

ca. 1954: Parent volunteer Deane Robbins assisting Allen Jacobs '60.



#### THE THOMASON YEARS 1956–1967

Hans Froelicher's retirement occurred during an era of concern about the quality of the nation's educational system. The pressures of the Cold War, the successful Soviet launching of *Sputnik* and the erosion of individual freedoms caused by the hearings of the House Un-American Activities Committee brought about a sense that there was a weakening of national character. Schools again became the focus of a nationwide reform movement. As this effort focused on academic achievement, there was a call for a reevaluation of school curricula, particularly in the teaching of science. The end of Froelicher's tenure coincided with this new criticism of educational methods, and the habit of self-examination that had typified Park School throughout its history was reinforced.

Sidney Lansburgh, Jr. '33 was the president of the Board of Trustees during this critical time in Park's history. As the committee to nominate the new headmaster identified areas of the school that needed to be improved, here, as elsewhere, emphasis was placed on the academic program. The search for a new headmaster was conducted by a special Board Committee: Louis B. Kohn II '34; Ryda Hecht Levi '33; Edward Lewison, M.D.; Elsie R. Seff; Sidney Lansburgh, Jr. '33, *ex officio*; chaired by George L. Clarke '25. Through the efforts of Edward Lewison's connection with Mitchell Gratwick, M.D., a former medical school classmate who was headmaster of the Horace Mann School in New York City, the name of Robert A. Thomason, head of the Middle School at Horace Mann, was brought forward. Robert A. Thomason had earned an A.B. from the University of Michigan, and an M.A. from Teachers College of Columbia University. Gratwick's strong recommendations impressed the committee, as did Thomason's



Robert A. Thomason, headmaster  
1956–1967

talent and youthful energy. The committee, Lewison recalls, "found Thomason to be a very bright and sharp educator with innovative ideas."

Thomason was offered and accepted the position, which he held until 1967, when he returned to Horace Mann as headmaster. From the distance of 32 years, Robert Thomason recalls his first Park School commencement as headmaster designate:

In June of 1956 at the annual commencement exercises I made my debut before the Park School community. Having just turned twenty-eight, I was little older than the graduates whom the exercises were honoring. I felt it imperative, therefore, that I show myself clearly worthy of the mantle I was about to inherit from Hans Froelicher, Jr., one of the nation's most distinguished educators. I knew that I couldn't suddenly add six inches to my height so that I no longer had to look up to that towering presence physically as well as intellectually. It did seem reasonable to assume, however, that with the inspiration of the occasion and careful preparation I might give voice to some thoughts that would indicate I was something more than a callow youth.

Some thirty-two years later I can't remember just what words of wisdom I delivered myself of—in fact, I can't remember whether I said anything. What I do remember is sitting stock still for thirty or forty minutes with my legs crossed at the knees awaiting my turn at the podium. Not once during that time did I shift my position ever so slightly. I was too intent on rehearsing what I was going to say. Never have I been so oblivious of my body. I was pure, disembodied thought for those thirty or forty minutes.

Suddenly I heard someone uttering my name. It was the president of the Board of Trustees, Sidney Lansburgh, Jr., introducing me. Summoning all of my dignity, I rose, ready to stride confidently and assertively across the stage. Alas! Neither my dignity nor my legs answered the summons. From the knees to the toes both legs were asleep. Red-faced, I shuffled and lurched across the mile-long stage. It was an agonizing hour before I reached the lectern, grasping it, virtually embracing it, to prevent myself from falling into the first row of the audience.

I haven't the slightest recollection of what I said to mask my embarrassment. I only know that good-natured smiles and friendly laughter surrounded me. And thus began my eleven very happy years at The Park School.

#### *Attention to Discipline and Guidance*

As usual in times of change and at the appointment of new leadership, there was a tension between tradition and new ideas. Aware of the danger of losing the distinctive qualities that made Park School so successful in areas of social democracy, a thorough study of the school's system of discipline and guidance was written in 1956 by George Beecher, director of studies. It elicited comments from faculty that are both familiar and insightful. One teacher wrote "Although the school's aim of self-discipline is undoubtedly the ultimate, it has been my experience that imposed discipline is necessary for the group to go on. . . . Growth in this area in the Junior High is definitely a series of sharp ups and downs." Another noted: "I do not believe that any of us should put his personal popularity before his duty . . . I know they respect those of us who are firm far

The Spring meeting of the Park School Parents' Association was held in the gym on May 8. Dr. Otto Kraushaar, president of Goucher College, and a member of Park's Board of Trustees, spoke on "Accenting the Liberal in Liberal Education." Dr. Kraushaar said that the first problem in education would always be to build the school and hire the faculty, after that comes the problem of debate on what is proper curriculum. There is abroad a kind of hysteria about getting into college. Actually there is a smaller age group ready for college now than there has been for twenty-five years, but the proportion of applicants from that group is larger than ever before.

*Alumni Newsletter  
Summer-Fall 1958*



ca. 1955: Stephen ("Lucky") Mallonee '62

At its completion in 1917, the campus of Park School secured international acclaim. Its lists of firsts was endless: the first school with all classrooms on one level, the first school with full window lighting, the first school with an outside door to every classroom (designed to get the faculty members "out of the classroom"), the only school placed as to points of the compass to secure the best lighting conditions, etc. Even the soil was utilized for the best advantages of the learning and growing process. In the kindergarten, primary, and intermediate grades, students planted flowers behind the classrooms, and in the upper grades graded the Liberty Heights Avenue Hill and planted trees. Everywhere nature and the school worked together. The school road, constantly out of repair, commanded the continual attention of the House and Grounds Committee. It wasn't the work that made the school stand out, but the working together.

