

THE GROWTH AND DEVELOPMENT OF EDUCATIONAL THEORY  
AND PHILOSOPHY AS DEPICTED BY THE  
TEACHER IN LITERATURE

A THESIS

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## INTRODUCTION

### THE EARLY INFLUENCES OF THE TEACHER IN LITERATURE

The problem of showing the growth and development of educational theory and philosophy as depicted by the teacher in literature begins with the period following the middle of the eighteenth century. Before this epoch, philosophy concentrated upon the church; after this era, attention was given to the criticism of the social and political organizations. The first philosophy tended to destroy the abuses, while the latter aimed toward an ideal society. Voltaire, the leader, with his intellectual power, in the first half of the century formed an intellectual aristocracy. As a contrast, Rousseau, who had a profound feeling of sympathy and emotion for all classes of people, replaced the old theory of an intellectual aristocracy with one of faith in nature and man's ability.

A study of the teacher in educational literature cannot be complete without a basis for the democratic enlightenment of the eighteenth century. The literature used in representing this period is written by men who are the philosophers and social reformers of their age. This philosophy and educational theory are scattered throughout the books, which will be used in this problem to exemplify the teacher in his relation to teaching his pupils. Educational

literature during the eighteenth century was very rare, exclusive of the works of the great philosophers. For this period, the philosophy and educational theory is best shown by citing a philosopher who is the author of the literature.

The great philosopher and reformer in education, during the eighteenth century, was Jean Jacques Rousseau. He was born at Geneva, a French Swiss by birth, in 1712, when the country was seething with an undercurrent of revolution. His early training was very inefficient and was marked by its lack of discipline. At an early age, Rousseau sensed the injustice and lack of discipline in the corrupt civilization which had resulted from an artificial educational system.<sup>1</sup>

The plebeian Rousseau, living from hand to mouth, by turns valet, clerk, tramp, tutor, copyist, author, fugitive, was filled with unquenchable hatred of the rich and powerful. This hatred, together with an ardent love of humanity, made him burn with the desire to overthrow society and carry men back to that state of "nature" which he conjured up in his imagination!

The early life of Rousseau served as a foundation to the principles of philosophy and education in his book,<sup>2</sup> Emile. The teacher, as a real character and with a name, does not exist in this literature. The book is valuable and valid for the solution to the problem because Rousseau has imagined himself as the teacher for the imaginary pupil,

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1 R. H. Dabney, The Causes of the French Revolution, pp. 277-279.

2 J. J. Rousseau.

Emile. Almost all characters in literature are fictions so this incident will not make the proof less valid.

Emile the novel and didactic exposition of the eighteenth century is:

3

. . . an epoch making book in the history of education--a book which has served as a starting point for a new advance into the field of investigation, and to which the thoughts of men are ever returning for fresh inspiration and direction.

Like his contemporaries, Rousseau influenced by Locke, developed a philosophy antagonistic to sensationalism. He agreed with Cordellac and the Encyclopaedists that all thought was contributed by the senses, but in addition he claimed that the mind's reaction to sense experience was essential to knowledge and conduct. Knowledge is made possible only with comparison and reasoning of related experience.

4

The history of Emile's imaginary career as the pupil and companion of Rousseau for twenty years gives us a detailed account, in the concrete, of the principles and methods of a new system of education.

Rousseau, as the imaginary teacher of Emile, depicted his theories as a contrast to the older school. The difference in thought had a poor influence on education. The older school contributed the whole of man's ideas to social intercourse and Helvetius carried the doctrine a stage

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3 Ibid., "Translator's Introduction", p. xvii.

4 Ibid., p. xxiv.

further by asserting that the difference between men is due to education. Rousseau regarded the distinctive nature of man as a fundamental process of education. In Emile's training, the teacher was a servant, and not a master of the mind, who helped from without a process of growth which had its impulses within the individual pupil. This was to prove the theory that the mind produced ideas on the occasion of its sensation but the activity depended on the sensations not on itself. Rousseau's prime interest, as the teacher of Emile, is determined by the reaction to what is taught and the original nature of the learning mind and not to the curriculum of studies or the art of instruction. This placed the responsibility on the teacher to understand the pupil Emile and to teach him the personal elements of education. For Emile, Rousseau constructed an age period where he would deal with his pupil in a scientific way and know the mental life of that pupil. This plan suited education to the child's nature and the teacher was made responsible for his knowledge of the child. This meant a close correlation with human nature.

In commenting on the educational philosophy of Rousseau,<sup>5</sup> William Boyd said: "The ideal education is one that does fullest justice to all these innate possibilities of human nature."

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5 William Boyd, From Locke to Montessori, p. 47.

