will be met at the terminal by courtesy cars if the information requested on the enclosed sheet is given.

THE PARK SCHOOL, BROCKLANDVILLE, MARYLAND
The Park School's 50th Anniversary

YOUTH FORUM

The Challenge to Youth in the 20th Century

TOPICS OF SEMINAR

A. International Communication towards World Peace
B. Pure Science and Modern Technology in the Shapes of Tomorrow
C. Problems and Pressures of Adolescence
D. The Place of Religion and its Changing Values
E. Modern Philosophy and Morals
F. The Role of Education and the Teacher
G. Reflections of the Times in Art
H. Reflections of Life through Music
I. Literature as an Expression of our Times
J. Urban Problems
K. The Problems of Transition from an Agrarian to an Industrial Society
L. Problems of Democracy: Theory vs. Practice
M. The Effect of Propaganda
N. Changing Trends in Local Politics
O. Congress' Role in World Affairs
P. Government and Industry in World-Wide Development
Q. Conflicting Ideologies and the Course for the Future
R. Peaceful Coexistence

PRELIMINARY REGISTRATION FORM

Name of Participating School ____________________________

Address _______________________________________________________________________________________

Name of Faculty Advisor (if any) ____________________________

Names of Delegates (Please indicate below preference of topic; for each delegate by using capital letter immediately preceding name of topic in top section)

1. ____________________________ 1st ____ 2nd ____ 3rd ____ 4th ____ 5th ____

2. ____________________________ 1st ____ 2nd ____ 3rd ____ 4th ____ 5th ____

3. ____________________________ 1st ____ 2nd ____ 3rd ____ 4th ____ 5th ____

LODGINGS
Our delegation will need housing on Friday night __________ on Saturday night __________

TRANSPORTATION
Probable time of arrival. Friday P. M. __________ Saturday A. M. __________
Probable time of departure: Saturday P. M. __________ Sunday A. M. __________
Mode of travel: Auto __________ Rail __________ Bus __________

Would like to be picked up at station ____________________________
(Name of Railway or bus company)

Time: A. M. __________ P. M. __________

THE PARK SCHOOL, BROOKLANDVILLE, MARYLAND
May 2, 1963.

Mr. Shakman Katz
2609 Talbot Road
Baltimore 18, Maryland

Dear Shak:

I think that Sigmund Sonneborn would take the greatest delight if he could know that the Park School, which he suggested to Eli Oppenheim, lived its first 50 years well enough to earn the gratitude of its students and their parents and to merit at 50 the acknowledgment of a distinct contribution to the development of American education.

I think that Sigmund Sonneborn would take deeper and warmer delight were he to know that his son-in-law, aided and abetted by his daughter, was the one to whom the whole school family turned for the guidance of the golden anniversary. It detracts in no wise from the extraordinarily fine organization which Robert Thomason gave this event to recognize that you and Emily were the assurance to the whole school family that the kind and temper of the celebration would be a worthy capstone for the school’s history and worthy for the administrative and constructive look ahead. Both you and Emily have been at the service of the school from the day you entered its first pupil population. It is a high compliment to the school that it could command you in this way. It is equally true it could not have been the school to command you unless your part of it had been an indelibly zealous and jealous regard for what is good.

How wonderful it was that Eugene Smith could be here and that you and Emily were the people to look out for this amazing gentleman. From a personal standpoint, I took no greater pleasure in anything in the whole series of events then I did in the fact that the Sonneborn, Katz families and the Froelicher families were a part of the scene which their parents, their grandparents, and their great grandparents cared enough to start.

With kind personal regards I am,

Sincerely yours,

Hans Froelicher, Jr.

Mr. Robert A. Thomas
The Park School
Brooklandville, Maryland

Dear Bob:

A week or two ago, before the Park School Weekend, I wrote you that I thought you had "captured the opportunity" of the anniversary. Now that the great weekend is over, I can say further what I said to the board, namely, that yours was a magnificent job of organization. Furthermore, the great care with which the spirit of the anniversary was developed and carried out was admirable too.

If there ever was poetic justice to the school and to Eugene Smith, it was his presence there and his extraordinary carriage in the situation. When it was all capped off by the utter dignity of John Fischer's presentation of his state paper, one could ask no more.

All of this is underlined by the change in tempo and interest of the anniversary committee from the rather desolate meeting at the beginning of winter. Your associates came across beautifully. I sense that the whole school family cooperated, and this argues well for future endeavors for the school whether it be campaigns for development, or developing the life of the school within.

