

Copy.

1. Sympathy letters & financial aid
2. S.O.E. Correspondence 38-39.
3. ~~F. Ed F - 30-33 - list of members 1930. See folder - M.L.J. correspondence.~~
~~M.L.J. letters 30-33.~~
4. List of Organic Faculty
5. Notes on Reorganization meeting at Spanish Fort 1951 - example of
financing effort.
* Sam Dymally Talk to Grads 1970 -
Raymond
6. Letter on M.L.J.'s early life from E. Fred.
7. Notes & copies of examples of curriculum in 1939-40's - Carr, Gray, Hadley
8. Correspondence 42-47 - some Zech, Calhoun, Ken Patton.

(copies from School Archive)

Report of Edward Carr on 40-41 to give new teacher idea of work done.

"Departing from a precedent of some standing the the school, I taught grammar to the upper group.

I mentioned that I tried to point out certain basic problems th at the world as a whole has to deal with. Since we all try to remode~~d~~ other people, particulalrly children, ot our on image and likeness, it might be some help in tracing ingluences if I were to indicate waht Ideas I stumped for. They heard, all too often I fear, attack after attack on human greed, indiviudal and national, laissez-~~far~~ faire capitalism, ultr-nationalism, intolerance, hypocrsy, and the acceptance without esamination of intellectual hand-me-downs. Everything they heard was colored with socialism. Such was the propaganda they were exposed to."

†
The fact that Edward Carr could write this to another teacher with such candour seems to me to say worlds about the atmosphere of the school. emg.

Mrs. K.L. Patton to SOE 4/17/45

I attended the school twenty five years ago when our family spent one winter in Fairhope. My mother still speaks most glowingly of Marietta Johnson and of the school as it was then. I am dallying with the idea of bringing my own four youngsters down there ~~next~~ winter and letting them get a tleast a taste of the sort of education I still remember with great pleasure.

answer 3/24/45 from Elanor Allen, sec

The bay is as delightful as ever, but there is not the same spirit in the twon as whn Mrs. Johson was alive. This is due in part because of the influx of war workers, but even before that, so many came here who either did not know of what we are trying to do, or who were unsympathetic. Also, Mrs. Joh's own radiant personnality drew many unusual people here to work with her.

Lea Wetmore to Robert Calhoun 8/21/45

teacher recommended by Lillian Totten. Correspondence shows her eager to come to Organic, willing to give up a lot of money and security to do so, but as usual it doesn't work out. Practical considerations win out and ideal visions bite the dust. I feel as if I'd read this same sort of exchange in many sets of correspondence.

"Indeed I am intensely interested in teaching for you. I used to sit at the feet of Marietta Johnson and rejoice at her vision. It was like discovering the truth about teaching.

The salary is only one fourth of what I am now earning, but if it eventuates that I teach ~~for~~ for you, perhaps I shall make up the other three fourths in joy. It is the stultification of ideas in government work that impels me to leave it. I must be learning and growing, and helping others to learn and grow, or I cannot be happy.

~~Vix~~ Robert Calhoun to Mr. Herbert Wiggin 9/5/45
Prospective teacher

"Unfortunately, however, we have not been able to get a budget sufficient to pay adequate salaries, and so must depend on young teachers who want a few years of rich experience, or older teachers who have an independent living. At present, our salary to out of town teachers is \$60 a month plus room and board, though we have hopes of raising that figure somewhat this year."

Calhoun to Donald Werheiser 6/27/46

letter in answer to long application for a job from a man who read about the school in Vanguard. A student of psychology who wished to have seminars for the teachers on psychological development and ways to hasten maturation. He had been studying #evolutionary psychology developed by Theodore Schroeder.

Calhoun answers non committedly but remarks

"You need not worry about teaching certificate, as we require none."

Mrs. Cambell to Zeuch 8/4/42

~~As you know~~ "I'm sorry mine indicates so little training for what I am trying to do for you. The work in the Progressive Education department of the Univ. of S. Calif. was of course intensive training. As you know I was "inducted" into the school when I was needed seven ye rs ago and stayed-- I hope not too long.

so many teachers were just "inducted" this way. ~~of~~ Mrs. J said "come" and they came. Both Marie Beiser and Elizabeth Slaughter were brought in this way.

Correspondence about students records which document difficulties arising from lack of strict record keeping.

SOE to Executive Office of the President 6/9/43

"Miss Cecilia Lewis was a student at the school of Organic Education in the school year of 1919-1920. She was a small child then and because of the type of educational program practised there were no definite and tangible records made of work done by pupils in the very lowest grades.

Zeuch to Dun and Bradstreet, Inc. 6/9/43

Mrs. Kier was a ~~xxx~~ part time student in Mrs. Johnson's Teachers Training School in 1928-29. Because of the specialized type of work pursued there was not the usual formal grading and record of work accomplished, but Mrs. Kier's work was considered satisfactory.

R. Calhoun to Mrs. Paxine Stevenson , 5/15/47

"We have been forced to discontinue publication of **INTEGRATION** our school bulletin.

Just at present our plans for the future are very uncertain, so we do not have a new catalogue this spring.

Constant refrain from earliest days - of Clare Gray's account of how they always were told that the school wouldn't open in the fall.

Description of "America the Beautiful " theme around which an attempt to intergrate all the school work was made. These notes were compiled by Mrs. Cambell? from individual notes handed in by various teachers to send an account of Organic methods to ~~intergrate with~~ someone who had expressed an interest. I think the emphasis is indicative of the values and emphases in the school. Probably more typical than Carr and Gray?

Notes on work in Junior 1. (no name or date but I think '41)

History and Geography

"These are correlated. At the present ime, "American the beautiful" is the ~~xxxx~~ theme. In the history only the constuctive features are stressed. Wars and war making are omitted!"

goes on to say that children take on individual projectss to report to class and that everything is dramatized, bringing in shop and craft work.

Mathematics

"The ever presetn aim is to make all problems meaningful to pupils by associating them with everyday activitis on campus in home or in town."

English

"Appreciation of good literature is the main objective. *** I plan to give this grade very little grammar and some preliminary essentials to eighth grade."

Miss Minema's notes for Fifth Grade.

Unlike Carr and Gray these notes are very unspecific and theoretical statements of what should be in her opinion, mixed with vague descriptions of what she ~~ix~~ did. note remedial reading class
"for any child who feels ~~xxa~~ need for help"

August 12, 1942.

Dear Mayer:

Just had word from Brent Dow Allinson this morning that he could not accept the position of teacher of English Here. In getting this off to you air mail and ask that you reply at once by air mail.

In my note the other day I gave you an indication of what the work in English will amount to this coming year that is, courses in American Classics, English Classics and Modern Literature. These titles of courses are purposely broad to permit the teacher wide scope. We want the youngsters to acquire a love of literature, if possible. We do not want them bored to desperation with dates and personal facts on the lives of writers or the usual harrah about the various schools before they have any idea as to what literature is. We are perfectly willing to leave all the fine points about romanticism, realism, etc., to the colleges.

Dr. Galhoun in writing me about you said that you seemed an exuberant sort. Is your exuberance physical as well as mental and spiritual? So many persons interested in poetry tend to be esthetes, intellectual and spiritual (emotional) esthetes, with little interest in the physical side of education. We try to give our pupils something in the way of sports and need some fairly young man to supervise that for us. We have no football - and don't want any. Our basket ball has gotten out of hand of recent years. This year we want to curtail it to one week end game a week. We would like some sports developed on the campus if we can find time for it. Are you interested in sports at all?

We cannot offer a teacher much in the way of pay. A full time teacher will get board and room and \$50 a month in cash. The School of Organic education has been on the decline for ten years and we are just beginning an attempt to rehabilitate it. When I came here the staff told me that the teachers operated the school on a cooperative basis but the only thing cooperative was sharing alike in whatever income came in. So the staff itself will have to be trained as a cooperative operating group.

If you think you would be willing to come under the above conditions then air mail me your reply with the data requested in the previous note. I will then call our staff together to pass on the matter.

Most sincerely,

•
Zauch

Rev. Urban L. Ogden,
Tipton, Indiana.

November 7, 1942.

Dear Mr. Ogden:

Your letter of November 4th is rec'd. As you will note from this letterhead, we have an Assistant Director, for this year at least. Conditions are too unsettled to know what things will be like another year.

I am wondering if you know what our school is. It is not a church school. Neither is it a religious school in the orthodox sense of that term. It is really an experimental school in the field of progressive education. Teaching here, because of the run down condition of the school, is more of a mission than a job in the usual meaning of that word. I was invited here last December to try and rehabilitate the project and then expand its program to include adult classes in the social subjects.

We have made some progress in the ten months that I have been here. I doubt, however, whether a man with your responsibilities could afford to think of connecting with this venture. Under separate cover I am sending you some printed matter dealing with the town of Fairhope and Organia.

