

## Marietta Johnson, Illustrated Newspaper Articles, Women’s Magazines, 1907-1916. Part II

### Author Details: Jeroen Staring

Retired Dr. mult. Jeroen Staring taught mathematics at secondary schools in The Netherlands. His 2005 Medical Sciences dissertation describes the life, work and technique of F. Matthias Alexander. In 2013 he successfully defended a second dissertation, on the early history of the NYC Bureau of Educational Experiments.

### Abstract:

*This case study discusses media attention directed at Marietta Johnson and her School of Organic Education in Fairhope, Alabama from 1907-1916.*

**Key Words:** *Helen Christine Bennett (1881-1969), Joseph Fels (1853-1914), Marietta Louise (Pierce) Johnson (1864-1938), Lydia Jane Newcomb Comings (1849-1946), John Dewey (1859-1952), Charles Hanford Henderson (1861-1941), Frank Stewart (1855-1942). Fairhope School of Organic Education.*

### 1913: More Illustrated Articles



Figure 10: Marietta Johnson at age 34 in 1898. (Courtesy of the Marietta Johnson Museum).

In 1913, the *Fairhope Courier* would applaud Marietta Johnson’s fundraising and lecture journeys and report on all kinds of (major as well as minor) topics related to the School of Organic Education (e.g. *Fairhope Courier*, 1913acdfghjklmnopqrs).

The earliest newspaper report mentioning Marietta Johnson and her School of Organic Education in 1913 other than in the *Fairhope Courier* was likely written by Mary E. Todd in her “County School News” column in *The Liberal Democrat* of January 17. Todd (1913) stated,

Mrs. M. L. Johnson of Fairhope, Alabama, is said to be the originator of one of the most remarkable educational movements in this country. The first “Do-as-you-like” school was founded by Mrs. Johnson at her home in Fairhope and has proved so successful that she now receives requests from all over the country for details of her methods and invitations to found other schools. In the Do-as-you-like schools the pupil is allowed to do what he likes when he likes. The only point is that he must learn to do each particular thing in the best possible manner. The teacher is the companion of the children, guiding but not coercing. Although books play a rather small part in these schools, as

compared with others, the children are said to progress more rapidly than in what is generally known as book learning.

Before going to New York to give a speech at the Manhattan Single Tax Club, and later at a seminary of the Parents Association of the Brooklyn Heights, and to Baltimore to give a speech there too, Marietta Johnson attended the 12<sup>th</sup> annual meeting of the New Jersey Conference of Charities and Correction, held in Plainfield, New Jersey, February 2, 3 and 4, where she delivered a talk on Organic Education. Johnson (1913c, pp. 162-163) told her audience of her conversion experience that changed her educational approach:

I have been a teacher for many years in schools of the West. It never occurred to me in all those years' teaching to do a great deal in studying the development of the child, but after a time I began to study the development of the child, and then I conceived a different view, especially after I had children of my own. You know, it makes a difference whose child it is. We all agree that education is life, and this kept coming to me more and more, how could I make the school process a life-giving process?

“Education is Life” would become her motto. Johnson (*Ibid.*, p. 163) elaborated:

What life? Why this life, right now, to-day, and so the question kept pressing upon me, “What does this child need?” He needs a sound body. Can the school give it? His nerves need strength. Can the school give it? Children are born honest. When do they begin to cheat? There are two reasons, I think — fear, and the hope of reward of some kind.

According to Johnson, “the child is a reactive organism,” and “the school must bring out the right reaction.” She was firmly convinced that the “school should meet the child’s needs, not simply give knowledge.”

The *Brooklyn Daily Eagle* (1913) reported on Johnson’s talk at the February 1913 Parents Association of the Brooklyn Heights Seminary in which she talked about the curriculum at and structure of her Fairhope school after criticizing the existing school system:

“The artificial standard which has been developed in the schools of this country is responsible for the lack of initiative in us. Most people have to be told what to do, and then watched to see that they do it. There is no joy in work, but it is all a task, just as the lessons at school were tasks, and we learned just what we were told to learn.”...

“All false motives are eliminated. The thought of failure is never presented to the child, because he goes on with his class in any event. It is no more the fault of the child that he cannot grasp a subject than it is your fault that you cannot digest a piece of beef you have eaten. The fault may be with the beef.”

In the March 15 edition of the *Standard Union* (1913), it was announced that Marietta Johnson would speak the following afternoon on “The Value of Organic Education as Opposed to Public School Methods” at a meeting of the Brooklyn Philosophical Association in Brooklyn, New York. It seems the media have not reported on her speech.

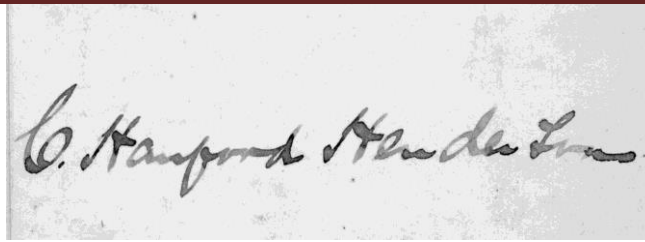
Interestingly, as testament to her successful public relations effort, the March 16 *New York Times* ran a full-page illustrated interview with Johnson about her educational perspective and the Fairhope School of Organic Education (Edwards, 1913). Note that the *New York Times* had a daily circulation of about 200,000 copies and about 150,000 on Sundays.

The highly favourable article opened by Marietta Johnson saying (see *Note 9*),

Nothing can be more important than that education gives life. Most things now are life-taking, not life-giving. Most education now wears out, instead of building up. This is all wrong. We must put the emphasis on life.

The *Times* article roughly sketched a short history of the School of Organic Education in Fairhope, Alabama, and noted that Johnson would be lecturing in New York City soon.

Johnson spoke of defining education as the development of latent powers; she spoke about her conversion experience in raising and teaching children, adding that Charles Hanford Henderson’s 1902 book *Education and the Larger Life* “puts the whole interest upon the doer, not upon the thing he does.”



**Figure 11: Signature of Charles Hanford Henderson. (Jeroen Staring Collection).**

After explaining the curriculum and educational goals of the School of Organic Education, known by now, larded with explanatory anecdotes, she stated,

The test of everything we did was: Does it make the body stronger, the mind bigger and the soul sweeter? If it did, we kept it up. If it did not, we dropped it. It was an out-of-doors school, producing out-of-doors children.

Johnson used the metaphor of the school equivalent to a children’s sanatorium, a place to restore and strengthen their health. Manual training played a part: “The children simply spent each day a certain time in the shop, where, with the assistance of the teacher, they did things which they wished to do.” She reported that one of her most successful teaching techniques was to simply leave the children alone, claiming that her students developed so remarkably because the “interest with which they seize on learning, when left to themselves” is greater than in other circumstances “where the teachers force it down their throats.”

Johnson criticized the then existing school system and summed up a much more investigative attitude as follows: “The test of the school, as I have said before and cannot say too often, should not be what the child does for the school, but what the school does for the child. The competitive system will not bring the best results.” She emphasized,

All real conceptions come through experience, not through instruction. A sincere experience is absolutely necessary as the foundation of all moral convictions and instruction. The child who performs tasks to please a teacher, to avoid punishment, or to get a grade or a reward of any kind, is working under a false motive; often when thus actuated children will do just enough to avoid the punishment or gain the reward and not a fraction more.

Journalist Davis Edwards added that Marietta Johnson’s “little school” she founded in Fairhope “*is commencing to attract attention from all parts of the country*” (emphasis J.S.).

“*Is commencing to attract...?*”

It’s really interesting to note at this point that the general idea in the literature is that the star of Marietta Johnson’s fame only began to rise after Edwards published this particular March 1913 *Times* article. The impression among historians of education is that there had indeed been no other significant publicity prior to this *New York Times* article. Many educational researchers share this view. Elsie Clapp biographer Sam Stack (2004, p. 133), for example, paraphrases his fellow educationalist Joseph Newman (1999, p. 75): “Marietta Johnson was a popular figure in the New York area and publicity *as early as 1913* in the *New York Times* stimulated ‘a group of prominent women...’” (emphasis J.S.).

“*As early as 1913...?*”

Newman (2002, p. 27) wrote, “The full-page article that ran in the Sunday, March 16, 1913, edition of the *Times* was at least as important to Johnson as it would be to an educator today—a career-making breakthrough...The publicity value was enormous.” Education historian Lawrence Cremin (1961, p. 151) even stated in his well-known book *The Transformation of the School* that despite “all its radical innovation, the Fairhope experiment remained relatively unsung until 1915, when John Dewey decided to discuss it at length in *Schools of To-Morrow*.”

It’s very tempting to observe and state:

In the U.S., all educational pathways eventually lead to John Dewey (see *Figure 17*).

*Quod erat demonstrandum?*



Here I want to highlight that the publication day of Edwards’s article was a Sunday. At the time, the circulation of Sunday issues of *The New York Times* was only 150,000 copies, while the daily circulation was 200,000.

By contrast, for instance, the daily circulation of *The Boston Daily Globe* was 185,000 copies, but its circulation on Sunday was 322,000 copies — more than double the circulation of the Sunday *Times*.

Furthermore, the article on Johnson’s 1912 summer school camp at the single tax colony in Arden, Delaware, author not named, published by at least four major newspapers (*San Francisco Call*; *Boston Daily Globe*; *Washington Herald*, and *Brooklyn Daily Eagle*; see Staring, 2020a) had a joint circulation of no less than 481,000 copies.

- *The San Francisco Call* (August 31, 1912): 62,000 copies;
- *The Boston Daily Globe* (September 1, 1912): 322,000 copies;
- *The Washington Herald* (September 1, 1912): 27,000 copies;
- *The Brooklyn Daily Eagle* (September 8, 1912): 70,000 copies.

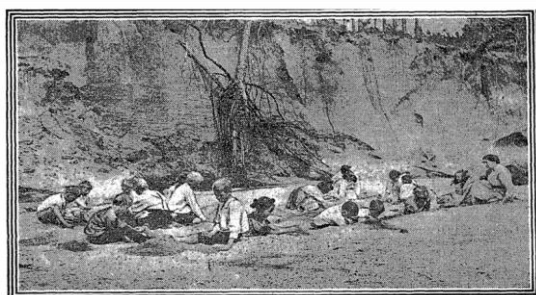
This total of 481,000 copies equals more than three times the Sunday *New York Times* circulation of 150,000 copies.

In another contrast, Helen Christine Bennett’s article in the September 1912 issue of the *Pictorial Review* — a so-called women’s magazine — had a nationwide circulation of 700,000 copies, nearly five times the circulation of the Sunday *New York Times*!

Note that women’s magazines were usually read from cover to cover, and generally by more than one person, which was probably not the case with the Sunday issues of the *Times*.

Two photos illustrate Edwards’s article.

1. The first photo shows children sitting and playing at the bottom of a gully, guided by their teacher Marietta Johnson (see *Figure 12*). The caption reads, “Life Class in the Gully.” Photographer unknown.
2. The second photo shows Marietta Johnson in the company of nine children in front of the porch of the Bell Building, at the time the main building of the School of Organic Education around 1912 (see *Figure 13*). The caption reads, “History in the Open.” Photographer unknown.



Life Class in the Gully.



History in the Open.

**Figure 12 (left): Photo of schoolchildren sitting at the bottom of a gully with teacher.**

**Figure 13 (right): Photo of schoolchildren sitting with teacher Marietta Johnson in front of Bell Building, Fairhope, Alabama. Both photos in the March 16, 1913, *New York Times* (Edwards, 1913).**

As a result of the success of Johnson’s ‘model school’ during the 1911 summer school held at the University of Pennsylvania in Philadelphia, Pennsylvania an association for the dissemination of Organic Education was formed in Philadelphia. The association began public activities on February 28, 1913 (*Philadelphia Inquirer*, 1913b), the day Marietta Johnson spoke on “Socialism and Education” in New York City (*New York Call*, 1913).

It is not surprising that Marietta Johnson was invited by the Socialist Party in New York City, because in 1912 she was also known as an “educator and suffragist” for attending the National Suffragist Convention, where she had discussed child labour, among other things (*Detroit Times*, 1912).

The March 31 *Philadelphia Inquirer* (1913a) announced,

In order to discuss financial plans for the establishment of an experimental school for the demonstration of the organic theory of education in this city, the recently formed Organic Education

Society has called a meeting for tonight in the rooms of the City Club, Real Estate Trust Building. A number of persons in other cities have expressed a desire to affiliate with Philadelphia in the experiment, and it is expected that the movement will progress rapidly. The society has extended an invitation to all interested in education to be present.

Another mention of Johnson's school appeared in "Talking Together," the Editor's Page in the May 1913 issue of *Primary Education* (1913, p. 312), stating that Johnson's method is, "in many respects...based on the principles advocated by the Italian teacher" Maria Montessori.

Further, the *Ogden Standard* (1913) of May 22 announced under the heading "No Longer Employing Fear in the Schools" that Ogden public schools had begun to discontinue exams to determine students' eligibility for promotion and pointed out that there are other schools moving in the same direction. Marietta Johnson would be "one of the most prominent leaders of the revolt against the old system of education, which was based on the theory that useful thoughts are to be crammed into the child mind through fear."

The *Ogden Standard* quoted Johnson:

"If the child is bored, apathetic, unhappy, unwell, the environment must be changed. For the school is to serve the child. In our fear that the child will not know the things he should in later life, we often dull or cripple the mind in the early years by forcing the learning of things for which the mind is not ready.

"Fear of failure to meet requirements, fear of reproof or being deemed inferior, fear of any kind, weakens the will power and undermines character. Strain and anxiety—desire to 'keep up'—causes nervousness and destroys true interest...It is unwholesome to force self-consciousness by calling attention to either retarded or rapid development, so that one child becomes egotistical or another lacking in self-confidence.

Next, the *Washington Herald* (1913a) and the *Washington Times* (1913a) announced in their June 21 editions that Johnson would lecture on Organic Education at the H Street Christian Church; these newspapers briefly reported on Johnson's speech in their June 23 editions (*Washington Herald*, 1913b; *Washington Times*, 1913b).

The *Evening Post* (1913) of June 25 published "Do-As-You-Please School," a one-column article, subtitled, "Mrs. Johnston [*sic.*; J.S.] Working Out a Problem of Education." The question is whether Marietta Johnson was happy with the publicity in this newspaper:

Down on Mobile Bay, in the State of Alabama, Mrs. John Franklin Johnston [*sic.*; J.S.] has been working out another of those problems of education. In the neighborhood her system is known as the "Do as You Please Schools," though Mrs. Johnston [*sic.*; J.S.] gives it the more dignified name of organic education. Long before the University of California declared that the Montessori method was unsuited to the American child even before Dr. Montessori's work was heard of on this side of the Atlantic, Mrs. Johnston [*sic.*; J.S.] had worked out her method of organic education. Though she has not so far given her opinion of the Italian educator's work, her own methods would indicate that she agrees with the University of California that the offspring of the average American couple has enough initiative, enough aggressive individuality, enough self-reliance and self-assertion to supply the deficiency of a battalion of Italian children.

The *Evening Post* further gave an overview of Johnson's pedagogy, partly by quoting her extensively. The newspaper concluded the review as follows:

During the past two summers, Mrs. Johnston [*sic.*; J.S.] has had all her time occupied establishing schools of her method in various parts of this country. During the school term she had been forced to open a special department for training teachers in her method. The keynotes of that method are simplicity and the individuality of each individual child. Her teachers are taught to follow, neither to lead nor to mould, the inclinations of their pupils.

In the *Syracuse Journal* of June 27, "A Departure In Instruction," a small article, stated that "Mrs. John Franklin Johnson, a talented woman with opinions and a determination to carry them into effect," was establishing a so-called 'do as you please' school near Mobile, Alabama. Portions of this article appear to have been quoted (without citing the source) from the June 25 *Evening Post* article discussed above. The *Syracuse Journal* felt that the implementation of Johnson's plan would be followed with keen interest by

educators, as the principle of the school “strikes at the very fundamentals of the existing system,” but also added serious doubts:

There is much that attracts in this novel system, but it is a mistake to contend that the public schools to-day do not more nearly reach the individual than they did some years ago. How far it is feasible to carry this plan is for the future to determine. The magnitude of public instruction would seem to be an insurmountable barrier to the adoption of this plan.

As described in Part I of this case study (Staring, 2020a), it was in 1911 that Johnson led a Teachers’ Class and Demonstration School at the University of Pennsylvania, in Philadelphia, Pennsylvania (*Fairhope Courier*, 1911c). In 1912 she organized her first summer school, in a tent in Arden, Delaware (Rodman, 1915d; Staring, 2020a), while in July 1913 she led the first session of the Fairhope Summer School, held in Greenwich, Connecticut. Teachers, mostly from New York City, and mothers attended this summer school in the Havemeyer School building. The July 27 *New York Times* (1913) published an article on the Fairhope Summer School, describing how the United Workers of Greenwich had invited Johnson to demonstrate her methods and host a summer school in their town to spread the philosophy and practice of Organic Education under Johnson’s direction (consult also Hunt, 1913). The article ended with the announcement of a public conference on Johnson’s work to be held on July 31.

The July *Hearst’s Magazine* (1913) wrote:

There is a woman in the little village of Fairhope in Alabama across the bay from Mobile, who has horse sense. She is a teacher, wife, mother, and home keeper, and also has a sense of humor. Her name is Johnson...Her idea is simply this: Some people like onions, some people do not. The principle of education hitherto in force is to compel all the children to eat onions. That is to say we construct a curriculum and force children through it. Her plan is to allow a child to study what he wants to study...

“We do not pinch off blossoms and expect a tree to bear fruit, yet we strip off the self prompted creative activity of the child and demand that its mind bear the fruit of learning.

“I doubt if there is a period of fifteen minutes a day in the average class-room where material is molded to the individual thought of the child. Modern school standards iron out the child’s constructive mentality.” More power to Mrs. Johnson’s arm!

Another July 1913 article — “Mrs. Marietta L. Johnson” by Helen Christine Bennett, in the “Interesting People” department of *American Magazine* — re-tells the story of the Fairhope school as told in the March 16 *New York Times* and in other outsized newspaper articles. Note that *American Magazine* had a circulation of 314,000 copies. Note further that Lydia Newcomb Comings (1915, p. 160) later stated that Bennett had “spent one winter in Fairhope.” In another article, Bennett (1914, p. 13) would say, “It so happened that I was fortunate in living beside [Marietta Johnson] for six months.”

Besides explaining Marietta Johnson’s pedagogy, Bennett (1913a, p. 31) retold the tale about Johnson’s analogy of educating children and growing corn (Bennett, 1912). Johnson always explained that if the corn is not growing, farmers do “not blame the corn, nor scold it, nor give it a bad mark, nor call it stupid,” but they are hastening “to change conditions until [the] corn responds by better production” (*American Educational Review*, 1912, p. 633).

Bennett (1913a, p. 32) also told about Johnson’s success at the 1911 Summer School of the University of Pennsylvania and made public that she was “at present supervising some special work in Philadelphia public schools.” Furthermore, according to Bennett, Johnson was a socialist, and had in fact a hidden political agenda, since she “believes that with the training she has outlined, children will develop the courage to meet the injustices of society and to overthrow them.” However, Bennett immediately soothed the minds of her readers by declaring that there was no socialism taught in Johnson’s school, “for she also believes that the soul should grow unfettered by any system, however enlightened.”

A single photo illustrated Bennett’s article in *American Magazine* — showing Marietta Johnson in the company of nine children (see *Figure 14*). The caption reads, “Mrs. Marietta L. Johnson. Creator and principal of the Fairhope School of Organic Education. In this extraordinary school the child is permitted to grow and develop like a plant. That a profound revolution is now taking place in education is increasingly indicated” (see *Note 10*).



The photograph is *nearly* identical to one of the two photos that illustrated Edwards’s March 16, 1913, *New York Times* article (compare *Figure 13*). It is clear: one and the same (unknown) photographer took the photographs — that appeared in the *New York Times* and in the *American Magazine* — during the same photo session! (Compare Sobe, 2018, 2019).

It is noteworthy to say the least that the *Social-Democratic Herald* in Milwaukee, Wisconsin reprinted Bennett’s full *American Magazine* article on July 19, 1913, including the newly published photo of Marietta Johnson and nine children (Bennett, 1913b). The caption reads simply, “From The American Magazine.” It is possible that other newspapers have also reprinted Bennett’s *American Magazine* article.



**Figure 14 (left): Excerpt from July 1913 *American Magazine* article (Bennett, 1913a).**

**Figure 15 (right): The same photograph as in Figure 14. (Courtesy of the Fairhope Single Tax Corporation Archives; © Fairhope Single Tax Corporation Archives).**

The August *American Educational Review* (1913) quotes at length from an interview with Johnson by Hutchins Hapgood that appeared in the *New York Globe*. Marietta Johnson emphasized her opinion that when reading, young children develop myopia and eye disorders; that children should not sit in rows of tables “with folded hands waiting for orders;” that interest of children in their activities will provide sufficient self-control; that fears of any kind, tension and anxiety cause nervousness and destroy the interest of children in their activities; that her Alabama school had no requirements, or homework, or exams, or grades; that children start reading and writing at the age of nine or ten. The article featured several well-worded one-liners, such as “Activity is the law of childhood,” or, “Children should not consciously strive to *know*, any more than they consciously strive to *grow*.” And Johnson’s stories are similar to others that she had already told in different media (see above). The Editor of the *American Educational Review* (1913, p. 544) expressed a parallel view, stating, “[Johnson’s] general idea that the child’s needs should be studied and the system serve the child rather than the child the system, is familiar.”

The *Rye Chronicle* (1913b) of August 9 published an article devoted to Marietta Johnson’s school. On August 5, Johnson had delivered a talk of over an hour at the Equal Franchise League headquarters of Rye, Maine and the paper reported extensively on the event and the talk. Topics covered included the education of the body, mind and spirit of the children; to allow children to move around in and out of classrooms instead of keeping them on fixed chairs and tables; the development of the nervous system and overstimulation of the brain, leading to “bow-legged” brains; reading and writing from the age of eight or nine.

