

Students in charge of Monday morning assemblies produced a variety of topics for discussion, as students from different levels of mathematics, German, English, and science, were asked to make a presentation to the entire school, promoting self-expression, self-possession, and the general enlightenment of all.

1917 Brownie

The performance of Alfred Noyes' Robin Hood drama of *Sherwood*, given by the upper school department of the Park School on the wooded terrace behind the school building on Auchentoroly Terrace, proved to be one of the most absorbing entertainments of the kind that I recall. There were more than 60 boys and girls in the cast, to say nothing of horses and donkeys, and as the play is in five acts and ten scenes some idea of the importance and significance of the work done by these clever young people may be readily imagined. . . . It was so carefully studied, so plastic, so beautifully posed and so thoughtful that it will linger long in the memory of those who saw it.

John O. Lambdin
drama critic for *The Sun*

Eugene Randolph Smith,
headmaster 1912–1922

Walter Sparks (head of the Intermediate department) had come from Prep School 49, where he had been the principal, which prospective parents found very reassuring.

M. Shakman Katz '17

The school was to be guided by the

fundamental thought that the best work could be accomplished without the customary insistence upon deadly routine for its own sake, upon coercion, repression, penalties and rewards. The teacher was expected to be a co-learner, friend, adviser of the pupils, and . . . by creating a vital and stirring interest in the subject to be learned by relating the individual subject to the whole of the curriculum, the best educational results would be realized with the greatest amount of happiness for both pupil and teacher.

Aware that the expense of private school tuition would exclude all but the children of parents with high incomes, Froelicher expressed from the outset the hope that there be provision for some "free" students.

During that same eventful evening in 1912, Froelicher was offered the headmastership of the school he had just described in such vivid detail. Although tempted and honored, he declined, despite the pressures he was to feel from the surprise appearance in *The Sun* of an article bearing the headline "Dr. Froelicher May Lead the New School." He chose to remain at Goucher College, where he was needed to help with a new effort to raise funds. However, he did agree to take on the major task of presiding over the Board of Trustees of the fledgling school, from which position he exerted considerable influence on the development and formation of school policies and educational programs until 1929, when he resigned to serve as acting president of Goucher.

THE SMITH YEARS 1912–1922

Enthusiasm for the project generated action and, within a few months, funds were raised by selling shares in the newly incorporated venture, and the Founding Board of Trustees was established. A suitable site for the school was located, and a three-year lease obtained for a three-story brick building at 3340 [now 3436]





1914-15 (l.to r.): Coach, Louise Strouse '18, Beatrice Ottenheimer '15, Fortuna Iseman '17, Adele Cahn '18, Ada Strauss '16, and Helen Weigel '16.

Auchentoroly Terrace (formerly the Orem Mansion), bordering Druid Hill Park. The park was to serve as the out-of-doors campus that Froelicher valued so highly and was to be used for teaching when the weather was amenable. To emphasize the importance of the environment, the school was named "The Park School."

With Froelicher unwilling to serve as headmaster, the search for the man who could lead the school in the directions that Froelicher had envisioned began with letters of inquiry to John Dewey himself (who, Froelicher later complained, paid no attention to the matter), the Universities of Columbia, Harvard, Pennsylvania, and Chicago, and interviews of several candidates. In the end,



October 3, 1916

To The Parents of Kindergarten and Primary Pupils:

The department wishes to perfect its open window plan this year. The windows are being fitted with muslin screens which will prevent draughts. In order to have the children warmly clothed and comfortable it is desirable to have a uniform weight sweater made according to special measurements. The sweater should reach the knees and yet fit the arms and body snugly. Stock sizes do not meet these two needs.

We are having a sweater made up to meet these needs of weight and size, which will cost approximately six dollars. We hope that you will be interested and cooperate with us if possible. If you wish to order for your children, will you send the actual bust measure and the length from shoulder to knee before October 9th? It will take several weeks, and the children should be equipped for winter by November 1st.

Sincerely yours,
M. R. Voorhees
Head of Primary Department

Teachers' influence keeps us going, not with the voices of pedagogues, but that of a friend who will suggest things, then leave us to work them out. . . . We can't help but develop into self-reliant beings. Character may be likened to muscles—use produces power.

1917 *Brownie*

An early May Day pageant

Primary grades are taking on an unusual plan that we think will give excellent results. It is the beginning of an idea that should go far in school life. . . . Instead of marking entirely by work, the ability to lead, to follow, and attitudes toward school, etc., will be given great consideration. Special reports will be sent home so that parents and children alike will have a much more vivid idea of their child's development. . . . In the end, the school will not only be considered as a place where one is able to get to college, but a place that sends out wide-awake fellows and girls to the outside world.

1917 Brownie

Baltimore attorney William Maltbie (formerly a professor of mathematics at Goucher) suggested Eugene Randolph Smith, head of the mathematics department at the Polytechnic Preparatory School in Brooklyn, N.Y. Maltbie had known Smith through meetings of the Mathematical Society of the Middle States and Maryland. Smith had earned B.A. (Phi Beta Kappa in 1898) and M.A. degrees, (and later received an honorary Ph.D.) from Syracuse University. His doctorate in pedagogy was awarded by New York State Teachers College in 1927.

Only 35 years old, Smith had, for nine years, been head of the math department in a public school in Montclair, New Jersey, under Randall Spaulding. Spaulding was considered by Smith to be "one of the really great progressives" because he was an expert on scientific management of school budgets and programs, one branch of the new wave of progressive school management. Speaking at Park School on April 26, 1963, John Fischer remarked in retrospect that "had the founders of the new school in Baltimore been less wise, they might easily have joined the cult and made Park School a model of 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."

Along with other members of the Board who interviewed candidates for the position of headmaster of the new school, Froelicher found Smith to be "a charming and very capable young man, open-minded, tolerant, progressive, and a gentleman." Isaac A. Oppenheim's daughter, Dorothy Rose Oppenheim Blumberg, class of 1920, recalls in "Remembrance of Things Past," written in March 1985, that Eugene Smith was

a top-notch mathematician and, it turned out, an educational innovator. I remember his twinkly blue eyes, sandy hair, sense of humor as well as discipline, and his musical ability—he played the piano for our morning assembly singing. (We filed in every morning to a Sousa march played on the phonograph.) Mr. Smith's dark-haired wife also taught math—algebra and geometry—while Mr. Smith taught trigonometry, (Charles Hutzler and I took it in our senior year.) In addition, Mr. Smith wrote the words to the school song; my father composed the music.