Our search for an Assistant Director has been with the idea of getting someone to take my place. During the summer and early fall I underwent two operations for excision of carcinoma of the larynx. They removed my vocal chords and adjacent area of the larynx. Consequently, I no longer have a lecturing or even a teaching voice. I teach courses in Economics and Modern Atlantic Civilizations by use of board and chalk. I have been administering by use of pad and pencil. The surgeon tells me that I will have a low husky voice in six months or a year but that will not be enough for the field work that any Director of this school must do eventually. When the right person is found for Director I will retire from that post.

The primary interest of any Director of this school should be educational rather than religious in the usual sense. We have pupils here from all sorts of religious backgrounds. Our teachers are pretty tolerant and liberal in their religious beliefs and attitudes. We are concerned chiefly with what people do rather than with what they profess. There would be no place here for a fanatic or bigot of any sort. We want a staff that is constantly occupied with the eternal quest for truth and would be somewhat more than skeptical of any person who thought he had found all of it in religion or economics or politics.

I am convinced that this project can be rehabilitated and made into a significant education center if the right person can be found to take hold of it. It will take time and work, of course. This is on the assumption that the nation does not go fascist after the war. If that happens all cultural growing points will be blighted.

If you are still interested after reading this letter and the printed matter write me again.

Sincerely,

N. E. Zurch

SCHOOL OF ORGANIC EDUCATION

FOUNDED BY MARIETTA JOHNSON IN 1907

WM. E. ZEUCH, PH. D.
DIRECTOR

S. W. ALEXANDER, A. B.
PRINCIPAL

FAIRHOPE, ALABAMA

'ON MOBILE BAY'

DR. C. A. GASTON
PRESIDENT OF CORPORATION
OETA VAN BRACKLE, A. B.
SECRETARY

New Year, 1943

Faculty, SOE,
Fairhope, Ala.

Friends:

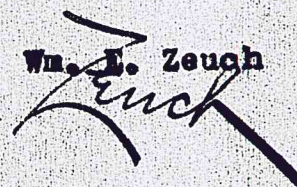
As of this date I am taking the year's leave of absence granted me some time ago by the Board of Trustees and to be taken at my own discretion.

Since some misunderstanding seems to have arisen as to the status of things let me state that this leaves me as still the nominal Director of Organic with the Executive Committee recently appointed by the faculty exercising all the duties of Director. This situation will continue until such time as the Board of Trustees takes up my resignation which has been filed with it since I was appointed Director. At that time the Board will make the appointment of a new Director.

The report of the doctor on my recent trip to New Orleans was not good. This, necessarily, has forced me to alter my plans. I now would like the privilege of remaining on the campus for board and room at such price as the Finance Committee may think right until such time as I can make more definite plans. I cannot tell now just how long this may be. The doctor has placed decided limits on what I may do. I realize, of course, that I have no right to any special consideration and would deem this a privilege if granted.

Most sincerely,

Wm. E. Zeuch



December 3, 1945

Mr. Kenneth Patton
15 E. Dayton
Madison, Wisconsin

Dear Ken:

Thanks for the article for INTEGRATION. This issue is going to give me trouble, as I have been able to get very few people to do articles.

I have planned to stay over Christmas and hope to be able to get some promotional work done. Among other things will be the business for THE VANGUARD AMERICAN. There is certainly a lethargy on the part of old friends of the school. I wrote a number of them about some information about the VANGUARD article, and so far have heard not one word about it.

There is no use of the school continuing another year unless we can get some financial aid somewhere. It has its good qualities, but we cannot hold on forever just going from hand to mouth. I doubt if Mrs. Campbell, now that her last child is finishing, will be willing to carry the school through another period such as that from 1938-42, and I am sure that I am not, if I could afford to. You can't just carry on forever with nothing concrete to base your hopes on.

Maybe we can get something done Christmas. At least we can try. I'll be looking forward to seeing you then.

Sincerely,

Robert Calhoun

FIRST UNITARIAN SOCIETY

16 EAST DAYTON ST.
MADISON 3, WIS.

Dear Cal: I hope this doesn't get to you too late. I wonder if I can have about 350 copies of each issue? These will go out to the mailing list of our society, which is made up of liberals in many parts of Wisconsin and the U. S. It will go to our radio mailing list which covers much of the state, and to our student mailing list at the University of Wisconsin. I could probably use between 400 and 500 of the next issue.

2
I am beginning to wonder what is happening. Mrs. Campbell has not written me a line. I am not going to horn in with advice where it hasn't been asked. I have no idea what may be the problems arising when I am away. If you are going to use me, you will have to refer the problems that you know about to me for my consideration, otherwise I am rendered useless by distance.

I am looking forward with must anticipation to seeing the school in operation. Not all I hear indicates peace and harmony. I wonder how deep the rifts are? Well, we can get at those in a few weeks.

Hope to see you soon, I am cordially yours,

Ken
Carmie says Ken
made a
probably dashed with Mrs. C

Madison, Wisconsin

May 1, 1945

Miss Eleanor Allen
School of Organic Education
Fairhope, Alabama

Dear Miss Allen:

Mrs. Patton has asked me to reply to your letter. You undoubtedly do not expect a letter such as this, but I have always played my hunches and will do so now.

As you know, we have been interested in your school for some time. I have had two ambitions in life in this field of education. One of them, to be the pastor of a church such as the one in Madison I have achieved. The Church here is as liberal in the religious field as your institution is in the educational field. Your philosophy is essentially ours. We are naturalistic or scientific humanists, looking to such thinkers as John Dewey, Max C. Otto, Boyd Bode, Julian Huxley, the pragmatic school in general, for leadership. Several members of the faculty of the University of Wisconsin are in the parish, we have a very active student group, and a religious educational department based essentially on your ideas but specializing in an introduction to comparative religions and the ethical and cultural systems of human history.

The second goal I have had is to participate in or head up an educational experiment such as the one you are engaged in. To me there is no separation of the function of religion and education. Religion is a way of life, not essentially a set of beliefs. In fact, since I have been receiving copies of Integration I have played with the idea of offering my services to your school in some capacity. The only thing that has held me back has been our very happy connections here in Madison. We have no excuse to, nor desire to leave here. And yet I am greatly attracted to Fairhope. That is the dilemma. The question I am now asking is whether I couldn't somehow function in both places.

My desire to be in education arises from what seems to me to be a peculiar set of qualifications. I have had a year of college music, two years of art school and several years of professional art experience (in sculpture, painting, drawing), college and university training in speech and dramatics, with considerable practice in radio work and public speaking, and dramatic directing, lacked one course of a major in literature in college and wide reading, have written a great deal of poetry, my first book published this year, and have published several articles. This has become the background for what is my main interest in philosophy, religion, anthropology and social psychology. I have two degrees from the University of Chicago, an M. A. in religious education (specifically the development of concepts) and a B. D., my thesis being on a general theory of the development of the whole personality of the individual, with especial interest in the problem of motivation toward successful living.

2.
Since coming to Madison I have continued my graduate work with classes in the philosophy department here.

Ever since I was ten I have been working at all kinds of jobs, in factories, in my own advertising business, and have been a minister for the last nine years. I have had of necessity to be a very practical person, dealing with organizational and institutional matters, as well as indulging in more abstract and aesthetic interests.

This range of interests and activities have always made ^{me} feel that I had it in me to pull to the various aspects of the educational experience together and to organize them in a cohesive and integrated whole. At one time I thought that I would like to teach the whole humanities section of a small college, relation all the aspects of culture for the students, making a whole of human history and experience. A similar opportunity seems to present itself at Fairhope, and this is all tied in with a further ideal.

We have four children under eight, for whom we cherish the kind of an education your school can provide. My wife and I would like to participate creatively in their educational experience. We both are deeply skeptical of the regimented and artificial patterns of most city schools. Advanced as Madison schools are, they leave much to be desired.

Mrs. Patton's education was interrupted by the coming of the children. She still needs a few courses to complete her A. B., with a ~~neess~~ major in psychology, but I believe her practical experience with the children is worth more than what she lacks academically. Our youngest child is only a little over a year, which might handicap her participation as a teacher for a while, but she is interested in the house mother idea and perhaps other measures could be adjusted.

I have a three months vacation at my present job. A leave of absence might be possible, or some scheme worked out whereby I could split my time, with some visiting speakers here. This is all wild conjecturing. You know what your needs and problems are better than I, and how I could fit in, and how Mrs. Patton could be used, but both of us have a dream of our children in a school such as yours, and being able to participate in your venture ourselves.

I do hope this letter leads to further correspondence and that something can be worked out to our mutual benefit.

Respectfully yours,

Kenneth L. Patton

I am sending in another envelope some of the material I have published. It may answer some questions for you.

39-40

Search for epersonnel during war years seemed very depressing.
Actual teachers seemed to be very scarce and everyone needed
money.

TEACHERS AGENCY

(FOUNDED BY W. M. JONES, 1902)

H. L. FORBES, GENERAL MANAGER

COLUMBIA, S. C.

September 8, 1945.

Mr. Robert Calhoun, Executive Secretary,
School of Organic Education,
Fair Hope, Ala.

