

## *The Alexander Foundation School: An Experiment in Education*

by Ruth Rootberg

### Introduction

When I gave a lecture-demonstration at my local library in 2010, Bill Fuhrmann introduced himself and told me that he had attended the Alexander Foundation School in Media, Pennsylvania as a boy, from 1947–1950. I was intrigued: What was the Alexander Foundation School?

Fuhrmann joined a class at the Amherst Senior Center, and we talked at more length. He loaned me a photo of himself at the school and agreed to write something about his experiences there.

I did some research, which included looking through correspondence and other documents in the Alexander/Jones Archives (AJA). I also discovered another former Alexander Foundation School student, Bonnie Tatcher, who attended the school from 1956–1959. Both Fuhrmann and Tatcher contributed reminiscences as part of the preparation for this article. (See pages 35 and 36.)

I learned that the Alexander Foundation School was a small private boarding school established in Media, Pennsylvania in the late 1940s by a small group of Alexander Technique trainees and devotees who were committed to bringing the Technique into the classroom and daily life of the students.

There was a precedent for such a school: F.M. Alexander, Irene Tasker, and Margaret Goldie included the Alexander Technique as part of elementary school education at the Little School in England.

### Teaching Children the Alexander Technique

Irene Tasker, an assistant to F.M. Alexander, had studied Maria Montessori's educational methods.<sup>1</sup> She was the first to incorporate the Alexander Technique into elementary education, when, beginning in 1924, one boy received private lessons from F.M.<sup>2</sup> while Tasker instructed the child in applying the principles to his academic work.<sup>3</sup> Soon other parents who studied with F.M. asked for help with their children, and the "Little School" was born.

By 1934, school enrollment had flourished, and it became a boarding school at Penhill, a property in Kent that F.M. had owned since 1925.<sup>4</sup> Tasker was headmistress, and Margaret Goldie, a newer Alexander Technique teacher, became her deputy.<sup>5</sup>

In 1939, with war inevitable, the children were evacuated to Devizes, Wiltshire.<sup>6</sup> Within a year, F.M. agreed to leave England with the school children, accompanied by Irene Stewart and Margaret Goldie (Irene Tasker had by this time moved to South Africa). Their first destination was Canada, where they docked on July 11, 1940.<sup>7</sup> By January 1941, they

had arrived in the United States and settled into the Whitney Homestead in Stow, Massachusetts.<sup>8</sup> Apparently Margaret Goldie, although not well liked among the children, was in charge of the school.<sup>9</sup>



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During that period, F.M. spent some time teaching privately in New York, and some time in Stow.<sup>10</sup> A.R. Alexander, his brother, was based in Boston, where he had been teaching since the early 1920s,<sup>11</sup> and he sometimes taught in Stow when F.M. was in New York, and in New York when F.M. was in Stow.<sup>12</sup> However, by September 1942, the group of Unitarians who owned the Homestead and allowed the Alexander community to live and work there sold the building.<sup>13</sup> F.M. was hard pressed to find a new location, and as enrollment had dipped, he chose to close the school. I could not find any information about where the English children then went or where they studied.

F.M. taught private students in New York for the next several months. However, he grew disenchanted with America and, in

June 1943, less than a year after focusing on his teaching practice in New York, he returned to England.<sup>14</sup>

### First American Teacher Training Course

The first Alexander Technique teacher training course in the United States began while F.M. and the children lived in Stow. In the summer of 1941, Frank Pierce Jones became F.M.'s first (and only) trainee in the new training course.<sup>15</sup> The next summer—1942—Jones' wife Helen joined the training.<sup>16</sup>

When F.M. closed the children's school in Stow and settled in New York, A.R. took over the teacher training course and moved it to Boston. Four more trainees joined the course there: Richard (Buz) Gummere, Alison Grant-Morris, Mary Macnair-Scott, and Dolly Dailey.<sup>17</sup> (Dolly Dailey was referred to in letters and other papers by three additional names: Philomene Dailey [her given name], Philomene Barr, and Mrs. Norris Barr [Barr was her married name]. Dolly was probably her nickname.) None of these trainees completed training before there was another move around the time F.M. returned to England: this time they moved to Pennsylvania, at the invitation of Esther Duke.