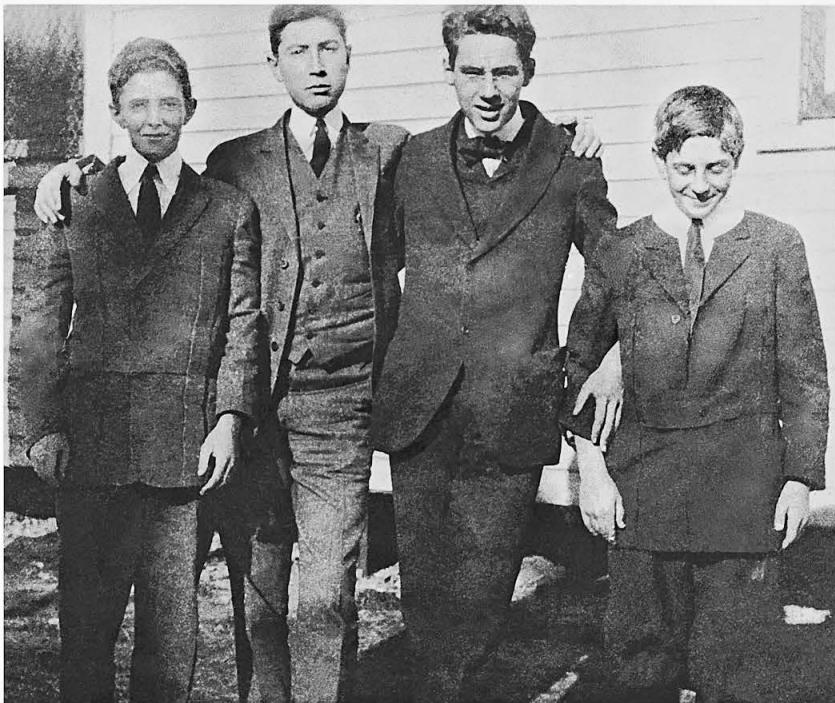
Bonds of mutual respect formed quickly, and by the end of the first school year, Board President Hans Froelicher, Sr. and Headmaster Eugene Randolph Smith had established clear guidelines for the school Froelicher had envisioned 18 months earlier.

The clarity and originality of this vision, the moral fiber of the founders of Park School, and the force of their conviction are nowhere more succinctly stated than in Froelicher's summary given in a public address at Park School on Founders' Day in June 1913, the end of the school's first year:

Less than a year and a half ago a number of public spirited men who considered the education of youth the noblest task in the democracy, met to discuss the advisability of establishing a private school for boys and girls in this city. Strong believers, all of them, in the democratic form of government, as well as in a social fabric democratic in spirit, these men were also

Located on the main floor and overlooking the playground, the lucky students to be selected for the open-air classroom experiment were the envy of everyone throughout the entire fall. The room was a veritable sun-parlor. But, when winter arrived, the room became nearly uninhabitable: snow poured in through the cracks in the roof and sides, and the sun parlor turned into a snow parlor. Cautioned to remain patient, that spring would see the return of the pleasant balmy days under the fall sun, we waited, only, with the advent of spring, to find our sunny spot even more unendurable because of excessive heat, as the sun reflected upon the class walls, making the room so hot that it was unbearable. The result was that the classes met out-of-doors whenever possible, much to the delight of everyone.

1918 Brownie



The Class of 1914: Bernard Kohn, Charles Witz, Joel Gutman II, and Martin Kohn

strong believers in the principles of public school education. They felt, however, that the educational institutions of the city did not fully meet their ideas on education, that they therefore must make certain sacrifices to secure for their own children and for the children of others, the best possible education. The conscious and clearly stated aim of this school was to prepare, first of all, for life, and secondarily, for college.

Their school was to be frankly non-sectarian. It was to be open to pupils of both sexes. It was to be a country school in the city, favoring as much as wisdom would advise, the field and the grove as the classroom. It was to be bound by no pedagogical precedent, merely because it was a precedent. Its teaching staff was to be given freedom to work out the problem set them according to their own judgment.

It was to be democratic in spirit, affording equal opportunities to all those admitted to its advantages.

It was to give the most careful attention to the physical welfare of its pupils.

It was to create a wholesome atmosphere.

It was to give the best kind of intellectual training. In a word, it was to prepare each girl and boy for complete living, enabling them to perform effectively their duties towards themselves and their neighbors.

It was to be a school in which the personal influence of the teacher counts for as much as the instruction, a school in which the teacher would be the trusted friend and guide of the pupil, establishing an atmosphere of that subtler and finer obligation in each which obtains in the purest social relation between teacher and pupil.

The result of these considerations was the establishment of The Park School, which is completing today its first school year.

The school at Liberty Heights Avenue was known as "The New School." The Class of 1918 was the first class to graduate from "the ideal Park School, a building deemed to be a thing of the future."

1918 Brownie

The school is all one story except in the center, where it is two, and is about a good-sized city block in length. The laboratory, art room, and lecture-room are all on the second floor, above everything else. There is also a dark room for photographic work. Immediately below this room are the office, storeroom, Mr. Smith's office, and the library. The library is very large, with sufficient shelves to accommodate several times our present collection of books. There is an open fireplace with a massive mantelpiece in this room. Doors of all classrooms lead not only into the hall, but out-of-doors, and almost all of one side of the room is taken up with windows. It is impossible for the direct rays of the sun to enter, so it is ideal for the summer. . . . The extensive grounds of the new school provided for a novel use of the out-of-doors. Mr. Smith encouraged the students to carry their old desks down to the woods where they were placed in inviting groups, facilitating the kind of discussion that was encouraged in these early classes.

1919 Brownie

The 1917 Founders' Day play was *Jeanne D'Arc* by Percy Mackaye. Among the performers were Louise Strouse [Partridge] and Eleanor Kohn [Levy] as Jeanne D'Arc. "My experience at Park School was a happy one, and it enriched my life with excellent preparation for college, and with memories of superb teachers. Miss Rusk, Mr. Francis Froelicher, Walter Sparks, and Eugene R. Smith, among others."

Eleanor Kohn Levy '18

Board of Directors Meeting July 1, 1919:

For years Eli Oppenheim knew that his health was unequal to the demands of the strenuous activity of his business life, yet he took of his time and strength to devote himself with enthusiasm, energy, and persistency to the establishment of a School which should embody the highest American ideals. It was to be free from any taint of racial or religious prejudice; while giving every opportunity for the freest growth of individuality, it was to instill a high sense of social and civic responsibility. In it the building of character and the development of capacity were never to be subordinated to the mere acquisition of information. He, above everyone else, made The Park School his concern. To his Associates of its Board of Directors he will always be the friend with far-seeing vision, tireless activity, unsparring devotion, and all-embracing kindness. To its pupils, past, present, and to come, he will ever be the man whose imagination conceived it and whose energy gave it life.

Louis S. Hutzler
Acting Secretary

[In a school] where each pupil is considered an individuality, and the teacher, a specialist by training and personality, invests his best effort in the education of the individual, the result will be the bringing out in each pupil entrusted to him of the best that is in him, fitting him for a special niche in life, mentally, morally, physically. The curriculum of such a school can hardly be put into a catalog. Many of its parts and adjustments cannot be expressed in words. The total of it will resemble a symphony rather than a schedule.

Just as a symphony is not a co-ordination or subordination of musical tones into the system to produce a purposed effect, but the expression of a musical idea through the harmonious working together of many musical elements into one great musical fabric, so the symphony of education must not be a mere mechanical arrangement of educational units into a schedule or curriculum, but a harmonizing of educational elements into a fabric which expresses the educational idea and spells character, complete, harmonized, welded, to the extent that the totality of it alone impresses, and the elements merged in it lose their meager identity.