Dear Mr. Calhoun:

Your letter of the 5th is very much appreciated but I am sorry to tell you under existing conditions there is no probability of our being able to supply you with suitable teachers at the salaries you mention. Whether it is a result of the war or for some other reason, we are not able to say but we are struck with the fact that teachers are more interested in financial return for their work than ever before. I have no quarrel with their desire for a good and safe living out of their efforts but I would not like to see the teaching profession make the earning of a large salary the major reason for existence.

Your school must be a very interesting one. Under normal conditions I am certain we could help you to find some satisfactory teachers. Right now, however, it would certainly be a waste of your time and ours for us to attempt to supply your needs at the figures you quote. We simply would get nowhere.

Thank you for writing.

Yours sincerely,

SOUTHERN TEACHERS' AGENCY.

H. L. Forbes
General Manager

HLF/tc

June 23, 1946

Mr. Kenneth L. Patton
504 N. Carroll St.
Madison, Wisconsin

Dear Ken:

I hope things are going well with you, Betty, and the children. We were hoping to have you with us at Commencement, but heard all the children had measles, so were not surprised you did not show up.

Wolf waited so long to show much active interest that the chances are we won't have a place. We have two couples, both of which we should know about in the next two weeks, who could really help us next year if they decide to come. One couple, the Evan Thomases (not Norman's brother Evan) are from California, and have had a school of their own the past two years. The other couple are artists.

We are having a week of pre-school for our teachers starting August 28 (Thursday) and running through September 4. School proper starts with registration September 5. With two days of school that week, we plan to be ready for a fast start for the coming week. I should imagine the pre-week would be the ideal time for you to come down, as if you came before August 15 you would almost certainly miss a good many of the teachers.

Our new catalogue should be ready in the next two weeks. We are, at present, interested in getting 30 boarding pupils for next year, although it is a little late in the day to be starting. Would you want us to send you some catalogues and have you distribute them to the best available sources, or could you provide a mailing list. We have 3000 of them (or will have) for \$220. After the initial costs they run about 35¢ a piece so that you could have as many as you think you would like. Mr. and Mrs. Paul Smith did most of the work (Shaw's parents).

A Mrs. Wilson was in the other day and seemed very interested in the school. It develops her husband is a millionaire. With income taxes what they are, we might get something out of him, especially since he is friendly with Mr. Warren who will be working to get money for us next year in addition to teaching, and also is sending his boy here. With morale as it is now, a little nest egg would really set us sailing.

Will be looking forward to hearing from you and seeing you the 28th of August.

Sincerely,

Robert Callahan

Report on Junior High 1944-45 by Ruth Hadley

copy made. This seems to me a good example of the problems of Organic, which looked at from the outside and from the inside by teachers with classical backgrounds would undermine the idea that Organic was a good school. Always it seems to me that Organic was trying desperately to intergrate opposing values and standards. wildy differeng abilities in teachers, but that is what life is all about

September and October

during the first weeks of the year in any school group the teacher's main task ~~was~~ :

- 1) getting acquainted with the pupils and establishing a relation of mutual friendship and confidence.
- 2) discovering the educational background of the individual pupils, their interests and individual deficiencies or ~~superiorities~~.
- 3) presenting the program planned for the year in a ~~which~~ which will arouse pupil interest and ambition.
- 4) gathering their interest and energies to a focus on the subjects to be studied, and modifying the program if necessary to suit the capacities of the class.
- 5) developing the idea of the school life as a cooperative enterprise, i.e. that of a group working and living together; and instituting such simple techniques for this as are suited to the group.

Most of the children in the Junior High school group of the Organic School showed a cooperative attitude and a readiness of response to the teacher's guidance, but from the first a very great range in pupil abilities was evident; and there was one pupil whose attitude was unresponsive and defiant of control. It was hoped that, with patience and understanding, she could be brought into the school group.

There was no material ready for arithmetic and for some weeks the teacher had to improvise the lessons while trying to discover the background achievement of the pupils in this subject. This delayed the beginning of efficient work and affected unfavorably the formation of promising attitudes, for which the first weeks are so important. By the end of September, however, the Self-Help Workbooks arrived and the children were taught to use them properly. It was evident that the use of these workbooks had not been well understood by some previous teachers.

The Social Studies program: often called the ~~new~~ "core course".

There were not enough suitable books in the library to meet the needs of this course as developed by the teacher; still it seemed best not to return to the old method of uniform textbooks, so the first steps for "making their own textbook", by producing a series of papers to be filed in their notebooks, were taken. The subject was to be American History, and the first topics dealt with the geography of North and South America and the various Indian groups living there before the appearance of the Europeans. Each child chose a particular group of Indians for his study and wrote a little paper about their ways of living.

English language study was carried on as English composition in connection with Social Studies, and as grammatical analysis in connection with the first steps in the study of Latin. For this D'Ooge - Roehm's Junior High School Latin, Book I, was used.

By the end of October certain conclusions had been forced upon the teacher. A part of the group was below 7th grade, even good 6th grade, standard. This was noticeable both in arithmetic and English.

A part of the group included pupils of high capacity, for whom the program offered by the school lacked sufficient variety and richness. Efforts to enrich their work in Junior High School studies were handicapped by lack of materials and the needed margin of time and energy on the part of the teacher.

Two pupils could not be integrated into the group at all, HESSIE because of low mental capacity, KITTY because her attitude remained so scornful of her classmates, of the subjects offered for study, of any friendly efforts on the part of the teacher to win her cooperation.

Her egotism was flattered by her power to disrupt the order of the class, toward which she seemed to feel herself entirely alien and superior. Sometimes she would suddenly accept, and carry out, her part in the group activity, but no continuity or sincere cooperation could be relied upon. As might be expected, she had some imitators, especially HARRIET, whose earlier readiness to work and to cooperate rapidly deteriorated, to be replaced by a cheap delight in calling attention to herself and her power to disturb the study period.

A third pupil, HUBERT, also felt himself outside the group, and could not be drawn into it. He gave no disciplinary problem, however, and responded wholeheartedly and with appreciation to the teacher's effort to advance him toward some degree of competence in Arithmetic and English.

NOVEMBER, DECEMBER, JANUARY

The difficulties mentioned made it impossible to attain the goal of an integrated cooperative group life. The teaching process became largely an endeavor to meet the varied needs by individual teaching or by segregating small groups for special lessons.

Certain things have been accomplished:

- I. The technique of group-- democratically organized group planning was successfully introduced through "business meetings" on three mornings a week, in which the pupils acted as chairman or secretary, in rotation. Their quiet behavior and success in holding their group to orderly procedure presented one of the best achievements of the semester.
- II. The arithmetic period finally became really a work period, almost all pupils taking up their workbooks and working quietly without urging or reproof from the teacher. This did not apply to KITTY, who often disturbed and injured the attitude of others toward their work. Several of the more capable pupils finished the 8th grade workbook. Others are working in 7th grade. A group of at least four pupils still retraining in some 5th, 6th, and early 7th grade processes.
- III. In Social Studies most of the group has written a complete set of papers on the history of America: the Americas in the pre-Columbian era, the Spanish explorations and settlements of the 16th century, the South and Central American countries resulting from these, the English and French settlers of the 17th century, biographical sketches of famous names of this period, the thirteen colonies, causes and progress of the American Revolution, and --latest paper-- the period of expansion following the Lewis- Revolution. These papers have been the means of training in
 - 1) reading for information.

- 2) organizing facts around a special topic of interest.
- 3) writing, in their own words as far as possible, an acceptable composition presenting the topic chosen.
- 4) improvement of form through correction and copying.
- 5) the interchange and integration of subjects studied through periods of reading aloud the individual papers with questions and discussion.

IV. Spelling.

There has been practice on:

- 1) words taken from the written papers.
- 2) words derived from the Latin words studied.
- 3) words used in Arithmetic and in Grammar,
- 4) miscellaneous reviews occasionally, using words from spelling book lists for a "spelling down" game.

V. English grammar and Latin.

In spite of the variation in pupil capacity and previous educational background, this class would have been entirely successful (with the exclusion of Bessie and Hubert, however) except for the uncooperative behavior of unassimilable elements in the group. The real wish of a large number to carry on the study as begun would have gradually acted as a nucleus for all, but the pattern of defying teacher guidance was already established. The period for the Latin class was at the end of the day and only three times weekly; the teacher was weary and could not meet the constant interruptions from undisciplined members and at the same time carry on the concentrated form of teaching necessary to this subject. Finally the class was divided into two groups, one studying grammar with their Latin, the other just English grammar. This was also unsatisfactory and a great injury to the unity and enthusiasm so needed in the school life.

A considerable number of pupils has enjoyed the Latin greatly and showed excellent understanding. They are disappointed at the idea of dropping it. Neither has the work in English grammar unconnected with Latin been very fruitful for the others. In the writer's opinion it is harder to teach grammatical analysis through English than through the simple logical forms of Beginners' Latin.

