**1938: Teacher Dorothy Ogle Graham and fifth graders**

I cannot remember being more puffed up than when I was the sixth grade representative to the P.S.; I recall thinking that it was my job to “tell it like it is for those of us down under” to the Upper School.

**Corinne Dorf Gunther '43**

I have such happy memories of our children at May Day, and beautiful mental visions of picturesque and misty mornings with the ducks on the pond, and memories of Miss Van [Order’s] struggle to make people care.

**Alice Berney Hoffberger '43**

The Improvement Committee deals with all phases of improving the school, such as: cleaning up the dining-room, gym, assisting in kitchen when needed, and enforcing the rule against eating in the halls and classrooms.

**1943 Brownie**

every grade up to the sixth. From the seventh grade on, we have a student council made up of the presidents and an elected member from each class of the six upper classes. This student council divides the student body into three classes of citizens. The first class consists of those who best typify the ideals of the school and can most wisely use the absolute freedom which is given to first class citizens. The second class consists of those who have not yet attained the control over themselves which makes it safe to give them absolute liberty in school. The third class consists of those who have to be supervised at all times. Apparently this works well. We seldom have to give a severe penalty for breaches of school discipline. It is a condition, however, to which a school has to work up gradually.

After three years at Park School, John Leydon left to go to Girard College in Philadelphia, and it was again necessary to find a headmaster who could sustain Smith’s progressive practices while maintaining academic excellence.

**THE SIPPLE YEARS 1925–1932**

In 1925 Emmit M. Sipple came from Burlington, Iowa, where he had been the superintendent of the public school system. A well-informed and able administrator, Sipple soon became a leader in the Progressive Education Association and a consultant to private schools throughout the country as they sought to incorporate the innovations in practice at Park School. *Education Moves Ahead, 1912–1952*, a Park School publication celebrating the 40th Anniversary of the school, reports that “like Mr. and Mrs. Smith, Mr. and Mrs. Sipple worked together in the school, and another period of growth ensued. Mr. Sipple’s fairness, integrity, and professional ability were recognized by all.” In a retrospective article in *The Park School Magazine*, April 1963, Hans Froelicher, Jr. wrote:

Emmit Sipple was a student of method and a knowing critic of education. Under him there developed a further degree of educational sureness. The most dramatic result achieved in this era was, I truly believe, the realization of self on the part of another nucleus of gifted teachers. They and Mr. Sipple drew from and contributed to the then inspiring Progressive Education
Association, of which Mr. Sipple was the leader, of which he had been a founder. What proved up was nurtured; what proved extravagance was discarded; what should be tried was undertaken. It was an age of growth in people and in consolidation of experience.

Attention to character development and the promotion of qualities of good citizenship continued to be emphasized, and in 1926 the Student Council organized the Honor Roll. The 1928 Brownie reports that the requirements for the Honor Roll are:

1. An average grade in class room work no lower than B−. No numeral below a 2.
2. The approval of every Upper School teacher as to helpfulness in class, and about the school.
3. Two outside activities (such as being a member of the athletic squads, P.S. or Brownie boards.)

The Honor Roll is not a reward. It merely recognizes those who have rendered service. The Brownie wishes to give that recognition again. Those who have been on the Honor Roll this year are:

Louise Frank       Jane H urzler       Estelle Rosenheim
Jane Gundersheimer Elizabeth Lansburgh Frank Westheimer
James Balmear      Margaret Wolman       Alice Heineman

There is no doubt that the influence of Professor Hans Froelicher was a mainstay during these formative years. So long as he was closely involved in the school, giving of his time and energy, educational continuity and confidence prevailed. But, in 1928, after 16 years as Board president, Froelicher resigned to take on the acting presidency of Goucher College, and in January of 1930,

It seems to me that Park School still provides an intellectually stimulating atmosphere with concerned, caring faculty, reasonably devoted to considering an individual student’s personal growth. The learning-by-doing philosophy is important, and the fact that students and teachers are still encouraged to experiment and to take an active part both in the community and in the life of the school.

Deborah Katz Hermann ’44

I loved athletics and the thrill of receiving a white blazer, awarded to students who made three varsity sports in the same year, made me proud and honored to wear it.

Margie Levi Katzenberg ’44

I remember walking through 17th, 18th, and 19th Century U.S. History guided by Miss Katherine Foster; the pleasures of late November soccer games and the encouragement of Coach Mr. Tom; and Miss Coe’s gentle admonishments.

David Rosenthal ’44

Dedicated to those members of the Park School serving their country. “Greater love hath no man than this, that a man lay down his life for his friends.” St. John 15:13

1945 Brownie

1928: Theodore Strong’s algebra class
I loved building things with Mr. Tom in his inspiring shop program; learning all the Christmas Carols in our 85% Jewish school; studying Shakespeare with Ned Vogel and writing the thesis; and knowing the same people for a lifetime!

Margaret Berney Mack '45

President Froelicher suffered a mortal heart attack. A statement from the Trustees summarized the importance of Froelicher's contributions to the school.

The Board of Trustees, sadly though gladly, acknowledges Park School's obligations to its former president. Indubitably, the School would not have been the same or as good a school, without his leadership. The Board will endeavor to move forward along the lines marked out so clearly and so well by Dr. Froelicher. Than this, it believes that it can pay to his memory no higher nor no more honorable tribute.

Froelicher was succeeded to the Board presidency by Judge Eli Frank, who after a three-year term, was followed by Mr. A. Ray Katz, establishing the precedent for three-year terms largely followed through the years. (See appendix for list of Board presidents.)

Sadly, Emmit Sipple's successful leadership of Park School and his work on behalf of progressive methods as an officer of the Progressive Education Association strained his health, and in February of 1932, while preparing for the annual meetings of the PEA to be held in Baltimore, he died suddenly of a heart attack. Margaret Coe, by experience and ability, was well-equipped to step into the role of acting head for the transition period until June 1932, when Hans Froelicher, Jr., one of Professor Froelicher's sons, was appointed headmaster.

THE FROELICHER YEARS 1932–1956

Hans Froelicher, Jr. was appointed to the position of headmaster of The Park School in 1932, remaining in this post until retirement in 1956. At first somewhat hesitant to apply for the post, encouragement from his brother Francis, then the headmaster of Avon Old Farms School in Connecticut, combined with a sense of familial responsibility for Park School, supported this step.

A 1912 Phi Beta Kappa graduate of Haverford College, Froelicher had earned a law degree from the University of Maryland while teaching English at Gilman School. In 1917 he married Joyce Sangree, a Philadelphia Quaker; in 1921 he moved his family to New Jersey and worked as an investment banker in Philadelphia. Committed to Quaker principles, personally skillful in democratic process, and an experienced businessman, Hans Froelicher was a master at translating community agreement into action.

But Froelicher assumed the post during difficult times. In the midst of the Great Depression, Park School, like the rest of the country, faced financial difficulties. The Depression years required sage leadership from Board presidents. As stewards of the school, the Trustees were ultimately responsible for its financial welfare. The Board minutes are replete with cost-cutting measures reluctantly taken—and as is evident—wisely so. Dr. Charles R. Austrian (1936–1938), Walter Hollander (1938–1942), M. Shakman Katz (1942–1948), and Dr. Alexander J. Schaeffer (1948–1949) worked closely with Hans Froelicher in leading the school through the trying times of the Depression followed by the strains of World War II.

In spite of his managerial skills, without the quiet generosity of some of Park School families, Froelicher could not have kept the school functioning.