In 1925, when Park School was 12 years old and Froelicher was an active educational theorist in the Progressive Education Association, he again summarized the principal ideas in his conception of the school.

Some of the points I insisted on from the beginning:

The employment of young, enthusiastic teachers in the "plastic age" for obvious reasons, preferably not Normal School trained.

The humanizing of classroom instruction in every way, study of the individual child, classes limited in numbers of pupils. Under no circumstances, the use of compulsion, threats, etc. I hate tyranny and despotism. The teacher should act as fellow-worker, friend, and guide, not in the relation of superior and inferior. With the proper sort of teacher, this will not develop into that familiarity which breeds contempt. It will rise into friendship, admiration, and a willingness to work.

As far as possible, freedom, self-government, from the lowest to the highest grade.

No reward and no penalties.

As far as possible, abolition of open grades, and of examinations used only to stimulate effort, especially of sluggards.

No paid tutoring by teachers.

No pupils who belong in a house of correction or in a special class for the feeble-minded.

A new type of Physical Training. (Efforts in this direction have so far been futile, for in this point the Headmasters are both ignorant and unintelligent, in spite of the results found in the medical examinations during the war.)

Motivation; objective teaching; projects; interest.

Encouraging a sense of proprietorship in the school on the part of the children by their doing things to improve it.

Medical supervision.

Social Service.

Thus was Park School designed. The shape of his vision and the foundation upon which he built are still perceptible in 1988, after 75 years of growth and change as the school has adapted to unforeseen events. The lives of Park School alumni, both their personal achievements and their frequent contributions to the welfare of others, are a record of and testimony to the power of these ideas.

Translating Theory to Practice

The brochure announcing that The Park School would open on September 30, 1912 lists Headmaster Eugene Randolph Smith, A.M. Syracuse University, teacher of mathematics; Professor Froelicher's son, Francis Mitchell Froelicher, A.B. Haverford College, teacher of modern languages; S. Walter Sparks, A.B. Washington College, teacher of Latin and head of the intermediate department; Neil Gordon, A.M. Syracuse University, teacher of science; Katherine Gaul Rusk, A.B. Smith College and Johns Hopkins, teacher of English and history; George G. Grim, State Normal School, N.Y. and Valparaiso University, teacher of manual training and physical training; Ethel Stocking, A.B. Mount Holyoke College and Simmons College, teacher of domestic science; David Golden Murray, A.B. Haverford College, director of physical training; Anna M. Hutson, A.B. Goucher College and Johns Hopkins; and Isabelle Myers, registrar and secretary. One indication of the haste with which events were moving toward the opening of school is a brief explanatory note: "Others to be appointed." Among those later appointed as one of the original primary school teachers was Kathrine Masters, soon to be named head of the primary department and succeeded, in 1917, by Margaretta Voorhees.

As Froelicher recalled at Commencement in 1922, "It was decided to organize the school at once in all its departments, kindergarten, lower and upper schools. The classes were to be limited to twenty pupils each." The school opened in September of 1912 with 98 students, "the largest enrollment at the beginning of any private school in the United States." By June 1913 the enrollment had increased to 104.

One of the essential components of these early years at Park School was the sense of community that prevailed. The support of the founding trustees, who were fully committed to the new school, was a critical factor in the success of the school, not merely because their sizeable financial contributions kept the school afloat, but also in the positive ways they influenced the thinking and behavior of their children. The children of Eli Frank, Eli Oppenheim, Isaac A. Oppenheim, Siegmund B. Sonneborn, Louis H. Levin, Judge John C. Rose, Dr. Guy L. Hunner, Jonas Hamburger and Dr. Louis P. Hamburger were among the 98 children who were enrolled in the school on opening day in September 1912. One consequence of this sense of family was that the pedagogical emphasis on individual attention was balanced by the social interaction among students of all ages throughout the school. (Although General Riggs was a bachelor, he remained active on The Park School Board until 1928.)

As an art historian, Professor Froelicher knew John Ruskin's concerns for the influence of beauty on the human spirit, particularly in the style and decoration of buildings and rooms. Froelicher quoted these ideas from Ruskin in 1913.

This year the Park School Play Association, the very talented members of which always give such extremely interesting performances, presented *As You Like It* in its open air theatre behind the School's picturesque buildings on Liberty Heights Avenue. As this was rather a tremendous undertaking for so young a group of players—there was probably no one in the cast who was more than sixteen years old, and most of the players were younger—one's first impression was amazement that they were able to do it at all. But as the evening wore on, the extraordinary *savoir faire* of these children made itself felt, and it became immediately apparent that they were grasping in a rather surprising way the spirit and inherent wit of this perennial woodland comedy and (when the piece got fairly under way) that they were projecting it with really admirable felicity. In the first place, they were letter perfect. There was no suggestion of "feeling for lines," no hesitancy in speech, no indication of nervousness. . . . The woodland scenes were played admirably, and with no little wit, by Dorothy Rose Oppenheim, the Rosalind, while Madeleine Oppenheim was really quite distinguished as Celia; these two portrayals stand out particularly amidst the generally excellent work of the various members of the long cast, among whom might be specially mentioned: Isaac Hamburger, the Jaques; Charles Hutzler, the Orlando; Sydney Cone, the Touchstone; and Warren Buckler, the Charles. . . . From an analytic standpoint, nothing could have been more whole-hearted or delightful than the children's reading of the Shakespeare's comedy on Tuesday evening.

J.O.L
The Sun
June, 1920

I remember taking advantage of the park for classes on the boat lake when weather permitted, or skating when it iced over. One recent day I travelled by bus around Druid Hill Park in commemoration of its 100th Anniversary, and when the guide pointed out the building that was the first site of Park School, I had the great fun of announcing that I had gone to school there.

Helene Lobe Moses '20
January, 1988

One of my earliest recollections of Park School is Miss Keller's imaginative use of colored chalk, and the anticipation that my third grade classmates felt when we joined the fourth graders for presentations of Bible stories. Miss Crampton was a great influence upon the many students who were asked to perform in the summer at the Park School theatre performances, as well as being a superior teacher of grammar, composition, and literature. Mr. Merrick was an excellent coach.

Sydney Cone '21
September, 1987

I remember best Mr. Grim's shop, and the high quality of our work, and Miss Rusk's English literature classes, stimulating and demanding.

Alexander Skutch '21

The ideal school should

impress the senses with a beauty and dignity of architecture. It must be at once a library of best books, an art gallery of sound models, a museum of minerals and other natural objects. Its walls must be hung with historical paintings. Maps and physiological diagrams should be kept for special purposes, and not form a part of the general character of the school. Workshops are to be attached, always a carpenter's, and where possible, a potter's shop. Everywhere a garden, playground and cultivatable land should surround the school, so that scholars could be employed in fine weather largely out of doors.