Finally, I am grateful for the opportunity which your courtesies afforded my family, both for taking part and for the family reunion which was made possible thereby. Perhaps the touchdown of the whole weekend was the fact that it became a family reunion opportunity for so many Park School families. I will guarantee you that echoes of things like this, and they were such good echoes, will ring down through the years to the benefit of the school.

Sincerely,

Hans Froelicher, Jr.
Poll Tat - George Brain
Josh Summer

Embassess - Regional Plan
Sampling Engineers
Dragons Tickets

Every thing tone - like enjoying ones grandchildren. Better now long.
French where George What Song

Boy at Friends Boarding School

Now can you see Supermen
Eugene - Shadow La Leaf Benlon
Roges Sherwood Keith Rush Shank
Freddy Kokes

Dickie Spummunder Dance heap - Our Town
Sally Putnam - Classes make them
Deliberate you 10 grade Stream of
Consciousness

New School I've grown accustomed to
New Deal sure face

Details are making their place
with the times
Beautiful Day  Beautiful place
Set 6 nce. of School - told
Bob - big job to move Margaret into
more complex arts - more complicated

Met Margaret wanted to can
Ray's phone call
Ray's confidence - lesson in education
In a way Margaret has to be shown
Met Eunice - been very busy if she
wanted to know me

Window shades

Wors, in a School

Sally & Eva

Med

Margaret

Genius, all the new things
but children's parents are older...
Notes for Park School Anniversary

Introduction of St. Louis Ossary
Mother, 12 year old pupil
Father, Grandma graduate
Method, Kansas City pupil
Charles, Mary Institute
Francis, Foundan Valley Grad
former faculty at Oak Room

Abel - first blind boy

Problems - Problems
Near disabled out of school

Every time done - like enjoying grand children
Bob told me how long - Frank - where to sit
George clanks what to say.

Story of

Boy at Frank Boarding School
Bulent, opponent - shadow of a loaf
I declare girl 10 grade, Sally Putnam
said her dress marked twice while she was
away. Stream of consciousness piece
Ray Kahl  1932 Depression - Confidence
Margaret Coe
New place - old friendships - public service
Summer program
Business
School Council
I've grown accustomed to you face
I think made their peace with the Tennes
Send to Bob of unfinished business

Not here

Margaret
Sally
Eva

Leslie, Gladman
She was our impatience and our patience too - impatient of inaction or infraction, patient of every child's kind and circumstance and growing - twin gifts made one because of love. She was a gift from France and France's friends. She gave to all her generations. Her delightful partnership of charm & strength and loyalty are here tonight. So here is her light and as closing her to her lighted eyes.

We always lighted side to Sousette Lash, who bundled light in ours.
Our affection and respect to Dorothy Sippell Wallblake who decided long ago that whatever is to be done must be done well and that no child should tarry his year in her room without knowing that her mother could be his. Her always growing interest in her larger world, in the United Nations Association, for instance, was enrichment for the whole school. In the chair or at a chore she only knew to set the pace. To us, our affection, our respect, our persisting gratitude and a gold star forever.
Social Responsibility

Outdoor - work with hands

Friday

Outing Club

Community School

Immediate surroundings, lab, lab

Psychological insight

Understanding of one's own accomplishment

International interest

10 years pre-war

Experiment in ice farming

Everyone in agriculture

Interest in unusual experiments of colleges

What Bill Severson said about the Grand Canyon of every height
You wonder what young people will remember of their elementary and secondary education because you, yourself are always re-examining your own. I found 178 pupils in the school. I read out something more than 500 names at a succession of commencements, left 450.
MENU

PINEAPPLE SUPREME

CELEBRITY AND OLIVES

BREAST OF CHICKEN WITH MAITRE D' HOTEL SAUCE
AND MUSHROOMS

STRING BEANS AMANDINE

CANDIED SWEET POTATO

STRAWBERRY MERINGUE GLACE

DEMITASSE

Hotel Emerson
Baltimore, Maryland

April 28, 1963
7:00 P.M.
THE PARK SCHOOL
50TH ANNIVERSARY BANQUET

PROGRAM

Invocation ........................................... Dr. Morris Lieberman
Baltimore Hebrew Congregation

Welcome ............................................. Frank A. Kaufman
President, Board of Trustees

Toastmaster ......................................... Dr. Abel Wolman, Professor
Emeritus, Sanitary Engineering
Johns Hopkins University

Remarks ............................................... Eugene Randolph Smith,
Headmaster, 1912-1922

Hans Froelicher, Jr.,
Headmaster, 1932-1956

Robert A. Thomason
Headmaster, 1956-

“A Look at the Future” ......................... Jerold C. Hoffberger,
Chairman, Development Fund