**1959 Brownie**

To you, the members of the Class of 1959, falls an extraordinary honor. As Mr. Russell might put it, your commencement has several levels of meaning. To you the first level is, and should be, the most important: it is the culmination of your Park School career and of one important phase of your formal education. But because you are the people that you are, the second level is important to you, too. Graduation this year is not only graduation of your class but of past and future Park School senior classes, faculty, parents, and friends who make up The Park School, for June 10, 1959. The Park School ends one important phase of its career and begins another.

**Robert A. Thomason,**  
**1959 Brownie**

The *Parkpourri* marks a new era in the Park School literary field. For the first time, our literary magazine, previously known as the P.S., is professionally printed and bound. Its five-member staff has collected superior material from the entire Upper School and has combined them with decorative illustration to produce an excellent piece of work.

**1959 Brownie**

**Liberty Heights campus before  
1949 building addition**

above those who are not." And another wrote: "The faculty must be definite, secure, and stable, in order to set the standard for these children."

The efficient use of students' time was examined. Faculty concern that work projects and activities, large-scale theatrical productions and the like, intruded too heavily into academic work brought even the hallowed tradition of May Day under scrutiny. In faculty discussion there was argument over the purpose of the day for older students. The loss of academic time, when religious holidays caused large numbers of students to be absent, produced faculty discussion of the school's policy with regard to this issue.

Typically, the study also included student opinion; the practice of senior evaluations had begun in 1952. Written with "care and thoughtfulness and frankness, the remarks are individual and different, even contradictory, suggesting that each person is trying to say what he found in the school and what his experiences mean to him." One student wrote: "I have learned to work and to study for my own self-satisfaction. Although I have never worked just for marks, I guess I am growing up because I actually find pleasure and reward in trying to satisfy my own intellectual curiosity." Another wrote: "I suggest that we develop some sort of marking system. In this way the student will be ready to meet the outside world of facts and numbers. Besides, the parents of students at Park are



often unable to decipher from our reports [restricted to written comments] how our students are doing."

In summarizing students' comments, the study concluded that the social atmosphere was a success:

There is a strong feeling that gaining self-confidence, judgment, and greater self-knowledge about one's motives for working are very important in education, [since] the teacher can control what he teaches, but he never controls what the pupil learns. The pupil always controls that. As a consequence, the more a person knows himself, the better he will be able to know what he needs to know.

For the next 10 years, it was Thomason's charge from the trustees to find a way to impose standards of academic achievement without losing the essence of Park School's philosophy: to be an educational system that fully met both the developmental and intellectual needs of each student.

Ryda Hecht Levi '33, a member of the search committee, said recently:

As a student at Park School during Mr. Sipple's years, I had not been sufficiently challenged academically, and I found college far more stimulating because my teachers were uniformly excellent. Some years later, after Hans Froelicher was appointed, I was asked to serve on the Board of Trustees where I spent a productive and involved twenty years, watching Hans combine his concern for the individual with his interest in democratic procedures—very much the kind of education John Dewey had described.

When Hans retired, I served on the search committee that found Robert Thomason, and fully approved of the emphasis he placed on raising academic standards. While it is very important to educate children for life, attending college is, for most students, the next phase in their life experiences. I believed then (and continue to believe) that Park School should see to it that our students learn how to apply themselves to college level work, and that they be guided into choosing the right college. In maintaining a balance, schools swing on a pendulum, and must keep up with the times. Although it may not have been true in Froelicher's day, these days nearly all students go on to college, and it would be foolish to deny it.

Alumni from these years report that teachers managed remarkably well to achieve these goals of social democracy and academic excellence. Among the many long-term and well-remembered teachers were Alan Boltz, George Dalsheimer, Katharine Foster, Alice ("Bunny") Froelicher, Dorothy Ogle Graham, Martha ("Mott") Hunt, Cleamans ("Jack") Karfgen, Louisette Lash, Esther Felter Mallonee, Dorothy Sipple Maltbie, Florence Mines, Herbert Morss, Caroline Naylor, Jack and Sydney Ramey, Ruth Reed, Helen Robinson, Elizabeth Roemer, John ("Jack") and Edith Russell, Elaine Salabes, Manfred ("Doc") Schweitzer, Margaret Strahan, Marjorie Terrell, Harrison Tompkins, Elsie Trumbo, Grace Van Order, Nathaniel ("Ned") Vogel, Gladys Miller Vozel, and Richard Wallace. J. Margaret ("Sendy") Sendelbach, who was secretary to both Hans Froelicher and Robert Thomason, managed the details of the headmaster's office.

Also influential in implementing progressive educational ideas was Manfred Schweitzer who arrived at Park School in early 1944 to teach Latin and German. As Schweitzer tells of his introduction to the school:

It is sinful from a pedagogical point of view to say that the Class of 1960 has a special hold on my feelings. But say it I must! For you will recall that we freshmanned it together in 1956-57. You were new then at the business of being a high school student, I at the business of being a headmaster. Some among you provided me with my first close-up of a Park Schooler. What a surprise was in store for me. Had I misread the statements of the school's philosophy? Had the trustees misrepresented the institution to me? After six years of teaching in a boys' school, what did I find facing me in my first Park School English class? Nothing but boys! Mr. Schweitzer in the wisdom of his experience with new teachers had decided I needed a decompression year. To Mr. Ganter went the girls, to me the boys. This was my introduction to coeducation.