There is much nature study in the Fairhope school, and occupations of various kinds. Singing, stories and dramatization, and a minimum of bookwork until the High School age. There are no examinations for grades. No lessons to be learned at home, the individual need is regarded and the child grows and develops into an independent, self-reliant and capable human being, active in body, intelligent in mind and joyous in spirit. The school at Fairhope has been carried on for six years and Mrs. Johnson has fitted pupils for the high school and demonstrated that organic education prepares the child to do spontaneously in a year or two what takes much longer to accomplish by present method. To make the experiment complete, the school must continue five years longer. When she hopes to have demonstrated that by allowing the child to develop spontaneously it can be ready to enter college at the usual age and be a much higher product in every way.

Subsequently, the *Rye Chronicle* (1913a) of September 6 reported that Johnson visited Miss Best of Rye Seminary in Christmas Cove, Maine to discuss a possible introduction to Organic Education in elementary schools. Johnson also held two public lectures at Christmas Cove.

On July 31, at the closing conference during the first Fairhope Summer School (*Richmond Palladium*, 1913), the Fairhope League was founded, with Mrs. Charles D. Lanier as President and Miss Jean Lee Hunt as Secretary. Later Marietta Johnson (1974, p. 40) would write in her autobiography that the Fairhope League Secretary, “Miss Jean L. Hunt, did valiant service for several years, making speaking appointments, arranging for summer schools, and promoting the idea in every possible way” (see *Note 12*). Hunt saw to it that the Fairhope League — which later became the Fairhope Educational Foundation — raised funds, organized lectures, and sponsored sessions of the Fairhope Summer School (see *Note 13*). In 1914 and in 1915, the league successfully organized two successive summer school sessions (see *Note 14*).

Ella Wheeler Wilcox (1913c) reported on Johnson’s demonstration of her methods at the first Fairhope Summer School in Greenwich, Connecticut in the August 2 *Richmond Palladium and Sun-Telegram*, quoting extensively (without attribution) Johnson’s article “Organic Education” in the December 22, 1911 *Public* (see *Note 15*):

What does the body need? Fresh Air, out-of-doors play, freedom, no stationary desks, no enforced silence, but quiet only when the occupation requires it. Much choice in occupation, physical co-ordination through creative handwork. What does the mind require? Time to observe, investigate, think and reason out a few things—often help and guidance from the teacher, but rarely ordered attention—experience, activities in harmony with age and interest—that is, things of sense in the early years, books, experiences of others, and abstractions in later years.

The *Fairhope Courier* (1913c) of August 15 published “Good News For Fairhope” — a hymn to Johnson’s success in raising money in Greenwich.

On last Monday Mrs. Comings, of the Organic School, was delighted to receive word from Mrs. M. L. Johnson, at Greenwich, Conn., announcing the organization of an enthusiastic “Fairhope League,” and the raising of over \$1,400 to aid in the work of Organic education. Inclosed [*sic.*; J.S.] in the letter received by Mrs. Comings were checks amounting to \$1,200.

The paper further noted the interested persons who sent letters of support to the closing conference of the first Fairhope Summer School, held on July 31, namely: (a) Natan Oppenheim whose 1898 book *The Development of the Child* had greatly influenced Johnson, and (b) John Dewey whose philosophy of education became one of the cornerstones of Johnson’s pedagogy.

William Heard Kilpatrick of Columbia University, New York City gave a lecture.

He said that the effort of all educators was to discover the method by which the child could be brought into harmony with society. Mrs. Johnson’s method, he believed, would greatly help to solve the problem. He emphasized the importance of continuing the experiment. He said it had no value as an experiment until children had been educated under this system from the first year of school life until prepared for college.

Marietta Johnson and her pedagogy had by now gained recognition in the Eastern States. In the light of this accomplishment *Survey* magazine invited her to contribute an article for an upcoming issue with a symposium entitled “Edison vs. Euclid. Has He Invented a Moving-Stairway to Learning?” In “Insincere Work the Root of Evil” in the September 6 *Survey*, Marietta Johnson (1913a, p. 689) succinctly stated her belief and mission:

Children love to learn and will always be sincere in learning if we can only provide the proper conditions for earnest work.

Johnson warned that the “beginning of the immorality which prevails today in our schools, is the forced, insincere, half-hearted work which we see is quite preventable.” The text shows that she opposed the old ‘gloomy’ learning versus to new, joyful experiential learning: “The substitution of delightful experience for dreary detail study is of inestimable value. True development lies in the line of joyful experience.” Later she would write in her autobiography, “All children naturally think through experience—through activity” (Johnson, 1974, p. 10).



Note that Paul Luttinger (1913, p. 17) wrote in his booklet *The Burning Question: Rational Education of the Proletariat* that Johnson’s school “seems to have a thoroly [*sic.*; J.S.] rational program; but owing to its great distance from the metropolis is not likely to interest the proletarians of the eastern cities. The School, however, deserves the support of every lover of truly rational education.” A letter dated Oct. 19, 1912 from Marietta Johnson, quoted by Luttinger, states, “Not only must the child be happy and intelligent, but the school work must *preserve* and perfect the entire *organism*, hence the term ‘organic’” (Johnson cited in Luttinger, 1913, p. 18). Johnson’s letter further states that in 1911 the school was “too large (150 enrolled), to do the best work with the financial support” she had, and that she had reduced the number of students in 1912, but that they were “in a position to do much more effective work.”

Two articles in the Oct. 5 *Pensacola Journal* discuss the School of Organic Education. The first text can best be described as a comprehensive informational advertorial promoting tourism. Marietta Johnson as well as her husband received attention (*Pensacola Journal*, 1913):

Educational matters are well represented in the Fairhope city school and the famous organic school of Fairhope, Mrs. M. L. Johnson being supervisor and principal of both schools. Mrs. Johnson, the very charming, vivacious, and remarkable little wife of Mayor Johnson, is behind the organic education movement, a splendid idea that is attracting attention everywhere among the thinking people of today.

His honor, the mayor, is as remarkable and as interesting as his wife, and the Johnsons play a most important part indeed in the general upbuilding of Fairhope...This is Mr. Johnson’s first term as mayor, and his live, progressive views and fine personality serve to make him the sort of mayor of whom Fairhope may well be proud...Mr. Johnson is a booster to do your heart good.

Nine photos illustrate the advertorial. Seven of these photographs show:

3. The Public School (see *Note 16*). The photo has Frank Stewart’s signature writing on it.
4. The Mobile Bay shore and Fairhope’s pier. The photo has Frank Stewart’s signature writing on it.
5. The steamer *Apollo* (see *Note 17*);
6. The post office (see *Note 18*);
7. Houses at Fairhope Avenue (see *Note 19*);
8. A wooden building on poles in the bay waters that was the men’s bathhouse with a large water slide built onto it (see *Note 20*);
9. The “High Chute,” or “Thriller,” an extremely high and long water slide built on the pier that launched people into the waters of Mobile Bay (see *Note 21* and compare *Figure 26*).



Figure 16 (left): Marietta Johnson in *The Pensacola Journal*, October 5, 1913.

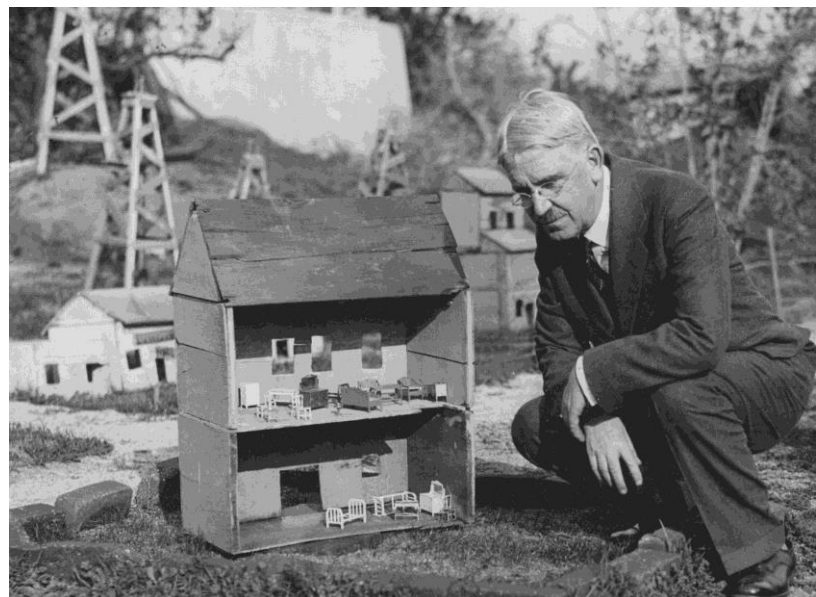


Figure 17 (right): John Dewey. (Jeroen Staring Collection).

The other two photographs that illustrate the advertorial show Marietta Johnson (see *Figure 16*) and her husband (see also Staring, 2016, p. 19).

In the second illustrated article about Johnson's school in the same Oct. 5 issue of the *Pensacola Journal*, journalist Bessie B. Wallace (1913) wrote that Marietta Johnson's

[...] protest is not against the public school—it is an intrinsic part of our republic, the most vital of all our institutions; the one trouble is, it is not yet free to all the people, nor has it succeeded in reaching all the people, nor in serving them as fully as might. When the public money places an institution here to teach, why should it shut out any person from the place where he could gain the most, because he does not yet know?...No, the organic school is not opposing in spirit the public school, but is a constructive criticism of a system that is so inflexible that the child must bend to the system....So this school is becoming a reformatory agency affecting the public school...Then a large part of the time is spent out of doors. Games, running, jumping, gymnasium work, under the superintendence of the teacher, and aside from the usual recesses. A walk in a Fairhope gully is almost a liberal education, so the teacher may take a class there for a walk...The teacher's study is to know natural development of the child's organism, hence the name "organic."...The children are free to move about in a reasonable manner, but early understand that they are not free to disturb others. But repressing themselves is very different from being suppressed by an iron hand of outer force...The school has been in existence five years and some of the pupils show much promise, and they are devoted to the school. Some pupils who have removed and entered school elsewhere were found to be in advance of their grade. So the experiment seems to be proving itself successful.

Wallace also revealed several of Johnson's plans for the future:

Funds have been contributed by many people interested in the experiment, and the work is to go on. The property is being much improved at present. Mrs. Johnson conducted a summer school for teachers this year at Greenwich, Connecticut, and the education society of that place became so interested in the Fairhope school experiment that they contributed funds for the next school year. Mrs. Johnson herself has been asked to become the principal of the public school at Fairhope, and so she will superintend both schools and, as much as the state school laws will permit, will us the organic principles in the public school. There are several organic education societies at different points, and as the idea spreads we believe the public school will adopt it gradually...The work of the combined public and organic schools at Fairhope will be eagerly watched, and one can prophecy that with Mrs. Johnson's leadership and the co-operation of the patrons and teachers, this will be a most successful session that will foretold a yet brighter future.

Two photos illustrate Wallace's article in the *Pensacola Journal*.

1. In the first photo, children are sitting on benches at tables (see *Note 22*).
2. The second photo shows students and teachers at Johnson's school next to the porch of the main school building, the so-called Bell Building (see *Note 23*).

The caption of both photos is similar and reads, "Organic School, Fairhope, Ala."

The December 7 *Boston Daily Globe* (1913) reported that Marietta Johnson had lectured on her methods at a luncheon the day before at the Twentieth Century Club, Boston, Massachusetts. She spoke of the "efficiency, sanity, health of the mind, body and spirit" of children at her Fairhope school. She also spoke about what she said were shortcomings in mainstream education, including the treatment of what is commonly referred to as "eye strain" caused by "too much reading in school." She argued that Organic Education is to align the curriculum with the nature of every child, "not to give the same course of study to every scholar...The development of the child as a child is the one world problem before us."

Interestingly, Marietta Johnson would give a lecture on her school on the same day, "assisted" by Charles Hanford Henderson. The December 6 edition of *Turner's Public Spirit* (1913) in Ayer, Massachusetts announced,

Mrs. Marietta L. Johnson, of Fairhope, Alabama, will speak at Eildonshiel, In Tahanto, at eight in the evening of December 6. Her topic will be "The organic school of Fairhope," and she will be assisted by Dr. C. Hanford Henderson, the originator of the idea...Organic education is stated to be nature plus scientific direction. Its aim is to secure the right response from the entire organism of the child...The success of the school at Fairhope, which embodies some of the principal ideas also represented in the schools of Ferrer and Montessorie [*sic.*; J.S.], is giving an impetus to the

introduction of such schools in the north, and Mrs. Johnson, the founder of the school, is in a position to tell of all the latest developments of this interesting system.

December 6, 1913, the day Marietta Johnson gave the lunch lecture at the Twentieth Century Club in Boston, and later that day gave a talk at Eildonshiel in Tahanto, was a day she will have remembered as a day of celebration. Not only was it the day she met Charles Hanford Henderson again, and was “assisted” by him in giving a lecture, it was the exact day that “Education as Growth,” her second *Survey* article from 1913, was published.

Johnson (1913a, p. 237) introduced herself to the readers as follows:

It was six years ago that I founded this School of Organic Education, as we have come to call it, in the little Alabama town across the bay from Mobile. There I had made my home after many years spent as a teacher in the public schools. I had taught all grades, had had experience as a critic teacher in a city training school, and had been principal of a department in a state normal school. I knew the “system” through and through—had “banked” on it, defended it, worked for it— and finally turned from it.

Johnson reiterated that she “came to look at education as a growth, not merely an acquiring of information.” Johnson (*Ibid.*, p. 238) defined her educational position:

The aim of organic education is to provide for the child the occupations and activities necessary at each stage of development for the perfect unfolding of that stage. What experiences are needed for the child from six to nine years of age through which his body, mind and spirit may be developed?

Then she discussed items that she had already covered many times in lectures, gatherings, annual meetings of organizations, etc., and provided them with anecdotes (see also *Duluth Herald*, 1914). Johnson (1913a, p. 239) declared that the real test of her school is in fact the reaction of the children. “Unless the child grows stronger of body, more intelligent and happier, the process is not educational.”

Johnson (*Ibid.*, p. 240) concluded by saying that her

[...] experience of six years has brought in upon me overwhelmingly the conviction that a simpler, more natural, more health-giving process will result in happier, healthier, more intelligent children and that at the same time the necessary amount of information will be gained.

Three photographs illustrate the article:

1. A photograph of children throwing stones; caption: “Stone Throwing.” The body of this photo had already appeared in the article on the Arden summer school led by Johnson in the *Brooklyn Daily Eagle* of September 8, 1912 (see *Figure 6* in Part I: Staring, 2020a). Photographer unknown.
2. A photo of Marietta Johnson teaching students sitting outside on the grass. The caption reads, “The Secret of the Seed. A lesson at Greenwich. Mrs. Johnson makes things so interesting that even the photographer does not distract the children’s attention.” Apparently the photograph was taken during the 1913 summer school in Greenwich, Connecticut. Photographer unknown.
3. A photo of children scratching the wall of a Fairhope gully and sitting on the sandy bottom of the gully. The caption reads, “From the Hand to the Brain.’ Arithmetic in the Gully.” The same photo first appeared in the *Pictorial Review* of September 1912 (Bennett, 1912, p. 13; see *Figure 8* and *Note 7* in Part I: Staring, 2020a). Photographer unknown.

It is noteworthy that Johnson’s illustrated article in *The Survey* was supplemented by “Educating the Whole Child,” another illustrated article on Johnson’s School of Organic Education — written by Jean Lee Hunt, Secretary of the newly established Fairhope League. Note that both *Survey* articles, like the majority of the texts on Johnson’s work discussed in Part I of this case study and above in this Part II have never been thoroughly analyzed in the literature. Hunt (1913, pp. 240, 243) outlined how the 1913 Summer School at Greenwich came to be and as a result the Fairhope League was formed on July 31. And she outlined the background of Johnson’s educational experiment.

The experiment begins where kindergarten and Montessori end, and strongly as it attracts the Montessori teacher of America, it is psychologically of the school of Froebel. Self-activity, that great law of the master, has been consistently used by Mrs. Johnson as the basis of a scheme covering a

complete experience for primary and grammar grades, and her adaptation of the high school course is under way.

Hunt pointed to the place assigned to books in Johnson's school; the tired eyes associated with early reading and writing; the discipline of students at Johnson's school; the activities in the school's kindergarten and in the "Life Classes." New in the curriculum is the period after the "Second Life Class."

The period following the second life class bridges the interval between the eleventh year and entrance to the high school. Here, as the pupil has come into the use of books, Mrs. Johnson's method begins to assume a nearer resemblance to the usual plan, but there are still radical differences in the course and method of attack. Grammar, for instance, is relegated to the high school; lessons are not studied at home but in class. Tests and examinations are conducted without marks and with open books.

Hunt also described the fallout from the school's funding gap in late 1912.

By New Year [1913; J.S.] Mrs. Johnson found herself with a school of 150 pupils and a rapidly emptying treasury, obliged to curtail expenses and devote herself for a time entirely to the work of securing funds. There was nothing to do but to give up the high school class. With many regrets, and some misgivings as to how they should acquit themselves, they were transferred at mid-year to the regular high school of the town. Here they finished the year's work with good records, and apparently no trouble to themselves.

Six photos illustrate Hunt's article.

1. A photo of a boy throwing a stone. The caption reads, "A League Pitcher in the Making; Or, to Speak in Educational Terms, Stone-Throwing as a Method for Motor and Sensory Co-ordination." Photographer unknown.
2. The photo of children standing in front of two teepees, first published in 1911 in the *Oregon Daily Journal* and *Syracuse Herald* (Potter, 1911ab; see *Figure 4* and *Note 3* in Part I: Staring, 2020a). The caption reads, "Indian Teepees, A Lesson in History and Something More. These Are Children of the Second Life Class." Frank Stewart took this photo.
3. The photo of children roofing a wooden one-story building, which first appeared in the *Christian Science Monitor* of November 29, 1911 (see *Figure 5* and *Note 1* in Part I: Staring 2020a). The caption reads, "The Work Shop—Manual Training, Mathematics, Physical Exercise and Domestic Economy for the Older Boys and Girls." Frank Stewart took the photo.
4. The photo of students accompanied by their teacher sitting in front of a white wooden building, first published in 1911 in the *Oregon Daily Journal* and *Syracuse Herald* (Potter, 1911ab; see *Note 2* in Part I: Staring 2020a). The caption reads, "Fresh Air and Hard Work. We Always Work Out of Doors When We Can." Frank Stewart took the photo.
5. The photo showing Marietta Johnson in the company of nine children, first published in the July 1913 *American Magazine* (Bennett, 1913a; see *Figure 14* and *Note 11*). The caption reads, "A Lesson from Books, Not What We Find in Them But What We Get out of Them." Photographer unknown.
6. A photo of children in a flat landscape, trees on the horizon. The caption reads, "On the Lawn at Greenwich—The Youngest in the Summer School." Photographer unknown.

Note that the *Evangelical Herald* (1914) newspaper of St. Louis, Missouri, February 5, 1914, reprinted Hunt's article without naming the author, but with edited wording and sentences and no illustrations.

On December 19, the front page of *Fairhope Courier* (1913e) reports that Marietta Johnson had returned "from a very successful trip east in the interest of Organic Education;" that she had lectured in the Oranges (New Jersey), New York City (New York; consult *New York Press*, 1913b), Greenwich (Connecticut), Boston (Massachusetts), Philadelphia (Pennsylvania; consult *Philadelphia Inquirer*, 1913) and other places; and that she had visited single tax colonies in Massachusetts and Maine.

On the same page (*Fairhope Courier*, 1913i) is the following statement:

By arrangement of the society organized at Greenwich, Conn., in the interest of Organic Education and which is financially supporting the Fairhope school, Dr. John Dewey, at the head of the department of philosophy of Columbia University and recognized as one of the foremost educators of



the country, will spend next week at Fairhope, studying the school and local conditions affecting it. On account of his visit school will be continued throughout the week.

A reception will be tendered him at Cottage Content on Monday evening and no doubt other occasions will be made for him to meet our people, and to be heard by them.

At one point in the summer, or fall, of 1913, John Dewey had been invited by the Fairhope League to visit Johnson's school and write an account of his impressions. Dewey accepted the invitation, and just two weeks after the publication of Johnson and Hunt's articles in *The Survey*, he visited the school in the company of his 14-year-old adopted son Sabino (Gaston, 1984; Newcomb Comings, 1915; Newman, 2002; Staring & Aldridge, 2014). In January 1914 Dewey would write his report to the Fairhope League.

The December 26, 1913 weekly *Fairhope Courier* (1913b) reported Dewey's arrival and that he had recounted his own experience regarding an experimental school at the Cottage Content meeting (= the Laboratory School in Chicago; see DePencier, 1965; Mayhew & Edwards, 1936; Tanner, 1997). Hopes of a favourite report from Dewey concluded the paper's report.

### 1914: Marietta Johnson ~ "The American Montessori"

This case study is not the place to applaud or criticize Marietta Johnson's 'Fairhope Idea in Education,' but rather to carefully list a selection of early literature that discusses the development of Johnson's school and her pedagogy. It is left to the reader to determine where this list belongs in the history of progressive education. Another goal of this case study is to determine who took (certain) photos of Marietta Johnson's students and school between 1911 and 1916, and yet another goal is to determine which author was the most influential at the time in spreading the word about Johnson's educational approaches in Fairhope, Alabama and elsewhere.

In 1914, the *Fairhope Courier* would once again applaud Marietta Johnson's fundraising and lecture journeys and report on all kinds of (major as well as minor) topics related to the School of Organic Education (e.g. *Fairhope Courier*, 1914abdghijklmnoqr).

The *Fairhope Courier* of January 16 contains a letter written by John Dewey (1914), addressed to Jean Lee Hunt of the Fairhope League at New Haven, Connecticut, forwarded by her to the newspaper.

My Dear Miss Hunt:

I am safely returned from Fairhope, having had a pleasant and instructive trip. As it will be some days yet before I shall be able to get a formal report in shape I want to say that I was pleased even beyond my expectations with what I saw of the Organic School. In fact, I am so enthusiastic that I have to stop and ask myself whether I have been self-deceived or allowed my enthusiasm to run away with my judgment. The beauty of it is that the results against odds which would long ago have completely discouraged most persons, are obtained by such simple and natural means, without any tricks of the trade, or even very special methods or devices—just by sticking to a few broad principles of growth. I think if the school can be properly supported for the next few years, that two things can be accomplished: one the gradual spread of the ideals and methods of the school, through the public schools of rural Alabama, the other the training of teachers by their working with Mrs. Johnson in Fairhope, to initiate similar work in the North with the modifications, whatever they may turn out to be, needed to adapt the work to more sophisticated and less crude environments.