Introduction of Speaker ...................... Walter Sondheim, Jr.
Trustee

“More than Remembrance” ............ Dr. John H. Fischer,
President, Teachers’ College
THE BOARD OF TRUSTEES OF THE PARK SCHOOL

January, 1963

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WALTER HOLLANDER ...................................................... George L. Clarke

Teacher from 1917, Head of the Lower School from 1927 and Acting Head of the School in 1932

MARGARET F. COE

Head Masters

EUGENE RANDOLPH SMITH (1912-1922)
JOHN W. LEYDON (1922-1926)
EMMITT M. SIPPLE (1926-1932)
HANS FROELICHER, JR. (1932-1956)
ROBERT A. THOMASON (1956- )
April 23, 1963.

Mrs. William J. Alexander
419 D Eadale Road
Baltimore 29, Maryland

Dear Nancy:

I am giving up one of my treasures for the duration of the Park Schools Anniversary. I mean, of course, the painting you did for me as a "graduation gift". I hope you will approve of my asking the committee to hang it among the works of the alumni. I am very proud of it.

Hoping to see you at the school I am,

Sincerely yours,

Hans Froelicher, Jr.
April 2, 1963.

Dr. Harold Taylor  
Director Summer Program  
241 West Twelfth Street  
New York 14, New York

Dear Harold:

If my young, able but currently overwhelmed-by-anniversary successor ever gets around to sending you the invitation to the Park School 50th--the invitation which you cannot accept--do write him a little note, a brief message he might read.

After all you did have a handful of delightful girls from the Park School. The 40th Anniversary was your second visit to the school. At the 40th you stayed with two of my favorite people, Dr. & Mrs. Edward F. Lewison.

The enclosed clipping will tell you what one of my sons is doing. My daughter's children are sufficiently grown for her to return to teaching, which she has done. Now my youngest son will this summer recede from teaching in Nashville into becoming a headmaster at South Bend, Indiana. So whether I like it or not I keep my hand in the world of schools and the address you sent me will be forwarded to the older son and then on to the younger son. This means that your Froelicher audience will continue.

Sincerely,

Hans Froelicher, Jr.

Enclosure

P.S. This letter requires no answer but I do insist that if your engagements bring you within motoring distance of our fair city, I count on you to let me know. One of my delights for this long time has been to keep up Harold Taylor thinking.

I know nothing about Friends World College Headquarters even though I am a member of the Society of Friends. Ask your secretary to send me any publications I ought to look over.
Dr. Hans Froelicher, Jr.,
1402 Bolton Street,
Baltimore 17,
Maryland.

Dear Hans,

We moved to New York, to the Village, and are very happy with it all.

I remember vividly the 40th Anniversary at the Park School and the good time we had there together. I have not received the invitation to come, and possibly this is due to the fact that my new address was missing.

On the 26th and 27th I will be addressing a student group in New York, and then going up to the Putney School to a conference on science where I am to act as moderator of the panel. It would have been great to see you there at the old stand, and I send my best wishes for a happy celebration.

Enclosed is a thing you might like to see.

As ever,

Harold Taylor
THE PARK SCHOOL

OLD COURT RD. BROOKLANDVILLE, MARYLAND VALLEY 5:2351

ROBERT A. THOMASON, Headmaster

March 27, 1963

Dear Frances and Hans,

The formal invitation to our 50th anniversary banquet lists the board of trustees and the faculty as hosts for the affair. In an official sense, of course, that is as it should be. The trustees have asked me, however, to extend to you and to your colleagues a special invitation to be their guests for dinner. Please let me know if it will not be possible for you to accept that invitation. Would you be good enough to return the response card directly to Miss Sendelbach so that we can have a clear count of noses?

Sincerely,

Robert A. Thomason
Headmaster

Mr. and Mrs. Hans Froelicher, Jr.
1402 Bolton Street
Baltimore 17

50 Years of Educational Leadership 1912-1962
April 1, 1963

Dear HF:

In view of the Board's latest move, Mr. Thomason has asked me to return your check for the banquet reservations for you and Frances. We are so glad you will be on hand.

With love,

[Signature]

50 Years of Educational Leadership 1912-1962
April 18, 1963

The Park School
Committee on Anniversary Banquet
Old Court Rd., Brocklandville, Md.

Gentlemen:

Enclosed please find check for $19.50. This is to pay for banquet reservations for:

Mr. & Mrs. Hans Froelicher, III
The Marlborough Apartments
1701 Rutaw Place
Baltimore 17, Maryland

and

Mr. Frederic S. Froelicher
Murray Lane
Brentwood, Tenn.