In giving his educational theories, In Emile, by teaching his imaginary pupil in a scientific way, Rousseau started a movement which contained a wealth of ideas toward starting an educational regeneration and an educational freedom. The great reformer believed that:

The best education, therefore, must have as its ideal to bring about the development of the original nature in such a fashion that under all the passing changes of external circumstance the man is impelled to action by no other will than his own.

By correlating Rousseau's philosophy and educational theory and philosophy of the fancies teacher in Emile there is a correlation. As a main purpose in writing Emile, Rousseau tried to depict his philosophy and educational theory through the imaginary teacher's relation with his pupil, Emile.

Among those effected by Rousseau's Emile was Johann Heinrich Pestalozzi, a German Swiss, who tried to rear his child, Jacobi, according to the new plan. Using Jacobi for his text-book, laboratory and experimental school, Pestalozzi discovered Rousseau's impracticability and devised methods for improvement. As a result of the experiment, Pestalozzi wrote his finest contribution in which he gives his opinion on the social and educational reforms which are scattered incidentally throughout the book; it

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6 Ibid., p. 44.

was not written to amuse any reader.

Leonard and Gertrude occupies a somewhat peculiar position in literature, since it is neither precisely a story, nor a pedagogical treatise. It might be called a realistic picture of Swiss peasant life in the last century, . . . yet it contains much thought that is curious and instructive concerning old manners and customs.

Pestalozzi's new education consisted of a great social function, a moral and intellectual development of the child for all the classes of people. The only way society could be saved from degradation was to educate all children. With this idea, he promoted a new conception that a poor home was not a requisite for a nefarious home as it was generally simulated. The purpose of Leonard and Gertrude was to reveal the simple village life of Bonal and the changes brought about in education, by a needy woman, Gertrude. Pestalozzi used Gertrude as the mother and teacher in her own home to instruct her children and the neighbors' children to bring about an educational reform.

One man who visited Gertrude's home and schoolroom<sup>8</sup> audibly confessed, "I must be a school-master in Bonnal!"

To show the relation of the teacher to the philosophy and educational reforms of Pestalozzi, Gertrude and the new teacher, Glulphi, with the aid of each other, organized an exemplar school. Gertrude, the pioneer teacher, and Glulphi

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7 J. J. Pestalozzi, Leonard and Gertrude, Translator's Preface, p. iv.

8 Ibid., p. 131.

used this motive in their school:

You should do for your children what their parents fail to do for them. The reading, writing and arithmetic are not, after all, what they most need; it is all well and good for them to learn something, but the really important thing is for them to be something, --for them to become what they are meant to be, and in becoming which they so often have no guidance or help at home.

Pestalozzi stressed the development of human nature by use and exercise of the powers and talents. The human, to learn, must come in actual contact with the realities of experience and actual intuition of the world's realities. The materials of the sense world were used in the teaching in recognition of creative activity in the learning process. Gertrude and Glulphi emphasized working from the inside of the minds of the pupils to the final form of developing ideas. This was based on self-activity and development.

The pupils were not taught, by Gertrude and Glulphi, at an early age to read and write but rather were taught to speak correctly by distinct articulation. Gertrude said:

Of what use is it for a person to be able to read and write if he cannot speak?--since reading and writing are only an artificial sort of speech.

This encouraged conditions similar to life. To further the idea the teachers would not say in a tone of an instructor:

"Child, this is your head, your nose, your hand, your finger;" or: "Where is your eye, your ear?" but instead, --"Come here, child, I will wash your hands," or, "I will comb your hair."

9 Ibid., p. 130.

10 Ibid., p. 130.

11 Ibid., p. 130.

Instruction in arithmetic was correlated with life by counting the steps across the room, the number of window-panes, the number of threads in spinning, and the turns of the reel.

The teachers, Gertrude and Glulphi, were advanced in order, punctuality, and cleanliness. Good habits, behavior,  
 12  
 and politeness were part of the training. The school:

must be clean as a church, and he would not suffer a pane of glass to be missing from the window, or a nail to be driven crooked in the floor. Still less did he allow the children to throw the smallest thing upon the floor, or to eat while they were studying; and it was even arranged that in getting up and sitting down they should not hit against each other.

If any punishment was given it was to remedy the fault which had occurred. A forgetful idle scholar had to cut wood or carry stones for a wall which some of the older boys were constructing under the master's guidance; a forgetful child was a school messenger; a rod was used on the wicked and his name was put in a record book to stay until the offender had improved. Glulphi always administered the punishment in the kindest way with always the intended motive of correcting the faults. He believed only love with fear was useful for education. Compulsion in training conquered results. Both Gertrude and Glulphi cared for their heads and hearts and made all instruction and learning plain and simple for the children; their power of attention was cultivated. They

tried to place the child in society where he was the best fitted.