I wish to thank the Fairhope League for having made possible for me such an enjoyable and profitable educational experience.

Sincerely yours,

John Dewey.

Subsequently, the February 6 *Fairhope Courier* (1914f) reported that Dewey's full report had been delivered to the newspaper and that it was "very appreciative and encouraging." The *Fairhope Courier* (1914c) of February 27 would publish Dewey's final report, with omissions. It appeared alongside a Joseph Fels obituary.

“Report on the Condition of the School for Organic Education, Fairhope, Ala.,” Dewey’s partially printed report, has an introductory word and two parts — one on the school’s structural, economic and financial situation, and a second part on the school’s pedagogy — only partially quoted here:

It may conduce to clearness if I state the conclusions resulting from my visit to the Organic School at the outset, simply premising that I came away without any doubts as to the school having made good...I did not find it necessary to make nearly as many allowances as I had anticipated.

— — — —

#### PART I

1. In the first place, I think the gain represented by the fact that the village high school is under Mrs. Johnson’s control (and in her building) should be secured and extended...Two additional rooms should be built on at the west end of their largest building, completing an H...
2. My conclusion is that the present school should be continued and strengthened as the line of least resistance in affecting public school education Mrs. Johnson’s own interest in the problem of public school education is strong enough to give a reason, in my judgment, for bending every possible energy to continuing the school in its present place.
3. The training work should be continued and extended. There are two lines of possibility open here. One is the preparation of local young men and women for carrying on similar work in the vicinity...In addition, young women from the north can be trained to undertake similar educational work in the north.
4. What is needed for the carrying out of these suggestions, aside from money for the building fund, is the relief of Mrs. Johnson from constant financial worry, and so from having to take such teachers as chance may throw “in” her way, and from the unfortunate consequences of recurrent doubt as to the certainty of the undertaking. There should be a guarantee fund covering a span of years to ensure continuity...I judge a sum of from \$5,000 to \$7,000 a year would meet the needs of the work for some time to come...
5. The town of Fairhope, even independently of the school is bound to become more and more of a winter resort, especially for people of moderate means...I should think it might be a wise move to build a home accommodating six or eight younger children — from six to twelve. I should not advise the experiment for older children at present...This is the only way I see by which tuition can be made available for the school. It would also interest persons from away, and might be an effective means of propagating the ideas and practices of the organic education.

— — — —

#### PART II

...In my judgment the school has demonstrated that it is possible for children to lead the same natural lives in school that they lead in homes of the right sort outside of school, to progress bodily, mentally, and morally in school without factitious pressure, rewards, examinations, grades, or promotions, while they acquire sufficient control of the conventional tools of learning and of the study of books—reading, writing, and figuring—to be able to use them independently...There are no tricks of the trade, no patent devices, no unique or even peculiar appliances, no methods in one sense of that term. If the expression be not misunderstood I would say that what impressed me most on the side of educational procedure was negative, namely the absence of all special devices calculated to make up for the lack of the various forms of pressure usually brought to bear upon children. What has been done is simply to provide the conditions for wholesome, natural growth in small enough groups for the teacher (as a leader rather than as an instructor) to become acquainted with the weaknesses and powers of each child individually, and then to adapt the work to the individual needs...

This is perhaps as good a place as any to say that freedom in the school is treated as a mental and moral matter, not as a matter of whim or caprice or license...In these general comments, I should like also to speak of the general happiness and contentment of the children in the school. They like to go...With respect to this atmosphere of happiness in the school, I do not rely on my judgment alone. My young son informed me at the end of the first day that all the children he talked to were “crazy about the school,” and before the end of the visit he begged me most intensively to leave him, to go to

the organic school, and then wanted to know why there couldn't be an organic school in New York. Personally I feel it so much gain if children have this additional happiness in their lives.

Note that the *Survey* (1914) of May 16 discussed the report at length.

Rose Young published “Guilty of Motherhood” in the January number of *Good Housekeeping* — an article likely prompted by a lawsuit against teacher and feminist Henrietta Rodman and her fight for the right of married teachers to promotion and motherhood (see *Note 24*). What is interesting is the fact that Marietta Johnson has been mentioned among other famous educators and feminists such as Marie Turner Harvey, Maria Montessori and Ella Flagg Young: “Mrs. John Franklin Johnston [*sic.*; J.S.], who has worked out a theory of ‘organic education’ and is applying it in her ‘do-as-you-please schools’ down on Mobile Bay” (Young, 1914, p. 30). What is as interesting is the fact that two of the eight illustrations in the article show Marietta Johnson and her students:

1. The body of the photo showing Marietta Johnson in the company of nine children, first published in the July 1913 *American Magazine* (Bennett, 1913a; see *Figure 14* and *Note 11*). The caption reads, “A class in the ‘do-as-you-please’ school founded by Mrs. John Franklin Johnston [*sic.*; J.S.]. Mrs. Johnston’s [*sic.*; J.S.] methods, though they depart radically from most schoolroom procedures, by their cheer success, are winning the approval of great numbers of educators. She takes counsel of the mother in her and teaches other children as she would her own.”
2. The body of the photo of children scratching the wall of a Fairhope gully and sitting on the sandy bottom of the gully, first published in the *Pictorial Review* of September 1912 (Bennett, 1912, p. 13; see *Figure 8* and *Note 7* in Part I: Staring, 2020a). The caption reads, “It was a mother-teacher who began to link the lessons of the classroom with the lessons of the great outdoors.”

Note that *Good Housekeeping* had a circulation of about 300,000 copies

Next in 1914, “What America Thinks of Montessori’s Educational Crusade,” an editorial in the February *Current Opinion*, states that both socialists and so-called Single-Taxers show much sympathy with principles of the Montessori Method. The article indicates that Johnson’s school “in most respects [is] in harmony with the principles of Montessori. Mrs. Johnson tells the story of her work in a recent issue of the *New York Survey*” (*Current Opinion*, 1914, p. 129). This is a clear reference to Johnson’s (1913a) December 6, 1913 illustrated article in *The Survey*.

The *Fairhope Courier* (1914p) of February 20 had a report of a lecture given by Marietta Johnson. Interesting is the fact that she addressed human heredity:

Mrs. Johnson never fails to interest a Fairhope audience, so it was not surprising that the [Progressive League] was more than usually well attended on Sunday last when she gave her address on Environment...She spoke in the outset of the general tendency to confuse the effects of heredity with those of early environment. The infantile mind is so impressionable that it imitates habits and manifests tendencies acquired from others that are often ascribed to heredity. It is well to make the distinction clear in order that we do not excuse imperfect and defective conditions by ascribing their evils to the unchangeable laws of heredity. Naturally Mrs. Johnson’s standpoint being that of the educator, she dealt chiefly with the child and his surroundings, since his plastic mind is so easily and so completely moulded [*sic.*; J.S.] by his surrounding conditions...There should be a care exercised in the home that prejudices or pre-judgments shall not be installed into the child’s mind lest its freedom be curtailed and its open vision be clouded.

Note already that Johnson would extend her thoughts on installing prejudices and pre-judgments later that year in an address to the Progressive League in Fairhope, entitled “The Tragedy of Education.” The *Fairhope Courier* (1914s) reported on December 11:

Her topic, The Tragedy of Education, treated of the mistakes made by parents and teachers in their dealings with children. Chief among these mistakes is the implanting of prejudices or preconceptions, before the child has the opportunity or mentality to decide matters for himself. These prejudices may be political, denominational, social, or personal, and some of them are to be felt in the atmosphere of nearly every home and school...From these thoughts, Mrs. Johnson passed to the work in the school: The value of self-directed study; the need of the child to work out difficulties of his own discovering; and the great educational value of self-expression as opposed to the expression of what the book or the teacher demands.

On March 1 the *Youngstown Vindicator* had “School Based on Theory That Children Should Do What They Like,” a half-page-long illustrated article by Helen F. Case (1914), explaining that Mrs. Charles Bartlett Dyke, “wife of Prof. Dyke, head of South high school” (= Estelle D. Dyke) in 1913 had had the charge of Johnson’s Fairhope School of Organic Education for four months; that she had become very enthusiastic about the school; and that she had given lectures before various gatherings in Youngstown, Ohio (see also *Youngstown Vindicator*, 1914). Case illuminated the children’s activities:

During these years [in the first life class] they live out of doors largely, with every opportunity for muscular development...There is absolutely no restraint, except what is demanded by the social good. Here Mrs. Johnson parts company with Madame Montessori, for the children are not permitted to learn to read or write under the age of eight...Any time that conditions demand a change, teacher and pupils go off for an excursion, a swim, a visit to a sugar mill, or just for free play. The idea of Mrs. Johnson seems to be to teach the child to have some particular aim in every act that he performs, and never to work in a helter-skelter fashion with no goal in view...The theory of organic education rests upon the belief that the child’s instincts are right and that when his mind is properly developed to grasp any subject he will work eagerly to acquire it.

Four photographs illustrate Case’s article:

1. The photo of children standing in front of two teepees, first published in 1911 in the *Oregon Daily Journal* and *Syracuse Herald* (Potter, 1911ab; see *Figure 4* and *Note 3* in Part I: Staring, 2020a). The caption reads, “children making teepees.”
2. The photo of children roofing a wooden one-story building, which first appeared in the *Christian Science Monitor* of November 29, 1911 (see *Figure 5* and *Note 1* in Part I: Staring 2020a). The caption reads, “children in grammar grades building a house.”
3. The body of a photo of students accompanied by their teacher sitting in front of a white wooden building, first published in December 1911 in Edwin Potter’s (1911ab) article in the *Syracuse Herald* and *Oregon Daily Journal* (see *Note 2* in Part I: Staring 2020a). The caption reads, “an out door class.”
4. A photo of children lying in a circle, stomachs down on the grass or on their knees with heads on folded arms. The caption reads, “children sleeping on the grass after their studies.” Photographer unknown.

The March 8 *Sun* (1914) and *New York Herald* (1914), and the March 14 *Evening Post* (1914) announced that Johnson would give lectures in New York City. It does not seem that there are newspaper accounts of these lectures.

It is fascinating to see that from 1914 newspaper articles mentioned Marietta Johnson in a clear relationship to the inspiring Italian educational authority Maria Montessori. For example, in his column “New York Day By Day” in the March 20 *Evening Independent*, Charles Henry Adams (1914) wrote in a petite paragraph on Marietta L. Johnson that she was hailed as an “American Montessori.” Another example: the November 23 *Evening Star* (1914b) reported that Marietta Johnson, “superintendent of a school at Fairhope, Ala., told of her success during the past eight years in the use of a modified form of the Montessori system in the school of which she is the head.”

Marguerite M. Marshall (1914), in the March 11 *Evening World*, opened her three-column article “‘American Montessori’ Is a Mother-Teacher Who Developed Method Through Own Son” by saying,

The American Montessori has arrived in New York. She is Mrs. Marietta L. Johnson, a mother-teacher who in Fairhope, has founded and now directs a school as unconventional in its method and idealistic in its aim as the House of Childhood of which we heard so much from the famous Italian educator a few months ago. And to Americans Mrs. Johnson’s educational experiment possesses the great advantage of having been worked out by an American woman for American children. “The most efficient way of developing power” is how Prof. John Dewey of Columbia sums up Mrs. Johnson’s school teaching. She herself puts it a bit differently.

Johnson had told Marshall that “at least one part of the average child” will be killed by the “average school;” that “the spirit of initiative is choked and destroyed;” that her school tried “to increase the child’s growth in every possible way and to kill off nothing.” She explained that the children between six and nine



years old, in the first life class, did not read or write or sow, and had no mathematics: “That is because the brain cells and nervous systems of the average child are not ready to deal with abstractions before he is nine or ten years old.” Other aspects of the school’s curriculum also received attention from Johnson:

“In our recitations the students sit with their books open, and the class resolves itself into a conference on the meaning of the author in hand, a conference directed but not dominated by the teacher. Even examinations are frequently conducted with open books, to show whether the child knows how to use them. There are no study hours, no home lessons, but the little scholar frequently becomes so interested that he will study of his own free will.”

And interestingly, as the title of her article already indicated, Marshall also referred to the NYC Board of Education lawsuit against Henrietta Rodman: “Let the New York Board of Education shudderingly [*sic.*; J.S.] take heed—Mrs. Johnson is a mother-teacher and glories in it!” Marshall concluded her article with a reference to the upcoming Second Fairhope Summer School in Greenwich, Connecticut.

The article was illustrated with ten small cartoons and a photo. The photo shows Marietta Johnson with nine children in front of the porch of the Bell Building, the main school building, first published in the *American Magazine* in July 1913 (Bennett, 1913a; see *Figure 14* and *Note 11*). The caption reads, “Mrs. Marietta Johnson And Pupils.”

On March 19 the *Evening Star* (1914a) and *Washington Times* (1914a) announced that Marietta Johnson would speak on Organic Education at the Congressional Club, Washington, D.C. the next day (consult also *Washington Herald*, 1914). And on May 13, the *Post Standard* (1914) in Philadelphia reported that the Philadelphia Organic Education Society had held its first annual dinner at the Hotel Walton. This society was founded in 1913 after Marietta Johnson’s success in the 1911 Summer School organized by the University of Pennsylvania (see above).

The *New-Church Messenger* of April 1 published a letter to the editor that described a recent visit to Fairhope, including a visit to Johnson’s school by J. B. Spiers (1914) — a frequent visitor to Fairhope:

During the visit I made a special study of the organic school methods originated by Mrs. Johnson (wife of the present mayor) some years ago in Fairhope, but now having a world-wide reputation, being regarded by many leading educators as having the most scientific, rational method of teaching ever devised. Mrs. Johnson has given lectures on her methods before many educational bodies, including the faculty of the University of Pennsylvania. She left for the north on the last day of my visit to give a series of lectures, leaving a competent corps of teachers, whom she had trained, in charge of the Fairhope schools.

The May *McCall’s Magazine* published “Adjusting the Education To the Child,” an illustrated article by Helen Christine Bennett (1914). It is a signature article that starts with a few anecdotes, as in Bennett’s *Pictorial Review* article from September 1912, and the article that appeared in (at least) four major newspapers (*San Francisco Call*; *Boston Daily Globe*; *Washington Herald*, and *Brooklyn Daily Eagle*) — its author not mentioned in those newspapers. And again Bennett summed up the history of how Marietta Johnson started her school after studying Charles Hanford Henderson’s *Education and the Larger Life*. This time Bennett told the history of the school up to the 1913 Summer School in Greenwich, Connecticut. And again Bennett (1914, p. 12) explained the curriculum and pedagogy of the school, citing several nice one-liners from Marietta Johnson.

So, the school at Fairhope never asks a child: “What do you know?” but always: “What do you need?”...“All children must succeed. None must fail. The child of slow development has a sacred right to that slowness as the quick developer has to his rate of growth.”

Helen Christine Bennett (*Ibid.*, p. 13) — Marietta Johnson’s former neighbour — also stated the following about Johnson and her son Clifford Ernest:

It so happened that I was fortunate in living beside [Marietta Johnson] for six months. In all that time, never once did I hear anything demanded of her small son that was not based on his particular needs or the mutual need of the household. As a result, the boy, a high-spirited lad, who would usually be difficult to handle, is helpful, sweet-tempered, and quite willing to do his share in making home happy.

The closing paragraphs of Bennett’s article deal with John Dewey’s visit to Fairhope and Johnson’s school in December 1913, and Johnson’s election to also be principal of the Fairhope public school.

Quite recently her school was submitted to a crucial test. Her Northern supporters, feeling the need of pedagogical authority to back their convictions, induced Professor John Dewey, one of the foremost authorities upon education in the country, to make an extended visit to the Fairhope school. Mrs. Johnson awaited the verdict in some anxiety. Were her years of labor worth while, or was she merely a faddist, trying to accomplish something of her own imagining, worthless to the world at large. When the report was made public, her joy was great. The distinguished educator approved unreservedly of her plans.

It is said that a prophet is without honor in his own country. Yet just this year, after five years of work in Fairhope, the public-school board elected Mrs. Johnson the principal for their school, which meant that her work was recognized and the two schools would be combined. Thus far, the combination has been mainly in the upper classes, but sooner or later the school will be likely to be wholly “organic”. In Kansas City a new school is being started along the same lines, and in the North an association has been formed to watch the Fairhope experiment until the children who entered the school at six have passed through, so that the results may be thoroughly known. The espionage is welcomed by Mrs. Johnson.

“I may be wrong” she says cheerfully, “the children will show—but I believe that I am right.”



Top row: Figure 18 (left) and Figure 19 (right). Middle row: Figure 20 (left) and Figure 21 (right). Bottom row: Figure 22 (left) and Figure 23 (right); photos in May 1914 *McCall’s Magazine* (Bennett, 1914).

Seven photographs, six of which made by an unknown photographer, or made by unknown photographers, but very likely taken by Bennett herself, illustrate Bennett’s article:

1. A portrait of Marietta Johnson. The caption reads, “Mrs. Marietta L. Johnson, Founder of the School of Organic Education.
2. A photo showing Marietta Johnson teaching a class of children in a field (see *Figure 18*). The caption reads, “One of the Life Classes Learning Something About Moss.”

3. A photo of students against on the wall of a gully, two teachers at the bottom of the gully (see *Figure 19*). The caption reads, “Down in the Gully With Their Bows and Arrows.” Frank Stewart took the photo (see *Note 25*).
4. A photo showing Marietta Johnson and students walking in a field (see *Figure 20*). The caption reads, “The Life Class Getting Material for Teepees” (see *Note 26*).
5. A photo of Marietta Johnson teaching students standing and sitting in a field (see *Figure 21* and *Note 27*). The caption reads, “A Class in Field Geography.”
6. A photo of children working in a garden (see *Figure 22*). The caption reads, “Making Gardens Is As Important As Spelling Or Arithmetic.” Note that Bennett (1915) would publish an article entitled “The Child’s Garden” in *Country Gentleman* a year later, in which she showed her great interest in the subject of gardening by / for children.
7. And finally: a photo of children throwing stones (see *Figure 23*). The caption reads, “Learning How To Throw Stones.”

Note that *McCall’s Magazine* had a circulation of about 1,086,000 copies!

On June 2, the *Washington Times* published a half-page interview with Johnson, who had just been a guest of Mrs. Alexander Graham Bell at her Washington home. Hildebrand (1914), the article’s author, noted a striking similarity between Johnson’s approach to education and the Montessori Method. Hildebrand wrote that Johnson “calls it a mere coincidence that she and Madame Montessori happened to be working along the same line, unknown to each other, and she would prefer that her work stand alone, without comparison with that of the Montessori methods.” Johnson told Hildebrand she was not propagating a particular method or system, but a point of view, which was in no need of special materials, or special equipment. She said about her school,

We believe that a child should be first developed through his instinctive interests. Those interests mainly are things of sense. Therefore we lay emphasis on nature study, on music and on drama...We also believe that a child can learn things better from experience rather than from books...No lessons are assigned at the Fairhope School. Geography, history and literature are read and discussed in class...We have no markings in our school. All we insist on is serious and earnest work.

Hildebrand concluded her account of the interview with Marietta Johnson by noting that Johnson’s school had the full interest of educators, including John Dewey. Four cartoons and a portrait of Marietta Johnson (photographer unknown) illustrate the article.

On June 10, the *Bridgeport Evening Farmer* (1914) featured “An Educational Experiment,” announcing the upcoming Fairhope Summer School in Greenwich, Connecticut.

Greenwich, which is becoming a laboratory of social experiment, launches into a most interesting project, this summer. The Fairhope summer school will open July 6<sup>th</sup> and continue to August 17. The school is conducted by Marietta L. Johnson, after a system which is a considerable departure from prevailing methods, and with a spiritual resemblance to the Montessori system, which a noted Italian woman has made famous...Whether Mrs. Johnson’s system gives too much play to individual forces remains to be seen. Probably not, for the development of individual tendencies must in the nature of things be constantly disciplined and restrained because its activities are conducted in the midst of others and limited by the activities of others.

Then on June 14, the *New York Tribune* (1914a) published an illustrated one-page article entitled “A School Where The work Is All Play,” subtitled, “How Happy Past School Days Would Have Been if ‘Keeping Store,’ Throwing Stones, Planting Flowers and Listening to Thrilling Stories Had Been the Day’s Lessons, as They Are at Fairhope.” The newspaper did not name the author. At the time, the *New York Tribune* had a circulation of approximately 84,000 copies. Marietta Johnson could not have hoped for a more striking opening section:

A school in which all the work is play, in which there are no “do’s” and “don’ts” and in which the child learns by doing things he likes to do is America’s latest contribution to the science of education. It is the School of Organic Education at Fairhope, Ala., and its fundamental principle is directing, rather than forcing, the growth of the pupil. In this school there are no grades, no examinations, no promotions and consequently no failures. There is merely growth—merely natural development along



the lines of the child's individual desires and aptitudes...In short, organic education is teaching the child to lead a natural life, such as he might choose if his own instincts never were interfered with, and helping him to derive from that life a knowledge which shall be a kind of second nature to him.

The article contains entirely new information, because it was suddenly said that Marietta Johnson's work was *informed* by the method of Maria Montessori. "Mrs. Johnson has made use of the principles laid down by Mme. Montessori, of Rome, but she has gone much further," the text read, "not only in extending the work beyond infant training but also in the application of results."

The method of the whole school, like the method of Montessori, is based on modern scientific studies. The Italian educator discovered that by suitable treatment feeble-minded children could be made to develop a much greater amount of intellectual power and control of their own actions than had previously been thought possible. If that can be done with feeble-minded children, what are not the possibilities with normal children? Mrs. Johnson asked.

Before starting to jump to conclusions, it is good to know that Italian educational reformer Maria Montessori visited the U.S. in December 1913. It may seem that the unknown author just wanted to make the most of the publicity generated by Montessori's stay in America. And perhaps Marietta Johnson wouldn't mind being compared to Montessori, when that would arouse interest in her own educational approach? Note that the article also stated, "Mrs. Johnson has shown through her independent experiment that the principles which Madame Montessori applied to infants are just as applicable to older children."

On the other hand, Helen Christine Bennett, who was a neighbour of the Johnsons in Fairhope for six months around 1911, could very well have been the author of this well-written article. The text quoted above certainly suggests that the unknown author (Bennett?) and Johnson had discussed similarities between Johnson's approaches to the Montessori Method in a friendly understanding, informal way. Another indication that Bennett may have written the article is the fact that several of the illustrating photographs were first published in (earlier) articles by Bennett.