Ruth Hadley.

Copy of Miss Minema's notes.

Fifth Grade.

Arts and shop. Our children have a period in the craft room and shop daily. It is here that they learn to use their hands to express their creative ability. Each child completes his work to his standard of satisfaction. They put to practical use the skills they have learned in class.

Folk Dancing and Music.

The grace and muscle coordination of our children is a joy to behold. These are both vehicles for self expression.

Reading.

We read no particular reader as a class. Each child chooses his own book from our carefully planned library. He shares his ~~discovery~~ discoveries through pictures relating ~~interesting~~ interesting incidents, reading aloud selections to classmates or family, or suggesting that other children read this story.

A special class in remedial reading is held daily, which any child who feels a need for help may attend. We read simple books for fluent reading, discuss the meaning of words and discover clues for the recognition of new and old words.

English.

We make daily use of good language. I, as teacher, keep my voice pleasant, bring interesting words into our conversation, catch for errors in each child's daily use and indirectly bring the correct usage into our classroom.

We write compositions, each person choosing his subject. I correct these. My children like me to read these to the class. A trained voice can enhance their value.

Good books are read to the children as this is the best way to develop their appreciation for better reading.

Play is always successful. Children learn to express themselves and understand situations outside their environment, through play. It is also an emotional release.

Arithmetic.

We learn the basic skills, addition, subtraction, multiplication, etc. in class. We use these skills so they have meaning in our everyday activities, shop, art, ordering supplies, planning for ~~parties~~ parties, etc.

Science.

At this time we are studying the composition of ^{this} earth on which we live. Our information is obtained from actual observation, books, and persons in our community who have made special studies.

Spelling.

Our spelling list is composed of words that are mis-spelled in our work.

*Example of type of response
2 people mentioned in school-*

I am wondering how few people in Dixie, or even in U.S. refuse to be Educated into an empty form of Autocracy, merely to oblige a few capitalists, corrupt politicians, professors & Columbia college Book-makers. I am proud of a school that refuses to do this, & I hope every Teacher & Pupil of Organic studies the great Book written to govern the world, (without which none can be Educated) law paramount to any Kingly Court, or Fed. Gov't. In addition to the Book that alone can prevent Nations destroying themselves, probably your School has before it Records of all Treasuries & Banks, studies Constitutions that direct reform of gov't when it becomes oppression; & makes Records available for all people, using cultivated intelligence. (reads Ala. Const'n) I wish to thank you for article entitled "The Challenge" in your late issue

T.J. Daniels

SCHOOL OF ORGANIC EDUCATION
MEETING AT SPANISH FORT *

May 7, 1951.

NOTES ON MEETING:

The meeting was called to order by Mayor T. J. Klumpp who thanked all those present for attending and then introduced Don Ekerholm for the Invocation.

Rev. Ekerholm then gave the Invocation.

After the invocation Mayor Klumpp then introduced George Fuller Jr. as our host for the dinner and as Master of Ceremonies.

Mr. Fuller then took charge of the meeting and serving was begun.

Immediately after dinner Mr. Fuller introduced Mr. Jim Gaston who explained the purpose of the meeting as being in connection with the Organic School and told the gathering about the visit of Mr. Gorman E. Mattison and of the forming of the committee to look into the matter of the School and to make a report. Mr. Gaston stated that the committee had its report ready.

Following Mr. Gaston, Mr. Fuller again said a few words and then introduced Mr. Bill Kauffman of the Mobile, Ala. Community Chest who made a very fine inspirational talk about what he had learned of the School and of its widespread interest.

After Mr. Kauffman the Master of Ceremonies then called on Mr. Clarke Taylor to review the work of the committee on preliminary report (or steering committee) and he explained what the schools present lacks were and what the committee suggested doing about them. Mr. Taylor enumerated the needs of the school as determined by the committee and read page six of the committee report which lists these items.

Following Mr. Taylor the M. C. called on Sam Dyson for the figures on costs of the program. Sam Dyson made a few remarks and after explaining that the proposed budget was a minimum estimate, based on what he termed a "Guestimate" based on past experiences of the schools operations, he then reviewed the figures and closed with reading the Condensation of the Report on the last page with the amount necessary being stated as \$12,500.00 approximately.

The M. C. then threw the meeting open for general discussion and the question was raised about whether or not to make an effort to raise the suggested amount.

Mr. George Fuller Sr. then stated his position that he felt it a good cause but that he felt it of no use unless a proper "Director" found to take over management of the school.

Mr. Taylor then explained that the report of the committee included two things that he felt essential these things being, First a board of management consisting of at least fifteen representative leading citizens of the community selected to give broad representation to all the community so that the school would become a community enterprise, and second that a "Director" be sought and with our support be put in charge of the school.

At this point in the meeting the M.C. recognized Mr. M. Dyson who made the first commitment of \$1,000.00 to the "Organic School Revitalization Fund". Two additional commitments of \$1,000.00 each then followed and also one of \$500.00 by Mr. Morris Timbes. Mr. Wharton then spoke briefly and made his original commitment of \$500.00 contingent on the employment of a "Director". At this time it was brought out that the success of the school depended on the employment of a "Director" and a motion was made by Jim Gaston Sr., seconded by B.C. Anderson the commitments to this fund be made contingent on employment of a "Director" for the school as suggested by the Mattison and as recommended by the report of the steering committee. This motion was put by the M.C. and was passed by the group. This was followed by Mr. A.O. Berglin's commitment for the Fairhope Creamery Company of \$1,000.00. Fairhope Single Tax Corporation for \$2,500.00, reported by Dr. Gaston, Sect., then commitments of \$500.00, by George Fuller Sr., and also by B.C. Anderson. Mr. Wharton then held consultations with his board of directors for the Bank of Fairhope, all of whom were present, and a commitment was made by the bank of \$1,000.00 to the fund.

At this time a discussion came up as to just how the new board of management would be formed and Mr. Wharton said it best to have it settled at this meeting whereupon a motion by Jim Gaston Sr. seconded by Mayor Klumpp was made that this group fix the number of members to the proposed board of management at fifteen and that they be selected as recommended in the report of the steering committee. A discussion followed on this motion and Mr. Wharton offered an amendment that the members to the board be designated as coming from the various sources for periods of one, two, and three years and thereafter they be chosen for three year terms as each term expires. This amendment was accepted and Mr. Taylor then pointed out the desirability of having outside help through additions to the board at the boards discretion. Mr. Jim Gaston then re-stated the motion in order to clear up its intent as follows; That a board of management be chosen consisting of fifteen local members chosen for One, Two, and Three year terms and upon expiration of each term, hereafter, all vacancies to be filled by members chosen for three year terms, said members to be supplied to the board from the sources as suggested;

Three members from Alumni Group
Three members from the Parents Organization.
Three members from the City of Fairhope, Chosen from at large, by the Mayor with the advise of the Council.

Three members from the Single Tax Corporation.
Three members from the School Faculty.

This fifteen member group to be empowered to add to itself other members chosen at its discretion from any available sources, the total number of members not to exceed twenty-five. Mr. Klumpp accepted the motion in its final form and it was duly passed.

Mr. Keeney then asked that slips of paper be passed and that all present who had not already stated their commitments write in the amounts they proposed to contribute. This was done and when the slips were collected and the amounts added to the amounts previously pledged the total was \$12,000.00. Mr. George Fuller then offered and additional \$100.00 provided the remaining \$400.00 were pledged and the following additional pledges were made; A. O. Berglin additional \$100.00; Kirby Wharton additional \$15.00; Toney Klumpp \$100.00; Gaston Motor Co. additional \$50.00; Ruffles Co. and Fairhope Hdw. additional \$100.00; Renzie Bell additional \$10.00; Lee Schnitzer \$50.00.

The final total of \$12,550.00 was then announced and after a few brief remarks the meeting adjourned.

Sam Dyson

OK'ed

J.E. Gaston
C.A. Gaston
C.B. Niemeyer
E.G. Rickarby, Jr.

MARIETTA JOHNSON SCHOOL OF ORGANIC EDUCATION
TALK BY SAM DYSON AT THE GRADUATION EXERCISES ON MAY 19, 1970

Ladies and Gentlemen, Students and Alumni of the Marietta Johnson School.

Our School has just completed its sixty third year of successful operation as an important unit in the school system of the United States. A class of Seniors was graduated in 1910 followed each year, through two world wars and a major economic depression, without the aid of State or Federal Government assistance. As a demonstration school it has made important contributions to education from kindergarten through high school.

We are proud that on this occasion there are present many graduates, and we should be proud of the records established by our alumni beginning with the class of 1910 and continuing to the present. We should also be happy to particularly recognize some of the graduates of fifty years ago who are present with us to-night. The class of 1920 was the first to graduate in the old Comings Hall on this campus on June Sixth 1920. May I introduce them to you; ladies first:

Mrs. Byron C. Anderson, the former Daphne Brown, who graduated in teacher training, class of 1920. Daphne is a member of the school board, a former teacher, and her mother was the school's first president.