### Alexander Group Moves to Pennsylvania

Esther Duke of Swarthmore, Pennsylvania had her first Alexander Technique lesson with A.R. Alexander.<sup>18</sup> Duke was affiliated with the Media Friends School, a Quaker school, and she saw the Alexander Technique as a means of giving children the conscious control that offers self-mastery, or, as the Quakers say, the "abundant life."<sup>19</sup> She arranged for Irene Stewart and

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Margaret Goldie to begin commuting to Pennsylvania: Stewart to give private lessons (probably to adults) and Goldie to teach a class at the Media Friends School.

When Duke realized that Stewart and Goldie would leave the United States with F.M., she persuaded A.R., apparently against F.M.'s wishes,<sup>20</sup> and his trainees to move to Pennsylvania.<sup>21</sup> Thus a community of people interested in the Alexander Technique migrated to Swarthmore and Media, Pennsylvania, two towns just west of Philadelphia.

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and fair play.”

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### Teacher Training Course in Pennsylvania

A.R. and all the trainees, except for Mary Macnair-Scott, who returned to England,<sup>22</sup> moved to Pennsylvania in September 1943. Jones received his teaching certificate in June 1944 and moved back to Boston,<sup>23</sup> but stayed in touch with the Pennsylvania community. Buz Gummere was also certified in 1944.<sup>24</sup> It is not clear whether he was certified in the same month as Jones.

In August 1944, after Jones had completed his training, A.R. sustained a stroke. He remained in Pennsylvania another year, returning to England the following summer (1945), and later, despite many efforts, was denied a visa to return to the U.S.<sup>25</sup> A.R. died in England in April 1947.

After A.R. left the United States (1945), Dolly Dailey took charge of the trainees who had been studying with A.R.: Janet Hamilton, Margaret Riggs, Dorothy Davison, and Esther Duke.<sup>26</sup> I could find no information confirming that either Dolly Dailey or Alison Grant-Morris ever received certification from A.R., but nevertheless Dailey took over teacher training and Grant-Morris began to assist on the training course.

Duke wrote to Jones, assuring him that Dailey's role was condoned by A.R.:

*She is teaching for him and by his authorization. Should he never return we will then have to set up a scheme which is to our liking but now we are still A.R.'s class and he will sign our certificates when Dolly is satisfied that we are ready for them.... Dolly reports to A.R. and hopes that what F.M. learns about the T.T.C. [Teacher Training Course] will reach him by that route.... Buz is teaching regularly in the T.T.C. and Alison is giving us all lying down work. After a bit I think Dolly wants them to change around. You can see that with three teachers we four (and five when Dorothy comes) get a good going over every day.*<sup>27</sup>

Apparently, the teacher training course continued, growing in size to 25 students, until the spring of 1949, when it was discontinued.<sup>28</sup> By the time training was discontinued, the Alexander Technique community had formed a working group, established a foundation, and opened the Alexander Foundation

School. We will backtrack to pick up the story of teaching children.

### Teaching Children at the Media Friends School

When Margaret Goldie left for England with F.M. (1943), Dolly Dailey continued the classes at the Media Friends School.<sup>29</sup> In 1945, Jones, now living in Boston, returned to Media to read a paper before the Parents' Council of the school, which was intent on integrating the Alexander Technique into the fiber of its curriculum.<sup>30</sup> The Alexander Technique was given “sometimes in special classes, sometimes with individual grades and sometimes with the entire school.”<sup>31</sup> Beyond the hands-on help for the children, the teachers offered classes and private lessons to staff and parents. Esther Duke was satisfied that the Media Friends School teachers and staff developed an awareness of change through the classes and lessons.<sup>32</sup>

Duke also wrote about her work with children at the Media Friends' School:

*I am enjoying the work with the children more and more.... Dolly is letting me work a little on the children while they are resting and I am beginning to recognize the difference in the tensions and pulls that are causing them to be bundles of nerves.... Yesterday I had a spare half hour and went in while they were working on arithmetic work-books. As I went around helping them to understand what they were supposed to do I saw to it that they were sitting on their chairs, not wrapped around them, and gently touched them and told them to stop using a lot of needless pressure in holding their pencils or crayons. It was thrilling to feel their little bodies go up and the overtension go out of their arms at the slightest suggestion. Naturally the resulting work was much better and they liked it.*<sup>33</sup>

Eventually Dolly Dailey and Esther Duke were excused once a week to teach at a school in Haddonfield as well. Duke reported: “Our experiment at Haddonfield is proving to be very interesting and is opening our eyes as to how much can be accomplished by a little work.”<sup>34</sup>

According to the historical account from the Media Friends School, some people at the school remained skeptical of the Alexander Technique work. Eventually “some members of the staff felt so strongly about the technique that they left to form their own school, which followed the Alexander philosophy completely, an institution which became known as the ‘Alexander Foundation School.’”<sup>35</sup>

The next section discusses the Alexander Foundation and plans for a school.