**Robert A. Thomason  
1960 Brownie**

The free give and take of the seminar system typifies the spirit of the education at Park School. Membership in two of them is on a selective basis; these groups provide advanced students with an opportunity for additional study (Advanced Reading Seminar and The Philosophy of History Seminar). The third, the Humanities Seminar which meets once a week, is opened to all interested sophomores, juniors and seniors. The Seminar strives to bring about significant learning experiences and tries to promote integration of outcomes toward self-knowledge and, ultimately, the establishment of a personal philosophy of life.

**1961 Brownie**



Manfred Schweitzer

In December, 1943, I met Hans Froelicher for the first time. A Latin teacher had just been drafted, and he interviewed me for that position. At 3:30, he said we had to go to the gym for a basketball game—my first. On the way, we met a boy in a basketball uniform, and Hans said, "That's the man who runs the school." The man was Morton Blaustein, president of the School Council. This laconic, deliberately elliptic, provocative and puzzling statement illustrates one of Hans Froelicher's favorite teaching devices. Instead of lecturing me on the role of school government in a progressive scheme of education in general, and at Park School in particular, he aroused my curiosity and stimulated me to find the answer for myself. Thus he became my teacher, and I never ceased learning from him.

Manfred Schweitzer exercised his reasonable approach to authority on both teachers and students during these years, providing continuity of Upper School management for 20 years. In 1956 Manfred was named principal of the Upper School (then including grades 7 to 12) while—contrary to progressive dogma—continuing to function as director of guidance. The extended and efficient guidance program at Park had been developed during the '40s under his supervision, and, because of his sense of balance, has remained one of Park School's strengths. "Doc" Schweitzer remained at Park until 1983, having retired to part-time teaching in 1976 after serving as acting headmaster from January to June of that year.

As a teacher, Manfred was both beloved and held in awe, and had the strength of character to fulfill the double role of Good Papa and Bad Papa. In disproving the idea that guidance requires complete advocacy for the student, Manfred avoided separating teachers from the role of adviser; the best teachers both praise and prod, counsel and judge, advocate and provoke, approve and criticize. The 1987 alumni survey confirms that remembered teachers are those who involve themselves outside the classroom, as well as within, in the dynamic student-teacher relationship.

Faculty participation in self-evaluation was furthered by the initiation during these years of Faculty Forum, a periodic gathering of faculty for discussion of professional subjects, mitigating the risk of becoming stale and complacent in isolated academic roles within the structure of the classroom.

Alumni of these years will have their own memories of courses that are dutifully recorded in The Records of Work, an end of year summary of the accomplishments of each course. Typical of the range and quality of English course offerings is a list in this record of Jack Russell's reading assignments: several Shakespeare plays, Faulkner's *The Sound and the Fury*, Shaw's *Androcles and the Lion*, Book I of Spenser's *Faerie Queen*, selections from the *Canterbury Tales* and *Pilgrim's Progress*, C. S. Lewis's *The Screwtape Letters*, Pope's *Essay on Man*, Sterne's *Tristram Shandy*, Conrad's *The Secret Sharer*, and Joyce's *A Portrait of the Artist as a Young Man*.

During these years the school was growing. On June 5, 1958, the largest class ever to graduate (42 boys and girls), heard Manfred Guttmacher, M.D. '15, then medical officer of the Supreme Bench of Baltimore City, speak about the growing intensity of pressures for students to put academic achievements and college admissions ahead of other broader goals. He deplored the loss of the spirit of adventure that had prompted boys to "run away to sea" in the old days. "Today's

Girls' Varsity Basketball: The time that has passed since the girls' basketball achieved a nearly perfect record is normally calculated in eons. This year's team, however, performed à la Boston Celtics, and demolished seven out of eight of their opponents. Linda Reicher, who could not break the habit of scoring in double figures, and Captain Sharon Highstein, furnished the team with much of its drive. The team had a good height in Margi Bank, Rachel Gouline, and Harriet Rosenbloom, with Margi's rebounding an important asset. Excellent coaching also contributed to the winning season.

1963 *Brownie*

student," he lamented, "is bent on getting into the right college, making the right contacts, meeting the right people, working the right angles that will make him or her prosperous and successful as soon as possible." In advising graduates "not to run head-long into business or college without swabbing some decks or waiting on tables," Dr. Guttmacher cautioned against the trend of sending students to summer camp or on guided tours, commenting that such experiences were not substitutes for summer work. Despite these cautions, in 1958 the school opened a summer session which enrolled 53 students who hoped to strengthen skills in academic subjects. The alumni newsletter reflected the renewed academic emphasis by noting that the college choices of the class of 1958 included Amherst, Brown, Hopkins, Princeton, Radcliffe, and Swarthmore.