Mrs. Harris Rockwell, the former Louise Porter, a graduate in teacher training. Louise was a teacher, a former member of the board and the mother of two of our outstanding alumni members, James Nelson Rockwell, senior analytical research chemist with St. Regis Paper Company in Pensacola, Florida, and Dr. Donald Harris Rockwell of Mobile, Alabama.

With the two ladies Dr. Ronald B. Mershon who attended both Auburn University and the University of Alabama prior to entering the School of Medicine of the University of Iowa where he received the degree Dr. of Medicine. His achievements in the fields of medicine and psychiatry are well known. He is currently practicing in Mobile. Mrs. Mershon is also present, she is a niece of Mrs. Johnson.

Other members of the class of 1920 were Mrs. Fred Van Zantz, the former Mildred Russell, of Ferndale, Michigan, Mildred regrets that she can not be here.

Edna Rivers, address unknown.

Raymond Dyson who was one of the six original pupils who started with Mrs. Johnson in September of 1907. Raymond was twice named man of the year in Pensacola, Florida, where he is in the construction business. Mr. Dyson writes this to us:

I am, indeed, sorry that I cannot be at the Fiftieth Anniversary of our 1920 Graduating Class and to celebrate the erection of the new Comings Hall. I think we should all consider this a tribute to Mrs. Johnson and her energy and enthusiasm in carrying on the work of the Organic Idea in the face of the lack of funds and, of course, no tax support. Mrs. Johnson was always an inspiration to everyone who knew her. Her optimism and her attractive personality has been a heritage of all of her pupils.

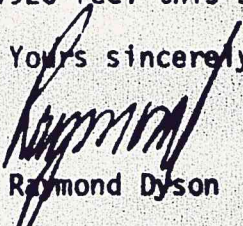
I remember commencing school with Mrs. Johnson's first class at the house which Mrs. Comings owned at the corner of Section Street and Delamare Street. There were six of us at this first commencement of the Organic Idea.

It is no wonder that Mrs. Johnson received the support of people such as the Fords, Mrs. Post, Fiske Warren and many other people in the North and East. I remember Dr. Morgan who was at that time President of Antioch College writing Mrs. Johnson and telling her how pleased he was with the boys and girls who had come to Antioch from the Organic School. He said: "All of your students have a freshness of mental attack which contributes much to Antioch College." I know that you all feel as I do, that there is only one Mrs. Johnson.

Fairhope at that time had many people whose wealth was their ideals and none of them had much of this world's goods; but, they had the greatest wealth of all, the respect of all the people who knew them. I might mention Mr. Ernest B. Gaston and Mrs. Lydia J. Newcomb Comings who were also in this same colony of constructive free thinkers. I think it was, indeed, a great privilege to know these people who helped to form and mold the thinking of the young people who lived in Fairhope.

I think the least we can do is to help carry on Mrs. Johnson's ideals and practical application in the School of Organic Education. I am sure that all of us in this Graduating Class of 1920 feel this same way.

Yours sincerely,



Raymond Dyson

Other seniors of the class of 1920, now deceased, were Blanchard Guthrie, Owen Heddon, Mildred Lee, Harvey Beaty, and Mrs. Hadley. Several near relatives of this group are present. (Ask them to stand)

It seems proper that we honor all alumni on the occasion of this first graduation in this new building and especially the class of 1920 who were the first to receive their diplomas in the old Comings Hall fifty years ago.

I should like to ask members of the following classes to please stand and remain standing for a few minutes:

Class of 1910
1911
1912
1913
1914
1915
1916
1917
1918
1919
And now 1920

Will all other graduates and alumni please also stand (Applause)

Thank you:

There remains much to be done to complete this building but the task will be much easier as time goes on. Especially with the help that has been offered by many of you. Most of you know the funds for this building came from the Ives Estate, but few of you have been told of Mrs. Johnson's Sons gift of part of his estate to the school. Clifford Ernest Johnson who died recently left certain funds to the school. The new class room building was made possible by these funds.

There also remains much to be done in education throughout the entire country. This school has a place in the development of new ideas, and perhaps we may lead in the return to stability and responsibility in the minds of both the students and faculty members.

We look to the future with both courage and optimism and with the lords help we will continue to provide quality education for all search for it with us.

HELEN B. PRITCHARD
SECRETARY-REGISTRAR

ROSALIE VOELKER
ACCOUNTANT

THEDA GILDEMEISTER
CHMN., PLACEMENT COM.

WINONA STATE TEACHERS COLLEGE

GUY E. MAXWELL, PRESIDENT

WINONA, MINNESOTA

July 25, 1932

CHARLES L. SIMMERS
DIRECTOR, TRAINING SCHOOL

FLORENCE L. RICHARDS
DEAN OF WOMEN

FREDERICK A. JEDERMAN
DEAN OF MEN

Mrs. Marietta Johnson
State Teachers College
LaCrosse, Wisconsin

My dear Mrs. Johnson:

I regret that absence from college has delayed my response to your inquiry of July 6 in which I can not see how we could well lay down a blanket credit for the graduates of your school. We could, of course, give hour-for-hour credit in subjects which were identical with or similar to our own. I judge that all subjects named in your letter would be acceptable. We would gladly take up any individual transcript, in case all students do not pursue exactly the same work and promptly state the credit to be awarded.

Some of our teachers and students recently visited you at LaCrosse, thus giving evidence of their interest in your work.

Sincerely yours,

G. E. Maxwell
President

GEM:VK
Dictated by
Mr. Maxwell
but signed in
his absence.

Fairhope, Ala.
March 8, 1939

Dear Shelby:

I wrote you some time ago but have not heard from you. I do hope you are not ill and that you Mother is no worse. Called you by phone that last time I was in Mobile. I don't get over often these days.

We are all thinking about our Mobile and Baldwin County "ayn Mar 22nd. Things are going nicely but the posters are not out yet. Are being made though and should be ready soon. ~~Instantaneous~~ Have you any suggestions or would you have time to get in some notices? I surely hate to worry you about our troubles when I know how busy you are, but you are our only contact in Mobile who know what to do and does it. The plans are for a big 40 cent dinner at noon. Mr. Nichols will give a few minutes talk (I hope). There will be a play by the J.H. and of course exhibit and sale of arts things and a much shorter folk dance demonstration than other years.

Things are going about as usual here and we are holding fort as usual. Surely hope these men will be able to find support enough for next year, but we are all planning to continue.

I feel so alone and am not out of the fog yet but I am trying to think ahead a little and know that we will come through.

With love to you, always,

Demopolis, Alabama.
September 21, 1938.

Dear Mrs. Frederick:

I was so glad to get your note about Billie. Perhaps if you will start the medicine I left there it will help clear his cold up. Billie has it in his room and the directions are on the bottle.

I am sorry Billie decided he couldn't keep up with the group you put him in. When I was there he kept telling me he was afraid to go in that group for he knew he couldn't keep up. Perhaps when he begins to find himself later on in the year he will feel that he can go on. He seems to have a horror of being asked something he can't answer which is most unfortunate, of course. I believe if he will learn to sit and listen he will regain confidence in himself, however, Billie is not a studious child and you will perhaps have to be very stern with him at times to make him apply himself.

Yes, apples do not agree with him. When he was only a few years old he came very near dying twice from eating them. When he is in good physical condition he can eat one occasionally.

You will find that most of his little illnesses will ^{be} caused from his nerves and you did the very thing we have always done, put him to bed with orange juice.

He asked me to send him some big little books, shall I send them? He has a habit of looking at the pictures and not reading a word of these.

Mrs. Frederick, I can't tell you what a comfort it to me to have Billie in such good hands and I hope he will prove to be a joy to you. Anything I can do to co-operate please do not hesitate to call on me for you can know I am behind you a hundred percent.

I will send you the next check around the 12th of the month as that is when I am paid off each month.

Sincerely yours,

Sallie Will Duffield

April, 12, 1939

My dear Mrs. Duffield:

Thank you so much for your letter written before the holidays and also the hasty note.

Billie had a fine time with you but seemed happy to return. So glad that you found him improved. I don't know just what caused it but perhaps the warmer weather and the sun rays might have had something to do with it. I have not taken him to a Dr. yet, rather waiting to hear further from you.

I was so sorry to hear of Mr. Turnipseed's fathers death. Have meant to write them but so far have not done so.

Isn't it strange that the three times that I have planned to visit you, something has prevented. Hope my sending Billie by Mr. Reynolds did not worry you. We were misinformed about the time the bus left and happened to run on Mr. R.

Billie is enjoying having Miss Daisy, so much. He is anxious now to get her a license and give her shots. I don't know just what it will cost but about \$1. I believe. We have, 1 dog, 2 chickens, 1 bird, 1 turtle, and lost 1 alligator. I don't mind though and the children enjoy them so much.

We all had an egg hunt Easter Sunday and then went to the creek. They all had a fine time. Guess Billie will tell you about the fish. Quite an unusual thing to have a fish jump into your boat. We fried and Billie and Charlotte ate it as they were in the boat at the time.