Auchentoroly Terrace: The First Site

Alexandra Lee Levin (wife of Jastrow Levin '27) reports in *Dare to be Different*, that the land that is now Druid Hill Park had once been the estate "Auchentoroly," owned by John Morris Orem and his wife, Sophia Rebecca Chase Orem. Some alumni still remember the interior of the Orem mansion on Auchentoroly Terrace after it was converted to use as Park's building. Dorothy Rose Oppenheim Blumberg '20 wrote:

On the newel post at the foot of the first floor staircase was a bronze statue of Mercury. On the right was Mr. Smith's office. Also on the first floor were two rooms for first and second kinder-gartens, and I think a faculty room. Classrooms were on the second and third floors: Lower School on the second; Upper School on the third. The third and fourth grades were in one very large room on the second floor; third grade was on the right and fourth grade on the left, and was taught by Miss Keller. . . . Our desks were built in twos; I sat next to Helene Lobe Moses '20, the beginning of a lifelong friendship. The desks had hinged covers to hide the box-like space for books, paper, etc.; an inkwell was set into the upper right-hand corner, (a great joke was for a boy to dip the braid of the girl in front of him into the ink.)

The cafeteria was in the basement. We paid for lunch with food tickets, three for a dollar, on which The Park School was printed in brown ink on white cardboard, the school colors. The arithmetic became a little confusing if we wanted to pay in cash instead of tickets. The food was tasty, but I don't remember details. An open lot to the right as you faced Auchentoroly Terrace was converted into a playground with slides, swings, horizontal bars, etc.; behind the mansion was what had been, I think, a barn and stables. This was turned into a gymnasium with boys' and girls' locker rooms, a basket-ball court, climbing bars and other athletic equipment, as well as a thick rope attached to the ceiling that was also for climbing.

A Park School orchestra was formed, and included Ruth Hutzler, Liz Oppenheim, Bea Dohme, Joseph Hecht, Theodore Baker, Margaret Maltbie, Margaret Scheer, James Baker, George van Wyck, and Fritz Hamburger. Miss Powell directed.

Behind the gym was an open space where we played dodge-ball, and beyond that a wooded hill that sloped up perhaps 100 feet. Shortly after Park opened, the hill was cut into to form a stage for our Founders' Day plays in June before the end of the school year. All costumes were "homemade." I remember yards of cheesecloth stretched out on the floor to be stenciled with gold and silver decorations.



1914: The entrance hall at
Auchentoroly Terrace

One of the carriage houses served as the gymnasium. M. Shakman Katz '17 remembers that "the walls of the gym were straight up for about two feet, then they slanted. The boys who played basketball got quite adept at using that wall when they jumped to make a shot."

The dignity of Ruskin's theories did not, apparently, entirely subdue the high spirit of all Park's students. Shakman Katz recalls one example:

One day in the fall of 1913, in the pursuit, no doubt, of my studies in Upper Two, (a combined class of eighth and ninth grades) I was engaged in a deadly game with my sometime friend, Austin Oppenheim. In order to get even with him, I grabbed a blackboard eraser, and in order to wipe him out, I threw it at him on the stairway. At that moment, the headmaster of the school, Eugene R. Smith, was coming up the stairs and the eraser hit him on the side of his face and, to Austin's and my dismay, left a chalky white imprint. The result—Austin and Shakman were sentenced to the indignity of a month's term in the sixth grade in order to learn how to behave!⁴

The first class to graduate from The Park School in June 1914 consisted of four students: Bernard Kohn, Charles Witz, Joel Gutman II, and Martin Kohn. The first published student writings appear in the 1914 *Brownie*, and, appropriately, the dedication to Eugene Randolph Smith reads: "We turn with a feeling of deep respect, admiration, and affection to you, who have made our efforts worth while, and who will always be our inspiration."

4. Despite this youthful escapade, Shakman Katz graduated from Park School in 1917 with a diploma signed by the no longer chalky Mr. Smith, married founder Siegmund Sonneborn's daughter Amalie, Class of 1919, became president of the Board of Trustees from 1942 to 1948, and sent three children to Park School, Deborah '44, John '46, and Mary '50.

Two selections from Dickens were played by Upper III: *A Christmas Carol* and *The McCawbers Decide to Emigrate*. . . . The day before the mayoralty primaries, students from the Public-Speaking Classes conducted a lively debate on the relative merits of the candidates, Mr. Williams and Mr. Preston. Mr. Williams won at Park. . . . Last year we decided, after many pauses, to attempt Shakespeare's *As You Like It* for our annual Founders Day production. The final decision once made, tryouts immediately got under way, and just before the Easter Holidays the verdict was rendered. . . . The spirit was wonderful. Students came early in the morning, worked until noon, and returned again after their dinners; some even brought lunch with them. In fact, many of the Faculty and some of the cast ate supper at School in order to give more time to the work. Since the scenery could not be finally set up, or a curtain hung, until mid-afternoon, owing to a shower, the work was really tremendous—but it was successfully accomplished.

1921 *Brownie*



ca. 1914: Auchentoroly Terrace

It is hard to believe that 70 years have elapsed since I left public school to enroll in the fourth grade at Park. The school was then located in its first home, a converted residence on Auchentoroly Terrace. The classes were small, the teachers were attractive and stimulating, and it was very exciting to be a part of Eugene Smith's Progressive Education Experiment. Although we were not exposed to the cross section of students found in the public schools, I feel that we benefited by the individual attention and instruction we received and that each day was an enlivening experience. My thanks will always go to Francis Froelicher, Katherine Rusk, Grace Smith, and Walter Sparks for making English, math, and Latin come alive. Extra-curricular activities were very important and although I never had the lead in the plays nor starred in the athletic events, I always had part of the action. It is very meaningful that the advantages and opportunities that I enjoyed at Park were also shared by my two daughters [Ellen Weiler Halle '44 and Anne Weiler Miller '46] and four grandchildren [Jan Halle Suberman '67, who was Park's first third-generation enrollee, Ned Halle '69, Michael Halle '72, James Stuart Halle '77].

Josephine Schoeneman Miller '21

Park School: Laboratory for Progressive Education

In reflecting on these early years, Eugene Randolph Smith recalled that his instructions from the Board consisted of two directives: "First, to do the best possible for the children who came to the school; and second, to try to contribute to the movement for a better education."

As a consequence, educational innovations were part of the expected pedagogical routine. Although more conservative than Froelicher in his educational approach, Smith was nonetheless, a strong believer in the progressive faith in science as an instrument of educational reform. Very much a Deweyan throughout his career, Smith maintained that the school should never be isolated from life. "The child must always be an active participant in the learning process, teaching must never be dull and external, and the professional educator must use all of the scientific tools at his disposal to advance these ends."

Smith's book, *Education Moves Ahead* (1924), reflects his broad concern for character training, student health, vocational education, as well as the need to pursue the values of traditional education. He stressed the need for more and better motivation, "not to make work easy, but to secure the driving force that accomplishes even the most difficult undertakings."

