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I'm sincerely flattered by this opportunity to bear witness on behalf of education at this tribute to our distinguished fellow citizen, Hans Froelicher. The plea for brevity addressed to the speakers leaves me no choice other than to be much less detailed and much more general than his accomplishments really warrant. But none of you, I know, be misled into believing that the brevity of my remarks could be, in any sense, a measure of Hans Froelicher's stature in education.

It is hard to believe that Hans Froelicher was ever anything other than an educator. Everything he does, everything he touches becomes educationally oriented because of the direction toward which it is inevitably guided by his leadership.

I, of course, am not a professional educator, but only a lay toiler in the vineyard, and so I wouldn't presume to attempt a professional evaluation of Mr. Froelicher's accomplishments. There are countless indications, however, of
the judgements of his max peers. I'm sure that all of you have read, in the invitation to this dinner, the imposing list of honors that have been conferred upon him. I shan't read them here — but I do want to call attention to two of them. One is his recent election as Secretary-Treasurer of the National Council of Independent Schools, and the other his appointment to the Chairmanship of the Independent Schools Advisory Committee of the Educational Records Bureau. I'm sure that Mr. Henry Callard, who is representing the former group here tonight, and Mr. Tranler, Director of the Educational Records Bureau (who has come from New York to attend this dinner), would agree that the invitation to these offices is an unmistakable indication of Mr. Froelicher's success in securing recognition for some of the educational principles for which he has fought, most notably, perhaps, the need for an adequate acceptance of the importance of mental health concepts in the teaching process.

We are fortunate in Baltimore in the fine relationships that exist among the public, parochial and independent
schools. Certainly the Park School, under Mr. Froelicher's headmastership, has contributed significantly to the mutual respect and lack of destructive competitiveness that characterize these relationships. The free interchange of ideas, and the willingness to share the results of investigation and experimentation are all part of the fine professional association in which Mr. Froelicher has played one of the leading roles.

Inasmuch as tonight's tribute is sponsored by the Citizens Planning and Housing Association I think it is particularly fitting that we recognize that the fact that Mr. Froelicher is first and foremost an educator has had a marked effect on the pattern of the program that has developed under his outstanding stewardship. Let me quote a brief passage from a note of Frances Morton with respect to this phase of his activity:

"Hans' deep concern with the Schools' role in the community is reflected not only in Park School, but in the very close working relationship between the Department of Education and CPHA. This mutual cooperation has been possible because an educator in whom the public schools have had confidence has been president of CPHA. Both Baltimore, City of Promise, written by public school students and Harry Bard's
pamphlet, The Teacher and the Community, published by the National Conference of Christians and Jews, testify to the very fine relationship between the citizens group and the Department of Education. Our own study of the work of 29 public schools, Housing, City Planning and Our Schools, has been sent all over the country as a reference.

"CPHA has been a consultant to the community study workshops since their inception. We have shown our pictures and taken thousands of teachers on tours of good and bad housing. We have run neighborhood improvement seminars or workshops in individual schools. We have sponsored, with the Department of Education, Clean-Up, Fix-Up Campaigns which have concentrated on school children making gardens out of ugly yards and vacant lots."

I'm sure that neither Miss Morton nor Mr. Froelicher would want to detract in any way from the enormous contribution in this particular area made by so many people, both lay and professional in CPHA, and by teachers, principals and administrators in the schools. It is nonetheless true, however, that without Mr. Froelicher's "deep concern with the schools' role in the community" the accomplishments of the past ten years would certainly have been less extensive.

I hope that what I have said has provided at least a suggestion of the eminent position that Hans Froelicher occupies in the educational field in Baltimore and in the
nation.---- But, Hans, if it has sounded to you suspiciously like a funeral oration I hasten to say that, on behalf of all of us in the Department of Education, - who, I'm sure, are joined by everyone concerned with education in our community, - I express to you not only our deep appreciation for the contributions you have made, but also our great satisfaction in the knowledge that we will have the benefit of your thoughtful guidance and invaluable leadership for many years to come.

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