I should like also to make a tentative reservation for Mrs. Frederic Froelicher in case she finds it possible to come. I should know this by the 25th and will let you know.

Very truly yours,

Hans Froelicher, Jr.
April 23, 1963.

Mr. Frank Kaufman, President
Board of Trustees
Park School
Brooklandville, Maryland

Dear Frank:

It just occurs to me that I have never answered your note suggesting that I sit at the dinner with the honored group of former Board Presidents. I think I would feel honored to sit anywhere on that night, and I shall be happy to obey.

Only one complication occurs to me. Last Fall when I attended a board meeting with Eugene Smith in New York, he needed me because the death of his wife had made him feel rather alone. Just remember that I stand ready to be at his elbow should it seem after he arrives that I could help.

Sincerely,

Hans Froelicher, Jr.
Dear Frances and Hans,

As you know, this year we are celebrating our 50th Anniversary. You soon will receive an invitation to the banquet scheduled for April 26 at the Hotel Emerson. On that occasion, our speaker will be John H. Fischer, President of Teachers College, Columbia University.

I am writing now to ask you to hold that date open and also to invite you to be our guest at a luncheon for the faculty, trustees, and close friends of the school on Saturday, April 27. It will provide an opportunity for renewing old acquaintances and sharing reminiscences, and it will enable you to see our comprehensive exhibit of alumni work - photographs, paintings, sculpture, manuscripts, and other items of interest.

Mrs. Austin Fine, Class of 1947, is Chairman of the Luncheon Committee. Will you please indicate on the enclosed card, addressed to her, whether you will be with us. I certainly hope you can.

Sincerely,

[Signature]

March 11, 1963
March 26, 1963.

Mr. Fred H. Hechinger
Education Editor
New York Times
Times Square
New York, New York

Dear Fred:

You came to the 40th Anniversary of the Park School in 1952 and helped to make that a memorable occasion in the school's life. I would like nothing better for the 50th Anniversary of the school than to have you there on April 26th and April 27th. My successor at the school, Robert A. Thomason, tells me that he has invited you with the hope that you might say something at the intimate luncheon on Saturday, April 26th. You have, I believe, also been invited to the big time dinner on Sunday night where John Fischer will be the speaker.

Several times you have mentioned to me the fine message which came to the 40th Anniversary from the Superintendent of Schools in Baltimore about the help Park School had been to public education. You may not remember that this message was brought by the same John Fischer who was, at that time, Assistant Superintendent of Education in Baltimore.

I know you are overwhelmed with urgent requests to be present here and there. All I can say is that under all the circumstances you would be deeply and warmly welcome at the 50th Anniversary. It would be doubly nice if you could bring your fellow conspirator, Mrs. Hechinger.

Sincerely yours,

Hans Froelicher, Jr.

P.S. I am very busy in my retirement but some of my children carry on. My daughter returned to teaching last year when her children reached independence. My son Charles keeps moving mountains (see enclosed clipping). The latest family news is that our youngest son, Fred, who has been teaching in Nashville, will next year be Headmaster of the Cleland School in South Bend, Indiana. All this is very exciting to me because, as you know, my two brothers were both Headmasters and our parents were both professors on the first faculty of Goucher College.
March 26, 1963.

Dr. Richard M. Sutton
Bridge Laboratory of Physics
Calif. Institute of Technology
Pasadena, California

Dear Dick:

Long time no see. I gather from Park School that you are still in the vanguard of interesting science opportunity.

It seems that Park School has a young mathematics expert named Seidel who wishes to apply for a seminar in astronomy to be held at the Thacher this summer under the auspices of the National Science Foundation. I do not know the Seidel boy. Miss Martha Hunt at the school thought perhaps I could help by interviewing the boy for you since, as I understand it, the Thacher group is to be a highly select one and the selections for membership are in your hands.

Let me know if I can help in this situation and accept my kind regards as always,

Sincerely,

Hans Froelicher, Jr.
March 26, 1963.

Dr. Harold Taylor
c/o Sarah Lawrence College
Bronxville, New York

Dear Harold:

I regret that I am not on your mailing list well enough to know your exact address.

Ten years ago you came to the 40th Anniversary of the Park School and made it a real occasion. My successor there, Robert A. Thomason, tells me he has invited you to the events of the 50th Anniversary to be held on April 26th and April 27th. He has asked you to come to the intimate luncheon on Saturday, to see the exhibit of alumni work and to hear John Fischer at the dinner on Sunday night.

I write only to say that it would double my pleasure at the anniversary if you by any chance could be there.

Sincerely yours,

Hans Froelicher, Jr.