The origin of Park School's strong need for self-criticism may well have been established as an institutional characteristic during these formative years as teachers and administrators sought to validate the school's innovative practices through objective testing of their methods. Although such measures are used cautiously in today's school, the measurement of student achievement was one of Smith's goals. Walter Sondheim, Jr. '25, who served as a Board member from 1935 to 1967 (except for a leave of absence in 1944 for military service), commented in 1988 that he never again, in all his educational years, took as many tests as he did while a student at Park School.

As a mathematician, Smith was especially interested in testing students for scholastic ability and subject mastery. In an article in *The Park School Magazine*, volume 3, number 2, April 1963, edited by Ernestine Hartheimer Westheimer '37, Smith notes his training at the Johns Hopkins University in the "use of the Binet tests of aptitude and the advanced methods for studying the development of pupils." Mr. Smith's wife, Grace Howard Smith, was an active participant in daily school life and was often called upon to administer the Stanford Binet tests used in determining students' individual capabilities.

One progressive result of these measurements of what is now called aptitude was that Park students were not given grades comparing their work to others in the class, but rather were graded according to how their performance matched up to their ability as measured by the Binet tests and Educational Records Bureau tests. As a consequence, students were individually held to high expectations, reducing the competitive aspects of class rankings. The emphasis on individual achievement, within the social context of responsibility for the school community as a whole, contributed to feelings of respect, rather than envy, for a schoolmate's accomplishments.



ca. 1943: Ellen Weiler '44 and Anne Weiler '46

Josephine Schoeneman Miller '21 remembers the Stuart Courtis Mathematics Tests, an early version of "self-paced" learning developed while Smith was in Montclair. "We were handed a page each day in arithmetic class and given three minutes to complete it. If there were no mistakes we got a new sheet the next day, otherwise we did the same one over until it was right."

Smith reported to the 30th Annual Meeting of the Harvard Teacher's Association in Cambridge, Massachusetts, on April 30, 1921 that "we have developed methods of studying the various sides of children, even working out scales for such traits as initiative, leadership, industry, perseverance, etc. Each one of these traits is marked just as carefully and more scientifically than subjects are usually marked, and where we find a weakness we try to strengthen it, and where there is a strength we try to make use of it."

The reporting system used as a basis for evaluating children was developed during lengthy faculty meetings led by Margaretta Voorhees, head of the Lower School. The Voorhees Pupil Progress Records required teacher involvement with, and attention to, areas of a child's development that had previously been ignored, and, as a consequence, a careful system of guidance was developed. Park students learned that an adviser was someone to turn to for help, that faculty meetings called to study a child sought to find a means for the child to help himself, and that the objective of such guidance was to apply consistency in growth, not conformity to external demands or artificiality in behavior.

Frank H. Westheimer '28 (Morris Loeb Professor of Chemistry Emeritus at Harvard) writes, "I loved learning and the school was flexible. It could easily have crushed me, instead encouraged me, so I wanted to learn. This is why the school was great, at least for me."

Park School students' traditional intellectual and social confidence was fostered in the early days by routine public performances. Public Speaking, taught by Francis M. Froelicher, "was an imaginative innovation," recalls Dorothy Oppenheim Blumberg '20. "Generally we would prepare in advance a poem to recite or a story to tell, then the class would criticize our delivery. To sharpen our ability to think on our feet, Mr. Froelicher would sometimes suddenly announce, 'extemporaneous speaking.' He would give several of us each a different topic, give us a few minutes to think about it, then call us for a short talk." Sydney Cone, Jr. '21 recalls how impressed his classmates all were when Benjamin S. Levin '19 (son of founder Louis H. Levin) recited perfectly all the many stanzas of Alfred Noyes' lengthy poem "The Barrel-Organ." The Webster Literary Society was formed during the opening year to give the members of the Upper School further practice in debating, declaiming, extemporaneous speaking, and parliamentary procedure.

Encouragement of student dramatic performance was an early innovation in the progressive movement in Europe as well as in America, and theater was a major activity at Park School from the very beginning. The members of the Upper School gave, as entertainment on the first Founders' Day in 1913, a one act farce, *The Fatal Message*, by John Hendrick Bangs, a scene from Hamlet, and one from Julius Caesar. Blumberg recalls that in 1914, students performed Tennyson's *The Princess*; in 1915, Alfred Noyes's *Sherwood* (Frank Morley '15, who became a Rhodes Scholar, was Robin Hood); in 1916, *A Midsummer Night's Dream* (Mr.



1916: Helen Weigel '18 as Helena, Leonard Jones '17 as Demetrius, Nina B. Wolf '16, as Hermia, and M. Shakman Katz '17 as Lysander in *A Midsummer Night's Dream*

The sports were football, basketball, baseball and soccer for boys; and basketball for girls. The 1920–21 girls' basketball season consisted of twelve games with eight other schools including Garrison Forest, Friends, and Roland Park. The girls won seven of their games this opening season! . . . There was a Girls' Scout group almost from the very beginning, but it was not until 1920–21 that a Boy Scout troop was formed; Mr. Roberts was the first Scoutmaster, followed soon thereafter by Mr. Krieger. . . . The first year that *P.S.* was published was 1920–21, consisting of a four-page monthly, which was sold to one hundred and twenty-five buyers. . . . This same year saw the founding of the Radio Club for the purpose of "promoting better understanding of radio research and operation throughout the Park School." . . . The Alumni spend a great deal of time out at the School now. They can be found standing in the doorway of the gym, gazing with fond, admiring eyes at the gym floor. Why? It took many years of toil and saving to get enough rubber heels and chewing gum together to cover this wide expanse. Every one of the Alumni deny that the credit is theirs, but modesty is always their foremost characteristic.

1921 Brownie

Smith played the Mendelsohn Dream Music to accompany the play); in 1917 *Jeanne D'Arc*. *The Sun's* drama critic, John O. Lambdin, who signed himself J.O.L., reviewed all these early performances. In 1920, students produced a full-length production of *As You Like It*.

The consistent theme of Smith's educational theory was student activity: participation, projects, stimulation, and pursuit of students' interests. To accommodate this philosophy, Smith made efforts to remove the departmental barriers between areas of study. Time was made available for students to continue to work on any subject so long as enthusiasm carried them; he later wrote that he endeavored to make the schedule adapt to learning, rather than the other way 'round. In daring to be experimental, he found ways to motivate students through objective teaching methods, individual attention, and interesting subject matter. Like later followers of progressive methods, he saw some value in the project-method approach, but his genius in motivating students lay in the clear presentation of the problem. To meet his educational standards, Park School teachers were required to be articulate, clear, and logical, hence, able to engage students' minds in the lesson.

The Deweyan idea that classical learning should be supplemented with practical lessons supported Smith's belief in the value of manual tasks; consequently girls took domestic science and boys took shop. Although boys did not join the cooking classes, girls were permitted to take Manual Training with Mr. George C. Grim.

Although most of Smith's ideas continue to find a place in Park School practices, at least one of them is out-of-fashion. Smith had a great interest in the effect of fresh air to sharpen students' performance. His first open air experiment, in 1916, had one group of students working throughout the winter in an

The School was my whole life. Headmasters Snyder and Leydon stirred my interest in history (my college major) and sports meant a lot to me.

