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Eugene Randolph Smith, then the young chairman of the Department of Mathematics at Brooklyn Polytechnic Institute became the first Headmaster of the school and in his ten year tenure he made the ideals of the founders into a working reality and added to this his own imaginative thinking. Just as the support for the new school came out of the fabric of Baltimore, so has the product of the school returned into the alert and searching segment of the city. The school was begun in an old mansion on Aunehutoroly Terrace opposite Druid Hill Park. The Park was its playground and it was called The Park School. Five years later the school moved out on Liberty Heights Avenue to its own 19 acres and its own building. Who were its students? I think there were about 90 to
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Although the school was at first a creature of several minds it became a thing in itself and was one of the very first schools to which the adjective "progressive" was applied. The feeling in the approach of the school became part of family tradition in the founding families and many of those who joined them. After the children of the founders were graduated many of their grandchildren have followed them. Even today one of the students in the school is the great grandson of Dr. Froelicher. As one generation of faculty succeeded another, as one generation of patrons was succeeded by its children, the school derived a unity of purpose which only such a sequence in support could have given to brave new ideas. While the place of the individual was always paramount, and likely always will be, the concept of a community school developed into close parallel with this and, likely, never will be lost. This meant two things. That the school was a community in itself for which everyone was responsible from the oldest to the very youngest, but it also meant that the community it surrounded it became part of its curriculum. Eloquent of this factor is the outstanding contribution which this schools alumni have made in the responsibility they have assumed for the city of Baltimore and its surroundings, as well as in the farther flung areas of
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Early in the 1900s devoted citizens struggled manfully for a good public school system. Success seemed in sight because the Board of School Commissioners was taken out of politics—became a "blue ribbon" group which employed James H. Van Sickel, an engineer who gave a modern strong unified vision from Denver to rebuild a politically dominated, ill-equipped, weekly staffed system in which good public schools were rare and administration unrecognized. In 1911 political opposition to Mr. Van Sickel led the mayor, J. Harry Preston, to have him removed this unpromising superintendent removed from office. Mayor J. Harry Preston had appointed Eli Frank, Dr. John H. Rowland and Dr. John M. F. Finney to the Board of School Commissioners. During the early months of his administration, Mayor Preston removed three men before the end of
Froehlicher, professor of Galvin College, to
found a new school which would make
maximum use of the modern knowledge
of children's behavior & learning methods.
These parents were Judge Frank
& Oppenheimer &
Dr. Froehlicher refused the job of head master
but became chairman of the ED with
Smith as head master. The
school opened in a 3-story building
on 1st Royal Terrace. In 19-
with ? pupils. In 19-
with its pupils it moved to
a 20 acre farm on Lively Heights
Ave. This land is now occupied by
the Bainbridge College
Park School occupies a beautiful
modern plant in the Green Spring
Valley.

Park School has always
been a community school & in
relation to the Bainbridge Community,
its first ch. 1 head master was George
The community, Dr. Frederick served on the School Board, was influential in developing the Balti Museum of Art. Dr. Frederick's son, Jean, Frederick Jr., who was headmaster for 20 odd years, was not only active in Balti Educational Schools but was a key figure in the City's Plan and Action Association for many years and is now its honorary president. The community worked with his children in supporting the Park School plant, and working with public schools. Children in vacant lots and gardens was influential in developing the School Neighborhood Improvement Program, now carried on by the Department of Education in many schools.

The school under the leadership of its present headmaster, Mr. Thompson, has continued to be active in the community. Mr. Thompson is influential in developing the rebuilt 3rd and Old West Facilites. He has pioneered in bringing Park School open for summer programs.
in the summer which children from all
groups can take. He has received
funds from a foundation to open the
African American Institute for Juvenile
Schools students from children from not
only indep endent public schools,
leat but not least. Probably Park
School is looking back on its 52
years can be pointed to its graduates.
The school has encouraged the students to
participate in common action. It has tried
to teach them as common leaders. A
look around will find them
everywhere as common leaders. Only
a few examples can be cited here —
without business or social Con eductors
Mark Holm — in public service
20 of the School Bd. Walker South
jr. & Eli Fauch jr. — in politics
Walter Buschle in education
Holman is head of the Jef
dept at 5 Hopkins
omitted from my manuscript because of lack.

Emmett M. Sipple 1926-32
John W. Leyden 1922-26

Harold A. Sittelhake
Seymour Fink
Robert Floyd
Frank L. Horsley
Morton N. Blumenthal
Roger Snaif
Leonard Snaif
Dr. Warren Bender

Betty Fleischman Devereux
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Trustees
Sezana Sonnenberg - Shick Katz Son in law
Elsie Frank and Els. Frank Jr.
Els. Oppenheimer - Bertha Oppenheimer
Mme. Joseph Kolb Son Louis Kolb II
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Abel Woolen Rads
Sidney Sassburgh & Sidney Sr.
Joseph Meyeloff
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