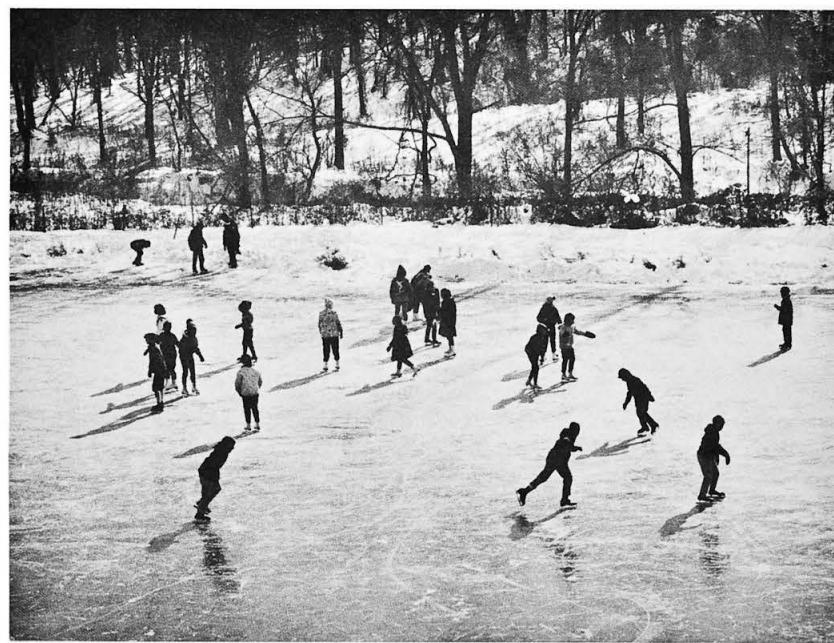
True to its philosophy, the school continued to give parents a sense of the broader goals of education. Otto Kraushaar, president of Goucher College, and an esteemed advocate of liberal studies, spoke to a meeting of the Parents' Association, declaring that, "We have made great material progress at the cost of potential cultural deterioration." He quoted Alfred North Whitehead and chided those who were insisting on simple notions of coverage and basic facts: "With the accelerated changes of knowledge in our times, knowledge doesn't keep any better than fish."

#### *Park School Moves Again*

As early as 1950 the Board of Trustees had begun to consider whether the school should move farther out into the country, and in the fall of 1956, it appointed a site selection committee to begin a search for a new site. Several possibilities were investigated and finally one on Old Court Road, west of Falls Road, was selected. Sidney Lansburgh, Jr. and J. Benjamin Katzner headed a committee to raise the



**Jim Underwood '64**



**1965: The Park School pond at Old Court Road**



ca. 1964: Carol Hoffberger '72

necessary funds. They succeeded, aided by a major gift from the Louis and Henrietta Blaustein Foundation.

A building committee of George L. Clarke '25, Edward Benesch '29, Walter Sondheim '25, Harvey M. Meyerhoff, and Edward A. Halle '39 chose the architectural firm of Rogers, Taliafero, and Lamb (now known as RTKL) to design plans for the new building; a new roadway was laid to carry traffic into the construction site, and by the fall of 1959 the main building was completed.

Board member Harvey M. Meyerhoff made daily early morning visits to ensure that all was proceeding on schedule, and sidewalk superintendents shuttled back and forth between Liberty Heights and Old Court Road in a reprise of the well-remembered experience of building the Liberty Heights campus in 1917. In September, the school population of 44 faculty and 466 students moved from the hilltop on 19 acres overlooking the now bustling activity of Liberty Heights Avenue to 83 acres (later to become 100) of farmland nestled snugly in a valley surrounded by woods and graced by Moore's Branch, a sparkling stream.

As Harvey M. Meyerhoff recalled in 1988:

As chairman of the Building Committee, I remember with pleasure and a vast sense of accomplishment the reaction of the faculty and students when we moved the school from Liberty Heights to its current location on Old Court Road. To see the faces of the children and the happiness on the part of the faculty, for at last having facilities that were worthy of Park School, gave all of us involved in that effort an extraordinary sense of accomplishment. At least as important, and quite touching, was Marge Terrell's reaction to the opening of the preschool building. Of course, no parent is immune to the wondering eyes of a four or five year-old who is first engaged in the educational process in surroundings that are conducive to it, as was the preschool building. One had to have been a part of and seen the old school to quite realize and appreciate the tremendous difference, not only in the physical plant, but in the ability of the teachers to carry out their programs.

By appropriate coincidence, the new site, known as the Riggs Residue, had once belonged to a nephew of General Lawrason Riggs, one of the school board members dismissed by Mayor Preston in 1911 and a founding member of The Park School Board of Trustees. As the destiny of the school took a full step forward, the new site offered even more of the advantages that the founders had promised in their early ambition for "a Country School in the City."



1963: Eugene Randolph Smith,  
Hans Froelicher, Jr., and  
Robert A. Thomason



1965: Old Court Road

### *Park School Celebrates Its 50th Anniversary*

In 1963, as the school ended its 50th year, there were 535 students, 49 teachers, and 1,100 alumni. Park School had been at the Old Court Road campus for only three years, and there was still a raw look to the campus. Despite the changes in location, the school could look back to its roots and see the constancy of its philosophy over the half-century since its birth in 1912. Debby Lisansky, president of the class of 1963, said then: "Park is still a non-sectarian, non-profit organization which exists not merely to instruct in academics but to graduate thinking, curious, and responsible individuals who will be assets to their community. Having assumed an influential place of leadership in the field of education, Park has become a model for many schools. Yet, it remains unique."