But then most of the beautifully illustrated article turns out to be just a summary of the topics in earlier articles in, for example, the 1913 *New York Times* (Edwards, 1913), the 1913 *Survey* (Hunt, 1913; Johnson, 1913a) and the 1914 *Washington Times* (Hildebrand, 1914) and other texts before it mentions the upcoming second Fairhope Summer School session in Greenwich, Connecticut (see *Note 28*) and refers to the fact that the Fairhope League had invited John Dewey to visit the school to report on it, and that his positive report had been made public. Six photographs illustrate the text of "A School Where The Work Is All Play."

1. A portrait of Marietta Johnson identical to the portrait first published in Bennett's (1914) article in the May 1914 *McCall's Magazine*. The caption reads, "Mrs. Marietta L. Johnson Who Improved on Montessori."
2. A photo of Marietta Johnson teaching students sitting outside on the grass, first published in Marietta Johnson's (1913a) article in the December 1913 *Survey*. The caption reads, "When They Are Ripe They Drop From The Trees." This caption suggests that the author of the article knew exactly what Johnson was teaching.
3. A photo of children throwing stones. The caption reads, "Who Threw Farthest?"—Note the Vigorous Arm Action of the Girls." Photographer unknown.
4. The body of a photo of students accompanied by their teacher sitting in front of a white wooden building, first published in December 1911 in Edwin Potter's (1911ab) article in the *Syracuse Herald* and *Oregon Daily Journal* (see *Note 2* in Part I: Staring 2020a). The caption reads, "The Teacher Submerges Her Personality Here. She Is Always Found at the Rear of the In or Outdoor Schoolroom."
5. A photo of children working in a garden, first published in Bennett's (1914) article in the May 1914 *McCall's Magazine* (see *Figure 22*). The caption reads, "While the Little Ones Qualify as Amateur Farmers, the Older Boys and Girls Play Tennis." Again, the caption suggests the author of the article knew exactly what the photo depicted, because on the far right of the photo shows a boy can be seen playing tennis.
6. The last photo shows Marietta Johnson with nine children in front of the porch of the Bell Building, the main school building, first published in Bennett's (1913) article in the *American Magazine* of



July 1913 (see *Figure 14* and *Note 11*). The caption reads, “These Absorbed Faces Do Not Resemble the Dull Visage of the Average Student Because They Are Listening to a Fascinating ‘History Story’ Told By Mrs. Johnson.”

The July 16 *Baltimore Sun*’s article “Only Taught What They Want To Know” (previously published in the New York City newspaper *Sun*) states that in 1912, “Mr. and Mrs. Johnson were brought face to face with the fact that they could get but a little way further without funds, so rapidly was the school growing” (Hamilton, 1914). The article recaps Marietta Johnson’s conversion experience conclusion in her own words — “As children’s bodies grow through caring, which is done without conscious effort through forcing, so should their minds develop” — and further mentions the fact that Mr. Johnson, “master craftsman in the wood room,” teaches girls, “not boys,” explaining, “It’s considered good for them physically. In the exercise they get the full play of shoulder and back muscles that, as a general rule, do not come into girls’ pastimes.” Jean Hamilton, the reporter, wrote,

“You see, I have only one boy,” said Mrs. Marietta L. Johnstown [sic.; J.S.] with a sweet explaining in her voice, “and where a woman bestows her whole attention on one child she is liable to spoil him. That is the only excuse I have for taking up an outside interest in a school. Had I six children, instead of one, I should have had good reason for minding my own business As it is.”

Hamilton also referred to the 1913 Summer School in Greenwich, Connecticut and the 1914 “six weeks demonstration course, duplicating the work at Fairhope” in July and August, also in Greenwich — announced in the *Survey* (consult *Fairhope League*, 1914; *New York Times*, 1914a) — where Fairhope League Secretary Jean Lee Hunt had answered questions from a New York *Sun* reporter:

Roughly—for it is a big, comprehensive scheme—the theory at Fairhope is to develop the mind and body naturally. This is not done by rhyme or rule, but according to the needs of the individual as they appear. Instruction is made so interesting that 13 boys cannot be chased away from a science class scheduled for a Saturday morning...In short, nothing is wasted: neither the opportunities given the children by their educators nor the opportunities given by the children to their sponsors.

On August 22 the *Evening Post* published “Value of Training in Early Years,” an article written by Frances S. Marshall (1914), principal of Mrs. Marshall’s School for Little Girls. She quoted Marietta Johnson within an extended discussion of her thoughts on Charles Hanford Henderson’s 1914 book *What Is It To Be Educated?*

Mrs. Marietta Johnson, the founder of the movement in education called Organic Education, states that Organic Education is not a system or method. It is a “point of view.” I would commend this intelligent, high-minded “point of view,” to the interest of all earnest parents and teachers devoted to the welfare of children.

The September 6 edition of the *Pittsburgh Press* contains a well-illustrated half-page article on Johnson’s ideas and personal encounters of its author at the 1914 Fairhope Summer School in Greenwich — written by Rose Johnston Watson (1914), principal of Barnard Elementary School in Pittsburgh, Pennsylvania. Watson has summarized many of the topics covered in the Johnson newspaper articles discussed above. And she described several of her encounters with Fairhope Summer School students:

Mrs. Johnson is prone to argue about young people something after the manner of George Bernard Shaw. She believes that children have rights and would do right if the people who preside over them knew how to handle them rightly...I followed a class to the manual training room where they were going to make furniture and boats. Two of the boys at once began to busy themselves over a boat on which they had been working for several days. One, a stolid little fellow in blue, was the son of a poor gardener of the vicinity; the other, an elegant, fastidious child; bore, I was told, the name of a well-known Wall street millionaire.

Four photos illustrate Rose Johnston Watson’s article:

1. The body of a portrait of Marietta Johnson identical to a (larger) portrait first published in Bennett’s (1914) article in the May 1914 *McCall’s Magazine* (consult also Staring, 2016). The caption reads, “Mrs. Marietta Johnson, originator and principal of the strange school.”

2. A photo of a girl and a boy climbing a tree. The caption reads, “Often the pupils will start their day by shinning up a tree.” Photographer unknown, possibly the author of the article Rose Johnston Watson.
3. A photo of photo of Marietta Johnson and nine children in front of the porch of the Bell Building, the main school building, first published in Bennett’s (1913) article in the *American Magazine* of July 1913 (see *Figure 14* and *Note 11*). The caption reads, “When children really want to know.”
4. A photo showing nine children on a lawn, six in pairs of two, measuring the width of each other with tapes, two boys and a girl writing down the results. The caption reads, “Mrs. Johnson’s method of teaching arithmetic out of doors.” Photographer unknown, but possibly the author of the article Rose Johnston Watson, because in the article’s text she wrote, “The class in arithmetic was on the lawn when I arrived at the school. Johnny had a tape and he was measuring first Harry’s height and then that of George...Four other trios of little ones were busy at a similar task.” It seems the photo shows three such “trios of little ones.”

The *Fairhope Courier* (1914e) of September 11 published a positive report of an inspection of Marietta Johnson’s school — as part of an article entitled “Fairhope’s School of Organic Education.” It is the May 6, 1914, letter by Professor N. R. Baker, State Supervisor Rural Schools, addressed to the Alabama State Superintendent of Education Wm. F. Feagin:

I have just returned from a trip to the Organic School at Fairhope in Baldwin County. Permit me to submit herewith a special report upon this school...In the Organic School at Fairhope, at the first glance, the pupil is the teacher. A closer study shows that the teacher’s alert mind is behind the child making suggestions here and there for the purpose of aiding self-activity, developing initiative, and following rather than commanding, the child’s interest. I might as well confess a few shocks...Nowhere in the state, and at but one other place in the country, I believe, is there such a school. The other is at Rock Hill, South Carolina. It is called the Farm Life School. At Fairhope the child’s initiative is sought out. His self-activity, his own self-control, and his originality are considered worth while...The day of my visit they were studying one of Dewey’s books, and were discussing Dewey’s school, conducted at one time in connection with Chicago University. Morally, physically, they are growing because they want to grow, and they can have some “say”---some expression of their own in the way they shall grow...The teacher is a silent, watchful leader, more than an instructor a sympathizer, more than a director. The pupil is a learner rather than s scholar...

I have but two criticisms which might in any way be interpreted as adverse.

1. Can the methods of the Organic School be applied successfully to the High School grades? It seems to m that there was a weak place in the scheme.
2. Is there not some danger in taking the two good attributes which any good teacher must possess, viz.: (a) the faculty for keeping in the background and putting the pupil forward, thus developing and avoiding repression, and (b) the teaching of self control through allowing a maximum of self-government. Is there not danger, in taking these two good points, and attempting to construct a system of school upon these two piers, however fundamental they may be.

But we wish to see the experiment proceed. We wish to see it succeed.

A two-page document containing the full text of this letter is in the Marietta Johnson Museum, and in their online archive; however it is incorrectly dated — 1913 instead of 1914 (*MJM*, A Report from Alabama). Beneath Baker’s letter in the *Fairhope Courier* (1914e), still part of the same article, is an account of Marietta Johnson and her husband’s stay at the Fairhope Summer School in Greenwich:

Greenwich is a beautiful town in Connecticut...Mrs. Johnson was supported by a faculty of specialists in music, art, clay modeling, nature study, gardening and woodworking, and in the Demonstration School was assisted by those who have taught under her direct and special supervision here. These last were the Misses Leah Gaston, Hazele [*sic.*; J.S.] Williams, Emma White and Mrs. [Estelle D.] Dyke.

One hundred children attended the Demonstration School and a great many more sought admission but a limit was fixed, as a larger number would have hampered the work of the demonstrating instructors. Many mothers attended the classes and sixty teachers availed themselves of the normal

work. At the close of the school forty-five of these formed them-selves into a Normal Chapter of the Fairhope League...West Orange [see *Note 31*] prides itself upon being the first school to introduce the organic idea into its methods.

A list of all persons who would teach at the School of Organic Education from 1914-1915, as well an overview of changes to the buildings of the school, conclude the article.

The November issue of *Ladies' Home Journal* (1914) had an article on Marietta Johnson, "A Woman Who Builds Children."

Nine years ago a family—father, mother, and two sons of five and three years respectively—stepped from the steamboat to the wharf at Fairhope, Alabama. In their hands they carried their worldly possessions. A few months before they had owned a little home in Mississippi and were planning great things for the future. Then in a day the home was in ashes. Insurance is unusual in that part of the South, and the few personal belongings they saved represented all they had in the world. After a family conference they decided that, as they must begin anew, they would begin in a new place. So they came to Fairhope.

Does this sound like a fairytale? Well, yes and no! Some facts are hustled on the time scale, but it is an inspiring story, and it has interesting new facts, unknown to the general public at the time:

At the end of the fourth year of the school the University of Pennsylvania asked Mrs. Johnson to come there to demonstrate her ideas at the summer school. The University could pay railway expenses but could not afford a salary. Mrs. Johnson considered. She calculated that by living mainly on condensed milk and fruit, and by making her own frocks of twelve-cent lawn, she might manage to keep her expense account and that of her assistant down to five dollars a week. With her superb health and unflagging energy six weeks of condensed milk and fruit meant little; besides they could occasionally slip in a square meal.

She went to the University...Wherever she appeared she was recognized as a brilliant lecturer and teacher. Offers of good teaching positions were numerous...The end of the sixth year found the school famous. The demonstrations at the University of Pennsylvania, followed by the lectures, had interested many Northern people in the theory and work, and Mrs. Johnson was pressed to open a permanent summer school at Greenwich, Connecticut

Note that *Ladies' Home Journal* had a circulation of about 1,787,000 copies!

The better part of "An Experiment in Organic Education: Making the Course of Study Fit the Child," a one and a half page long illustrated article in the *Scientific American Supplement* from November 1914, written by educator Sidonie Maltzner Gruenberg, is another summary of the issues raised in Johnson's articles and writings by others about Johnson, her school and her pedagogy, discussed above. Note that the *Scientific American* had a circulation of approximately 62,000 copies. The article opens by asserting that the same principles as Montessori's "have been applied in this country for seven years past, to groups of children from the kindergarten into the high school" (Gruenberg, 1914, p. 316), and that "Mrs. Johnson has done exactly what progressive educators have for years told us should be done, namely, she has made the course of study fit the child instead of trying to make the child fit the course of study." Gruenberg (*Ibid.*, p. 317) added that the first children with whom Johnson began her school had reached the high school and "were up to the 'standards' set for children in the regular schools, excelling the others in health, in intellectual power, in initiative, enthusiasm and spontaneity." Gruenberg (*Ibid.*, pp. 316-317) observed,

For the health of the body there is an out-of-door activity adapted to the development and the strength and the needs of the child. For the mind there are the acquaintance with nature at first hand, the solving of problems in the making of things, the controlling of forces and of materials, the mastery of quantity in the measuring and weighing and calculating, the learning of stories from history and from literature, with their instinctive dramatization. There is constant translation of words into thoughts and actions.

Reference is again made to Dewey's visit to Fairhope in December 1913 (*Ibid.*, p. 317).

Prof. John Dewey visited the school during the past winter and was deeply impressed by what Mrs. Johnson has accomplished, particularly in view of the many local difficulties and the absence of

special equipment or methods...This summer there was a demonstration class and a normal class in the principles of organic education, at Greenwich, Conn., for the second time. Here teachers had an opportunity to become familiar with what is perhaps the most significant experiment in education yet undertaken in this country.

A portrait of Johnson's and three photographs of her students illustrate the text:

1. A larger version of the portrait of Marietta Johnson first published in Bennett's (1914) article in the May 1914 *McCall's Magazine*. The caption reads, "Mrs. M. L. Johnson."
2. The body of the photo of children working in a garden, first published in Bennett's (1914) article in the May 1914 *McCall's Magazine* (see *Figure 22*). The caption reads, "First life class making gardens." Note that this photo too was also used to illustrate articles published later; for example, in an article published in the January 1923 issue of *The Nation's Health* — written by Marietta Johnson (1923).
3. The photo of Marietta Johnson teaching students standing and sitting in a field, first published in Bennett's (1914) article in the May 1914 *McCall's Magazine* (see *Figure 21* and *Note 27*). The caption reads, "Life class studying erosion."
4. The photo of children roofing a wooden one-story building, which first appeared in the *Christian Science Monitor* of November 29, 1911 (see *Figure 5* and *Note 1* in Part I: Staring 2020a). The caption reads, "Learning to use their hands."

Note that the *Troy Times* (1915) of February 6, 1915 positively reviewed Gruenberg's article — reprinted three days later in the *Semi-Weekly Times* (1915). And note that the December 5, 1914, *Literary Digest* (1914) reprinted most of Gruenberg's *Scientific American Supplement* article and two of the photographs, preceded by an introduction by the editor of the *Literary Digest*. The two illustrations are:

1. The larger version of the portrait of Marietta Johnson first published in Bennett's (1914) article in the May 1914 *McCall's Magazine*. The caption reads, "Mrs. M. L. Johnson. A teacher who makes the school fit the child, rather than the child the school, on the idea that 'development is the only true education.'" Note that the photo was mirrored!
2. The photo of children roofing a wooden one-story building, which first appeared in the *Christian Science Monitor* of November 29, 1911 (see *Figure 5* and *Note 1* in Part I: Staring 2020a). The caption reads, "Where Scholars Make The School. Mrs. Johnson's pupils learn to use their arms and hands before their fingers are trained to hold the pen, yet they are not behind the pupils in the regular schools."

The *Long Islander* (1914) of September 18 reported that a new school, the Farm School, would be opened on October 5 in Huntington at the old Scudder mansion. Young children would be admitted to the school's Montessori class, and the older girls and boys would be taught "according to the ideas of Mrs. Marietta Johnson." The Farm School was one of the first schools to apply both Montessori and Organic Education pedagogy.

The November 23 *Washington Times* (1914b) reported that Johnson had explained "the Montessori method of preparation for school" before a meeting of the Secular League at the Pythian Temple in Washington, D.C.

The December issue of *American Educational Review* (1914) has "Freedom in Education," a report of Johnson's lecture before the New England Montessori Association, date not mentioned. Johnson said,

"We should consider the doer of more importance than the thing done. Emphasis upon the acquisition of knowledge instead of the development of the individual has resulted often in the sacrifice of soundness of body, intelligence of mind and sweetness of spirit, for the mere accumulation of facts. If the occupations and exercises provided are in harmony with the demands of the child's nature, the entire organism, body, mind and spirit, will co-operate in healthful activity."

And lastly, the December issue of *North Carolina Education* had a report of the 31<sup>st</sup> annual meeting of the North Carolina Teacher's Assembly (Brooks, 1914), where "Mrs. Margarette [*sic.*; J.S.] L. Johnson" gave a talk on "The Experiment at Fairhope." Johnson's talk, however, was not received very well:

It is quite probable that this address brought forth more comment than any other utterance of the Assembly. Many did not believe "the experiment" practical, although [*sic.*; J.S.] it was unique. But others believed that it was based on the right principle and should be carefully studied. Instead of



grades she would have life years and instead of basing promotion on the amount of text-book knowledge acquired she would base it on the life of the child.

### 1915: *Schools of To-Morrow*

Also in 1915, the *Fairhope Courier* would applaud Marietta Johnson's fundraising and lecture journeys and report on all kinds of (major as well as minor) topics related to the School of Organic Education (e.g. *Fairhope Courier*, 1915abcdefghijklmnopqrs).

The *Boston Daily Globe* (1915) of January 12 wrote that Marietta Johnson was regarded "by some as the Mme Montessori of America." The newspaper reported that Johnson gave a speech to the Women's City Club in Boston on January 11.

At this school the children are not required to appear on time, spend most of their hours out of doors, use very few books, have no home lessons, examinations, promotions, or reports. They go out and clean up the village streets when other schools are diligently teaching the three R's, and are declared by some to be brighter, more broadly intelligent, healthier and saner than those who have followed the conventional procedure.

Marietta Johnson published two articles in 1915, the first a one-page article entitled "Organization" first published in the January 1915 issue of *Educational Exchange* and then reprinted in the January 1915 *Volta Review*, in which she pronounced her opinion that kindergartens are trying to demonstrate what she called "the law of growth through self-activity," emphasizing that children, inspired by suggestive, practical materials, fully engrossed in their mission, collect their thoughts through these materials, and thereby develop discipline; will power; power of concentration; self-control; and reasonableness (Johnson, 1915b). However, by the age of six or seven, these self-directed activities must be disposed of to make room for occupations conceived, fixed and evaluated by adults. This abrupt change prompted Johnson to ask rhetorical questions, "Why should this law of self-activity be violated when school age is reached?" and "Does the organism develop under a different law at seven or eight?" The answer, she said, is: Educators have to obey the law of growth and meet the demands of growing children. Her motto concluded the article, "To be educational...we must obey the law of growth and provide occupations and activities which will satisfy the needs of the growing body, the inquiring mind, and the delight of the spirit."

In the February 1915 issue of the *Kindergarten-Primary Magazine*, Jenny B. Merrill (1915) reported on a speech by Marietta Johnson at Scudder School, New York (date not given), summarizing Johnson's standard positions, for example: "The child is a *reacting* organism. Organic education should provide a healthy environment for this reaction. The *test* of the environment is the *reaction of the child...Organic education is not systematic*, the minute it becomes so it is spoiled. It makes little difference as to what a child knows or what he can do, but what he *is*."

William D. MacKenzie (1915, p. 186) wrote in his "The Regulators and the Liberators" in the February 19 issue of *The Public* that Marietta Johnson understood "Nature's method of education through pleasurable self-activity." Because, according to him, the "old-fashioned school develops both slaves and rebels," but Johnson's school "will give us healthy, fresh-minded young men and women—fit citizens for a free republic," her work deserved more financial support than it had received until then.

The *Evening Post* (1915) of February 27 reported that Marietta Johnson had given a lecture at Leete School — a private girls' school on East 60<sup>th</sup> Street, New York City, where Margaret Naumburg and Claire Raphael had set up an experimental Montessori class (Staring, Bouchard, & Aldridge, 2014; see also *Westfield Leader*, 1916). Naumburg and Raphael had attended the Second Fairhope Summer School in Greenwich in 1914 (Guttek & Guttek, 2020; Hinitz, 2013). The talk was organized under the auspices of the Fairhope League, of which Jean Lee Hunt of Greenwich, Connecticut, was secretary. The summary of the evening in the newspaper reads, "The lecturer gave a sketch of organic education and of the ideals and plans of the Fairhope School. An opportunity for questions followed, and announcement was made of the prospects for a summer school for teachers in the neighbourhood of New York."

One day later, on February 28, the *Brooklyn Daily Eagle* (1915) published a one-column article on Johnson's school, "which aims, not merely to impart information, but to perfect the entire organism of the child," emphasizing "not what the child knows, but how he grows," stating that Johnson's school was

known only as ‘The Fairhope Experiment.’ The paper quoted Johnson as clarifying, “The great trouble with most schools today...is that they are informational, and not educational; they do not teach the child to think, but merely teach him facts.” According to her, the top-down pressure—from colleges to high schools to lower grades—was responsible for the fact that the children attending primary school “are not given time to think...things out for themselves, the teacher’s business being to clinch the facts.”

At Fairhope there are no tasks given, no books are used until the children reach the age of 9. There are no grades, no marks, no requirements as far as information is concerned, and no effort to force on the children the adult point of view. In their occupations and activities, they follow their own inclinations, and are helped by the teacher when they ask for help. There is liberty without license.

The *Brooklyn Daily Eagle* further stated that Fairhope kindergarten teachers did not use Montessori materials; explained the school’s ‘life class’ system; reminded readers that the experiment had been running for five and a half years; and quoted Johnson: “The children love their study, and are anxious to learn. There is joy in every day of school, and the children are developing mentally, morally and physically in the natural way.”

Note that the article was reprinted on May 8 in the *Bath Plain Dealer* (1915).

And then, in May 1915, Evelyn Dewey and her father John Dewey published *Schools of To-Morrow* about experimental schools they had investigated between 1913 and 1915. Evelyn Dewey had done the visiting of the schools referred to in the book, with the exception of Marietta Johnson’s school, which had been examined by her father and her brother Sabino. “An Experiment in Education as Natural Development,” the second chapter in the immensely influential *Schools of To-Morrow* deals in its entirety with the School of Organic Education in Fairhope. An interesting anecdote regarding this chapter shows that Evelyn Dewey had written the chapter (Dykhuisen, 1973, pp. 369-370; Johnson, 1944, pp. 186-187).