HF:mm
MORE THAN REMEMBRANCE

John H. Fischer
President, Teachers College
Columbia University

The temptation is strong at a time like this to wallow in reminiscence, to praise old-timers and remember things past, but we can do better. Now, to be sure, in the first fifty years of the Park School there is a good deal that should be recalled—and remembered long and well. The founding of this school was a major event not only in the life of Baltimore but in the history of American education for it meant more than the creation of another institution. It was, most importantly, a bold act of faith in the possibilities of a new approach to the ancient, endless task of educating children.

I should be presumptuous to tell this audience the story of your own school. You know that far better than I ever shall. But it is a proper use of this anniversary to recall the historical setting in which that story occurred and to ask after two generations what we can learn from it.

The years just before the first World War, the years in which the Park School was conceived and born, were a period of unusual ferment and controversy in American education. For the public schools of Baltimore they were years of prosperity and advance. Under excellent school boards and the imaginative superintendency of James Van Sickle, the local schools enjoyed a period of unaccustomed progress. Unfortunately for the city

Prepared for delivery at the Fiftieth Anniversary Dinner of the Park School, Baltimore, Sunday evening, April 28, 1963.
and the schools, 1911 marked the end of that upswing and the beginning of a decline that was to last until a new wave of reform and revitalization came in the 1920's. Indeed, as many of you here know, the disintegration of the Board of School Commissioners after James Preston became mayor was not unconnected with the establishment of the school we honor tonight.

In other places more encouraging things were happening. G. Stanley Hall, the eminent psychologist, and the President of Clark University, was insisting that the school curriculum should be designed to reflect what was known of the growth and development of children.

John Dewey, who had left Chicago in 1904, was now at Columbia attracting audiences and followers as a principal spokesman for progressivism in American society and education. His perceptive analysis of the special educational requirements of an industrial society and his insistence on the centrality of the child in the educative process were to influence education everywhere. His work was to prove sound enough to survive both the support of his overzealous disciples and the attacks of his uninformed enemies.

In public and private schools new experiments were appearing every year. Even in higher education new things were happening. Charles Van Hise became president of the University of Wisconsin in 1904 and so broadened its outreach and strengthened its scholarship that by 1908 Eliot of Harvard was calling it America's leading state university.

The vigorous humanitarianism of the progressive movement was not the only wind of change blowing through American schools. Those who envisioned the Park School were not driven inexorably in one direction. What a recent writer has called "the cult of efficiency" was also taking
shape during these years. Frederick Taylor was setting the style for the industrial efficiency expert and school administrators were following him closely. At the 1913 meeting of the NEA, Frank Spaulding, then the nationally prominent superintendent of schools in Newton, Massachusetts, later to become the first head of Yale's Department of Education, spoke on scientific management and schools. He had developed, it seemed, a "scientific" procedure for analyzing school budgets and programs.

"Of every dollar expended," he reported, "0.3 cents goes for Greek, while 15.6 cents goes for English. We buy 0.4 cents worth of instruction in vocal music while buying 12.1 cents worth of instruction in mathematics." The address went on this way for some time, presenting an impressively complicated analysis of what Dr. Spaulding kept referring to as the relative "value" of the various subjects. He was speaking, of course, only of prices which had no more than an accidental relation, if that, to the value of anything. The speech was well received, however, because it represented one of the highly favored fashions of the time, the translation into school administration of concepts of efficiency and mass production that were beginning to revolutionize America's economy and its culture.

Had the founders of the new school in Baltimore been less wise, they might easily have joined the cult and made the Park School a model of the new efficiency. Instead, they set up here an institution dominated from the outset by a deep respect for excellence and a clear commitment to the humane tradition and the progressive outlook.

They knew, as Eugene Randolph Smith put it so well a dozen years later, that "Education has been building for thousands of years. It carries
on its back loads of useless traditions and outgrown theories but there is too much vigor in it to warrant too drastic treatment. We may cut away a useless part here and there or recast one part or another, but it should be done with reverence, if without fear. And in making our changes, let us not become obsessed with any one method or system. The limitations of any system, or the thought of any one man or woman, or any group of men and women are too narrow for the education of the race."

What I want to emphasize this evening, however, is not what happened in 1912 and 1913, but what we can learn from your founders to help us deal more intelligently with the issues that confront American education today.