The 50th Anniversary Celebration was held on a spring weekend in April and included an exhibition of alumni achievements in the gymnasium, an alumni cocktail party, individual class dinner parties, and a banquet at the Emerson Hotel. John H. Fischer, president of Teachers College at Columbia and former superintendent of Baltimore County Schools, was the main speaker, and the toastmaster was Professor Abel Wolman, a member of the Board of Trustees. Fischer expressed concern that in their readiness to reform, schools have

taken too little time to think about the higher purposes schools should serve . . . making important changes in direction without intending to or even realizing what is happening to them. . . . Our overriding obligation is to help young people acquire and develop the personal qualities that will strengthen them for tests far more demanding than College Boards and open them to satisfactions more enduring than fluency in the intellectual idiom of the moment. . . . If it is to deal with values effectively, the school cannot retreat into academic isolation, but neither can it ignore the building of scholarly competence.

To the Class of 1963:

You have worked hard and you have played hard. You have shown remarkable maturity in your interests and in your enthusiasms. Among you I have sensed an extraordinary idealism that has led to the espousal of causes and to the expression of your convictions through both words and deeds. As a class you have set an example for others that it will be difficult to emulate. In your senior year you have truly been leaders.

In a few short months you go off to new and varied worlds. You leave places here in the Park School world that will be hard to fill. Your dedication to large and worthy aims and your unusual concern for group rather than self have renewed and intensified the School's spirit. We shall miss you.

**Robert A. Thomason**  
Headmaster  
**1963 Brownie**

In 50 years Park grew and grew from old to new to newer. It changed. But the spirit remained from old to new, through change and difficulty. People stayed and Park remained changeless. Park began; Park exists—new but always old.

**1963 Brownie**



**Class Day 1965:** Rachel Gouline, Michael Levi, Melinda Alliker, Bob Forman, and Jim Thomason

**The 1959 Madrigal Group with Jack Ramey:** Judi Meyers, Joan Kolker, Eva Kay Gordon, Kay Fruchtmann, Dan Lindner, Jack Fruchtmann, Debby Wilder, Harriet Gouline, Mark Dopkin, and Charles Lyon (teacher)

The Tenth Anniversary of Night of Opera: Director Jack Ramey November 26, 27 1965:

*Pyramus and Thisbe  
The Trouseau  
The Refuge  
Chromos*

**1965 Brownie**

In summary, Fisher made a plea that seems contemporary in its message:

In a period when schools everywhere are under growing pressure to "show results," to return to "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 and the leadership.

Nonetheless the school's commitment to more traditional academic programs increased. "Whether we like it or not," wrote Robert Thomason in 1963, "education has become a weapon in the Cold War." Following recommendations of the Middle States Evaluation of 1960, the requirements for courses in science were extended to the 9th and 10th grades, history was required in each of the Upper School years, and foreign language study was introduced into the sixth grade. Although there was no longer time for "M-Days," Upper School students continued to find time for the arts, as Jack Ramey's instruction created enthusiasm for music and performing, particularly in the annual "Night of Opera" with original scores and libretti by Jack and his wife, Sydney. Les Harris's elaborate sets resulted in finished productions, and their combined talents were much-appreciated additions to traditional theater at Park.



In other areas, literature continued to be a strength. Jack Russell's response to the 400th anniversary of the birth of Shakespeare was to place emphasis on Shakespeare's plays. By graduation in 1964, Park students had read all the light comedies, one or two of the serious comedies, three or four histories, and three or more tragedies. They knew techniques of staging, and even if they were not among the lucky few who joined Jack and Edith Russell on summer trips to Stratford, both Connecticut and Ontario, they had heard and met visiting actors and listened to available recordings of famous productions.

Increased interest in contemporary literature as a reflection of psychological insights is a point recalled by Russell.

What satisfied and pleased me most in my twenty years of teaching at The Park School was the coordination between classroom teaching and direct

experience—much of it initiated by the students. For example, after having studied *The Sound and the Fury* and apparently having both understood and enjoyed its stream-of-consciousness style, my advisory class chose to use this technique in the Brownie. At first, I thought it a bad choice—clever and thoughtful, but almost impossible to pull off—but initial examples of their writing convinced me that they could do it. And they did.

Kenneth Greif, who had joined the faculty in 1962, began offering the wide range of courses that have characterized his years of teaching: The Upper School Course of Studies for 1987–88 lists Selected Shakespeare, 19th-Century American Literature; Another Look at Mark Twain; 20th-Century English Novel; Russian Literature; Contemporary American Novel; and Hemingway and Fitzgerald. Known for his devoted attention to students' welfare, both academic and personal, Kenneth Greif has stimulated and encouraged the literary interests of Park students for 25 years.

Park School's distinctive approach continued to require teachers of extraordinary talent and mental agility. The 1966–67 Record of Work contains a comment from a departing teacher:

Questions, not answers, are what I want to inculcate. The class, however, taken together, was and remains somewhat puzzling. Taken in small groups, they are definable. There are about three students who have everything, who can teach a class at least as effectively as I can. There are a few who are brilliant on paper, but silent, for various reasons, in class. Some are eager and bright in class but blurry or twisted on paper. Some apple polish. Some never take part. Some are interested in developing their own prose style but not in studying literature. If anything at all can be said about them as a class, it is that no one approach can be right for them simultaneously and, interestingly enough, they themselves mentioned right at the start of the year that they liked a variety of approaches.

There can be few better descriptions of the daunting demands that Park School's progressive approach places upon teachers.