Needless to say, numerous book reviews from *Schools of To-morrow* include references to the School of Organic Education in Fairhope, Alabama.

*Schools of To-Morrow* illustrates that Marietta Johnson was known because she carried on a summer course for training teachers at Greenwich; mentions that she criticized conventional schools, disregarding the needs of children; informs its readers that the underlying principle of Johnson’s methods was Rousseau’s idea that the “child is best prepared for life as an adult by experiencing in childhood what has meaning to him as a child” (Dewey & Dewey, 1915ab, pp. 17-18); declares that children in the Fairhope school were allowed to move about both in work and play, and that they were given the greatest liberty of development, emphasizing their general development, following the so-called “path of natural growth” (*Ibid.*, p. 21); that children in fact teach themselves to read at eight, nine or ten years of age; that curriculum subjects should be given to meet a demand of the children for greater knowledge; and that Marietta Johnson called her methods “organic” because “they follow the natural growth of the pupil.”

Father and daughter Dewey pointed out that Johnson was “trying an experiment under conditions which hold in public schools,” believing that her methods were “feasible for any public school system” (*Ibid.*, p. 23). Even though there were no forced tasks in Johnson’s school,

The children are not freed, however, from all discipline. They must keep at work while they are in school, and learn not to bother their neighbors, as well as to help them when necessary. Caprice or laziness does not excuse a child from following a healthy or useful regime. (*Ibid.*, p. 25).

Evelyn and John Dewey also explained the division into ‘life class’ groups, instead of grades, taking away the emphasis upon the children’s failures or shortcomings. And they mentioned activities, which they labelled as substitutes for the usual curriculum — “physical exercise, nature study, music, hand work, field geography, story telling, sense culture, fundamental conceptions of number, dramatizations, and games” (*Ibid.*, p. 29) — and delivered a description of these, partly outdoors, activities.

Three illustrations in *School of To-Morrow* show students of the School of Organic Education. It is interesting to look very closely.

1. The *frontispiece* shows Marietta Johnson and nine students in front of the school’s main building, the so-called Bell Building. The caption reads, “A test with books open. (Fairhope, Alabama).” The photo was first published in Bennett’s (1913a) article in the July 1913 *American Magazine*

(see *Figure 14*), and the same month in *Social-Democratic Herald* (Bennett, 1913b). Photographer unknown (see *Note 11*).

2. A photo of children doing gymnastics. The caption reads, “An hour a day spent in the ‘Gym.’” (For a description of the outdoor gymnasium see Dewey & Dewey, 1915ab, pp. 30-31). Photographer unknown.
3. A photo of children scratching the wall of a Fairhope gully and sitting on the sandy bottom of the gully. The caption reads, “The Gully is a favorite textbook. (Fairhope, Ala.)” The photo first appeared in the *Pictorial Review* of September 1912 (Bennett, 1912, p. 13; see *Figure 8* and *Note 7* in Part I: Staring, 2020a). Photographer unknown.



**Figure 24 (left): Right central part of photo of children playing in the playground next to the main school building in the September 1912 *Pictorial Review* (Bennett, 1912, p. 12; compare Figure 7 in Part I: Staring, 2020a). Figure 25: Photo of children doing gymnastics (Dewey & Dewey, 1915ab, opposite p. 30 – top photo).**

Noah Sobe (2019, p. 176), in a section entitled “Dewey Snapshots” of a book chapter on Marietta Johnson’s school and *Schools of To-Morrow*, states that his research had allowed him “to propose that [the photo of children doing gymnastics, see *Figure 25*] included in *Schools of To-Morrow* might be a snapshot taken by John Dewey himself.” Sobe added that if his conclusion is correct the photo represents “the only known photographic framing of American progressive education by John Dewey himself.”

However, it is highly likely that Sobe’s conclusion is somewhat premature and may even show wishful thinking, as *Figure 24* — an enlarged portion of a photograph published in an article written by Helen Christine Bennett (1912) a year before Dewey visited the school in December 1913 (= *Figure 7* in Part I: Staring, 2020a) — provides the exact location of “the Gym” (as described by Evelyn and John Dewey) in *Figure 25*. Comparison of the light, shade from the grass, the foliage of the trees, may indicate that both photos were taken in the same season, presumably even on the same day, at least a year before Dewey visited Fairhope, by the same (unknown) photographer.

Since *Figure 7* (see Staring, 2020a) was first published in an article written by Helen Christine Bennett, and since many photos showing the School of Organic Education and its students and teachers were first published in articles written by Bennett or possibly attributable to Bennett, such as the *San Francisco Call* (1912) article, reprinted in at least three other major newspapers, she may have been the unknown photographer of these many photos. Additionally, Helen Christine Bennett was Marietta Johnson’s neighbour around 1911, and apparently conducted participant observation at her school while living in Fairhope.

The *Fairhope Courier* of July 7 published a letter to the editor, announcing the third Fairhope Summer School in Greenwich — written by Marietta Johnson (1915c):

Dear Mr. Gaston,

I know you will understand that only rush of work has prevented my expressing my feelings on the Colony victory long ago. I have rejoiced with all my heart and talked about it at every opportunity.



Now I wish some way could be found to give this victory as wide publicity thru the Associated Press, with big headlines...

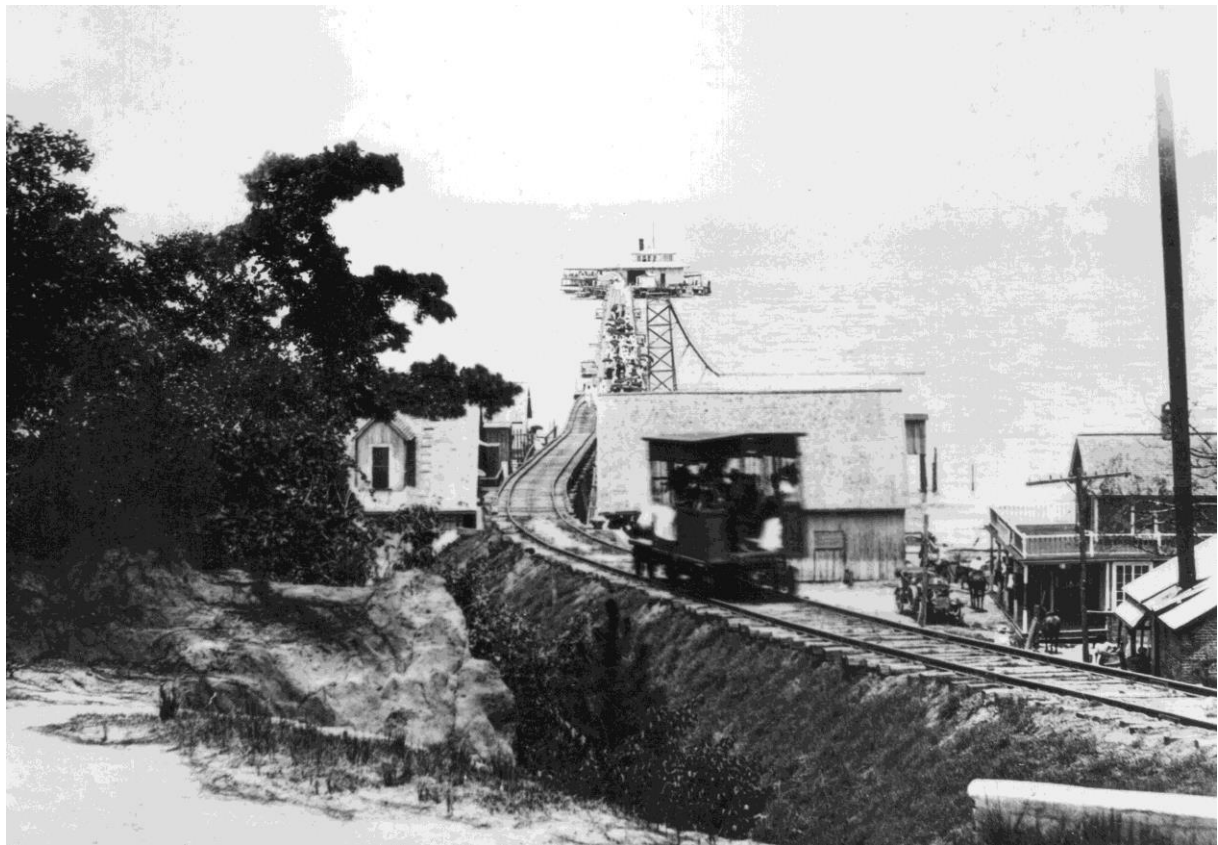
I believe the time has come for every one of us to pull together and pull hard to bring the town into the respected attention it deserves. I know that success for the Peoples [*sic.*; J.S.] Railroad would help amazingly and I do hope that means for its completion will soon be found. I believe our work will help also, and it is a joy to me, to find many of the former lukewarm ones becoming enthusiastic in their expressions about the town. I enclose announcement of our summer school, which may interest you. Things are moving in a very satisfactory manner, although the weather has been cool, almost cold until now, when we seem to be fairly melting.

Long live Fairhope! A number of people who have been to Fairhope...had a great time singing "Fairhope." With kindest regards to yourself and family and the tenderest, fondest, most hopeful feeling for the dear old town.

Sincerely

Marietta L. Johnson.

Johnson's letter above refers to the so-called People's Railroad, a 'railroad' up the hill from the pier to the centre of town (see *Figure 26*).



**Figure 26: People's Railroad, Fairhope, Alabama. Railway carriage on the way to the pier with 'High Chute' or 'Thriller' water slide built on the pier. (Jeroen Staring Collection).**

"No school carries out more carefully Professor Dewey's dictum that the child can only be educated by concerning himself with what has meaning to him as a child, and not what is to have meaning to him later as an adult," wrote Randolph Bourne (1915) in "The Organic School," a short article examining Johnson's school in the August 21 issue of *New Republic*. Bourne found that the school's informality constituted its charm and success.

Also on August 21, the *New York Evening Post* (1915) published an article about a conference to discuss the topic of discipline at the 1915 session of the Fairhope Summer School at Greenwich, Connecticut. The four official speakers at the conference agreed that most of the State's efforts in remedial work was motivated by a false conception that discipline and punishment mean the same. However, "More



and more, experimenters in education are basing their plans...on the belief that the child is best prepared for life by experiencing in childhood what is important to him as a child, not what is important to the adult.” Johnson’s school was mentioned as one of the successful experiments. The article furthermore discusses a so-called leak in the school system: “children hate school, and the child does not go to school when he or she can escape.”

The *Evening Post* explains what it called the “New Idea From South.”

A century ago educators went on the theory that what the child liked or didn’t like had nothing to do with the matter, that the adult only knew what was good for the child. At the other extreme is the Montessori method, which believes that the child’s natural instinct gives the educator a safe and adequate guide. In between the two comes the method of Mrs. Johnson...She agrees that the natural impulses of the child should furnish the sole basis of education, but thinks that the teacher should select from the impulses. The child responds in many ways to the social stimulus; the teacher approves or denies. “The child furnishes motive power; the teacher selection; the result is growth, which only is education.”

Next, teacher and journalist Henrietta Rodman (1915d; see also *Note 24*) published an article in the August 31 *New York Tribune* stating that in 1912 she had visited Marietta Johnson’s Summer School at Arden, Delaware and that she had attended the third session of the Fairhope Summer School held in 1915 at Greenwich, Connecticut as well. The article cites Jean Lee Hunt, Secretary of the Fairhope League, orating, “Many intelligent people are dissatisfied with the usual education, you know.” Rodman noted,

Mrs. Johnson teaches the new art of teaching, or perhaps it has only been rediscovered from the Athenian schools of philosophy and the mediæval universities, which were organized and run by students and instructors. Mrs. Johnson’s method is in striking contrast to the methods of our New York City training schools for teachers.

Henrietta Rodman sketched the Fairhope school’s activities, exclaiming that the only useful activities that teachers in Fairhope would discourage students from attempting was “the mastery of the three R’s,” adding, “Think of that! In Fairhope schools our curriculum is tossed gaily on the dust heap, and the whole process of helping young people to grow up is approached in a new way.” This new way was “based on young folks’ desires” (see also *Albany Evening Journal*, 1915).

*Knickerbocker Press* (1915) of September 5 had “Where Children Play Their Way to Books and Culture,” a half-page article written by an unknown author who drew heavily on Evelyn and John Dewey’s *Schools of To-Morrow* and opened her / his text in a very positive way, referring to William A. Wirt, Superintendent of Schools in Gary, Indiana (consult Staring, 2013):

In Fairhope, Ala., a woman has established a school for young children which has become a place of pilgrimage for teachers and professors of education from every part of the country. Schools formed on Mrs. Johnson’s ideas are springing up in various places. Yet, the main idea is an old one. It is the same idea on which William Wirt founded the public schools of Gary, Ind. Rousseau formulated it when he wrote that children are best prepared for adult life by experiencing in childhood the things that have meaning to them as children.

After enumerating various facts about the way Johnson’s school operated, now known well to the reader, the unknown author continued:

The climate being genial most of the year, much of the school work, studying, reciting and exercising, is done in the open air. In a lovely meadow near the school is an out-of-door gymnasium, with swings, bars, horses and other apparatus, and here the children spend at least an hour every day...Mrs. Johnson either has an almost miraculous insight into child nature, or else she remembers her own infancy as few people do, for she knows that there is, for growing children, no torture like sitting still. Consequently Mrs. Johnson’s children do a great deal of studying on their feet...The curriculum at Fairhope includes physical exercise, nature study, music, manual training, field geography, sense culture, as well as the ordinary elementary school branches. There are school gardens, cooking rooms and a carpenter shop. Boys and girls alike use all these opportunities. Fairhope is one more place where they have discovered that boys like to cook and girls like to use tools. One of the most interesting and valuable games they play at Fairhope is called by the teachers sense culture. Its object is the training of the children’s bodies to respond instantly and accurately to the impulse to perform

muscular or sense acts. The scientific term for this is motor-sensory co-ordination. In his latest books [sic.; J.S.], “Schools of To-morrow,” Professor John Dewey describes this training [consult Dewey & Dewey, 1915ab, pp. 38-39; J.S.].

The September 11 *Daily Standard Union* contains Marie Dille’s (1915b) column “Women Who Lead The Way” discussing Marietta Johnson’s educational approach of “no rules and no grades,” and, “pupils who attend are never punished.” Dille stated,

The school has now existed for eight years. For six years Mrs. Johnson was the only teacher...There are no offices in the school building, neither are there blackboards nor desks. The children learn their lessons in the shade of the trees...The first six years of the course is the least systematic of all. The beginners are known as members of the “life” class. They learn through normal observation and natural curiosity...The “backward” child has a very decided place in the organic” school. He is not held back until he has succeeded in conquering a task, but is allowed to proceed with others of his age. An investigation of the conditions under which he is working is made and the thing that is found wrong is righted...So generally have the teachings of Mrs. Johnson been accepted that institutions for backward children have appeared all over the nation and her methods are applied.

Dille mentioned Johnson’s son Clifford Ernest, self-reliant, determined and sturdy, who expressed himself well, and whose intelligence attracted attention wherever he went.

The column also appeared in the October 5 *Ithaca Daily News* (Dille, 1915a), and most probably in other newspapers too.



**Figure 27: Marietta Johnson together with nine students in front of the Bell Building in the November 1915 *The Modern Priscilla* (Gilliams, 1915, p. 46).**

The November issue of *Modern Priscilla* contains one-and-a-half page article by E. Leslie Gilliams. *Modern Priscilla* was a magazine for women, mainly about needlework, fashion, and recipes. It featured fiction stories and articles such as Gilliams’s on the School of Organic Education. Gilliams (1915, p. 46) opened as follows:

In Fairhope, Alabama, there has been established a school in which the entire system of education is revolutionary from present methods of teaching, but the results obtained are so good it is commencing to attract attention from parents and teachers in all parts of the country, and, perhaps, even as the

Montessori system sprang from a small beginning in an Italian private school, “organic education,” as Mrs. Marietta L. Johnson, the originator of this new system of teaching labels it, may spread rapidly from the small root at Fairhope. Now the milk in the cocoon of “organic education” is, that it develops, strengthens, and improves the body of the child, makes the mind more intelligent and the spirit sweeter; in fact, perfects not the mind alone, but the entire organism. But can this be done? The answer which Fairhope gives is, why not?

Gilliams then answered all kinds of why-questions, using all the available material published about the Fairhope school to do this, then briefly discussed the process to determine if everything is working properly: “The test of everything done in this school is: does it make the body stronger, the mind bigger, and the soul sweeter? If it does it is kept up. If it does not, it is dropped.” Only one photo illustrates the article (see *Figure 27*). The photo shows Marietta Johnson with nine children in front of the porch of the Bell Building, the main school building, first published in Bennett’s (1913) article in the *American Magazine* of July 1913. The caption reads, “Most of the Lessons Are Given in the Open, Where the Children May Achieve Real Health of Mind and Body.”

Note that *Modern Priscilla* had a circulation of about 344,000 copies.

Also in 1915, the second edition of Samuel Comings’ (1915) book *Industrial and Vocational Education* was issued — the contents of the original book extended with an “Introduction to Second Edition” by Charles Hanford Henderson; a “Supplement” by Comings’ widow Lydia J. Newcomb Comings, reporting the 1907-15 history of the Fairhope’s School of Organic Education; plus another chapter written by Comings’ widow, headed “Industrial and Daily Program of the School of Organic Education, Fairhope, Alabama.”

Extensive magazine and newspaper coverage of Marietta Johnson’s approach to education had positive results as it enabled her to lecture, connect to Organic Education enthusiasts, and secure funds for her school (Johnson, 1974, p. 41; see *Note 32*). Note that the *Fairhope Courier* (1915i) mentioned where she lectured on her lecture tour in the fall of 1915: three times in New York City; six times at Montclair, New Jersey; once at Orange, New Jersey; once in Chattanooga, Tennessee. She visited schools at Greenwich, Connecticut and West Orange, New Jersey. The newspaper concluded, “Mrs. Johnson...is a credit to the town of Fairhope, and Fairhope is proud of her.”

One of the positive reports of Marietta Johnson’s sometimes more or less spontaneous visits appeared in the *Summit Herald* (1915) of July 9 — published in Summit, New Jersey:

Organic Education, the new method of teaching, introduced by Marietta Johnson, of Fair Hope, Alabama, is being carried out in every detail in the Arthur Home for Blind Babies in this city, Pine Grove avenue. At least, that is what Mrs. Johnson herself said yesterday, after spending a whole day in the school. Mrs. Johnson advocates certain methods for “seeing” children; Mrs. Alden, the founder of the Blind Babies’ Homes and Kindergartens, has put into execution these very methods for the blind...At the close of the day’s exercises, as Mrs. Johnson got into the automobile to leave, she exclaimed, “It’s beautiful! Beautiful! How I would love to take special training with the blind, myself!”

All the above quotes from a very helpful press do not mean, though, that the school was not criticized. It was! For example, the *Fulton Times* of July 16, 1914, had a short article on the influence of women on school boards, which read, among other things, “The mothers of another state, who are enchanted with “organic education”—which consists largely in the observation of silkworms and tadpoles—appear to have lost all interest in the alphabet” (emphasis J.S.). And the *New York Tribune* (1915) of March 12, 1915, had an article jokingly referring to the ongoing school war in New York City, where William A. Wirt, Superintendent of Schools in Gary, Indiana, reformed public schools (see Staring, 2013):

Do you know that Mrs. Marietta Johnson has a school at Fairhope, Ala., without requirements for admission, without a set curriculum and without examinations?...Of course, this is the Montessori idea of education, too. Simply arrange an environment that gives a child plenty of opportunity to do delightful and useful things, and he’ll do them, and doing them he will grow and be happy. Next winter suppose we invite Mrs. Johnson to come and out-Gary Mr. Wirt.



On a more serious level, *Sun* (1915) reported on December 20, 1915, that in a statement to the Board of Education, Montclair Superintendent of Schools Don C. Bliss strongly opposed the implementation of Johnson's methods in Montclair's schools, adding that "members of certain women's organizations favored trying Mrs. Johnson's methods in the Mount Hebron school." Bliss's justification reads:

Mr. Bliss says he cannot agree with Mrs. Johnson that a child should not be taught to read until it is ten or twelve years old, nor is he in favor of removing all restraint from the movements of the children in the school room. Mrs. Johnson was instrumental in establishing in West Orange a school where her methods are being tried, but Superintendent Bliss says that many parents of that town have not permitted their children to attend.

Still, as shown above, encouraging media comments predominated.

On the other hand, when five days later, on December 25, 1915, *Survey* published a letter to the editor written by Marietta Johnson (1915a) — detailing the dangers of early reading and writing, and other topics already covered above — the *Survey* Editor felt he should remind readers that the letter would be more interesting if they knew that Johnson's school had received Dewey's praise and that the December 6, 1913, *Survey* had published an article on its methods and philosophy. In fact, *Survey* published two articles on Organic Education in the edition of December 6, 1913: one written by Jean Lee Hunt (1913) and the other by Marietta Johnson (1913a)!

Lastly, in 1915, Marietta Johnson, her pedagogy and her school were mentioned as promising in many local newspaper articles across the USA (e.g., *Argus*, 1915; *Independent Press*, 1915ab), as well as in a handful of books, e.g. Philip Davis and Grace Kroll's (1915, p. 246) *Street-land: Its Little People and Big Problems*, as well as Miriam Finn Scott's (1915, p. 9) *How To Know Your Child* and *The New International Yearbook* (Colby (Ed.), 1915, p. 193).

## Conclusion

The above selection of (illustrated) articles, announcements, reports and other texts provides a clear overview of the early history of Marietta Johnson's School of Organic Education from 1907 to 1916; Johnson's pedagogy; the school's curriculum; the fund-raising journeys, and so on.