Please excuse hasty letter but I am anxious to get it off in this mornings mail and have to hurry.

Enjoyed your visit here and hope you will be able to return sometime. And I am still planning to see you and Julia's family sometime.

Hastily

Fairhope, Alabama
March 22, 1939

My dear Mrs. Duffield:

On this my present visit to the Organic School, I have felt, just as on three previous visits that I should like very much to do something definite for the school. Something rather permanent and fundamental, even if small.

I have consulted at length with Mrs. Frederick as to what would be the most helpful small thing that might be done at this time, and she believes that in beautifying and improving the School Home lies the greatest opportunity for immediate growth and progress for the school.

Some of you, I know have made small gifts to the home, which I now see contributing daily to the convenience, health and pleasure of the Home-family. And I feel that you would no doubt welcome the opportunity to join in a present little plan to further improve the environment of our own children, while at the same time making it more justly attractive to prospective patrons of next fall.

I find that for an investment of \$ I can paint the walls and ceiling of my child's room with the best grade of light ivory wall gloss, thus making the room much lighter as well as more attractive. Mrs. Frederick and I have approached local stores and received a generous price concession making this a very good value, while Mrs. Frederick says she will undertake to get the labor done with no direct outlay of cash.

I am going to have my child's room painted and feel so sure that other mothers would be delighted to do the same bit for the Organic School that I have asked the privilege of Mrs. Frederick of writing to each patron of the boarding home personally. It would cost the school a good deal to make this definite permanent improvement alone, while for each of us individually it is relatively a very simple matter.

All you need do is fill in your check for and mail in the enclosed addressed envelope to Mrs. Frederick.

Your fellow patron.

May 25, 1939

Dear Mrs Duffield:

I know it has been some time since I wrote you, but I have really had so many extra things to do and have been so busy afternoons taking the children swimming that I have neglected writing you. Have not had a minute to type a letter for Billie either but he wrote a card the other day so I know you are not worrying about him.

They have all been busy too. Crabbing, boating or swimming after school every day. We are on a half day session now so they have to begin earlier and have all afternoon (after the rest period) to go to the Bay. Is just that much more time to work too. We are all tired when night comes.

Billie is very well but counting the days before you will get here. He is such a tease that I have to scold him sometimes. He swims so well and some of the others can't and he just loves to worry them. His puppy and the bantams don't go together very well either but so far we are all getting along nicely.

I do hope Julia and Rufus can come. Billie said that you were bringing them. I asked Mrs. Roberts about it and she did not know. I am sure we can put you all up here if you care to stay. I am anxious to see you all again and wish you could stay a few days (after all the others get off) we might have quite a chat.

The bay is wonderful so don't forget to bring your suit.

We have no certain plans for next year but I do hope you are planning to let Billie come back. I am sure he has been happy here and we have enjoyed having him. I think of him as almost belonging to me.

School closes June 2nd. and graduation is that night. Come if you can, we are all looking forward to seeing you again.

Hastily,

Sent to person wanting info on M.D.'s life
& background
Dear _____

We are sending you a copy of a section of the Fairhope Courier published on the fiftieth anniversary of our school because we believe that it may be of help to you. Will you please return this to us?

Relatively little has been recorded of Mrs Johnson. A niece of hers who for many years worked with Mrs Johnson in the school lives in Fairhope. We have talked with her in an effort to give the details for which you asked.

Marietta Pierce Johnson was born October 8, 1864 ^{in St. Paul, Minnesota} and died December 23, 1938 in Fairhope, Alabama -

She and her twin sister, ^{Harriet} were the fifth and sixth of eight children. The mother ~~Phoebe Martin~~ ^{Phoebe Martin} was a native of Minnesota and at the age of seventeen she married Mr. ^{Clement} Pierce of New York who came west to live. They lived on a farm and were a very closely knit family. They were deeply religious and Mr. & Mrs Pierce were among the founders of the First Christian Church of St. Paul. Indians inhabited the area when the Pierce children were young and there are interesting stories of their encounters -

Mr Pierce died when the children were quite young and Mrs Pierce remained on the farm to rear her family. To supplement their income Mrs Pierce opened a school in her home and taught her children and those of neighbors -

The Pierce children in order were
Freeman, a farmer who never married
Florence E., a teacher in District 5, St Paul,
Dakota County who never married
Everett M., a printer, Washington, D. C., the
father of our informant.
Lowell M., a dairy farmer who came
to Fairhope on retirement. He
has a daughter who lives here.
Harriet - a nurse who never married
Marietta - married Clifford Ernest Johnson
in 1897.
Clifford - Registrar and Field Secretary
for the University of Minnesota
C. Ernest - only one now living; is in a
nursing home and is over 90 years
old. He was a teacher, ~~for~~ and later
Principal of La Moure High School,
La Moure, North Dakota.

After Mr & Mrs Johnson were married,
they lived for a while in North Dakota and
later they homesteaded in Montana where
their closest neighbor lived twenty-five
miles away. After several years in Montana,
Mrs Johnson's health ~~became~~ failed and they
came south first to ^{Barnett} Mississippi where they
lost all their papers and possessions in a
fire which they barely escaped with their lives.

In 1907 the Johnsons came to Fairhope to make their home after wintering here for several seasons. Mrs L. J. N. Comings offered Mrs Johnson \$25.00 a month to operate a school.

Mrs Johnson's niece brought a copy of the Greenwich Press, Greenwich, Conn. dated January 5, 1939^m which there is a long article about Mrs Johnson with announcement of her death. You might have access to that paper.

We enclose a copy of a paper prepared by George Q Brown of the Baldwin County Historical Society in 1965 on Mrs Johnson and the School of Organic Education.

We hope that this will be of help to you -

Dec. 23. 1938

Rev. H. D. Williams

Marietta Johnson was born in St. Paul, Minn. Oct. 8, 1870. Her parents were Clarence D. Pierce and Rhoda M. Pierce. She had a twin sister, Harriett and a sister Florence both of whom passed away several years ago.

She is survived by four brothers,

Lowell Pierce, Fairhope
Everett Pierce Washington, D.C.
Clifford Pierce Minneapolis
Ernest Pierce, St. Paul

She leaves one son Clifford Ernest Johnson of Summit, New Jersey who is present today.

Miss Pierce was educated in the St. Paul schools and became a teacher in the same. She taught in the Morehead Normal College of Minn and then in Mankato Normal. While in Mankato she was married to John F. Johnson in 1897. She had been reared in the Christian Church in St. Paul and while in Mankato was a very active member of the church of which I was pastor. She became greatly dissatisfied with the teaching methods then in vogue and so resigned her position.

She and Mr. Johnson set out to find a place where she could get a teaching job in which she could practice her ideals. They went to North Dakota, then to Montana and then to Mississippi but without success. Then they heard of Fairhope. Being Singletarians, they ventured to try the place. They arrived here in the summer of 1907 and they stuck.

The school began. Very small it was. Six pupils in the rented house. An altruistic patron paid the rent of \$15. per month and \$10. for salary.

There were mountains in the way and a gulch or two but the Johnsons had faith and they removed the mountains and filled up the gulches. They had faith in God, faith in humanity, faith in themselves. Faith in their message.

The Johnsons had more than faith; they had the courage, the altruistic adventure, the imagination and the purpose that compose the true pioneer spirit.

So they went on and on and won step by step, not in the building of a great, strong and wealthy educational institution, but in infusing into the U.S. educational system, her profound idea that true education is adding the human body, mind and spirit to develop harmoniously to their fullest capacity.

With such an equipment, they were invincible. They laughed at what others called impossibilities. When the school was only a few months old, a terrible tragedy visited the Johnson home. An unavoidable accident took the life of the youngest boy. The very next day following the funeral, the little school went its way with no abatement in enthusiasm.

In 1919 when death took Mr. Johnson who was a true yokefellow in the building and conduct of the school, leaving Mrs. Johnson in most discouraging circumstances, she went right on without a falter. She was certain she was right and in that was her might.

Her new methods in education were for human welfare. They were for the better development of children, for better men and women, for better homes for better business for "Peace on earth and Good Will among men" for the kingdom of God.

For Mrs. Johnson there was no dividing line between education and religion. With her all life was religious and the duties of life were religious duties. With her education, rightly, was religious, and business, rightly, was religious. So with her, all life was sacred, education, business, recreation, the church, - the home - all were for making better men and women, all for accomplishing the divine purpose of making heroic men and women.

Hence it is that the spirit of sacrificial service for human welfare runs all thru the Organic School. In her lectures to teacher training classes, she constantly impressed upon her hearers that education must teach that the supreme purpose of life is service for human welfare. Many of her lectures would do honor to the great pulpits of America as interpreters of the spirit and purpose of Jesus.