Marjorie Weil Ulman '23

1916: On the left is Katharine Sonneborn '22. An unidentified lad blows on his hands to warm them; in front of him is Isabel ("Iggy") Frank '22.



unheated room attached to the main building, with the windows often open to the elements, wearing long gray woolen sweaters especially made for the experiment. Snugly wrapped in scarves, caps, and gloves, the subjects of this experiment found it unforgettable, and many alumni remember it vividly, even though apparently it was tried only one year. Nonetheless, Smith never lost his conviction that students should have ready and frequent access to the out-of-doors, and his pet theory was to become a major influence on the design of Park School's Liberty Heights building.

A major idea of the progressive educational movement was that rules be kept to a minimum, and the perception of "school as family" helped to create a shared sense of values and standards of conduct that reinforced efforts made by the teachers to elicit self-controlled discipline from their students. Even so, there were some regulations to be followed, and the library of Auchentoroly Terrace served as the place where students, not as yet persuaded by the power of self-discipline, were kept after school. Since the shelves were stocked with books readily available to the miscreant, it is clear that improvement, not punishment, was the objective.

Implicit in all this is the notion that students can, and should, be trusted. Dorothy Maltbie, teacher at Park from 1927 to 1961, later recalled that her "strongest memories of Park School have to do with the molding of character, developing different methods of teaching, preparation for citizenship, presenting varied mental stimuli, readiness for reasonable flexibility, recognizing individual differences, comradeship, involving school and students in a wider and changing society, and establishing that what is important about a man is what he *is* and not the facts he has learned."

Early experiments in self-government were based on trusting students to behave themselves because "that's what an honorable person does." According to the 1914 *Brownie*, there were 42 pupils in the Upper School who worked under the code established by an Honor System.

A student, upon entering, signs the honor pledge which states that the undersigned will act honorably in all his relations to The Park School. If, perchance, this pledge is violated, the case is brought before the Honor Committee, composed of the Headmaster, two of the Upper School presidents, and the president of the Intermediate Department, who sit as a judiciary body. The Junior and Senior Classes of the Upper School enjoy a special privilege known as Self-government, which gives them complete charge of their home-rooms, including the keeping of the attendance records and the other duties which would otherwise be performed by whatever teacher was in charge of their room.

An eloquent description of the idealism that prevailed throughout the school in those early years flows through the pages of the 1916 *Brownie*.

The most outstanding feature of our school is the spirit upon which it is founded. All those who have come into contact with the school have felt the influence of its pervading ideal—that ideal from which it derives strength and vitality. I speak of the honor system. No other school has carried this to the extent that we have. . . . As one goes back further and fur-

The Park School Board of Trustees was built up around a nucleus of men who had been on the City Board of education and who wished to work out, under definite control, certain things in which they believed. The world stands, we hope, committed to democracy, and its citizens are untrained and unready for it. I know of no place where children can have the opportunity of preparing for democracy except in the school. Here alone can they actually experience it, and by experience learn of its rewards and its dangers. So all sides of child life become part of our responsibility.

So we have developed methods of studying the various sides of children, even working out scales for such traits as initiative, leadership, industry, perseverance, etc. Each one of these traits is marked just as carefully and more scientifically than subjects usually are marked, and where we find a weakness we try to strengthen it, and where there is a strength we try to make use of it.

Such results leave us convinced that a school can be a free, happy place, with no undue pressure or repression, and yet can have sound scholarship and comprehensive preparation both for college, and far more important, for the responsibilities of life.

Eugene Randolph Smith

My father was Mr. Smith's attorney, and one day, while visiting our home, Mr. Smith found me being taught by my mother, who did not want to risk my proclivity for colds to the public school classroom. He persuaded my parents to take me to Park School, where Miss Coe tested me, and I was admitted. I adored it there. Who else remembers a song students sang to Mr. Smith? "Oh, Mr. Smith, we ask you, if you won't agree, our school is fine, the best in line, but would improve our dear school, if we had a swimming pool!" Our class loved Miss Coe so much that we wrote to Mr. Smith stating that we did not want to go to intermediate III unless she went, too. The upshot was that he agreed to assign Miss Coe to our class for another year.

I took art history from Professor Froelicher. He made architecture stimulating and interesting, and later trips to Europe were made vastly more interesting because of what I learned.

Ruth Sykes Cohen '24

In 1922-23, the P.S. was transformed from a four-sheet pamphlet into a twenty-page magazine. The editor-in-chief was Walter Sondheim, Jr. '25.

I remember, as a very young child, having a speaking part as a daffodil in the first May Day in 1914, and playing Tweeny in *The Admirable Crichton* in 1925.

Ellen Frank Bloom '25

At my graduation, in 1926, Mr. Sipple defined education as "having fun with one's mind," and that idea became the basis for my books, *Learning Vacations*.

Gerson Eisenberg '26

The Story of the Castle

We were studying feudalism. We thought we would learn more about it if we built a castle. Then we selected the people, ground, building, animal, chapel and scenery committees. In the afternoon the committees got together and made their plans. After we made our plans we started to make bricks that were two inches long, and one inch thick; we measured them with a ruler and the people who were on the building committee laid the bricks, layer by layer, until the castle was done. Then we shellacked it; then we made the inside wall. We started the outside wall but it got broken down, so we started the chapel. After it is all finished we are going to make a book.

In the past week we almost finished the castle and the chapel has been completed. The rose window is finished and we have put a cross on top. The moat is painted blue, the ground around the castle green, and the sea a darker blue. On the sea three Viking ships are nearing the castle. The trees have been placed around the grounds and shadows painted under them.

Fannie Benesch '35
Intermediate II
1928 Brownie

ther in the investigation of educational methods, one realizes how the old method of school discipline was one of suppression, founded upon distrust. Of this fact, the whip is only one example. It was believed that the only way of keeping the pupil in submission was through the instilling of fear. The pupil and the authorities were opponents, the former to be brow-beaten into obeying the will of the latter. The motives of the pupil were suspected; in tests guards were set to watch him and his every action. The effect was . . . that the same distrust that prompted the authorities in their system of handling the pupil became the characteristic of the pupil's attitude toward the teacher. In other words, he became the exact thing that he was accused of being: he lived up to the reputation which he held.

Beyond assisting students in their efforts to develop self-discipline, the student government took on the self-improvement of the school as a community. The 1916 *Brownie* states:

A committee which is of much importance in student organization is the School Betterment Committee, consisting of nine: three department presidents and two other members appointed by each. To this committee are brought all suggestions for school improvements. These changes are considered by the committee and are recommended to the Headmaster if they seem worthy of consideration. . . . By forming the Student Betterment Committee this year, the school has taken the highest step toward cooperative perfection ever taken by any school in Maryland. Although last year, students and teachers worked side by side for the development of the school, yet, this year, by the formation of the Betterment Committee, there has grown up, on the part of the students, a feeling of *personal responsibility* toward the school which brings them on as close a footing as is possible with the faculty.