### The Alexander Foundation

In 1945, after A.R. left the United States, the Alexander Technique teachers and trainees decided to create a more legal and formal structure. By August 1946 a working group under the name the “Alexander Foundation” had formed, with offices at 412 West State Street. Dolly Dailey was President, Buz Gummere was Vice-President, and Esther Duke was Secretary-Treasurer.<sup>36</sup>

Perhaps the group understood at some level that they were veering away—from each other and from the Alexander Technique as it was originally understood. Duke wrote to Marjorie Barstow:

# The Alexander Foundation School

*I doubt if any two think exactly the same on any number of phases of the work but I do believe they are all interested in the purpose we stated for the Foundation in our application for a Charter: 'To disseminate and teach the principles of psycho-physical coordination as discovered by F. Matthias Alexander of London, England.' You will note that we do not say anything about his technique. You say you are experimenting. Fine. So are we.... I see no reason why we cannot have 'unity without uniformity.'*<sup>37</sup>

There appears to have been a lot of discussion and debate via correspondence about the Foundation and the teacher training course, although not all letters from each writer are available. One wonders whether either Alexander brother sanctioned the Foundation or the continued training of teachers. Michael Bloch states that, concerning the Foundation, A.R. was "still somewhat confused at the time, and believed that it would only be used to sponsor publications and help impecunious pupils with their fees."<sup>38</sup>

According to Esther Duke, F.M. did not seem concerned by the situation when there was still hope that A.R. would return to Pennsylvania. Duke reported to Frank Pierce Jones: "Dolly has been writing him regularly and he knows the T.T.C. is going on—in fact has suggested to a student to join."<sup>39</sup> As time went

on, F.M. evidently became utterly disenchanted with the situation. He shared his dismay with Jones: "It is a sad, sad experience for me at my age to find this, after the way I have protected the interests, present and future, of the work in your country and elsewhere."<sup>40</sup>

But even later, in 1947, Duke insisted to Jones that F.M. had not conveyed his disapproval to the group:

*You say that F.M. does not approve of what we are doing. In his letters to Dolly he has not said so and he has not had the courtesy to answer mine. As far as we know directly he does not disapprove.... As long as F.M. does not say anything to us directly, I shall go ahead in furthering the work to the best of my ability.*<sup>41</sup>

Jones, while critical of the teacher training course running without either Alexander brother, apparently was not bothered about the continuing work with children. He wrote:

*In my opinion you should restrict yourselves to putting the work on a firm basis in the Media School. That in itself could be a full-time job. If the ttc were for the purpose of training teachers for the Friends' school without any promise or suggestion of an Alexander certificate I would say go ahead.*<sup>42</sup>

## SCHOOL CALENDAR

September 13, 1948 . . . . . School opens  
November 24: 3:00 P.M. . . . . Thanksgiving vacation  
November 29 . . . . . School reopens  
December 17: 3:00 P.M. . . . . Christmas vacation  
January 3, 1949 . . . . . School reopens  
February 2 . . . . . Second semester begins  
March 18: 3:00 P.M. . . . . Spring vacation  
March 28 . . . . . School reopens  
June 15, 1949 . . . . . School closes

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SCHOOL PHYSICIAN . . Dr. E. T. Kirk      B.A., Penn State,  
D.O., College of Osteopathy,  
Des Moines, Iowa

SCHOOL NURSE . . . Mrs. Galen Young      R.N., Philadelphia  
Osteopathic Hospital

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Parents are requested to keep children at home if any symptoms of illness are noticed. After a contagious disease, a note from a physician, stating that the child is ready to return to school is requested. If a child has been exposed to or develops a contagious disease, please notify the school promptly.

Further information may be obtained from the School.

Telephone: ME 6-2912

License No. 85

## THE ALEXANDER FOUNDATION SCHOOL

600 NORTH JACKSON STREET  
MEDIA, PENNSYLVANIA



"LET US BUILD A  
STRUCTURE IN THE LIFE OF  
YOUTH THAT NEVER WILL  
KNOW DECAY"

*Prospectus of the Alexander Foundation School, 1948*



When Jones later learned that the working group would leave the Media Friends School and open its own school, he supported them:

*...if those of you who are most concerned with it are confident that it is the thing to do, I have no grounds to criticise. In many ways it should work out much better to be on your own and not have to trouble over a hostile faction as you did at the Media Friends'.<sup>43</sup>*

The local group of teachers, with or without blessings from the Alexander brothers and the other American Alexander Technique teachers certified by the Alexanders (Barstow, Gummere, Jones), created a foundation and a school.