For the last ten or fifteen years, American schools, public and independent, have been caught up in another period of reform and redirection. The era of Progressive Education, spelled with a capital P and a capital E, came to a close between 1955, when the Progressive Education Association disbanded, and 1957, when the last issue of its journal left the press. Well ahead of those years and long before Sputnik dramatized the situation, important changes were beginning in American schools. Dissatisfaction with the schools was spreading—sometimes for good reasons, often because of ignorance and misunderstanding. Admirals and academics, liberals and conservatives, taxpayers and teachers all expressed their displeasure, frequently on grounds exactly opposed to each other. The response of school authorities has also been widespread. There is hardly a single institution in the country that has not revised its curriculum or its admission policy or its graduation requirements. Some have changed them all, and many that had the opportunity have also changed teachers and administrators.
But for all our dissatisfaction and anxiety, the changes have been concerned more often with particular elements than with general objectives. The ordinary procedure has been to revise a course here, or stiffen an examination there, rather than to reexamine ultimate objectives and overall curriculum patterns. We have been so busy adjusting complaints about details that we have taken too little time to think about the higher purposes schools should serve or the curricula that will be most likely to carry students toward those purposes. The consequence is that some schools are making important changes in direction without intending to or even realizing what is happening to them.

Last Monday, President Rosemary Park, of Barnard, said in her inaugural address that our colleges have become so engrossed in serving the specialisms of the sciences, where the focus is necessarily upon the discovery of existing truth, that they have too often overlooked those uses of the mind by which men create new truth. With cogent clarity she argued for attention to the humanities and the arts, and the cultivation of that learning which at its best does liberate the human mind and spirit. Miss Park's argument applies not only in higher education; it is adaptable to schools of every level.

If modern schools are to prepare their students well for the years ahead, they must do more than respond with direct immediacy to every current pressure—and every noisy pressure group. As James Reston said recently, criticizing the newspapers, we ought to give less attention to the earthquakes and more to the tides of change. In the schools, this means less excitement over flashy programs whose chief appeal is spectacular
novelty and close regard for more wisely conceived and fundamental efforts. Our overriding obligation is to help young people acquire and develop the personal qualities that will strengthen them for tests far more demanding than the College Boards and open to them satisfactions more enduring than fluency in the intellectual idiom of the moment.

We can begin, as every good teacher does, with the possibilities inherent in children and consider how those possibilities are best encouraged and cultivated. Teaching this way, we rise above expediency and concentrate not on efficiency but on excellence. We must attend to the philosophical and spiritual fundamentals from which the free man and the good society both draw their strength.

As we respond to the compelling requirements of national security, it is easy to overlook the peculiar obligation of the scholar and the teacher to keep alive and to improve those elements of civilization that are most worth securing. To define the defense and support of the nation only in the language of physical survival is to confuse means with ends and to neglect purposes in preoccupation with current problems. This means, to be quite practical, that we must look at the whole curriculum, at the points of emphasis within it, at the sanctions we employ in dealing with students, and at the total context of the school, and ask how wisely and well we are serving the interests of our country and the welfare of our children for the long run.

We must ask, for example, whether we are giving suitable attention to the crucial role of values in personal and social affairs. It is the school's proper business to see that its graduates are prepared to live intelligently, worthily, and responsibly among their fellow men—that they are equipped
to contribute more to the solution than to the creation of social problems. If the school is to do this, it must come to grips with questions of taste and excellence, of rights and responsibilities, of independence and compliance, of freedom and duty. Because we are preparing our students to live as free men and women we must help them build the personal resources to make decisions and undertake commitments for themselves and on their own.

The school cannot expect to do all of this alone, for the home and other institutions have important parts to play, but the school must do a substantial part of it. Indeed, for some students in every school, the school will be the principal, and perhaps the only source of whatever guidance they receive on such matters. If it is to deal with values effectively the school cannot retreat into academic isolation, but neither, as I shall argue presently, can it ignore the building of scholarly competence. Beyond the formal types of learning, however, situations should be provided for every student to make value judgments, to choose between alternate courses of action, to practice the voluntary acceptance of a difficult duty, and to learn the difference between private advantage and the public interest. To achieve education of this kind, the school must give active attention to each child's possibilities for such development and undertake their deliberate cultivation in every student.

The school must look for imagination in young people--foster it, nurture it, and encourage it in all the ways we customarily encourage activities we call important. Beyond the sentimental notion that imagination is a charming childlike quality to be smiled upon benignly stands the clear evidence that imagination is essential to the full flowering of humanity and to the advancement of creative effort and serious criticism. For the
person who cannot, in imagination, conceive of something better, the very concept of morality is out of reach.

There are those even among teachers who, driven by the desire to teach objectively, concentrate on factual knowledge as the only reliable or truly useful learning. These people misunderstand the use of facts. As Archibald MacLeish has put it, "There exists in our society the strange and ignorant belief that the life of the imagination lies at an opposite pole from the life of the inquiring mind... that men can live and know and master their experience of this darkling earth by accumulating information and nothing more. Men who believe that have, in effect, surrendered their responsibilities as men."