After so many years it is more than surprising that so little research has been done on Marietta Johnson, her school and her pedagogy. The same little information is chewed over and over in the history of education literature. Yet, this two-part case study shows that an astonishing amount of publicity was shed on the American population between 1907 and 1916, not just through articles in *Fairhope Courier*, or other local newspapers like *Pensacola Journal*, but also in larger newspapers like *Baltimore Sun*, *Boston Daily Globe*, *Brooklyn Daily Eagle*, *Christian Science Monitor*, *Detroit Times*, *Evangelical Herald*, *Evening Post*, *Evening Star*, *New York Times*, *New York Tribune*, *Philadelphia Inquirer*, *Pittsburgh Press*, *San Francisco Call*, *Sun*, *Syracuse Herald*, *Washington Herald* and *Washington Times*; in scientific journals like *American Educational Review*, *Journal of Education*, *Normal Instructor and Primary Plans*, and *Scientific American*; in periodicals and magazines like *American Magazine*, *Federation Bulletin*, *Hearst's Magazine*, *Public*, *Temple Artisan* and *Survey*; in a small number of books, among these *Schools of To-Morrow*; and last — but most certainly not the least — in so-called women's magazines, like *Pictorial Review* (distribution 700,000 copies), *McCall's Magazine* (distribution 1,086,000 copies), *Good Housekeeping* (distribution 300,000 copies), *Ladies' Home Journal* (distribution 1,787,000 copies) and *Modern Priscilla* (distribution 344,000 copies). This shows that there is still a huge undiscovered treasure hidden in unexamined newspapers, scientific journals, and magazines — perhaps especially in women's magazines. Nevertheless, we shouldn't erase men's magazines, since N. C. Critcher (1914) wrote in the April 1914 *Flaming Sword*, "The April [1914; J.S.] *Physical Culture* has...a very instructive as well as interesting account of 'A School Where Common Sense Rules,' viz., Mrs. Marietta L. Johnson's open-air school in Fairhope, Ala., a system which we hope may find many imitators." Unfortunately, *Worldcat.Org* does not list any library that has the April 1914 *Physical Culture*.

It should now be understood that Lawrence Cremin (1961, p. 151) in *The Transformation of the School* was completely wrong in stating that despite "all its radical innovation, the Fairhope experiment



remained relatively unsung until 1915, when John Dewey decided to discuss it at length in *Schools of To-Morrow*.” The above selection of previous texts proves this.

And it is clear that it must be concluded that (illustrated) articles in so-called women’s pages or women’s sections of newspapers, and certainly in women’s magazines, were *hugely* influential, much more so than the 1913 *New York Times* article (Edwards, 1913) that educational historians label as the beginning of attention for Johnson’s Organic Education.

It is also undeniable that local Fairhope photographer Frank Stewart has taken many photographs illustrating numerous articles. Other photos cannot be attributed to one person. However, it is reasonable to speculate that many of these unattributed photos that first appeared in articles written by — or are attributable to — Helen Christine Bennett must perhaps be attributed to her.

Because it is shown that it is so obvious that (American) historians of education dearly wish to attribute the *frontispiece* in *Schools of To-Morrow* — or another photo of students of the School of Organic Education — to John Dewey, painstakingly analyzing photographs remains necessary to debunk wishful thinking.

### *Post Scriptum*

In *Thirty Years With an Idea*, her autobiography, Marietta Johnson (1975, pp. 37-40) related the first meeting with entrepreneur William J. Hoggson from Greenwich and New York on the train north. Gaston (1984, pp. 82-83) summarized unintended consequences of their meeting and the origins of the 1913 Summer School in Greenwich:

[William J. Hoggson] seemed sympathetic and generous...and a lasting friendship was formed. Hoggson introduced her to Mrs. Charles D. Lanier—May Lanier—of Greenwich. At Mrs. Lanier’s home, where she was summoned for an interview and introductions to progressively minded women of the social elite, she learned of her interest in the new education. Calling themselves the United Workers of Greenwich, they were fascinated by what was happening in Fairhope and they persuaded Mrs. Johnson to conduct a demonstration school in Greenwich during the summer of 1913.

The Fairhope League was founded at the end of the 1913 Fairhope Summer School in Greenwich, May Lanier as President and William J. Hoggson as Treasurer (see also Newman, 2002, pp. 26-27).

The *Fairhope Courier* (1914t) of February 20, 1914, reported that “Mrs. Hoggson, of Greenwich, Conn.” would sail from New York on February 21<sup>st</sup> and that “Mrs. De Forest, of Montclair, N. J.” would also “come and arrive at the same time” in Fairhope as Mrs. Hoggson.

Fairhope is to have distinguished visitors at an early date...Mrs. Hoggson [Fanny Hoggson; J.S.], of Greenwich, Conn., who was called home recently from here, expects to come with her daughter. Mrs. De Forest [*sic.*; J.S.], of Montclair, N. J., it is hoped will come on at the same time.

Mrs. DeForest of Montclair, New Jersey — Mary Gordon Wilbur DeForest (1854-1944), daughter of Dr. Joshua Green Wilbur and Martha Elisabeth Plummer — was married to Colonel and businessman Ezra DeForest (1851-1921) of Brooklyn, New York, an accomplished amateur photographer. Photo collections in the Montclair Public Library and the Library of Congress in Washington, D.C. include photos taken by Ezra Deforest.

The DeForests had a summer home in Upper Montclair, New Jersey.

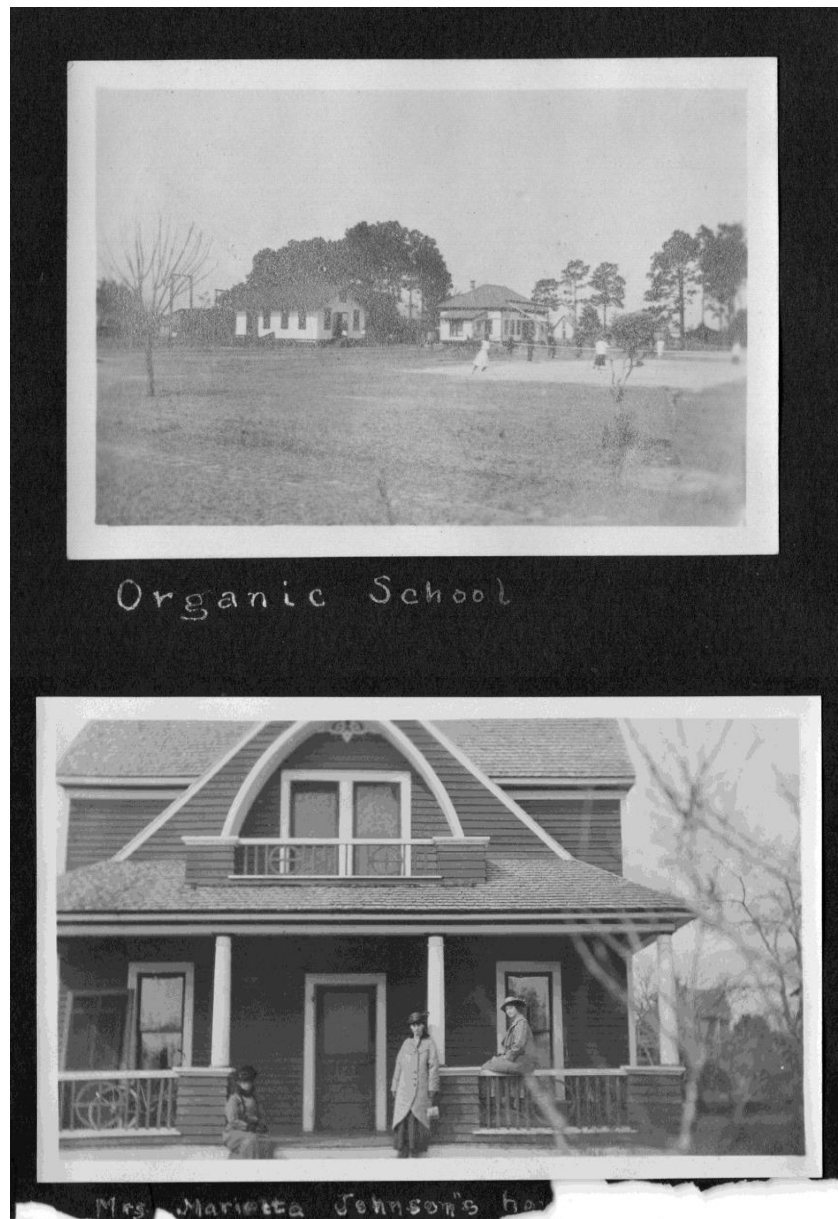
It is more than likely that Fanny Hoggson and Mary DeForest met and exchanged opinion on the boat after leaving New York on February 21, 1914. Like Fanny Hoggson, Mary DeForest was tremendously interested in Marietta Johnson’s pedagogy, work and school. She was a member of the Montclair branch of the Fairhope League. Despite Montclair Superintendent of Schools Bliss objecting to the implementation of Marietta Johnson’s methods in Montclair schools in December 1915 (see above), an Organic School was opened on September 12, 1916 (*Evening Telegram*, 1916; *Montclair Times*, 1916, 1920ab, 1921b). Mary DeForest was one of its founding members of the Fairhope League and she chaired the school’s Board of Trustees (*Montclair Times*, 1916, 1917, 1919, 1921b; see *Note 33*).

Mary and Ezra DeForest had two daughters, Helen and Dorothea. According to the *Fairhope Courier* (1915o) the entire DeForest family visited Fairhope between March 16 and 20, 1915 (see *Note 34*).

Mr. and Mrs. Ezra De Forest [*sic.*; J.S.] and their two daughters arrived Tuesday from Montclair, New Jersey, en route for California. They leave again on Saturday, although they would like to see more of the town and country round about. Mr. De Forest [*sic.*; J.S.] is a prominent business man in New York City, while his wife has been a most kind friend and supporter of the Organic School.

During his visit to Fairhope, Ezra DeForest photographed, just like his daughter Dorothea — who shared her father’s love of photography. One of Dorothea DeForest’s albums contained photos taken in “Fairhope, Alabama, 1915.” Below, two photos related to Marietta Johnson and the School of Organic Education, taken between March 16 and 20, 1915 (see *Figures 28 and 29*).

After more than a century, treasures from the history of education can still be excavated that reveal undiscovered networks of like-minded enthusiasts of Organic Education!



**Figure 28 (top):** Playground of the School of Organic Education, 1915. Photograph from private album; taken by (at the time) unmarried Dorothea DeForest (1890-1985). (Jeroen Staring Collection).

**Figure 29 (bottom):** Mary Gordon Wilbur DeForest (left) and her daughters Helen (middle) and Dorothea (right) on the porch of Marietta Johnson’s home, 1915. Photograph taken by Col. Ezra DeForest (1854-1921). (Jeroen Staring Collection).

## Notes.

Notes 1-8: included in Part I (see Staring, 2020a).

9. The essence of these lines — ‘being in search of life’ — would during the 1930s become a kind of subconscious code word in the New York City progressive experimental school The Little Red School House. Agnes de Lima (1942, p. 6) wrote in her book *The Little Red School House*, “When the question was put recently to a parent new to the School, “What is the best thing in your opinion about the School?” he answered without hesitation, ‘it gives the kids a good life.’” ‘Getting an education’ (almost) equaled ‘getting a life.’ Professor Benjamin D. Wright (1926-2015) of the University of Chicago, who attended primary school at Little Red School House, used the catch phrase ‘in search of life.’ He explained to his biographer Ed Bouchard that he had learned the phrase in the Little Red School House; compare [www.rasch.org/rmt/rmt23a.htm](http://www.rasch.org/rmt/rmt23a.htm). (Ed Bouchard, personal communication; July 8, 2010).

10. The July 2, 1913 *Arizona Republican*; the July 4, 1913 *New Smyrna News*; the July 9, 1913 *Evening Tribune-Times*; the July 15, 1913 *Trenton Evening True American*; the July 19, 1913 *Baltimore Sun*; the July 25, 1913 *Grand Rapids Press* and the September 15, 1913 *Pittsburgh Press* hold articles titled “Where Children Grow Like Plants” (which refers to a line of the photo caption in Bennett’s article) citing Bennett’s article on Johnson’s work in the July 1913 *American Magazine*. Note that more media than listed here printed the same article in the summer and fall of 1913. Consult, for instance, *Clinch Valley News*, 1913; *New York Press*, 1913a.

11. *FSTCA* (n.d., Object ID) states the photograph shows “Marietta Johnson and students in Fairhope, Alabama at the Organic School of Education” (note: *FSTC*-0019 is *Figure 15* in this article). *FSTCA* does not mention the photographer’s name. Note already that the photo appears as the frontispiece in *Schools of Tomorrow* (Dewey & Dewey, 1915), where the caption reads “A test with books open. (Fairhope, Alabama.)” The photo also appears in *MJM* (n.d., Identifier MJM-5) where the title is, “Marietta Johnson and the first class of the Marietta Johnson School of Organic Education;” and also in *MJM* (n.d., Identifier D.006.080), with title “Students of Marietta Johnson School of Organic Education sitting outside with Marietta Johnson.”

The photo also appears in *HGSoSS-AaHRC* (n.d.) where the caption states, “Marietta Johnson and students in front of the ‘Bell Building’ on the Organic School Campus. Photograph taken by Frank Stewart in 1912.” Yet, the caption underneath another photo on the opening page of this site, clearly taken by Stewart because his signature white writing is on it, attributes: “Photograph taken by John Dewey.” This means we have to ask how accurate the *HGSoSS-AaHRC* attribution to Dewey of the photo of Johnson and her students in front of the Bell Building is.

Note that educational historian Jennifer Wolfe (2002, p. 201) also attributes the photo to Dewey: “John Dewey took this photo in 1913 when he visited the Organic School of Marietta Johnson...Photo taken by John Dewey.”

12. See also Gaston, 1984, p. 84. In 1915, Lydia Newcomb Comings (1915, pp. 160-161) reported that early in that year a “Fairhope League, South, was formed in Fairhope for the same purposes as the League, North, and to prevent the school from being moved to some northern point.

13. Newspapers announced Johnson’s lectures. From a March 8, 1914, *New York Tribune* advertisement and a small March 9, 1914, *New York Times* announcement we learn that on March 10, 1914, under the auspices of the Fairhope League of Greenwich, Connecticut, Johnson would deliver a lecture on “The Fairhope School Experiment” at the New York Hotel Plaza. “Prof. John Dewey of Columbia University visited the School of Organic Education at Christmas, and he says that a fund of from \$5,000 to \$7,000 will meet the needs of the work. He hopes, he asserts, that the ideals and the methods of the school will be adopted [in New York; J.S.]” (*New York Times*, 1914b). Admission fee was one dollar.

14. For the 1915 session of the Fairhope Summer School, see for instance Rodman (1915d) — based on an interview with Jean Lee Hunt. Four Summer Schools were conducted in Greenwich, Connecticut (1913-1916); two in Fairhope, Alabama (1917-1918); and then again three in Greenwich (1919-1921).

15. Wilcox’s article also appeared in the *Spokane Daily Chronicle*, *Omaha Daily Bee*, *El Paso Herald* and *San Francisco Call*, and very likely in many other newspapers as well. The wording was sometimes a little different. Likely it appeared in the *Jackson Citizen Patriot* of July 15, 1913 (Michigan); the *Flint Journal* of July 22, 1913 (Michigan); the *New Orleans Item* of October 5, 1913 (Louisiana); the *Gazette-Telegraph* of October 12, 1913 (Colorado); the *Mount Sterling Advocate* of October 29 (Kentucky) and the *Montgomery Advertiser* of November 9, 1913 (Alabama). These newspapers have not been consulted.

16. Frank Stewart took the photo. The caption reads, “Scene at Dedication of Public School, Fairhope, Ala.” A near identical photo appears in Barrett (2017, p. 75).

17. Frank Stewart probably took the photo since a near identical photo of the *Apollo* appears in Barrett (2017, p. 80). Auburn Post Card Mfg. Co., Auburn, Indiana sold that photo in the 1920s as a postcard.

18. The body of this photo of the post office appears in Barrett (2017, p. 80). Frank Stewart took it.



- 19.** A near identical photo of the Fairhope Avenue appears in Barrett (2017, pp. 11, 177). Frank Stewart took the photo; it carries his signature white writing on it.
- 20.** A near identical photo of the men’s bathhouse with water slide appears in Barrett (2017, p. 183). Frank Stewart took the photograph; it is titled in his signature white writing, “Shoot the Chute.”
- 21.** A near identical photograph of this water slide, taken by Frank Stewart from the same spot, appears in Donelson (2005, p. 50 top). The photo in the *Pensacola Journal* has the title “The High Chute. Fairhope. Ala” in black writing; it certainly looks like Stewart’s handwriting.
- 22.** The same photo appears in Donelson (2005, p. 72).
- 23.** The same photo appears in Barrett (2017, p. 100), where it is mentioned that the photo was taken in 1918. This can’t be true, given that the photo was published in the *Pensacola Journal* as early as 1913!
- 24.** Consult Carter, 2016. Henrietta Rodman, like many other intellectuals and political activists in New York City, played a role in the Shirtwaist Makers’ Strike of 1909-1910 — the so-called ‘Uprising of the Twenty Thousand’ — and in the Patterson Silk Strike in 1913. In the fall of 1914, teacher Rodman was suspended until September 1, 1915. She had published a letter in the *New York Tribune*, attacking the New York City School Board rule that was not in favor of allowing mothers to teach, using the phrase “mother baiters.” She was a reporter for the *New York Tribune* in 1915. Rodman had her own column on topics related to educational, suffrage, and the interests of women, which was often printed on the “Woman’s Varied Interests” page. Among her articles are those on Johnson’s Fairhope School of Organic Education (Rodman, 1915d); about Caroline Pratt’s Play School; about Margaret Naumburg and Claire Raphael’s Montessori class at the Leete School (Rodman, 1915b; consult also *Westfield Leader*, 1916); about summer schools; on the opinion of Jane Addams of the Chicago Hull House and of Lillian Wald of the New York Henry Street Settlement; and about Isadora Duncan. She also wrote about Maria Montessori and published an interview with her (Rodman, 1915ac).
- 25.** The photo is reprinted in Barrett (2017, p. 103), where the caption reads, “Here the children have bows and arrows and are arranged on the cliff wall of Stack’s Gulley.”  
*MBNEP* (n.d.) also has the photo. Part of its caption reads: “...students from the School of Organic Education gather for archery classes.”  
*MJM* (Identifiers D.006.083 and MJM-8) has two copies of the photo, both with the caption, “Organic School Students Shooting Their Bows and Arrows In ‘Stacks’ or ‘Davis’ Gully.” *FSTCA* (n.d., Object ID BSS.460-461) states, “...Organic School students playing in a gully along the beach and bayfront in Fairhope, Alabama.”  
The body of the photo was reprinted in Johnson (1996, p. 121), without caption, and in Wolfe (2002, p. 199) where the caption reads, “Archery class. This photo taken in the early 1920’s shows children in the gully near the school buildings of the Marietta School of Organic Education.” Again, the date of the photo is incorrect.
- 26.** This photo is reminiscent of another photo first published in December 1911 in an article about Johnson’s school in the *Syracuse Herald* and *Oregon Daily Journal* (Potter, 1911ab), in 1912 in the *Pictorial Review* (Bennett, 1912), and in 1913 in the *Survey* (Hunt, 1913), with children standing in front of two teepees (see *Figure 4* in Staring 2020a). It is likely that Helen Christine Bennett took both photos during the same photo session.
- 27.** The photo was reprinted in Wolfe (2002, p. 200) where the caption reads, “Likely taken by John Dewey on his visit in 1913, this photo shows Marietta Johnson talking with children in an outdoor lesson.”
- 28.** Note that the June 26, 1914, *Public* had an advertisement announcing that Johnson would speak on Organic Education before the Chicago Singletax Club on June 26, 1914. Furthermore, the *New York Times* of July 26 and the *New York Tribune* of July 25 (1914b) announced that the Fairhope League would hold a conference on July 29 at the Fairfield House, the Maples, Greenwich, Connecticut. The topic of the conference was, “The Work of Mrs. Marietta L. Johnson and Its Value to Educators.” The *New York Tribune* (1914c) of July 29 again announced the conference.
- 29.** Reporter Hamilton (1914) made a painful mistake, saying, “Ah, as it is, the children of today and tomorrow—a few of today and more of tomorrow—may have good reason for being glad that Marietta Johnson had only one child!” Hamilton most likely was unaware of Franklin Pierce’s death in 1907.
- 30.** Note that the November 27, 1914, edition of *Polk County News* (1914) published an article about the North Carolina Teachers’ Assembly meeting. The *Charlotte Observer* of October 18 and November 22 and 28, 1914, and the *Greensboro Daily News* of November 11, 1914 also mention Johnson and her school.
- 31.** For a discussion of the first three years of the school in West Orange, New Jersey, see *Home News*, 1917ab. Consult also Deming, 1917.
- 32.** In 1915, the Jan. 12 *Boston Daily Globe* reported that Johnson gave a lecture in Boston, Massachusetts. The June 14 *Chicago Daily Tribune* announced that she would be giving a series of ten daily lectures at Lowell School (see also *Fairhope Courier*, 1915c). The *New Rochelle Pioneer* on Sept. 18 announced that Johnson would speak on September 27 on “Organic Education and Child Developing” in the assembly hall of the Mayflower Avenue School. The



December 3 *Albany Evening Journal* announced that she would be speaking that day in the auditorium of the educational building, under the direction of the St. Agnes School.

**33.** First principal of the Montclair Organic School was Mrs. Estelle D. Dyke (*Fairhope Courier*, 1917; Kurr, 1918; *Montclair Times*, 1916, 1917, 1918) who had previously headed the School of Organic Education in Fairhope in the absence of Marietta Johnson (see above; Case, 1914; *Youngstown Vindicator*, 1914) and who assisted Marietta Johnson in 1914 at the Fairhope Summer School in Greenwich (*Fairhope Courier*, 1914e). The Montclair Organic School was later renamed Fairhope School of Montclair (*Fairhope Courier*, 1921; *Montclair Times*, 1921a, 1922ab).

**34.** The *Fairhope Courier* (1915o) states the DeForest family was on their way to California. However, since the DeForest family had previously visited Orlando, Florida (see *Newark Evening Star*, 1911ab), it more closely resembles that they were heading to Florida in 1915. According to a family member, the DeForests had purchased land on Siesta Key near Sarasota, Florida, and that Siesta Key may have been their final destination (D. Cancellieri in personal communication, November 19, 2020).