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## **Establishing the Alexander Foundation and the Alexander Foundation School**

We can infer from correspondence between Duke and Jones<sup>44</sup> and minutes of Alexander Foundation meetings<sup>45</sup> that plans were underway from April 1947 to purchase from Esther Duke, under lease-sale agreement, two properties: the offices on State Street and also property at 600 North Jackson, which would become the future location of the Alexander Foundation School. The building was to be ready by September 1947, so we assume the first school children entered at that time, as Bill Fuhrmann’s memoir indicates. The school was to be a memorial to A.R.<sup>46</sup> By the end of the year, the working group had adopted a constitution and bylaws.

As the lease-sale agreements were with Esther Duke, we infer she was the financial backer of the enterprise.<sup>47</sup> Philomene Dailey became the “supervisor.”<sup>48</sup> Donald T. and Margaret F. Riggs (Margaret trained in the Alexander Technique under Dolly Dailey) were appointed Co-Principals of the school.<sup>49</sup> The prospectus for the academic year 1948–1949 states that the school is for kindergarten through eighth grade and continues:

*The principle of the primary control of use, discovered by F. Matthias Alexander, is the foundation of all activities.... Our aim toward natural coordination accompanies growth toward self-control, poise, honesty, integrity, courtesy, reverence, tolerance, and fair play.<sup>50</sup>*

What was this school like? The curriculum featured a classical education as well as the Alexander Technique. We have accounts from both Bill Fuhrmann and Bonnie Tatcher that give a sense of their experiences attending the school (See pages 35 and 36). Fuhrmann, for example, recalls many “naps;” perhaps this was semi-supine:

*The teachers felt very strongly about the students nourishing their bodies not only with food but also by taking several “naps” a day on mats right in the classrooms. As I remember, these pauses were very beneficial, probably for the teachers as well as their students.... I do not remember much in the way of actual hands-on Alexander work except the feeling that I liked the alternative nature of the school. I do know that I did not like my mother handling my head while telling me to “think of my neck.”<sup>51</sup>*

Tatcher remembers the Alexander Technique as an integral part of the school experience:

*We lived the Alexander Technique 24/7—it infused everything we did. The teachers wanted to know if it would make a difference in adulthood if people learned the Alexander Technique as children. The Technique was part of your life. We received hands-on work during private lessons, and constant verbal reminders about all kinds of activities. Everything was included: how you slept, how you sat—at dinner, in the classroom—how you stood—it was all very integrated; it was very much a part of everything.<sup>52</sup>*

## **Disagreements**

A schism developed in the small Alexander community around 1948. Perhaps Esther Duke’s death in August 1948 was a factor in motivating a few members of the original group to break away from the Alexander Foundation School and plan to start their own school.

In 1949 Buz Gummere wrote Dolly Dailey: “We are planning to establish here in Media a new research center and with it a small elementary school for further study of F.M.’s principles.”<sup>53</sup> In later years, Gummere recalls his problem with the group process:

*I REMEMBER distinctly deciding there was something wrong with the non-democratic process that appeared to be developing after Esther’s death... Maybe there’s a danger in the Alexander work especially for a small band of prophets who gather to bring The Light to a benighted world. It’s easy then to begin to find that even in the band there are some with less light than is desirable.”<sup>54</sup>*

Buz Gummere was not the only one to depart. Janet Hamilton left with Gummere and wrote to Jones:

*We can hardly call this an Alexander school since no one is a qualified teacher of the technique except Buz and he just won’t do it. We can hardly say that it is not an Alexander school because all the staff is drawn from the Alexander group! We are going to have to say something about the Alexander work, and so far have not figured out what, except that everyone is convinced that it has a very real value.<sup>55</sup>*

About a week later, Gummere invited parents to a meeting: “We propose to start a new elementary school because we think

that in that way we can get notable advantages for our children not obtainable otherwise.”<sup>56</sup>

Despite all the details available about plans for another school, there is no indication that it was ever established. The Alexander Foundation School continued, however, although there was still criticism, including this from Marjorie Barstow in 1950:

*If Dolly and the Riggs want to run a school on their own they could do so, and it would be better than having it under the guise of an Alexander Foundation because what is going on at the school is not a fair representation of F.M. Alexander's discovery.... If the foundation could be dissolved the teachers at the school should be able to get good jobs elsewhere. There is a shortage of teachers all over the country and good teachers are in demand. I have been told by several that Margaret R. is a good teacher.*<sup>57</sup>

Both the foundation and the school continued. In 1950 the school held an open house<sup>58</sup> and boasted registration of 40 students per year.<sup>59</sup> In 1951, Goddard Binkley, whose first teacher was Philomene Barr, visited the school, and he described it as:

*...very cheerful, gay and relaxed. The children were so absorbed in their work. I watched Mrs. Barr give the children their three minute lessons as they sat in the class room. I learned much from observing their freedom and flexibility and ease of manner.*<sup>60</sup>

Bonnie Tatcher indicated that the Alexander Foundation School most likely still existed in 1966, when she visited “Teacher Margaret.” However, she cannot remember if the school was still functioning at that time. I could find no information regarding the date the school officially closed, but at some point the Riggs moved away, the building was sold and torn down, and a modern office building was constructed on the site.

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***“We are going to have to say something about the Alexander work, and so far have not figured out what, except that everyone is convinced that it has a very real value.”***

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## Summary

Irene Tasker and F.M. Alexander were the first to teach the Alexander Technique to primary school age children, starting in 1924 at the Little School. F.M., Irene Stewart, Margaret Goldie, and students of the Little School evacuated to Massachusetts during World War II. A.R. was already in Boston, where he had been teaching since 1924. While living in Massachusetts, F.M. began a training course—the first trainee was F.P. Jones. When F.M. returned to England in 1943, A.R. took over running the course, moving it first to Boston and then to Pennsylvania. When A.R. returned to England in 1945, Dolly Dailey ran the training course, which, closed in 1949.

While the Alexander community resided in Pennsylvania, some of the teachers and trainees taught elementary school children at the Media Friends School, beginning in 1943. They formed the Alexander Foundation in 1946, leading to the establishment of the Alexander Foundation School, which opened its doors in 1947. By 1949, the community split: Buz Gummere and others broke away intending to form a new school, but I did not find information confirming that they ever accomplished that goal. The Alexander Foundation School, despite the rift in the community, apparently continued through the 1950s and possibly into the 1960s.

## Conclusion

This article provides a closer look at an experiment in creating an intentional school and community based on principles of the Alexander Technique.

Was it the Alexander Technique as F.M. understood it that was taught at the Alexander Foundation School? I do not think we will ever be able to draw firm conclusions, because of the passage of time and a lack of documentation.

Did the experiment in Media, Pennsylvania succeed? I would like to think that the Alexander Technique benefitted the students who were enrolled in the Alexander Foundation School.

The education they received certainly left an impression on Bonnie Tatcher and Bill Fuhmann. More than 50 years after attending the school, Bonnie still thinks about the work, still lies down in semi-supine; and Bill—some 60 years later—was inspired to join a class as an older adult. Perhaps the experiment succeeded, not in a way that is quantifiable, but because learning the Alexander Technique as children did influence their lives in a lasting way.

## Endnotes:

1. Irene Tasker, *Connecting Links*, an informal talk given at the Constructive Teaching Center, October 9, 1967, distributed by AmSAT, 17.
2. F.M. Alexander, *The Use of the Self* (London: Orion, 2001), Appendix, 110–111.
3. Tasker, *Connecting Links*, 17.
4. Michael Bloch, *F.M.: The Life of Frederick Matthias Alexander* (London: Little, Brown, 2004), 130–131.
5. *Ibid.*, 156.
6. J. A. Evans, *Frederick Matthias Alexander, A Family History* (Chichester: Phillimore, 2001), 204.
7. *Ibid.*, 207.
8. *Ibid.*, 210.
9. Bloch, *F.M.*, 185.
10. *Ibid.*, 184.
11. Frank Pierce Jones, *Freedom to Change* (London: Mouritz, 1976), 80.
12. Bloch, *F.M.*, 185.
13. *Ibid.*, 187.
14. Jones, *Freedom to Change*, 79.
15. *Ibid.*, 77.
16. *Ibid.*, 78.
17. *Ibid.*, 79.
18. Vincent Pinto and Frederick W. Echelmeyer, *A Century of Love and Learning...Media Friends School – 1876–1976* (Media:

- Joint Centennial Committee of Media Friends School and Media Monthly Meeting, Religious Society of Friends, 1976), 19.
19. *Ibid.*
20. Esther Duke to Frank Pierce Jones, June 29, 1947. Courtesy Alexander/Jones Archives (AJA).
21. Jones, *Freedom to Change*, 79–80.
22. *Ibid.*, 80.
23. *Ibid.*, 81.
24. Michael Frederick, “Richard M. Gummere 1912–2007,” *AmSAT News* Summer 2007, No. 74, 10.
25. Jones, *Freedom to Change*, 81.
26. Esther Duke to Frank Pierce Jones, September 27, 1945. Courtesy AJA.
27. *Ibid.*
28. Janet Hamilton to Frank Jones, June 7, 1949. Courtesy AJA.
29. Jones, *Freedom to Change*, 80.
30. Frank Pierce Jones, “The F. Matthias Alexander Technique,” a paper read before the Parents’ Council of the Media Friends’ School, Media Pennsylvania, April 3, 1945. The footnote reads: “The educational principles of F. Matthias Alexander form the basis of instruction in the elementary grades of the Media Friends’ School.”
31. Pinto and Echelmeyer, *A Century of Love and Learning*, 19.
32. Esther Duke to Frank Pierce Jones, October 18, 1945. Courtesy AJA.
33. Esther Duke to Frank Pierce Jones, September 27, 1945. Courtesy AJA.
34. Esther Duke to Frank Pierce Jones, November 9, 1946. Courtesy AJA.
35. Pinto and Echelmeyer, *A Century of Love and Learning*, 19.
36. Esther Duke, letterhead on letter to Frank Pierce Jones, August 25, 1946. Courtesy AJA.
37. Esther Duke to Marjorie Barstow, September 2, 1946. Courtesy AJA.
38. Bloch, *F.M.*, 193. Quote noted #54. See p. 263: letter from F.M. to Frank Jones, September 16, 1946.
39. Esther Duke to Frank Pierce Jones, October 18, 1945. Courtesy AJA.
40. Bloch, *F.M.* 193. Quote noted #54. See p. 263: letter from F.M. to Frank Jones, September 16, 1946.
41. Esther Duke to Frank Pierce Jones, June 29, 1947. Courtesy AJA.
42. Frank Pierce Jones to Esther Duke, September 13, 1946. Courtesy AJA.
43. Frank Pierce Jones to Richard M. Gummere, May 20, 1947. Courtesy AJA.
44. Esther Duke to Frank Pierce Jones, June 29, 1947. Courtesy AJA.
45. Minutes of the Alexander Foundation, Inc., December 2, 1947, and accompanying Constitution. Courtesy AJA.
46. Esther Duke to Frank Pierce Jones, June 29, 1947. Courtesy AJA.
47. There is evidence that Esther Duke Redding, the daughter of Esther Duke, inherited the financial responsibilities of the Alexander Foundation when the elder Esther died in 1948.
- Marjorie Barlow writes in 1950: “The person I am most concerned about at the moment is Esther Redding. It is her investment that continues to support and keep the present set up going.” Marjorie Barlow to Sally (Houghton?), January 31, 1950. Courtesy AJA.
48. Copy of prospectus of the Alexander Foundation School. Courtesy AJA.
49. Minutes of Alexander Foundation, December 2, 1947, and accompanying Constitution. Courtesy AJA.
50. Copy of prospectus of the Alexander Foundation School. Courtesy AJA.
51. See “Bill Fuhrmann Remembers the Alexander Foundation School,” p. 35.
52. See “Bonnie Thatcher Remembers the Alexander Foundation School,” p. 36.
53. Richard M. and Peggy Gummere to Dolly Dailey, June 6, 1949. Courtesy AJA.
54. Richard M. Gummere to Willard and Sally Houghton, December 27, 1962. Courtesy AJA.
55. Janet Hamilton to Frank Jones, June 7, 1949. Courtesy AJA.
56. Richard M. Gummere to “Fellow Parent,” June 14, 1949. Courtesy AJA.
57. Marjorie Barstow to Sally (Houghton?), January 31, 1950. Courtesy AJA.
58. Staff writer, unknown local newspaper, Delaware County, Pennsylvania, “Alexander School to Hold Exhibit Sunday,” June 1, 1950. Courtesy of Historical Commission, Borough of Media, Pennsylvania.
59. Staff writer, unknown local newspaper, Delaware County, Pennsylvania, “Alexander School,” June 1, 1950. Courtesy of Historical Commission, Borough of Media, Pennsylvania.
60. Goddard Binkley, *The Expanding Self* (London: STAT Books, 1993), 31.

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