Close to respect for imagination is concern for the creative capacities of people. Now, there is hardly another word in the lexicon of school people that has been more grievously misused than the word "creative." The word and the quality deserve better treatment. Creativity is something other than the erratic trail of a paint-smudged palm or the verses of a budding "poet" whose obscurity veils everything except his lack of talent. The good teacher, who is always a perceptive critic, knows that to be creative calls for more than expression without restraint or discipline. But to cultivate creativity, we begin by looking for difference and by being hospitable to it when we find it. Whatever is newly created is necessarily different, not simply in amount, but most importantly in character. It therefore follows that those aspects of a school's program which stimulate the creative, or those parts of a student's work that best reveal it are not likely to be distinguished by objective tests designed to measure quantitative
differences in standard qualities. The essence of creativity is that it is non-conforming, not standardized. Important though it is to know how schools and students "measure up" in those characteristics in which all are expected to be more or less alike, it is equally important to encourage, even though we cannot directly measure or compare them, the ways in which human beings are more nearly unique, more completely themselves.

The lack of adequate attention to the creative capacities of students is due mainly to unconscious oversight by teachers and the difficulty of recognizing creativity when we see it. But another quality that should be cultivated in schools is often neglected now because it seems less worthy of attention than it once did. I am speaking here of the ability to work with concrete materials, to conceive and fashion things, in contrast to ideas expressed in words. Nicholas Murray Butler once called attention to the importance of this segment of education. "Reading and writing," he said, "even when well taught, are not adequate to the demands of the mental powers for expression... The boy who can draw a cube or he who can carve or mold one from wood or clay, knows more that is worth knowing about the cube than he who can merely repeat its definition." The proposition that education should honor more than verbal ability is at least as valid now as it seemed to Dr. Butler in 1888.

In the graphic and the plastic arts, in a vast range of industrial technologies, in constructing scientific equipment, in making musical instruments, nothing is ultimately possible except as the prototype or the finished product is fashioned by the hand of a skilled and perceptive craftsman. Yet in few schools can one find evidence that the place of such skills in our culture is known or appreciated. Still less are they encouraged or
is excellence in their practice honored.

By a curious sort of irony, although our society depends in countless ways for its material and esthetic advancement on the skills of its craftsmen, we insist on derogating their work to the younger generation. The question is not whether pattern making or pottery should be taught in a particular school but whether we shall try to identify in school the talents that are basic to the expert pattern maker and the master potter. Unless the qualities that lead to craftsmanship are sought out and cultivated in their early stages, unless the work to which they can be devoted is appropriately honored by those whose judgment children respect, there can be little hope for the future of these crafts, or for the survival of interest in them.

Part of the difficulty in this matter arises from the false antithesis that is suggested when intellectual and other purposes are said to be opposed in education. They are naturally opposed neither in school nor in the world at large. The astronomer is no more the enemy of the lens grinder than the poet is of the printer. In the community and within the person, the capacity to work with tangible materials can profitably complement the ability to work with ideas. In many forms of artistry the two are inseparably integrated. The good school takes account of this connection and reflects it faithfully.

Another group of abilities with which every school should be actively concerned are those in the realm of human relationships. Many of the recent criticisms of education and proposals for improving it overlook the basic fact that man fulfills his humanity in association with other human beings. Too little attention is directed to the idea that all learning has social, ethical, and moral implications. On the lists of the functions schools should serve,
too rarely do we add the deliberate cultivation of the qualities required for leadership, for cooperation, for empathy and sympathy, for eliciting confidence and respecting it. Now it can be argued, and often is, that these qualities have no bearing on scholarship and that the school wastes its time in trying to discover or develop them. Even those who offer the argument must recognize how far it departs from common sense and from the purposes of the best schools. If the school is to help a student communicate effectively, it must take into account all of the elements that make communication effective, and these include much more than technical skill in the use of language.

If one insists, as I have been doing, that the school has an obligation to be interested in many facets of a child's development, to be attentive to a wide variety of talents, to encourage many more kinds of ability than those we ordinarily measure in aptitude and achievement tests, does it then follow that intellectual development should be considered less important? By no means does this follow. On the contrary, I do not see how any of the things I have been talking about could possibly be opposed to intellectual growth or weaken it in any way. Attention to values, the deliberate cultivation of imagination, the systematic nurture of creativity, developing the ability to fashion material things, careful consideration for the skills of human relationships—all supplement intellectual strength.