Science also underwent a reevaluation. Through the efforts of George H. Dalsheimer, who began teaching at Park in 1959, and Dr. Daniel Raffel, head of the department, courses and facilities were added to this area of study throughout the school. One course used their co-authored text, *An Introduction to Physical Science*.

The school's traditional emphasis on activities outside the class, on doing, as well as on studying, continued. As Brooks Lakin, teacher of history since 1961, explained in *The Park School Magazine*, May 1965, edited by Sara Offit Abeshouse '51:

Some of the most rewarding aspects of the total program are to be found outside the regular class sessions, in activities closely associated with the study and practical application of topics of current world significance. Chief among these activities is the United Nations Club, which serves the dual function of providing a forum for discussion of current affairs generally and for developing a more specific knowledge of the world's peace-keeping machinery and its particular problems. During the spring months the member's grasp of these issues is put to the practical test of participation in various conferences amid seminars.

To the Class of 1966:

Four years ago, when I first came to Park School, I was still acclimating myself to civilian life after twenty years in the Navy. In the spring of that first year you asked me to be your class adviser. And not long after I accepted this privilege and responsibility, you became a most important catalyst in my complete transition from a career Navy officer to a dedicated teacher.

**Cleamans Karfgen**  
1966 *Brownie*



**Kenneth Greif, 1963 Brownie**

1966:

change  
it was a year for  
winning teams,  
a senior lounge  
candy in the school store,  
shore party in the mountains,  
the film festival,  
a student run park fair,  
a successful mixer,  
many visitors from abroad,  
discussions of South Africa  
the cabaret theatre  
council of independent schools,  
night of opera,  
skin of our teeth,  
burning your lunch card,  
having school spirit,  
choosing a new headmaster,  
saying farewell to the old.

**1966 Brownie**



1944: Joan Bette Seff '45, Nancy Strauss '45, Marjorie Weinberg '46, Martha ("Mott") Hunt and Patsy Miller '45



Eddie Abrahams '67 and Lynn Applefeld '67

Athletics continued. For many of the early years the relatively small size of the school required general participation in order to supply the needs of team sports. From 1935 until 1956 the director of girls' athletics was Martha "Mott" Hunt, and from 1958 to 1984, the director of boys' athletics was Richard Wallace. For years during the summer season, their leadership of Camp Alliquippa in Maine provided a happy summer haven for many Park School students and faculty. Gretchen Vogel Feldman '52 recalls that Mott Hunt brought out the best in people. In her quiet Quakerly way, she championed those students who felt the need of encouragement as effectively as Mr. Tom did in his bold, masculine way. Gretchen Feldman remembers, "One day Mott Hunt came up to me, put her hand upon my shoulder, and when I asked what she wanted she said, 'Just loving you.' Her strength was felt in many areas of school life."

When Mott Hunt retired in 1966, Clem Lazaron Kaufman '42 wrote, "Our whole life was The Park School, and Mott, with her interest and warmth, and good sense, was an essential, integral part"

When asked to write about his years as athletic director, Dick Wallace recalled a particular basketball game:

Park has had a history of excellent basketball coaches, but I think the most clever coach we had during my years was Dave Rosen. He had a great deal of success with our teams and the boys respected him very much.

One year we were scheduled to play Severn, but before we played them we noticed that they were beating the other teams in our league by huge scores. I did some investigating and found out that they had five boys who came from New York to take post graduate work at Severn. (After this the MSA voted to not allow post graduates to play, but for this year, there was no rule against it.)

We had a good team and we went to Severn with a good deal of apprehension. Sure enough, the five boys they had were absolutely terrific ball players. They were really rolling up the score on Park and their coach did *no* substituting (even when Severn was 40 points ahead). Needless to say, our boys were pretty discouraged, but they *never* stopped trying.

Dave, our coach, was really seething, but he had something up his sleeve. When Severn scored their 99th point, the Severn kids *and* their coach were screaming, yelling, and jumping up and down in wild enthusiasm. Well, Dave called a time out. He gave the boys instructions, and out they went onto the court. One of our guards threw the ball in to another of our players who promptly dribbled the ball to the basket *we* were defending and *placed* the ball down on the floor right under the basket. Park's five men all backed away from the ball and stood still. Severn was stupefied: they just looked at the ball.

"Pick it up and shoot it!" their coach yelled. Finally one of the boys did and they made their 101 points. I have never seen our players and fans laugh so hard. Severn's celebration at their monumental achievement was somewhat dampened by Dave's fiendishly clever strategy.

By the way, a few years later when Brooks Lakin was coaching, we more than doubled Severn's score, but Brooks did it by using *all* the players on our squad. (Park scored over 100 points in *that* game.)

### *The Spirit of the Sixties*

As the school passed through the decade of the 1960s, Park School's traditional emphasis on individualism and support of student initiative and enterprise was to become a general theme, as the Civil Rights Movement, protests against the involvement in Vietnam, drugs and freer sexual attitudes became nationwide issues. In preparation for the 1960 Middle States Evaluation a faculty committee wrote what was to prove to be an apt account of the coming spirit.

Meaningful learning is what we seek. . . . Spectators we appreciate, but participants we appreciate even more. Team-work, we encourage, but individuality we deem essential. . . . We are disturbed not if youth rebels, but rather if it does not rebel. We are interested in people, not parrots giving back irregular verbs or irregular ideologies. And we still cherish most deeply the close and mutually respectful relationships between the student and the teacher.