## Bibliography

- Adams, C. H. (1914, March 20). New York Day By Day. *The Evening Independent*.  
(*The Albany Evening Journal*. (1915, September 21). Girls' Schools To Open Soon.  
(*The American Educational Review*. (1912, August). Education Which Is Uneducational, pp. 632-633.  
(*The American Educational Review*. (1913, August). Making the School Serve the Child, pp. 544-545.  
(*The American educational Review*. (1914, December). Freedom of Education, p. 111.  
(*The Argus*. (1915, December 4). Mrs. Johnson's Lecture.  
Barrett, D. (2017). *Stewart the Picture Man: Images of Fairhope*. Point Clear, Alabama: Intellect Publishing, LLC.  
(*The Bath Plain Dealer*. (1915, May 8). Children Taught Without Books.  
Bennett, H. C. (1912, September). How Fairhope Solved the School Problem. *Pictorial Review*, pp. 12-13, 60.  
Bennett, H. C. (1913a, July). Mrs. L. Marietta Johnson. *The American Magazine*, pp. 31-32.  
Bennett, H. C. (1913b, July 19). New Kind of Public School in Alabam'. *The Social-Democratic Herald*.  
Bennett, H. C. (1914, May). Adjusting the Education To the Child. *McCall's Magazine*, pp. 11-13.  
Bennett, H. C. (1915, August 21). The Child's Garden: A New Educational Idea That is Spreading Faster Than the Leaders Can Keep the Records. *The Country Gentleman*, pp. 1327, 1348.  
(*The Bismarck Tribune*. (1910, November 9). Novel Method of Teaching.  
(*The Boston Daily Globe*. (1912, September 1). Stories For Young People. Can You Beat This For an Odd School.  
(*The Boston Daily Globe*. (1913, December 7). Criticises Public Schools.  
Bourne, R. S. (1915, August 21). The Organic School. *The New Republic*, p. 64.  
(*The Bridgewood Evening Farmer*. (1914, June 10). An Educational Experiment.  
(*The Brooklyn Daily Eagle*. (1912, September 8). A School Where Pupils Stand on Their Heads.  
(*The Brooklyn Daily Eagle*. (1913, March 1). Teachers League Gets Strong Start.  
(*The Brooklyn Daily Eagle*. (1915, February 28). Children Taught Without Books' Aid.  
Brooks, E. C. (1914, December). The Thirty-First Annual Session of the North Carolina Teachers' Assembly. *North Carolina Education*, pp. 3-5.  
(*The Buffalo Courier*. (1908, October 13). Mother's Club Elects Delegates.  
Carter, P. A. (2016). From Single to Married: Feminist Teachers' Response to Family/Work Conflict in Early Twentieth-Century New York City. *History of Education Quarterly*, 56(1), pp. 36-60.  
Case, H. F. (1914, March 1). School Based on Theory That Children Should Do What They Like. *The Youngstown Vindicator*.  
Chesman, N. (1912). *Nelson Chesman & Co.'s Newspaper Rate Book*. St. Louis, New York, Chicago, and Chattanooga: Nelson Chesman & Co., Publishers.  
(*The Chicago Daily Tribune*. (1915, June 14). Will Lecture in Oak Park.  
(*The Christian Science Monitor*. (1910, January 12). A Single Tax Colony.  
(*The Christian Science Monitor*. (1911, November 29). Women of Alabama at Head of Movement to Advance the Cause of Education.  
(*The Clinch Valley News*. (1913, September 12). Organic Education.  
Colby, F. M. (Ed.). (1915). *The New International Yearbook: A Compendium of the World's Progress for the Year 1915*. New York: Dodd, Mead and Company.  
Comings, S. H. (1907, November 15). Dr. Henderson's Visit. *The Fairhope Courier*.  
Comings, S. H. (1915). *Industrial and Vocational Education: Universal and Self Sustaining. (Pagan versus Christian Civilizations)* (Second Edition). Boston: Christopher Publishing House.

- Cremin, L. A. (1961). *The Transformation of the School. Progressivism in American Education, 1876-1957*. New York: Alfred A. Knopf.
- Critcher, N. C. (1914, April). Literary Review & Comment. *The Flaming Sword*, p. 118.
- Cuban, L. (1984). *How Teachers Taught: Constancy and Change in American Classrooms, 1890-1980*. New York and London: Longman.
- Current Literature*. (1912, March). A Movement to Revolutionize Education, pp. 311-314.
- Current Opinion*. (1914, January). What America Thinks of Montessori's Educational Crusade, pp. 127-129.
- Curtis, W. E. (1909, April 9). Showing Their Faith. *The Evening Star*.
- Daily Star*. (1910, September 22). Single Tax Experiment.
- Davis, P., & Kroll, G. (1915). *Street-land: Its Little People and Big Problems*. Boston: Small, Maynard & Company, Publishers.
- Deming, L. C. (1917). The Gregory School. Reprinted in C. Winsor (Ed.), 1973. *Experimental Schools Revisited. Bulletins of the Bureau of Educational Experiments* (pp. 56-65). New York: Agathon Press, Inc.
- DePencier, I. B. (1967). *The History of the Laboratory Schools. The University of Chicago 1896-1965*. Chicago: Quadrangle Books.
- (The) Detroit Times*. (1912, December 13). Would Abolish Desks In Schools.
- De Lima, A. (1942). *The Little Red School House*. New York: The MacMillan Company.
- Dewey, J. (1914, January 16). Advance Report. By Dr. Dewey. *The Fairhope Courier*.
- Dewey, J., & Dewey, E. (1915a). *Schools of To-Morrow*. New York: W. P. Dutton & Co., Inc.
- Dewey, J., & Dewey, E. (1915b). *Schools of To-Morrow*. London and Toronto: J. M. Dent & Sons LTD.
- Dille, M. (1915a, October 5). Women Who Lead the way: Mrs. Marietta L. Johnson—Founder of Organic Schools. *The Ithaca Daily News*.
- Dille, M. (1915b, September 11). Women Who Lead the way: Mrs. Marietta L. Johnson—Founder of Organic Schools. *The Daily Standard Union*.
- Donelson, C. (2005). *Fairhope*. Charleston, South Carolina: Arcadia Publishing.
- Douglas Keener, M. (1914, December). Lullabies and What They Should Mean to Children. *Normal Instructor and Primary Plans*, pp. 18-19.
- (The) Duluth Herald*. (1914, May 22). Education As Growth.
- Dykhuizen, G. (1973). *The Life and Mind of John Dewey*. Carbondale and Edwardsville / London and Amsterdam: Southern Illinois University Press / Feffer & Simons, Inc.
- Edwards, D. (1913, March 16). Founder of Organic Education Tells of New School. *The New York Times*.
- (The) Evangelical Herald*. (1914, February 1914). A Gleam of Promise.
- (The) Evening Journal*. (1911, July 25). Lectures at Arden.
- (The) Evening Journal*. (1912, April 1). Organic School For Arden Colony.
- (The) Evening Post*. (1913, June 25). Do-As-You-Please School.
- (The) Evening Post*. (1914, March 14). Teachers Will Hear Mrs. Johnson and Dr. Gould.
- (The) Evening Post*. (1915, August 21). "Life Classes" In Fairhope School.
- (The) Evening Star*. (1911, October 14). Mrs. M. L. Johnson of Fairhope, Ala., Gives Her Views at Western High.
- (The) Evening Star*. (1914a, March 19). In the World of Society.
- (The) Evening Star*. (1914b, November 23). Two Address Secular League.
- (The) Evening Telegram*. (1916, August 5). In A Nutshell.
- (The) Fairhope Courier*. (1903a, January 1). A School Meeting.
- (The) Fairhope Courier*. (1903b, June 15). First Annual Commencement.
- (The) Fairhope Courier*. (1903c, January 15). Local and Personal.
- (The) Fairhope Courier*. (1903d, May 15). Local and Personal.
- (The) Fairhope Courier*. (1903e, June 1). Local and Personal.
- (The) Fairhope Courier*. (1903f, October 15). Mrs. Howland's Letters.
- (The) Fairhope Courier*. (1903g, December 15). Mrs. Howland's Letters.
- (The) Fairhope Courier*. (1903h, June 15). The "Parents Meeting."
- (The) Fairhope Courier*. (1904a, January 1). Local and Personal.
- (The) Fairhope Courier*. (1904b, April 15). Local and Personal.
- (The) Fairhope Courier*. (1904c, January 1). Mrs. Howland's Letters.
- (The) Fairhope Courier*. (1906a, March 23). Advertisement Baldwin County Summer Normal.
- (The) Fairhope Courier*. (1906b, June 29). Mrs. Howland's Letters.
- (The) Fairhope Courier*. (1906c, June 15). Summer Normal. Lectures by Mrs. Johnson.
- (The) Fairhope Courier*. (1907a, September 6). Mrs. Howland's Letters.
- (The) Fairhope Courier*. (1907b, November 8). Mrs. Howland's Letters.

- (The) *Fairhope Courier*. (1907c, September 27). The Johnsons Are to Return. And Mrs. Johnson Will Establish School For “Organic Education.”
- (The) *Fairhope Courier*. (1908a, September 11). Announcement.
- (The) *Fairhope Courier*. (1908b, September 18). Announcement.
- (The) *Fairhope Courier*. (1908c, July 3). Attention.
- (The) *Fairhope Courier*. (1908d, January 10). Free Kindergarten.
- (The) *Fairhope Courier*. (1908e, January 17). Free Kindergarten.
- (The) *Fairhope Courier*. (1908f, January 24). Free Kindergarten.
- (The) *Fairhope Courier*. (1908g, February 7). Free Kindergarten.
- (The) *Fairhope Courier*. (1908h, February 14). Free Kindergarten.
- (The) *Fairhope Courier*. (1908i, February 21). Free Kindergarten.
- (The) *Fairhope Courier*. (1908j, February 28). Free Kindergarten.
- (The) *Fairhope Courier*. (1908k, January 10). Personal and Local.
- (The) *Fairhope Courier*. (1908l, January 10). Local and Personal.
- (The) *Fairhope Courier*. (1908m, January 17). Mrs. Howland’s Letters.
- (The) *Fairhope Courier*. (1908n, October 18). Mrs. Howland’s Letters.
- (The) *Fairhope Courier*. (1908o, December 11). Mrs. Howland’s Letters.
- (The) *Fairhope Courier*. (1908p, June 19). Progressive League Meeting.
- (The) *Fairhope Courier*. (1908q, March 6). School Improvements Planned.
- (The) *Fairhope Courier*. (1908r, October 2). School of Organic Training.
- (The) *Fairhope Courier*. (1908s, April 17). Teachers Meet at Bay Minette.
- (The) *Fairhope Courier*. (1908t, August 28). The Woman’s National Daily.
- (The) *Fairhope Courier*. (1909a, February 19). Advertisement.
- (The) *Fairhope Courier*. (1909b, January 1). Fairhope’s Fourteenth Anniversary.
- (The) *Fairhope Courier*. (1909c, January 1). Mrs. Howland’s Letters.
- (The) *Fairhope Courier*. (1909d, January 8). Mrs. Howland’s Letters.
- (The) *Fairhope Courier*. (1909e, January 22). Mrs. Howland’s Letters.
- (The) *Fairhope Courier*. (1909f, July 9). Mrs. M. L. Johnson’s Work at Daphne.
- (The) *Fairhope Courier*. (1909g, November 5). Notes of Organic Education.
- (The) *Fairhope Courier*. (1909h, April 16). Personal and Local.
- (The) *Fairhope Courier*. (1909i, April 2). School Notes. Organic School.
- (The) *Fairhope Courier*. (1909j, July 9). The School of Organic Training.
- (The) *Fairhope Courier*. (1910a, September 23). Organic School Business Course.
- (The) *Fairhope Courier*. (1910b, September 16). School of Organic Education.
- (The) *Fairhope Courier*. (1911a, January 20). Advertisement Concert at Fairhope Auditorium.
- (The) *Fairhope Courier*. (1911b, March 3). Attended Educational Sessions.
- (The) *Fairhope Courier*. (1911c, June 30). Mrs. Johnson and Miss Slosson to Go North.
- (The) *Fairhope Courier*. (1911d, September 1). New Single Tax Colony.
- (The) *Fairhope Courier*. (1911e, December 15). Organic School Is Endorsed.
- (The) *Fairhope Courier*. (1912a, June 14). Mrs. Johnson at Arden.
- (The) *Fairhope Courier*. (1912b, December 20). Mrs. Johnson Home.
- (The) *Fairhope Courier*. (1912c, May 24). Mrs. M. L. Johnson left this morning.
- (The) *Fairhope Courier*. (1912d, September 20). Organic School Plans.
- (The) *Fairhope Courier*. (1912e, February 2). Organic School Reception.
- (The) *Fairhope Courier*. (1912f, June 8). Sundberg – Slosson.
- (The) *Fairhope Courier*. (1912g, June 7). Woman’s S. T. Conference.
- (The) *Fairhope Courier*. (1913a, May 9). As You Like It.
- (The) *Fairhope Courier*. (1913b, December 26). Dr. Dewey Here.
- (The) *Fairhope Courier*. (1913c, August 15). Good News for Fairhope.
- (The) *Fairhope Courier*. (1913d, January 3). Good Work of Mrs. Johnson.
- (The) *Fairhope Courier*. (1913e, December 19). Mrs. Johnson Returned.
- (The) *Fairhope Courier*. (1913f, January 17). Mrs. Johnson’s Address.
- (The) *Fairhope Courier*. (1913g, April 11). Mrs. Johnson’s Successful Trip.
- (The) *Fairhope Courier*. (1913h, March 21). New York Interest In Fairhope.
- (The) *Fairhope Courier*. (1913i, December 19). Noted Educator Coming.
- (The) *Fairhope Courier*. (1913j, May 23). Organic Education Society Meeting.
- (The) *Fairhope Courier*. (1913k, May 23). Organic School Goes Camping.
- (The) *Fairhope Courier*. (1913l, September 5). Organic School Notes.



- (The) *Fairhope Courier*. (1913m, December 5). Organic School Notes.
- (The) *Fairhope Courier*. (1913n, June 13). Personal and Local.
- (The) *Fairhope Courier*. (1913o, October 17). President to Attend Commercial Congress in Mobile.
- (The) *Fairhope Courier*. (1913p, December 19). Progressive League.
- (The) *Fairhope Courier*. (1913q, September 19). Public School Opens Sept. 29.
- (The) *Fairhope Courier*. (1913r, October 3). Schools Formally Opened.
- (The) *Fairhope Courier*. (1913s, January 17). To Visit President's Wife.
- (The) *Fairhope Courier*. (1914a, October 9). A Pleasant Occasion.
- (The) *Fairhope Courier*. (1914b, May 29). Commencement Exercises.
- (The) *Fairhope Courier*. (1914c, February 27). Dr. Dewey Endorses.
- (The) *Fairhope Courier*. (1914d, April 3). Fairhope and Organic School.
- (The) *Fairhope Courier*. (1914e, September 11). Fairhope's School of Organic Education.
- (The) *Fairhope Courier*. (1914f, February 6). Full Report...
- (The) *Fairhope Courier*. (1914g, March 20). Good Entertainment.
- (The) *Fairhope Courier*. (1914h, October 23). Henry George Club.
- (The) *Fairhope Courier*. (1914i, June 12). Mrs. Johnson in Chicago.
- (The) *Fairhope Courier*. (1914j, December 4). Mrs. M. L. Johnson Returns to Fairhope.
- (The) *Fairhope Courier*. (1914k, September 4). Organic School News.
- (The) *Fairhope Courier*. (1914l, January 16). Organic School Notes.
- (The) *Fairhope Courier*. (1914m, March 6). Personal and Local.
- (The) *Fairhope Courier*. (1914n, November 6). Personal and Local.
- (The) *Fairhope Courier*. (1914o, December 4). Personal and Local.
- (The) *Fairhope Courier*. (1914p, February 20). Progressive League.
- (The) *Fairhope Courier*. (1914q, October 2). Schools Opened Monday Morning.
- (The) *Fairhope Courier*. (1914r, July 31). The Greenwich Summer School.
- (The) *Fairhope Courier*. (1914s, December 11). The Tragedy of Education.
- (The) *Fairhope Courier*. (1914t, February 20). Visitors Are Coming
- (The) *Fairhope Courier*. (1915a, November 12). Able Lecture By Prof. Corlew.
- (The) *Fairhope Courier*. (1915b, March 5). An Evening of Rhythm and Song.
- (The) *Fairhope Courier*. (1915c, August 20). Fairhope Has A Namesake.
- (The) *Fairhope Courier*. (1915d, October 8). Fairhope School Open With Good Enrollment.
- (The) *Fairhope Courier*. (1915e, February 12). For The Fairhope Organic School.
- (The) *Fairhope Courier*. (1915f, May 14). Mr. W.J. Hoggson Visits Fairhope.
- (The) *Fairhope Courier*. (1915g, November 26). Mrs. Johnson At Chattanooga.
- (The) *Fairhope Courier*. (1915h, January 29). Mrs. Johnson Returns.
- (The) *Fairhope Courier*. (1915i, December 24). Mrs. Johnson Returns.
- (The) *Fairhope Courier*. (1915j, May 7). Mrs. M. L. Johnson's Trip.
- (The) *Fairhope Courier*. (1915k, December 24). Organic School Closing Sale, Etc.
- (The) *Fairhope Courier*. (1915l, April 9). Personal and Local.
- (The) *Fairhope Courier*. (1915m, April 30). Personal and Local.
- (The) *Fairhope Courier*. (1915n, September 24). Personal and Local.
- (The) *Fairhope Courier*. (1915o, March 19). Personal and Local.
- (The) *Fairhope Courier*. (1915p, December 17). Prof. Corlew's Graceful Farewell.
- (The) *Fairhope Courier*. (1915q, October 28). Superior Educational Facilities.
- (The) *Fairhope Courier*. (1915r, June 18). The Fairhope League South.
- (The) *Fairhope Courier*. (1915s, January 8). Twentieth Anniversary.
- (The) *Fairhope Courier*. (1915t, February 20). Visitors Are Coming.
- (The) *Fairhope Courier*. (1917, September 28). New Jersey Organic School.
- (The) *Fairhope Courier*. (1921, April 22). Organic School Notes.
- (The) *Fairhope Educational Foundation*. (n.d.). *The Fairhope Idea In Education*. New York: The Fairhope Educational Foundation.
- (The) *Fairhope League*. (1914, June 6). The Fairhope Summer School, p. 288.
- (The) *Fairhope League*. (1915, May 1). The Fairhope Summer School, p. 127.
- (The) *Fergus County Democrat*. (1913, November 18). Organic Education.
- (The) *Philadelphia Inquirer*. (1913, December 5). Mount Holly Mention.
- FSTCA (= Fairhope Single Tax Corporation Archives). (n.d.).

See: <https://fairhopesingletax.pastperfectonline.com>

Froebel, F. (1887). *The Education of Man*. New York: D. Appleton and Company.

- (The) *Fulton Times*. (1914, July 16). Opinions.
- Gaston, P. M. (1984). *Women of Fairhope*. Athens: The University of Georgia Press.
- Gilliams, E. L. (1915, November). A New School System Built on Play. *The Modern Priscilla*, pp. 46, 50.
- Graham, P. A. (1967). *Progressive Education: From Arcady to Academe*. New York: Teachers College Press, Teachers College, Columbia University.
- Graham, P. A. (2005). *Schooling America: How the Public Schools Meet the Nation's Changing Needs*. Oxford, New York: Oxford University Press.
- Gruenberg, S. M. (1914, November 14). An Experiment in Organic Education: Making the Course of Study Fit the Child. *Scientific American Supplement*, pp. 316-317.
- Gutek, G. L., & Gutek, P.A. (2020). *America's Early Montessorians: Anne George, Margaret Naumburg, Helen Parkhurst, and Adelia Pyle*. Cham, Switzerland: Palgrave Macmillan.
- Hamilton, J. (1914, July 16). Only Taught What They Want To Know. *The Baltimore Sun*, p. 7.
- Hearst's Magazine*. (1913, July). Un-Common Sense in Education, p. 136.
- Henderson, C. H. (1896, August). The Aim Of Modern Education. *Appleton's Popular Science Monthly*, pp. 485-501.
- Henderson, C. H. (1898a, June). The Philosophy of Manual Training. I. *Appleton's Popular Science Monthly*, pp. 145-159.
- Henderson, C. H. (1898b, July). The Philosophy of Manual Training. II.- The Methods of Manual Training. *Appleton's Popular Science Monthly*, pp. 322-339.
- Henderson, C. H. (1898c, August). The Philosophy of Manual Training. III.- The Manual Training School. *Appleton's Popular Science Monthly*, pp. 490-506.
- Henderson, C. H. (1898d, September). The Philosophy of Manual Training. IV.- The Results of Manual Training. *Appleton's Popular Science Monthly*, pp. 638-655.
- Henderson, C. H. (1898e, October). The Philosophy of Manual Training. V.- The Place of Manual Training in a Rational Educational System. *Appleton's Popular Science Monthly*, pp. 772-788.
- Herring, A. G. (1910, July 31). Children's Paradise. The Unique School of Organic Education at Fairhope, Ala, Where the Work is Made to Fit the Child, Not the Child to Fit the Work—Its Methods and Results. *The Boston Daily Globe*.
- Herring Christopher, A. (1910, December 18). Single Tax Experiment at Fairhope. *The Boston Daily Globe*.
- HGSoSS-AaHRC (= Henry George School of Social Science. Archive and Historical Research Center). (n.d.).  
See: <https://hgarchives.org/historical-collections-2/material-related-to-single-tax-colonies-1895-1986/>
- Hicks Prang, A. D. (1909, April 9). Mrs. Prang Writes About Fairhope and Mothers' Meeting. *The Fairhope Courier*.
- Hillyard, S. M. (1912, May). Social Science. Education. *The Temple Artisan*, pp. 191-193.
- (The) *Home News*. (1917a, August 10). Organic Education at Gregory Avenue School Heartily Indorsed. Three Years Experiment Proves Success, Majority Want to Continue System.
- Hinitz, B. F. (2013). The Impact of Margaret Naumburg and Walden School on Early Childhood Education in The United States. In B. F. Hinitz (Ed.), *The Hidden History of Early Childhood Education* (pp. 181-212). New York and London: Routledge; Taylor & Francis Group.
- (The) *Home News*. (1917b, July 27). The Parents' Club Of Gregory School.
- Hopkins, L. P. S. (1892). *The Spirit of the New Education*. Boston: Lee and Shepard Publishers.
- Hunt, J. L. (1913, December 6). Educating the Whole Child. *The Survey*, pp. 240-243.
- (The) *Independent Press*. (1914a, November 6). Borough Women To Have Bulb Culture Contest.
- (The) *Independent Press*. (1914b, October 30). Educational Lecture.
- Johnson, B. (1944). *As Much as I Dare: A Personal Recollection*. New York: Ives Washburn, Inc.
- Johnson, J. F., & Mrs. Johnson, J. F. (1907, December 13). Card of Thanks. *The Fairhope Courier*.
- Johnson, M. L. (1903, March 15). Our Public School. *The Fairhope Courier*.
- Johnson, M. L. (1907, May 10). Letter From Mrs. Johnson. *The Fairhope Courier*.
- Johnson, M. L. (1908a, February 14). Paper of Mrs. M. L. Johnson Before Fifth Thursday Club. *The Fairhope Courier*.
- Johnson, M. L. (1908b, February 21). Paper of Mrs. M. L. Johnson Before Fifth Thursday Club (Continued from last week). *The Fairhope Courier*.
- Johnson, M. L. (1909a, November 26). Education. For The Public. *The Public*, pp. 1143-1144.
- Johnson, M. L. (1909b, April 2). It is Strange. *The Fairhope Courier*.
- Johnson, M. L. (1909c, August 20). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1910a, June 17). Moral Education. For The Public. *The Public*, pp. 568-569.
- Johnson, M. L. (1910b). Mrs. J. F. Johnson, Fairhope, Alabama. In C. G. Schultz (Ed.), *Sixteenth Biennial Report of the Superintendent of Public Instruction, Minnesota. For the School Years 1909 and 1910* (p. 176). Minneapolis, Minn.: Syndicate Printing Co.
- Johnson, M. L. (1910c, December 15). The School of Organic Education. *Journal of Education*, pp. 602-603.