Putting it another way and using the language of the Educational Policies Commission, "The rational powers are central to all the other qualities of the human spirit. These powers flourish in a humane and morally responsible content and contribute to the entire personality. The
rational powers are to the entire human spirit as the hub is to the wheel."
It seems to be absurd to argue that in our complex and diversified society
a school could have a single purpose. But as the school pursues its other
purposes each of them is certain to be better served as the student learns
to apply his mind with efficiency, with imagination, with feeling, with
responsibility to whatever task he undertakes. The problem here, as in
so many other important fields of human endeavor, is to achieve wise and
sound balance. The either-or view is no more appropriate or promising
in planning a curriculum than it is in reconciling in the larger world the conflict
between the scientific and the humanistic approaches to learning. When we
speak of intellectual development and its place in schools we must take care
not to define either the intellect or its development in constricting ways.

Professor Lionel Trilling, of Columbia University, describes the
hazard this way, "It is a truism of contemporary thought that the whole
nature of man stands in danger of being brutalized by the intellect, or at
least by some one of its apparently accredited surrogates. A spectre haunts
our culture--it is that people will eventually be unable to say 'they fell in
love and married,' let alone understand the language of Romeo and Juliet;
but will, as a matter of course, say 'their libidinal impulses being reciprocal,
they activated their individual erotic drives and integrated them within the
same frame of reference.'"

Those who are most intelligently aware of the need for genuine
intellectual development among young people are not carried away be advice
that contains more enthusiasm than wisdom. Whatever may be the merits
of the argument against the merely well-rounded personality as an educational
goal, they should not be confused with the advantages of the well-furnished mind. Such a mind is neither narrow nor simple, nor will it be developed by a curriculum conceived in expediency and taught by imitation.

If there is any logic in the arguments I have offered you, they should be useful in any school. But I have proposed them in this company because they seem to me particularly relevant to the work of the independent school. All of us who serve in institutions chartered by the public to do their work outside the government's direct control have a special moral obligation to use our freedom well. In the case of a school like yours—in the case of the Park School especially, because of your history and your tradition—a notable part of that obligation is the duty to formulate as clearly as you can your own view of excellence, to pursue it relentlessly, and to make available to those less privileged as much as possible of what you learn through your experience.

At first glance this appears—to outsiders, at least—quite easy. But you know better. You are aware of the constant temptation to play it safe, to select only students whose performance would inevitably add luster to any school's reputation, and then to claim for your teachers and your curriculum credit that would more properly belong to those who manage admissions. I know Park is one school that has never earned its reputation in this easy way and that knowledge underscores the urgency of my plea that you avoid the trap in the future.

American education needs independent schools like yours, just as surely as it needs strong public schools. But I distinguish between the need for schools that are independent and those that are only private. Schools that are private in the sense that they serve a self-selected clientele are
to be welcomed in our society as evidence of the liberty parents enjoy to educate their children as they wish, so long as basic requirements are met. But although educational privacy is an inherent personal right, it is not necessarily a public benefit.

Educational independence, on the other hand, can yield substantial benefits to schools that are independent as well as to those that are not, and to the public at large, for independence suggests not merely privacy, but freedom from the restraints to which publicly controlled schools are properly subject. To a considerable extent public schools must conform to the will of the majority of the community and are always therefore to some degree inhibited in attempting new things or discarding outmoded practices. The independent school, enjoying wider latitude, has greater opportunity to venture beyond accustomed territory, to experiment, to learn, and to teach a constituency much larger than its student body.

And so I return to my earlier caution and urge you to guard against too much conformity and too conservative a policy. In a period when schools everywhere are under growing pressure to "show results," to return to the solid subjects, and to get everybody's child into the college of his first choice, it will be more and more difficult for you to maintain the spirit of the pedagogical pioneers who founded you or to stand for forms of excellence that have not yet become fashionable. Your school is one of the precious few that can dare to be boldly different, not for the sake of difference itself, or to demonstrate that you belong to the nonconformists, but because you have the experience, the imagination, the competence, for leadership. You have the opportunity to continue to be, as you have been, the essential salt, adding savor to the educational system of the whole country. But the rest
of that Biblical allusion is not to be forgotten. You remember it: "Ye are the salt of the earth, but if the salt hath lost his savor, wherewith shall it be salted?"

I congratulate you on your first five decades. They have been good and useful and exciting years. As you begin now the second half of your first century, speaking for all your friends in schools here and elsewhere, I remind you how much your example and your leadership have meant in the past and how great the need for them will be in the future. May you live a thousand years and never lose your savor.