Early progressives had understood that teachers need knowledge of the stages of child development, but as new psychological theories became more familiar, increased expectations arose for the close teacher-student relationship that was customary at Park.

As early as 1950, Park School faculty had begun to examine what teachers could rightly offer as adult role models and advisers to their students. A series of



Ben Kimbers '67 against St. Paul's School

To the Class of 1967:

In a sense every class is special. Yours, however, is very special to me. You see, after June 7, I too will be an alumnus of The Park School. An important stage in my life will come to a close on that evening also. . . . From the very start, from pre-school on, you have been the biggest class in the school's history. You have contained a diversity of personalities, a variety of interests, and a range of talents as extraordinary as any the school has even known. I expect great things of you as a class; I know I shall not be disappointed. Though my address will be different, my identification with you will remain the same. I will follow you and your careers eagerly. Let me hear from you now and then, won't you? And thanks for helping make my life for the last eleven years so rewarding.

Sincerely,  
**Robert A. Thomason**  
Headmaster  
1967 *Brownie*

**May Day 1968**



seminars by Dr. Jacob E. Finesinger, head of the Department of Psychiatry at the University of Maryland Medical School, explored issues of what was quaintly termed Mental Hygiene.

In defining the areas of professional responsibility for the teacher as opposed to the psychiatrist, Dr. Finesinger asserted that the common goal of the teacher and the psychiatrist was "helping the student to develop the capacity to look at himself, to see reality as it is, and to get satisfaction from obtainable goals; i.e., to react realistically to a situation and to bring about change, if necessary." He noted that the authority of adults was critical to children's growth: "There should be progressively increasing pressures, preferably friendly, but firm when necessary. There should be areas in which conformity is expected, and other areas where conformity is not desirable. . . . Children need to learn when to conform, and when not to."

Through the ensuing years, faculty were often advised by Dr. Lester Gliedman, who provided professional psychological support and established a consistent approach toward specific student problems. Following his untimely death in an airplane crash in May of 1958, Dr. Carola Guttmacher assumed the role of school psychiatric consultant. Esta Maril, who has served as psychiatric social worker at Park School since 1958, credits them both with helping to establish the close working relationship that exists between teachers and parents. From 1956 until 1967 Manfred Schweitzer combined his role as principal of the Upper School with that of director of the guidance program.

Managing the move to the new site was only one of Thomason's administrative accomplishments. The move to Old Court Road in 1959 facilitated expansion both in program and in enrollment, and the 11 years that Robert A. Thomason was headmaster of The Park School were years of growth in both the physical plant and in enrollment. In 1956, the school had 440 pupils: 200 in the Upper School (grades 7–12) and 240 in the Lower School; by 1966, the school enrollment was 550: 335 in Upper School and 215 in Lower School.

**Soccer:** The varsity soccer team's 10-4 record is a good indication of the kind of team which Park fielded this year. Playing excellent ball, they finished second in the B division of the M.S.A. Coach Joe Seivold instilled great drive in his players who were able to win consistently. A highlight of the season was the victory over Poly, previously unbeaten by Park in varsity soccer.

The team as a whole was a coherent, hard-working unit. With an excellent offense and defense, the team's hustling attitude paid off in victories. Three outstanding seniors proved to be the spark that ignited the team. Ric Rombro and Ben Kimbers were the basis of a potent attack. All-Maryland goalie Jerry Strauss was the backbone of a highly effective defense. This soccer season was Park's finest in decades, the J.V. also having a winning record of 8-2-3. The prospects for the future are bright.

**1967 Brownie**

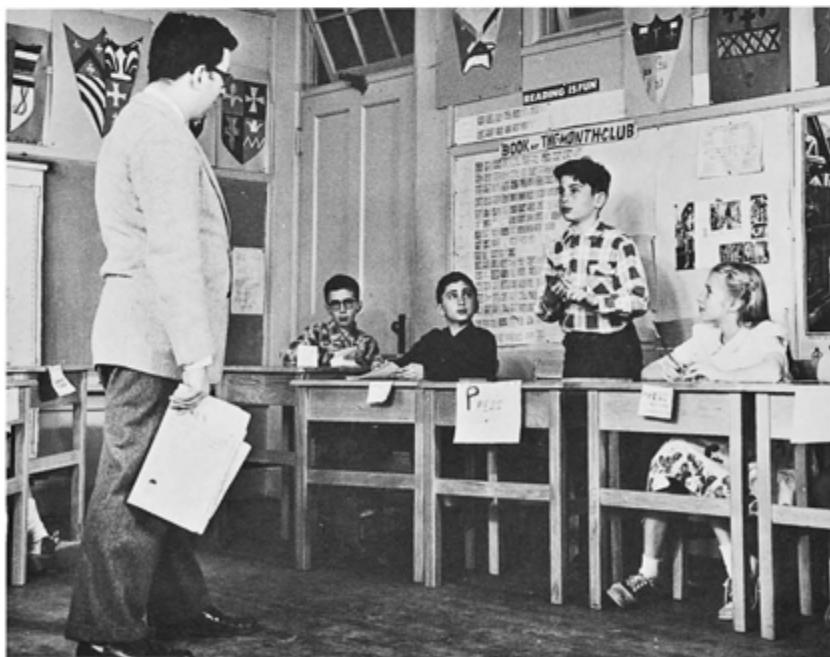
Like Eugene Randolph Smith, Thomason believed that Park School could best serve well-motivated students. Responding to increased pressure for admission to Park School, Thomason wrote: "From among the many boys and girls who have sought admission to the school we have chosen those who seemed most apt to profit from our kind of education. We are welcoming students who are anxious to learn, eager to participate, willing to work, and desirous of joining a community where students, parents, and faculty cooperate."