- Johnson, M. L. (1911a, November 17). Education & Economics. *The Fairhope Courier*.
- Johnson, M. L. (1911b, December 23). Organic Education. *The Public*, pp. 1289-1290.
- Johnson, M. L. (1912a, March 15). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1912b, March 22). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1912c, March 29). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1912d, April 5). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1912e, April 12). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1912f, April 26). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1912g, May 3). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1912h, May 10). Organic Education. *The Fairhope Courier*.
- Johnson, M. L. (1913a, December 6). Education as Growth. *The Survey*, pp. 237-240.
- Johnson, M. L. (1913b, September 6). Insincere Work the Root of Evil. *The Survey*, pp. 689-690.
- Johnson, M. L. (1913c). Organic Education. Address by Mrs. Marietta L. Johnson, of Fairhope, Alabama. In *Proceedings of the New Jersey Conference of Charities and Correction. Twelfth Annual Meeting. Plainfield, February 2<sup>d</sup>, 3<sup>d</sup> and 4<sup>th</sup>, 1913* (pp. 162-163). Trenton, N. J.: MacCrellish & Quigley, State Printers.
- Johnson, M. L. (1914, February 13). Card of Thanks. *The Fairhope Courier*.
- Johnson, M. L. (1915a, December 25). Health of School Children. *The Survey*, pp. 364-365.
- Johnson, M. L. (1915b, January). Organization. *The Volta Review*, p. 23.
- Johnson, M. L. (1915c, July 23). Mrs. Johnson For Fairhope. *The Fairhope Courier*.
- Johnson, M. L. (1923, January). Organic Methods of Child Education. *The Nation's Health*, pp. 57-60.
- Johnson, M. L. (1974). *Thirty Years with an Idea: The Story of Organic Education*. Alabama: The University of Alabama Press.
- Johnson, M. L. (1996). *Organic Education: Teaching Without Failure*. Fairhope, Alabama: Marietta Johnson Museum of Organic Education.
- Joseph Fels Fund Commission. (1912). *Second Annual Singletax Conference. Held in Chicago, November 24, 25 and 26, 1911, At the LaSalle Hotel*. Cincinnati: Joseph Fels Fund Commission.
- (The) Knickerbocker Press. (1915, September 5). Where Children Play Their Way to Books and Culture.
- Kurr, F. (1918, June 7). History Of The Organic School At Fairhope. *The Fairhope Courier*.
- (The) Ladies' Home Journal. (1914, October). The Real New Women Who Answer the Question "What's the Matter With Women?" A Woman Who Builds Children, p. 3.
- Lake, H. (1910). Report Outlook Committee. In H. H. Dawson (Ed.), *The General Federation of Women's Clubs Tenth Biennial Convention, May 11 to May 18, 1910, Cincinnati, Ohio* (pp. 167-173). Newark, New Jersey: The General Federation of Women's Clubs.
- (The) Literary Digest. (1914, December 5). Fitting the School to the Child, pp. 1118-1119.
- Loduchowski, H. (1961). *Pädagogik aus Amerika? Analyse der "Progressive Education."* Freiburg, Basel, Wien: Herder.
- (The) Long Islander. (1914, September 18). To Teach Montessori System.
- Luttinger, P. (1913). *The Burning Question: Rational Education of the Proletariat*. New York: The Rational Education League.
- MacKenzie, W. D. (1915, February 19). The Regulators and the Liberators. *The Public*, pp. 186-187.
- Marshall, F. S. (1914, August 22). Value of Training in Early Years.
- Marshall, M. M. (1914, March 11). 'American Montessori' Is a Mother-Teacher Who Developed Method Through Own Son. *The Evening World*.
- Mayhew, K. C., & Edwards, A. C. (1936). *The Dewey School: The Laboratory School of the University of Chicago 1896-1903*. New York, London: D. Appleton-Century Company Incorporated.
- M. L. J. (= Johnson, M. L.). (1909a, July 30). Organic Education. *The Fairhope Courier*.
- M. L. J. (= Johnson, M. L.). (1909b, October 8). New Tho't [= Thought; J.S.] in Education. *The Fairhope Courier*.
- MBNEP (= Mobile Bay National Estuary Program et al.). (n.d.). Fairhope Gullies—Appreciating and Protecting these Unique and Important Features of Fairhope and the Eastern Shore.  
See: [www.mobilebaynep.com/images/uploads/library/Fairhope\\_Gullies\\_Article.pdf](http://www.mobilebaynep.com/images/uploads/library/Fairhope_Gullies_Article.pdf)
- MJM (= Digital Archives of the Marietta Johnson Museum – Alabama Department of Archives).  
See: <https://digital.archives.alabama.gov/digital/collection/mjmcoll>
- McCann, L. E. (1954). Henry H. Straight—Educator. *Nebraska History*, 35, pp. 59-71.
- Merrill, J. B. (1915, February). Report of Address Given by Mrs. Johnson of Alabama at the Scudder School, N. Y. *The Kindergarten-Primary Magazine*, p. 173.
- (The) Montclair Times. (1916, July 15). Organic School To Be Ready.
- (The) Montclair Times. (1917, May 26). Montclair Organic School.
- (The) Montclair Times. (1918, September 14). This Little Boy Loves to Go to School.



- (The) *Montclair Times*. (1919, September 6). Organic School Opening.
- (The) *Montclair Times*. (1920a, June 26). Organic School.
- (The) *Montclair Times*. (1920b, December 18). There is a happy place for your child in the Organic School.
- (The) *Montclair Times*. (1921a, March 5). Fairhope School of Montclair.
- (The) *Montclair Times*. (1921b, January 20). Fifth Annual Meeting.
- (The) *Montclair Times*. (1922a, September 7). The Fairhope School.
- (The) *Montclair Times*. (1922b, November 11). The Fairhope School of Montclair.
- Morice, L. C. (2017). *Flora White: In the Vanguard of Gender Equity*. Lanham, Boulder, New York, London: Lexington Books.
- (The) *Mount Sterling Advocate*. (1913, October 29). Newest Idea in Education.
- (The) *Newark Evening Star*. (1911a, April 3). Montclair.
- (The) *Newark Evening Star*. (1911b, February 20). Montclair.
- (The) *New Haven Daily Morning Journal and Courier*. (1884, January 17). Reform in the Schools.
- (The) *New Rochelle Pioneer*. (1915, September 18). Child Welfare Lecture.
- (The) *New York Call*. (1913, February 28). Meetings Today.
- (The) *New York Herald*. (1914, March 8). To Lecture On Fairhope Idea.
- (The) *New York Herald*. (1915, December 7). Today in New York.
- (The) *New York Press*. (1913a, September 28). Moonlight Schools, Teaching By Motion Pictures, and Educating Children Like Farmer Grows Corn, Are Newest Things in Education.
- (The) *New York Press*. (1913b, December 14). More News of Busy Week in Women's Clubs.
- (The) *New York Times*. (1913, July 27). New Ideas About Educating Children Are Being Demonstrated in a Greenwich School.
- (The) *New York Times*. (1914a, July 26). Fairhope League Conference.
- (The) *New York Times*. (1914b, March 9). To Aid Organic School.
- (The) *New York Tribune*. (1914a, June 14). A School Where The Work Is All Play.
- (The) *New York Tribune*. (1914b, July 25). Fairhope League Is to Meet on Wednesday at Fairfield House, Greenwich.
- (The) *New York Tribune*. (1914c, July 29). Fairhope League To Hold Conference.
- (The) *New York Tribune*. (1915, March 12). Mrs. Young's Idea Is Civic Spirit.
- Newcomb Comings, L. J. (1907, November 8). The Club Corner. *The Fairhope Courier*.
- Newcomb Comings, L. J. (1909a, October). Organic Education. *The Federation Bulletin*, p. 33.
- Newcomb Comings, L. J. (1909b, May). Organic Training. *The Federation Bulletin*, p. 1.
- Newcomb Comings, L. J. (1915). Supplement: A Retrospect and a Forecast. In S. H. Comings, *Industrial and Vocational Education: Universal and Self Sustaining. (Pagan versus Christian Civilizations)*, (Second Edition, pp. 157-191). Boston: Christopher Publishing House.
- Newman, J. W. (1999). Experimental School, Experimental Community: The Marietta Johnson School of Organic Education in Fairhope, Alabama. In S. F. Semel & A. R. Sadovnik (Eds.), *"Schools of Tomorrow," Schools of Today: What Happened to Progressive Education* (pp. 67-101). New York, Washington, D.C., Baltimore, Boston, Bern, Frankfurt am Main, Berlin Vienna, Paris: Peter Lang.
- Newman, J. W. (2002). Marietta Johnson and the Organic School. In A. R. Sadovnik & S. F. Semel (Eds.), *Founding Mothers and Others: Women Educational Leaders During the Progressive Era* (pp. 19-36). New York; Houdmills, Basingstoke, Hampshire: Palgrave.
- (The) *Ogden Standard*. (1913, May 22). No Longer Employing Fear in the Schools.
- Patrick, G. T. W. (1899, January). Should Children Under Ten Learn To Read And Write? *The Popular Science Monthly*, pp. 382-392).
- Patrick, G. T. W. (n.d.). Should Children Under Ten Learn To Read And Write? In *The Fairhope Idea In Education* (pp. 23-32). New York: The Fairhope Educational Foundation.
- (The) *Pensacola Journal*. (1913, October 5). Beautiful and Picturesque Fairhope, Alabama.
- (The) *Philadelphia Inquirer*. (1912, November 14). Clubs To Oppose Living Cost Urged.
- (The) *Philadelphia Inquirer*. (1913a, March 31). Plans to Finance Organic Teaching.
- (The) *Philadelphia Inquirer*. (1913b, March 1). Society To Further Organic Education.
- (The) *Polk County News*. (1914, November 27). School Teachers Meet In Charlotte.
- Pope, A. D. (1911, January). A Utopian Colony. *Good Housekeeping*, p. 76.
- Popular Educator*. (1915, February). A Source of Worry, p. 350.
- (The) *Post-Standard*. (1914, May 13). Organic Education To Solve Old Problem.
- Potter, E. S. (1911a, December 10). A Woman's Message on Schools. *The Oregon Daily Journal*.
- Potter, E. S. (1911b, December 10). A Woman's Message on Schools. *The Syracuse Herald*.
- Potter, E. S. (1912, Third Month 30). Having to Do With Children. *Friend's Intelligencer*, p. 203.
- Prang, M. D. (1909, April 19). Mrs. Louis Prang Tells of "Organic School." *Post Standard*.

- Pratchner, W. W. (1930). *A Survey of Progressive Education and Its Application to Certain Schools of California*. (Thesis). Stockton, California: University of the Pacific.
- (*The Public*). (1909, August 20). Pamphlets, p. 314.
- Rawson, M. N. (1920, April 3). Schools Where Children Like to Study. *The Evening Post*.
- Reese, W. J. (1986). *The Transformation of the School*. Boston, London, Henley: Routledge and Kegan Paul.
- (*The Republican Journal*). (1908, October 29). Women's Clubs.
- Rice, J. M. (1893). *The Public-School System of the United States*. New York: The Century Co.
- (*The Richmond Palladium*). (1913, August 2). Invitation Given to Attend Conference on Organic Education.
- Rodman, H. (1915a, April 21). Dr. Montessori Aims To Aid Poor. *The New York Tribune*.
- Rodman, H. (1915b, May 5). East Side Pupils Think in Rhythm. *The New York Tribune*.
- Rodman, H. (1915c, April 22). If Children Are Taught to Reason, Not Merely to Follow Tradition, There Will Be No More Wars, Declares Dr. Montessori. *The New York Tribune*.
- Rodman, H. (1915d, August 31). School and Community: The Libertarian Conduct of the Fairhope School Is Even More Striking Than That of the Wirt System. *The New York Tribune*.
- Rugg, H., & Shumaker, A. (1928). *The Child-Centered School: An Appraisal of the New Education*. Yonkers-on-Hudson, New York / Chicago: World Book Company.
- (*The Rye Chronicle*). (1913, September 6). May Introduce Organic Education in Rye.
- (*The Rye Chronicle*). (1913b, August 9). Organic Education: Large Number of Women Interested in New Child's Education Listen to Mrs. Johnson.
- (*The San Francisco Call*). (1912, August 31). Here Boys and Girls Are Put Through Odd Paces.
- School of Organic Education. (1911, September 22). Advertisement. *The Public*, p. 989.
- School for Organic Training (1909, May). Advertisement. *The Federation Bulletin*, p. 237.
- Scot, M. F. (1915). *How To Know Your Child*. Boston: Little, Brown, and Company.
- (*The Semi-Weekly Times*). (1915, February 9). Fitting the School to the Child.
- Sinclair, K. (1920, August 21). New Kind Of Education Is Aim Of Mrs. Johnson's School. *The New York Evening Post*, p. 5.
- (*The Single Tax Review*). (1912, July-August). Convention of the Women's National Single Tax League, pp. 57-59.
- Smith, M. (1910, First Month 13). Letter from Fairhope. Alabama. *The Friend*, p. 221.
- Sobe, N. W. (2018). Fontes, Teoris, Escolarização e Infância: Afeto e Copreoidade nas Escolas Progressistas Norte-Americanas do Amanhã [Sources, Theory, Schooling, and Childhood: Affect and Embodiment in American Progressive Schools of To-Morrow]. In J. G. Gondra, M. C. G. Machado, & R. H. S. Simoes (Eds.), *História da Educação, Matrizes Interpretativas e Internacionalização* (pp. 273-296). Vitória, Brazil: Editora da Universidade Federal do Espírito Santo (EDUFES).
- Sobe, N. W. (2019). Affect, Embodiment and Pedagogic Practice in Early-Twentieth-Century American Progressive Education: The School of Organic Education and John Dewey's *Schools of To-morrow*. In F. Berdelmann, B. Fritzsche, K. Rabenstein, & J. Scholz (Eds.), *Transformationen von Schule, Unterricht und Profession: Erträge praxistheoretischer Forschung* (pp. 167-184). Wiesbaden, Germany: Springer VS.
- Spiers, J. B. (1914, April 1). Fairhope, Ala. *New-Church Messenger*, pp. 206-207.
- Stack, S. F. (2004). *Elsie Ripley Clapp (1879-1965). Her Life and the Community School*. New York, Washington, D.C., Baltimore, Bern, Frankfurt am Main, Berlin, Brussels, Vienna, Oxford: Peter Lang.
- (*The Standard Union*). (1913, March 15). Marietta Johnson to Discuss Education.
- (*The Standard Union*). (1915, February 19). Urges Radical School Changes.
- Staring, J. (2005). *Frederick Matthias Alexander 1869-1955: The Origins and History of the Alexander Technique*. Nijmegen: Integraal.
- Staring, J. (2011). *1913-1918: The Unknown Second Lustrum History of Marietta Johnson's Fairhope School of Organic Education*. (Conference Paper). 2011 Great Lakes History Conferenc, October 7-8, 2011. Pew Campus, Grand Valley State University, Grand Rapids, MI.
- Staring, J. (2013). *Midwives of Progressive Education: The Bureau of Educational Experiments, 1916-1919*. Nijmegen: Integraal.
- Staring, J. (2014). New Light on Marietta Johnson (1864-1938). *Journal of Education and Human Development*, 3(3), pp. 205-225.
- Staring, J. (2016). Marietta L. Johnson's Early 'Organic Education' Work. *International Journal of Case Studies*, 5(6), pp. 15-32.
- Staring, J. (2020a). Marietta Johnson, Illustrated Newspaper Articles, Women's Magazines, 1907-1916. Part I. *International Journal of Case Studies*, 9(12), pp. 241-264.
- Staring, J. (2020b). Stories About New Avenues To Do Research, Part I. *International Journal of Case Studies*, 9(2), pp.51-56.

- Staring, J., & Aldridge, J. (2014). Out of the Shadows: Redeeming the Contributions of Evelyn Dewey to Education and Social Justice (1909-1919). *International Journal of Case Studies*, 3(11), pp. 21-33.
- Staring, J., Bouchard, E., & Aldridge, J. (2014). New Light on the Early History of Walden School. *International Journal of Case Studies*, 3(9), pp. 1-21.
- Stevens, F. S. (1910). Education Conference. In H. H. Dawson (Ed.), *The General Federation of Women's Clubs Tenth Biennial Convention, May 11 to May 18, 1910, Cincinnati, Ohio* (pp. 482-485). Newark, New Jersey: The General Federation of Women's Clubs.
- (The) *Summit Herald*. (1915, July 9). Marietta Johnson Visits Arthur Home.
- (The) *Sun*. (1912, November 17). What Women Are Doing.
- (The) *Sun*. (1914, March 8). Organic Education Her Topic.
- (The) *Sun*. (1915, December 20). School Experiment Opposed.
- (The) *Survey*. (1914, May 16). Professor Dewey's Report on the Fairhope Experiment in Organic Education, p. 199.
- (The) *Syracuse Journal*. (1913, June 27). A Departure In Instruction.
- Tanner, L. N. (1997). *Dewey's Laboratory School. Lessons for Today*. New York and London: Teachers College, Columbia University.
- Todd, M. E. (1913, January 17). County School News. *The Liberal Democrat*.
- (The) *Trenton Evening True American*. (1912, December 5). Duty To Children Forgotten, Says Noted Instructor.
- (The) *Troy Times*. (1915, February 6). Fitting the School to the Child.
- Turner's Public Spirit*. (1913, December 6). Organic Education.
- (The) *Twice-A-Week Spokesman Review*. (1910, August 5). What Is the Best Way to Meet the Universal Demand for Agricultural Education and Better Farming?
- University Missourian*. (1910, August 11). Henry George Idea in South.
- Wallace, B. B. (1913, October 5). Organic Education: An Experiment in Education at Fairhope, Ala. *The Pensacola Journal*.
- (The) *Washington Herald*. (1911, October 14). Iron-Bound School Scored by Teacher.
- (The) *Washington Herald*. (1912a, September 1). Can You Beat This for an Odd School?
- (The) *Washington Herald*. (1912b, June 18). Lauds Alabama School.
- (The) *Washington Herald*. (1912c, June 16). Mrs. Johnson Will Lecture.
- (The) *Washington Herald*. (1913a, June 21). Disciples.
- (The) *Washington Herald*. (1913b, June 23). School Work Discussed: Theme of Woman Principle of Alabama Institution.
- (The) *Washington Herald*. (1914, March 20). Society.
- (The) *Washington Times*. (1911a, October 13). Western Alumni Will Attend School Lecture.
- (The) *Washington Times*. (1911b, October 11). Western High School Association to Meet.
- (The) *Washington Times*. (1912a, June 16). Organic School Lecture.
- (The) *Washington Times*. (1912b, June 18). Talks on Organic School.
- (The) *Washington Times*. (1913a, June 21). Address To Be Given On Organic Education.
- (The) *Washington Times*. (1913b, June 23). Religion Needed To Be Educated.
- (The) *Washington Times*. (1914a, March 19). Activities Of Society.
- (The) *Washington Times*. (1914b, November 23). Secular League Meeting.
- Watson, R. J. (1914, September 6). Just Like Play To Learn at This "Do As You Please" School.
- (The) *Westfield Leader*. (1916, December 20). Music Guessing Contest. Madame Montessori's Theory of Great Interest to Parents.
- Wheeler Wilcox, E. (1913, August 2). Outdoor School and Gardens. *El Paso Herald*.
- Wilcox, E. W. (1913a, August 2). A New Educational Movement. *The Richmond Palladium and Sun-Telegram*.
- Wilcox, E. W. (1913b, August 6). Marietta Johnson Will Endeavour to Have Her New Method of Education Adopted. *The Spokane Daily Chronicle*.
- Wilcox, E. W. (1913c, August 2). Nature Schools. *The Omaha Daily Bee*.
- Wilcox, E. W. (1913d, August 2). Outdoor School and Gardens. *El Paso Herald*.
- Wilcox, E. W. (1913e, September 2). Outdoor School and Gardens Suggested as Practical. *The San Francisco Call*.
- Wolfe, J. (2002). *Learning from the Past: Historical Voices in Early Childhood Education* (Second, revised ed.). Mayerthorpe, Alberta: Piney Branch Press.
- Woodward, C. M. (1887). *The Manual Training School*. Boston: D. C. Heath & Co., Publishers.
- Woodward, C. M. (1890). *Manual Training in Education*. New York: Scribner & Welford.
- Young, R. (1914, January). Guilty of Motherhood. *Good Housekeeping*, pp. 27-33.
- (The) *Youngstown Vindicator*. (1914, February 24). Organic Education: Mrs. C. B. Dyke Gives Interesting Address at Yale School Monday Afternoon.