From the outset, student committees were formed to help with extra activities.

The Upper School has an entertainment committee of three appointed by the president. It is the duty of this committee to arrange all school functions, such as plays, and dances. The athletic interests of the school are cared for by the Boys and Girls' Athletic Associations, which also extend through the intermediate department. The early formation of the Science Club was in response to a pressing need felt among students of the school interested in scientific lines . . . to enable them to keep up with the latest developments in a wide range of science.

Park School on the Move

By 1917, the school was a thriving success, and the expectation of an enrollment of 200 students for the fall of 1917 spurred on the Board's decision to buy 19 acres on Liberty Heights Avenue at an address variously numbered throughout the years as 2701, 2901, and 3025, known best as "the Williams tract." The land offered a remote spot on a high hill where the main buildings could be situated, yet it overlooked Liberty Heights Avenue, destined to become a main artery connecting the suburbs to downtown.



1918: The Liberty Heights building

Smith's interest in designing a school plant that would better serve children's school days and programs resulted in the new Liberty Heights school building where each classroom was open to the out-of-doors. It proved so successful that in the years to come he was often sought as a consultant in the siting and design of school buildings across the nation.

The move to the new location was accomplished in stages throughout the school year 1917–18. The parade of children walking up Liberty Heights Avenue carrying books or chairs or pulling sleds loaded with supplies was a thrilling event in students' lives and, by June, the entire school was functioning in the new location. The building needs of the new school were converted to manual skills projects, and students were soon building bookcases and tables, remodeling the barn, rolling tennis courts, and digging pits for broad jumping.

There is little doubt of the mutual respect that developed as Smith and Froelicher worked closely together during those formative years. Froelicher stated:

I am convinced that if we had not had such an intelligent, talented, adaptable headmaster as Mr. Smith to organize the school, The Park School could never have been as successful as it was from the very beginning. He proved to be a highly efficient executive, both on the side of business administration and in his relation to teachers, pupils, and parents. He accepted my suggestions and interpreted them in terms of actual performance both in the social and pedagogical procedure of the school. Before long he made the school an acknowledged proving ground of progressive educational theory turned into practice. Among the private schools in Baltimore, the school soon took its place.

The End of the Beginning

Park School's reputation under the leadership of Eugene Randolph Smith led to his receiving an offer to establish another progressive school outside Boston (The Beaver Country Day School). In June of 1923, Board President Hans Froelicher, Sr. (with apologies for "looking backward") spoke of the reasons why Park School had been founded.

April 12, 1928

The Director of the school reported the sentiment of the girls of the Upper School and of the parents who responded to the questionnaire on the subject of uniforms for the girls of the school. In answer to the question, "Would you be pleased if the Board of Trustees should adopt a uniform for the girls of the Upper School?" 47 girls voted "yes," and 24 "no." The vote of the parents was as follows: *In favor*: primary 77; intermediate 80; upper school 81. *Against*: primary 21; intermediate 18; upper school 20. A committee composed of Mrs. Gundersheimer, Mrs. Kohn, and Mr. Sipple was appointed to make further study of the question of uniforms for the girls of the Park School, and to take such action as would, in the opinion of the committee be best for the school.

Burton E. Oppenheim '15
Secretary, Board of Trustees

May 24, 1928

Mrs. Irving Kohn reported for the Committee on Uniforms for the girls of The Park School. The committee's report was that the dress of the girls of the school at the present time seems to be so wholly appropriate that the requirement of a uniform dress seems unnecessary and, for the time being, inadvisable. The committee reported that an educational campaign should be carried on for the wearing of sensible shoes. Since the committee has been empowered to act, this constituted deferring of requirement of uniforms until physicians seem to demand this innovation for the school.

A. K. Baer
Acting Secretary

They were fairly lax with rules and regulations, but I think we weren't supposed to eat in the halls, although occasionally we did. . . . We gave up football and our main sports were basketball and lacrosse. . . . I was terrible in French, and I was talking in class. I recall that Madame Lash made me come back after school and write one sentence 150 times. That's the main punishment I remember. . . . I think that my senior year the tuition was \$300, but don't forget, that was almost 60 years ago. You could get a nice car for \$1000. . . . I can still see my kindergarten teacher. She was about 19 years old when she taught my kindergarten class.

Henry Berney '29

1988 taped interview with students

About 1925 some Venetian glass blowers put on a demonstration in assembly. They spun glass fibers from rods. I told my Dad about it, and he got me the equipment, and I started to make glass fibers. I had asked the glass blowers what the fibers were worth. They said, "\$2.00 per pound." I asked what the fibers could possibly be used for. "Only a few uses," they said, "such as packing chemical equipment." So the school helped me get my first hands-on experience with fiberglass. The combination of school interest and student interest often leads to wonderful results.

Robert Russell '29

inventor for Owens Corning
Fiberglass

As our finances were low, we decided to charge the nominal sum of twenty-five cents for the Christmas plays. We also are charging one dollar per year for dues. This extra money facilitates greater lighting and scenery possibilities.

1930 Brownie

I loved the grounds at Liberty Heights Avenue, and taking part in *The Fan*, and climbing a prop ladder to the balcony where I sat during the performance.

Louise Eiseman Milhauser '30

Froelicher offered some statistics about the school:

Number of students enrolled at the beginning of the school	98
Number of students enrolled in 1921-22	288
Kindergarten	39
Intermediate and Primary	145
Upper School	104
Number of students graduated (exclusive of 1922)	62
Number of classes graduated	9
Number of students entered in colleges	49

Colleges entered:

Johns Hopkins University and Medical School
University of Pennsylvania
Harvard University
Columbia University
Haverford College
University of Wisconsin
University of Chicago
University of Virginia
Williams College
Oxford University
Goucher College
Wellesley College

Degrees received from colleges

A.B.

Scholastic Honors received by Alumni:

Rhodes Scholarship to Oxford
Three scholarships to college based on entrance examinations

Number of faculty at beginning of school	12
Number of faculty 1921-22	32
Approximate size of school library	3,500 vols.

Schools modeled after The Park School:

Oak Lane Country Day School, Philadelphia
Utica Country Day School
Beard School, Orange
Prospect Hill School, Trenton
Pape School, Savannah
Beaver Country Day School, Chestnut Hill

Beyond the collegiate successes of Park School's graduates, Professor Froelicher expected Park School students to remember that they represented a privileged group of a democratic nation, and as such should use their position and talents and education for the good of society. His last commencement charge to Park School seniors summed up his hopes: "Remember as you go out from your Alma Mater better equipped than others, you should give in proportion a good account of yourselves." He then announced:

The success of the school has also brought us to the parting of the ways of the school and its first headmaster. . . . We shall miss him. We shall miss his vitalizing energy, his deliberate progressive spirit as educator, his intense humanity, his readiness to give a sympathetic hearing to every one

in the school from the highest to the least in age and station. We shall remember his ever-ready cooperation with every worthy undertaking of pupils or teachers. We shall remember his unfailing fairness, frankness, and his genial nature. And in all this, we shall not forget the part played in his life by his loyal partner in life, Mrs. Smith, whom we are pleased to have with us at this time. As she shared in his labors, struggles, and difficulties, she now shares in his success.