The Lower School continued to offer imaginative innovations. Lee Meyerhoff Hendlar '70 recalls that second grade teacher Elaine Salabes (teacher at Park from 1946 to 1965) "had long-haired guinea pigs in her classroom long before anyone else thought of such a thing. Mrs. Salabes was famous for branding children with red lipstick 'fairy kisses' on their forehead the day after they lost a baby tooth, announcing to all others another milestone along the way toward growing up." Ethel Schlessinger was another demanding teacher with a creative flair. On February 14, 1964, when Lee was in sixth grade, *The Lower School Times* carried the story "Class Incident Proven a Hoax!" and described a fictitious news event cooked up by Mrs. Schlessinger to create something exciting for the children to write about. Happily, Lee's skates had not (as luridly reported) been stolen. But the Lower School had been all in a dither for days before the true facts emerged. Surely this was a lesson in the power of erroneous rumors, as well as the need for responsible press reporting.

Robert Thomason had, in general, developed a sound faculty and a capable administrative staff. Following Claudia Jennings's three-year tenure from 1957 to 1960, Lower School teacher Herbert Morss was appointed principal of the Lower School, a position he held until 1973. Earl Ball, assistant head from 1973 to 1976, filled this position until the appointment of Allen Kershman in 1974. Since 1961, the school's business manager had been Louis Herstein, who



ca. 1965: Crowded classrooms



ca. 1953: Herbert C. Morss, Roger Kohn '59, Louis Sachs '60, David Shaw, and Anne Carter

Never before has any team created so much commotion at Park as this year's basketball team. Coming within one game of the M.S.A. Private School Championship, it showed itself to be a power in the league. Finishing with an outstanding record of 14-4, boasting one of the highest scores in the league, and actually making it to a championship game proved that this year's Bruins truly were the best.

GILMAN CAGERS UPSET BY PARK

Bruins Triumph By 58-45; Play-Off Will Be Monday

It will be Park vs. Gilman for the Private League basketball championship at 7:15 p.m. Monday at the Civic Center.

The Bruins of coach David Rosen won the second half competition in a head-to-head battle against first-half leader Gilman, with a 58-45 upset victory at the Park gym last night. Senior Rick Rombro, averaging 6.5 points a game, had his moment of glory, leading the Bruins with 18 points and 65 per-cent shooting mark from the floor. Rombro also paced the final-quarter surge that led Park from a one point edge at the three-quarter mark to the final 13-point margin, as he scored eight points.

1967 *Brownie*

remained until his retirement in 1979, when the duties of his office were divided between Joyce Royston and James R. Howard III. In general, the faculty was strong, although the departure of Beulah Smith Townsend, who as head of the math department had organized a comprehensive math program throughout the school, was cause for great regret. The school was running smoothly when, in 1966, Robert A. Thomason accepted a call from the Horace Mann School to return as headmaster.

The editors of *The Park School Magazine* spoke for the entire school population when they wrote: "Mr. Thomason arouses intellectual curiosity in both the students and the faculty; for he is, above all, an educator who is constantly aware of the needs of the classroom."

The sixties required strong leadership from both the headmaster and the Board of Trustees. In recalling those years, United States District Court Judge Frank A. Kaufman, who served on The Park School Board of Trustees from 1955 to 1966, and as president from 1963 to 1966 wrote:

My recollections of my service on the Board of Park School, and then as vice-president and president, focus initially on the magnificent leadership provided to the school by Sidney Lansburgh, Jr., president 1955-1960, and George L. Clarke, president 1960-1962. Without their vision and their diligence, the school would never have been moved and never have been built. A quick look, first, at our old campus on Liberty Heights Avenue and, second, at our present beautiful rolling property on Old Court Road speaks for itself. Not that there was anything wrong with the old campus in its day. But Park School today could hardly be what it is if it did not exist in its present setting.

As for my presidency, I think back to the graduation exercises and the games we played in trying to predict whether it was going to rain and force us into a hot gym, or permit us to conduct our ceremonies in a beautiful outdoor setting. I well recall one occasion when we had to move indoors at the last minute. It was the year that we were privileged to have Senator Hubert Humphrey as graduation speaker. It had been a day in the '90's and it was sweltering. It rained at the last minute and we moved into the gym which was beastly hot. But that did not in any way inhibit the Senator nor prevent him from delivering a very lengthy oration in which, as has been said of him on other occasions, he gave three speeches: the first, the one he had written; the second, the one he had not planned to give; and the third, the one that he gave in order to get back to the first speech from the second speech.

I will also never forget what a privilege it was for me to hand diplomas to my son, Frank, Jr., in 1964, and my daughter, now Peggy Wolf, in 1966, when they graduated in the years that I was lucky enough to be president.

## THE CALLANAN YEARS 1967-1975

Park School's sixth headmaster was selected by a search committee consisting of Edward Halle '39, as chairman, Morton K. Blaustein '44, Philip Macht, Harvey M. Meyerhoff, and Hopkins Professors John A. Walton and M. Gordon Wolman '42.

A 1949 graduate of Princeton University, Charles R. Callanan was a successful businessman who had become interested in education and in 1965 had