The dinner given recently at the Colonial Inn in honor of Mrs. Johnson, turned out to be a revelation to many people as to the extent of approval that has been ~~extended~~ extended to her pedagogical ideas. Dr. Archer of the State University made the special address and assured his hearers of the fact that Mrs. Johnson's doctrine of Organic Education is today ~~marking~~ ~~marking~~ leavening the whole body of pedagogical philosophy in this country, and that Marietta Johnson's name will stand in history alongside of those of Horace Mann, Francis Parker and other historic characters.

Mrs. Johnson had few, if any equals as an interpreter of educational ideals before popular or professional audiences. She spoke to great audiences in many of our great cities, from year to year, always with splendid results and with increasing demand for her services. All this in spite of the fact that no special effort was ever made to advertise her platform work.

She was one of the founders of the National Progressive Education Association of which she has continued to be a leading member and a life time official.

In 1922 ~~1922~~ 1925, 1927 and 1933, Mrs. Johnson was sent to Europe by American educational bodies to represent American educators before the leading educators of Europe. That was a great honor, only two or three other educators have been honored with four such trips. In 1927 Mrs. Johnson published a book entitled "Youth in a World of Men" which has had a wide reading by educators and for which a new demand is arising.

She was a most remarkable woman who did a wonderful work as a teacher, as a reformer, as a speaker and as a great and true friend.

She has gone on to the spirit realm where she will, no doubt, do some great service for the Infinite God and her fellow spirits. She poured out her life for a great work here. She did it well, with many people her name is a heart treasure and because she has done so well, no doubt, God said "Well done, thou Good and faithful servant, come up to a greater and a bigger job worthy of your faith and hope and love."

Oct. 12, 1938

Dear Mrs. Benson:

Your card just received.

I find in looking over my account that I had charged you for the full year, 1937-38 instead of one half year. We have been charging a penalty of 50 cents a term for unpaid fees which made your account \$7. However it should read \$3.50 I am sorry for this error.

Trusting that Betty is happy in school and that you are both well, I am

Sincerely yours,

Dear Mrs. Fredericks: 10/10/38

I notice, or have heard, that the school fee this year is the same as last, but I received a bill from you some time in May this year for \$7.00. I am at a loss to understand how this figure is arrived at. I was paid up last year, so far as I know. Or did you forget to credit me with the 3 cases of tomatoes which you stated you would be glad to take for payment of tuition fee. The tomatoes were 2.40 a cs. which amounted to \$7.20. I considered that as settlement for that term, as I left for Chicago in May. This year Betty entered in Jan. so that would be only a half term, would it not? Please let me know about this. We'll be at Bay Minette for at least a month. Sincerely Mrs. Paul Benson

Report of Mr. Judson Gray for the Junior High 1939

Since Jud came just before Marietta died he saw the school when she was at least officially in charge. Admittedly it probably had declined quite a bit. His judgements may be significant.

"Composition

"Writing was one of the few things that challenged the extra able ones. But the whole group, especially Carolyn often turned out things I'd be proud to have in a High School literary magazine."

READING AND STUDY

The children were not only slow readers but completely unable to handle the Geography & 4th grade book** vide infra. Further, I wanted badly to try to teach good study habits so they could get more out of their High school work with more ease

(Allowed no talking at all during studying, reading or writing times when work was independent. Otherwise my discipline was rather free and easy. We got our work done and mutually liked each other but craft and Folkdance teachers felt a lack of respect and quietness.)

JUD Gray cont'

OUTSIDE AND FREE TIME READING went badly, practically didn't exist despite urgings, until I got \$30 in February or March for new books to have right in the room (Town Library are either trashy or too old for Junior High unattractively bound and shelved and didn't find it much help) *** I would suggest trying hard to get some more new and even easier books, for I believe the youngest books did the most good. The group coming up now from 3rd Life is quite immature and two still read in primers. You will notice most children in both your groups do no reading at home(no books or magazines, no place or time, too much else of interest) and , consequently have very limited intellectual backgrounds, in contrast to their rich outdoor and "real-life" background. I still felt the need in June for further ease, speed and enjoyment- attitude in reading. I think from this years good luck successful program the problem can be solved by getting more books for the coming 8th grade and easier ones for the coming 7th, but I fear a few cases in both need remedial help.

July 21

GEOGRAPHY

According to the program given me by Mrs. Johnson I was to teach geography and was felicitated in having in the room 11 copies of "Our World Today" books rather new and expensive for our very slim finances. *** The language of the book was too dry and difficult for the group. I decided without any testing, that their vocabulary needed building up, so I pushed a reading program (vide super) Their poor grasp of complex or inverted sentences made it seem foolish to carry on with the book alone, but I had used it alone enough to build up a very negative attitude toward "geography" so I dropped the entire subject, perse.

SOCIAL SCIENCE

Instead I tried the other excuse for Social Science material we had: an old set of histories, Our Ancestors in Europe, a book probably written for the 5th grade when an author felt the way to make history suitable for younger people was merely to strip it of any vividness or detail. Sentences, however, were simple enough so we ploughed uninspiredly thru it during the year.

While doing the medieval chapter, we put on a big Robin Hood play with apprentices, bakers wives, knights and such details. We never got round to doing one on the exploration period. I did let them choose explorers to look up and report to the class on, but as Compton's was about all we had to look things up in, this was not too vivid.

On the side I told them about the history of various times or places. I wanted to stress the growth of different nations, sentiments customs, policies, churches, etc, trying to understand present psychologies, but that sort of casual "lecturing" probably doesn't "take" very well. We often found ourselves discussing Hitler. I used this to work in international relations and also tried to make them think through their emotional opinions.

From past years they have a vague idea (ie they get Washington and Lincoln mixed) of American history, a picture of Alabama pioneering, Columbus' voyage, and Fairhope's dependence on the world.

he didn't fuss too much about handwriting

Spelling: The class as a whole must be pretty well below grade in this.

ARITHMETIC

I think work they feel is stiff, peppy, and systematic will go over well, for they have heard doubts of the academic side of the SOE. Their actual capacity for work may be no greater than any Jr Hi group, but I've seen some want to continue into a 3rd consecutive period, several days in a row, challenging work in which they were succeeding.

SUMMARY

I hope you will be able to give this very swell group of children work that will have more real meaning in their tiny Southern rural town than I was able to.

J^ud's report seems to me to point up the frustrations and real difficulties of the poverty in the school, Mrs. J's out of toughness with and tendency not to worry about the academic side of things, and the realities of working in such a casual spontaneous atmosphere

Shifts in Personnel on the actor shop programs with ~~made~~
~~several~~ several radically different programs
 during the year.



French Line!

Judd Gray -
 given with report on his
 year to Ed Can

a bord. le

Typical Day's Schedule. 1938-39

Periods are necessary to fit into Craft, shop, and Dancing Teachers
 Time

Older Group VIII		Younger Group VII	
(before the present talk)		last year there were the ones here reported	
8:30	Arts & Crafts	Arithmetic	
9:15	Arithmetic	Arts & Crafts	9:00
10:00	Recess for Entire School		
10:30	(Woodwork) Shop	History or Geography.	
11:15	Free Reading, Composition, Reading		
12:00	Lunch Period - Home for rest till 1:00 PM, when play starts		
1:30	Arithmetic Drill sheets - to ensure assembling group of students		
2:15	Folk Dancing both groups in Gym.		
3:00	Composition, or Reading aloud books of my selection Note B.		

Note A: These were the only periods not pretty well routinized. Having the two groups together meant finding using that period for large group work that could be so done, leaving the more private work to be done in the period when one was in shop. These periods therefore shifted about a lot.

Note B. I read their last week's papers, did large group geography work, etc, but rather too often read aloud when especially I was tired.

List of Organic Faculty

1929

C. V. Pierce
M. L. Armagast
Charles Rabold
Miss Bohmfalk
Mr. Wm. Edwards
Mrs. Armagast
Mrs. Burt
Miss Chase
Miss Irene Bell
Mrs. E. Fredericks
Miss Myhrs
Mrs. Willmans
Miss Sherman (Jessica)
Miss M. Quarles
Miss Allen
Mrs. Wm. Edwards
Mrs. Bottstein
Miss Danielewicz
Mrs. Magehan

1930

Irene Bell
Augusta Stuersel
Beatrice Agee
Kenneth Cain
Evaline Salsman
W. C. Lott
Arsinoe Allen
Cora Myhrs
Esther Frederick
J. R. Campbell
W. H. Edwards
M. A. Armagast
C. V. Pierce
Ellyn Beaty
Mary Quarles
Augusta Magehan
Hazel Lott

1931

Miss Bohmfalk
Mrs. Ellyn Beaty
Mrs. Rae
Miss Myhrs
Mr. J. R. Campbell
Miss Arsinoe Allen
Mr. S. W. Alexander
Mr. P. A. Frederick
Mr. Lott
Mr. Armagast
Mr. Wm. Edwards
Mr. Wm. Edwards
Mrs. Willmans

1931 (cont)

Mrs. Cole
Miss Campbell
Mrs. Magehan
Miss Burbank
Mrs. Thomas
Irene Bell
Mrs. McConnel
Mrs. Frederick
Mrs. Case