I have to announce that Mr. Snyder, whom we expected to succeed Mr. Smith as headmaster, has recently asked the Board of Trustees to release him for a call from a similar school in the North. The Board felt it should not stand in the way of his accepting what so strongly appealed to him.⁵

The Board has been fortunate to find in Mr. John W. Leydon, at present at the Penn Charter School in Philadelphia, a successor to Mr. Smith who seems in all respects equipped to continue the administration of the school in the spirit in which it has been carried on until now.

When Smith left Park School in 1922 to become founding headmaster of The Beaver Country Day School, he could claim to be leaving behind a school that had, by 1918, become known as a center of pedagogical innovation. Yet, mindless innovation for the sake of change was not the objective. All new experiments had been measured against a common goal. In 1963 Smith wrote, "The on-going governor of the school was the search for ways and means and attitudes which enabled the child, by our respect, to come to self-respect."

If Froelicher was the visionary, Smith was the practitioner, and during their 10-year partnership, they developed a mutual esteem that contributed greatly to the growth of the school during these formative years. In 1956 Smith wrote to Hans Froelicher, Jr. about his father:

I have often said that perhaps the greatest thing about him was the way he let us experiment, never criticizing or interfering with our efforts, never forcing on us his ideas, however far we departed from the training and experience that was his.

A tribute by Hans Froelicher, Jr., submitted to the Educational Records Bureau in 1967, stated, "As a mathematician, Eugene Randolph Smith saw at once the value of tests and scores as part of the inventory of a child and as a means of communication among educators. In the same breath, he saw ahead the futility of statistics as an end in itself, and as a controlling factor in the inventory of a child. [It was] in this spirit that he became a 'founding father' of the Educational Records Bureau and set a standard of sanity for its contribution to education."

Eugene Randolph Smith's departure in 1922 was cause for great regret, aggravated by Margaretta R. Voorhees's decision to leave in 1923 to help Smith establish Beaver Country Day School. But Margaret Coe, as well as

5. Morton Snyder, who had been headmaster for six months, left Park School for the Scarborough School on the Hudson where he remained as headmaster until 1925 when he assumed the same position at the Rye Country Day School. In 1928 he was appointed executive director of the Progressive Education Association.

Miss Ryan, the athletic director, was a most important influence in a strong, moral way.

Elizabeth Lansburgh Klee '31

There was a complex reporting system. One set of numbers represented what you achieved. And one set of numbers represented your attitudes and efforts. So that somebody who may have gotten a C might have gotten the equivalent of an A for effort, whereas somebody who might have gotten an A, but didn't put much effort into it, might have gotten a C for effort. So there was this double system of grades. . . . We never saw a grade, but somebody kept them in case you were going to college. We had a whole little booklet with the explanation of what the numbers and the grades meant, but that was for your parents. . . . We had Latin and French and, at various times, Spanish; at least one year of Latin was required. . . . We had a fair amount of homework; nobody thought we shouldn't have homework. . . . For sports we wore bloomers, big pleated bloomers. The elastic was just above the knee. There were brown and white socks that came up to the knees. There were white shirts, and brown and white sweaters, and if you were fat, they made you look fatter. . . . Gum was strictly forbidden, although people would try to get away with it between classes. Soda wasn't allowed on the premises. We had the choice of white or chocolate milk. The dietitian at that time would have thought hamburgers and french fries were a ridiculous lunch. They would have offered meat, vegetables, greens, and fruit. That's what would have come with a whole lunch. . . . Students were not often kept after school, because that would have interfered with after school activities. People who were on team sports stayed pretty late, until six or so.

Peggy Kohn Bernstein '32
1988 taped interview with students



1933: Margaret Fulton Coe

Most of the homework I had was in English. The biggest job was to pick a topic and write about it. Half of your mark was based upon that one piece of work, and you spent the whole year researching it outside of class. I wrote a 30 to 40 page thing on the development of sailing ships. . . . If you got caught breaking some rule, usually you got a good firm lecture from Sipple. . . . Classes ran for 1 ½ hours. Occasionally we had double periods that ran for three hours. One year, I had some three-hour English classes. Some of the classes were lectures; a lot of it we had to do research on. Go to the library, look it up, and write it up.

George Wilcox '33
1988 taped interview with students

Sarah Putnam's classes were a high point in my school years, and a training ground for what I do now as a writer and associate editor of *The Senior Digest*. Bus trips with the girls' hockey team to games away at other schools also were great fun.

Nancy Brager Katz '34

other members of the faculty, had a clear understanding of Park School's philosophy, and Smith's absence caused little change at the primary school level. The Upper School, however, seems to have been more affected by the change; later annals refer to the next few years as "comparatively quiet ones, after the rapid growth of the School in its early years."

MARGARET FULTON COE ESTABLISHES PRIMARY SCHOOL PHILOSOPHY

"Even as a beginner, she was free from sentimentality."

Eugene Randolph Smith

Of fundamental importance in shaping Park School's elementary school practices was Margaret Fulton Coe, who first came to Park in 1917 as a shy, grade school teacher, having taught for five years in the Baltimore County Schools. During her first years at Park, she had been supervised by Margaretta R. Voorhees, head of the primary department from 1919 to 1924. By the time Voorhees left in 1922, Margaret Coe had so impressed others with her abilities that, despite her youth, she was appointed head of the Lower School. After her untimely death in 1956, a parent wrote in *What Greater Gift*, a collection of reminiscences written and compiled by Katharine R. Foster, "In meeting parents, Miss Coe always maintained her objectivity and sense of perspective, while at the same time creating an atmosphere of sympathy, understanding, and considered optimism . . . avoiding a pitfall that snares many a teacher."

Warm and caring as Margaret Coe was, "she was never in sympathy with the excesses of freedom and irresponsibility permitted by some believers in modern educational principles," wrote Katharine Foster, and Margaretta R. Voorhees added that "her ability to meet all persons in all situations with marked sincerity and no self-consciousness, was because of her genuine, outgoing, and exceptionally well-balanced personality."

The breadth of Margaret Coe's philosophy can best be spanned with two of her favorite phrases: "Children are not like peas in a pod" and "Progressive education does not mean that you may run in the halls." She once told Hans Froelicher, "Someone wrote me not long ago, after having seen the school a few times, 'I never saw so many happy children.' It thrills me that they are happy, but we are not here with happiness as our goal. We know it will be an end-product if we succeed with some other things." She went on to emphasize two of the other things: 1) that the child must earn and have the respect and consideration of his group; and 2) that he must *produce*, according to his possession of one talent, or two, or ten.

Margaret Coe's influence can be understood through the forceful yet sympathetic standards she set. For both children and teachers, she insisted on an inhibition of selfish wishes in favor of cooperative living. She wrote:

We need immunizing doses of reality. What are some of the constituent factors of this reality?