1932

Mrs. Buehah Lemos
John R. Campbell
C. V. Pierce
S. W. Alexander
Mrs. Julius Bauer
M. A. Armagast
Miss Cora Myhrs
Miss Margaret Bigger
Mr. H. Edwards
Miss Ada Womble
Miss Irene Bell
Mrs. Augusta Magehan
Esther Fredericks
Mrs. W. H. Edwards
Miss Marie Beiser
Miss Gladys Campbell
Miss E. W. Burbank
Mrs. Ellyn Beaty
Mr. Paul Nichols

1938

Kenneth Cain
Horton Crane
O. M. Taylor
Paul Nichols
Mrs. Hazel Payne
Margaret Bigger
Alexander Macreiff
Augusta Magehan
Mrs. J. R. Campbell
Miss Minnie Adams
Judson Gray
Esther Frederick
S. W. Alexander
Mary Quarles
Mrs. Sam Dyson
Miss Ada Womble

1939

Mr. Daugherty
Miss Dooley Swift
Mrs. Payson
Mr. S. W. Alexander
Mr. Paul Nichols
Mr. Judson Gray
Mr. Horton Crane
Mr. James Lowell
Mrs. Eleanor Allen
Mrs. J. R. Campbell
Mrs. Ogle
Miss Helen Payne
Mrs. Hazel Payne
Esther Fredericks
Irene Bell
Helen Dyson
Miss Minnie Adams
Miss Nancy Swerart

1946

Mr. R. A. Calhoun
Miss Ellen Crawford
Mrs. Gordon Sawyer
Mrs. J. R. Campbell
Miss Minnie Adams
Mrs. Martha Nichols
Mr. James Lowell
Mrs. Harry Gender
Mr. C. A. Gaston
Mrs. Wilbur Allen
Mrs. Augusta Stuersel
Mrs. L. K. Riggs
Mrs. H. A. Reuter
Mrs. James B. Gregg
Miss Elise Hooker
Miss Margaret Bigger

1949

David Campbell
John Harvey Campbell
Doris Campbell
Carl McDonald
Norma Stetzel
Herman Battey
Mrs. Battey
Horton Crane
Mrs. Frances West
Mrs. Robert Deaux
Warren Stetzel
Verde Horne

LIST OF ORGANIC FACULTY

1924

Paul Nichols
Mrs. Elizabeth H. Smith
Miss Dollie G. Harrison
Miss Cora Myhrs
Miss Olive Worcester
Miss Rosa Worcester
Mrs. H. B. Wilmans
Mr. J. H. Smith
Mrs. Augusta I. Magahan

1926

Dwight Heistand
Clifford V. Pierce
Grace Rotzel
D. Warren Stanger
Jessica L. Sherman
Mary Chase
Eleanor Nerlien
Willard H. Edwards
Hetty B. Wilmans
Constance MacCorkle
Dorothy Hutchinson
Charles A. Kinney
Merton L. Armagast
Millicent Armagast
Irene Bell
Alice Harrington

1929

Charles Rabold
Miss Bohnfalk
Mrs. Fredericks
Miss Myhrs
Mrs. Willmans
Miss Jessica Sherman
Mary Quarles
Mrs. Bottstein
Miss Danielwicz

1930

Augusta Stuerzel
Beatrice Agee
Kenneth Cain
Evaline Saleman
W. C. Lott
Arsinoe Allen
J. R. Campbell
Ellen Beatty
Hazel Lott

1931

Elizabeth Burbank
Margaret Biggar
Gladys Campbell
Beaulah Lemos
Ada Womble
Anita May
Paul Frederick

1933

Ellen C. Quinn
W. C. Meyers
J. E. Johnston
LeBarron Mossley
Helen Porter

1934

Elise Hooker
George Riley

1935

Miss Hazel Olson
J. A. Prau
Miss Ada Womble

1938

Morton Crane
Judson Gray
Kenneth Wheeler

1939

Mr. Daughtery
Miss Dooley Swift
Mrs. Payson
James Lowell
Eleanor Ellen
Nancy Stewart

1941

Richard Ross
Robert Calhoun
Mrs. J. R. Campbell
Miss Iris Meinema
E. W. Alexander

1944

Margaret Gaston
Miss Ellen Crawford
Mrs. James B. Gregg

1944 Continued

Mrs. Burton L/ Hoffman
Mrs. Marvin Nichols
Mrs. Kenneth Patton
Mrs. Judson Gray
~~Pauline Patton~~ ~~Hard~~

1946 John Rush

Mrs. Gordon Sawyer
Mrs. Harry Gender
Mrs. Wilbur Allen
Mrs. L. K. Riggs
Mrs. H. A. Reuter
Ed Ritter
Mrs. Ed Ritter

1948

Doris Campbell
Edna Rockwell
Warren Stetzel
Mary Pond
Verda Horne
Mrs. Mabel Gross Ryckman
Dr. B. B. Baker
Mrs. Robert Deaux

1949

David Campbell
Frances West
John Harvey Campbell
Carl McDonald
Rachel Taylor
Helen Baldwin
Mrs. James Carney
Beulah Corwin

1950

Joan Brouillette
Vera Kirkland
Mrs. H. V. Young
Mary M. Offutt
Dorothy DePonte

1951

Harry Beardsley
Winifred Beardsley
Jessie Cole
Mary Corrigan
~~Margaret~~ ~~Johnson~~

1952

Frederick Archer
Roland Carr
Hazel Borom
Clara Werner
Margaret Howell
James Bucknall

1953

Mrs. Alice Worth
Charles Pennington
Adm. (Ret) M. E. Eaton

1955

C. F. Taylor
Mrs. C. F. Taylor
Leila Broughton
Olive Gaston
Beatrice Ottinger
Robert M. Phillips
Inez Miles
Alice Meador
A. Mabel Pryer
Ethel Winberg
Ruth Spinks

1957

Jessie McGill
Otto Varnado

David Howell###
Pearl Boyce
Ulay B. Grimes
Edith Harwell
Nancy Head
Raymond Lambert
Frances S. Hughes
G. G. Petersen
David Fox
Faye Goer
Virginia Petersen
Ruth L. Wendt
Eleanor Moody
Charles Parish
Annie Sheldon
Lloyd Clay
Teddy Joe Faust

1949 (con't)

Mary Quarles
Mrs. J.R. Campbell
Dr. J.R. Campbell
Mrs. Mable Gender
Mrs. Mable Ryckman

1948

John Harvey Campbell
Mrs. Doris Campbell
Miss Norma Stetzel
Horton Crane
David Campbell
Claud Arnold
Mrs. Margaret Howell
Mrs. Mary Pond
Mrs. Frances M. Lee
Warren Stetzel
Miss Ethel Rogers
Miss Edna Rockwell
Mrs. Clara Campbell
Miss Mary Quarles
Mrs. Blanche Allen
Dr. John R. Campbell
Dr. B.B. Baker
Mrs. Mable Gender
Mrs. Verda Horne

1950

Herman Battey
Warren Stetzel
Mrs. Margaret Howell
Miss Helen Baldwin
Mrs. Rachel Taylor
Mrs. Mable Gender
John Harvey Campbell
Mrs. Doris Campbell
Mrs. Robert Deaux
Horton Crane
Mrs. Herman Battey
Miss Mary Offutt
Mrs. Dorothy DaPonte
Dr. B.B. Baker
Dr. John R. Campbell
Mrs. Clara Campbell
Miss Mary Quarles
Mrs. Martha Nichols
Mrs. Mable Ryckman
Mrs. Verda Horne
Miss Beulah Corwin

1951

Mrs. Isabella Battey
Herman Battey
Miss Mary Quarles
Mrs. Margaret Howell
Mrs. Emerson Kerr

1951 (con't)

Mrs. Mable Ryckman
Miss Patsy Porter
Mrs. Mable Gender
Mrs. Martha Nichols
Miss Mary Offutt
Miss Helen Baldwin
Miss Joan Brouillette
Dr. B.B. Baker
Dr. J.R. Campbell
Mrs. J.R. Campbell
Mrs. John T. Kirkland

1953

Roland F. Carr
Mrs. Mable Gender
Mrs. Herbert P. Cole
Mrs. Etne Hoffman
Mrs. James Gaston
Mrs. Hazel Borom
Mrs. Verda Horne
Mrs. John Campbell
Mrs. Franklin Beaty
Mr. Frederick Archer
Mrs. Garland Howell
Miss Mary Quarles
Dr. John Campbell
Mrs. Clara ~~Werner~~
Mrs. Sam Dyson
Mrs. C.A. Gaston
Mr. James Bucknall

1955

Mr. Roland Carr
Mr. O. Taylor
Mr. C.F. Taylor
Mrs. C.F. Taylor
Mrs. Spinks
Mrs. Verda Horne
Louise Gaston
Mrs. Meador
Irana Bell
Piney Gaston
Mr. Bucknall
Helen Dyson
Mrs. Berry