From these incidents and motives given by Gertrude and Glulphi there is an important relation to the statement made by Pestalozzi in a Report to a Society of Friends of Education:<sup>13</sup>

I am trying to psychologize the instruction of mankind; I am trying to bring it into harmony with the nature of my mind, with that of my circumstances and my relation to others. I start from no positive form of teaching, as such, but simply ask myself: "What would you do, if you wished to give a single child all the knowledge and practical skill he needs, so that by wise care of his best opportunities he might reach inner content?"

Pestalozzi's aim was to make education chiefly the means of social reform; and to teach the subject matter suitable to the age level. This was to be accomplished by:<sup>14</sup>

The school was to be a transformed home, approximating the same relationships, duplicating the same spirit, seeking the same ends; that is, the moral and intellectual development and the material betterment of the child.

A new spirit had to pervade the schoolroom; a new atmosphere for both the teacher and pupil was needed more like that of the home. Gertrude and Glulphi kept the new motive for organization continually in their work and conversation in the school.

To show the correlation of the teachers, Gertrude and

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13 J. H. Pestalozzi, The Method Aix la Chapelle 1828 in E. P. Cubberley, Readings in the History of Education, p.439.

14 Paul Monroe, Text Book on History of Education, p. 617.

Glulphi, methods and theories in the home and school at Bonal with the philosophy and educational theory of Pestalozzi, a summary, given by Pestalozzi's biographer, Morf,  
 15  
 of the great reformer's creed is:

Observation is the foundation of instruction.

Language must be connected with observation.

The time for learning is not the time for judgment and criticism.

In each branch, instruction must begin with the simplest elements, and proceed gradually by following the child's development; that is, by a series of steps that are psychologically connected.

A pause must be made at each stage of the instruction sufficiently long for the child to get the new matter thoroughly into his grasp and under his control.

Teaching must follow the path of development, and not that of dogmatic exposition.

The individuality of the pupil must be sacred for the teacher.

The chief aim of elementary instruction is not to furnish the child with knowledge and talents, but to develop and increase the powers of his mind.

To knowledge must be joined power; to what is known, the ability to turn it to account.

The relation between master and pupil, especially so far as discipline is concerned, must be established and regulated by love.

Instruction must be subordinated to the higher end of education.

In summarizing the conclusions, the philosophy and educational theories of Rousseau and Pestalozzi were given

through the actions and conversations of the teachers in teaching their pupils. This method was used to impress upon the people educational conditions without telling the current circumstances directly.

## CHAPTER I

## EARLY EUROPEAN INFLUENCES OF THE TEACHER IN LITERATURE

In order to perceive the educational and philosophical developments and the part portrayed by the teacher after the eighteenth century, one must return to the various phases of the realistic movement of the late seventeenth century and the early eighteenth century. Although not included in the Renaissance period, the realistic movement became philosophical and scientific. Since science received prominent attention in the thoughts of the eminent thinkers of the seventeenth century, science modified the conceptions and tenor.

To the realist, education meant a training and preparation for a life career. The aim of the realist prepared the life for happiness and for service. The studies were not condemned but they were subordinated as a means to an end. By traveling, one could gain the information which was a proper and appropriate course of study.

"Learning teaches more in one year than experience in twenty; and learning teaches safely, when experience maketh more miserable than wise," said Roger Ascham in The Scholemaster<sup>1</sup>. The aim of the educator was not to give a rigid conduct but pleasant, immediate and serviceable information

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1 Roger Ascham, The Scholemaster, p. 47.

to the pupil.

Agreeing with this theory was Roger Ascham, the father of the English schoolmasters, who had his mind stored with ancient literature. In The Scholemaster, a classical production, Roger Ascham inculcated a teacher who had a mild and gentle method in securing the discipline of the pupil. The famous teacher taught the Latin by an inductive method; the idea which is in harmony with the present methods of teaching. The theory of realism was exposed through conversation, by enlivened and interesting details, among prominent school characters when several scholars were driven away with an iron rod by the school teacher. The question for the schoolteacher to decide was: Was the school a house of bondage and fear or a house of play and pleasure?

Roger Ascham's philosophy and the character of the school master, in The Scholemaster, can best be described by quoting a paragraph from a letter. This was written by a pupil, Lady Jane Grey, a cousin of Queen Elizabeth to her school master, Roger Ascham.

. . . One of the greatest benefites, that ever God gave me, is, that he sent me so sharpe and severe Parents, and so ientle a Scholemaster. For when I am in presence either of father or mother, whether I speake, kepe silence, sit, stand, or go, eat, drinke, be merie, or sad, be sowing, plaeying, dauncing, or doing anie thing else, I must do it, as it were, in soch weight, mesure, and number, even so perfitelie, as God made the world, or else I am so sharplie taunted,

so cruellie threatened, yea presentlie some tymes, with pinches, nippes, and bobbis, and other waies, . . . that I think my selfe in hell, till tyme cum, that I must go to M. Elmer, who teacheth me so ientlie, so pleasantlie, which such allurements to learning that I think all the tyme nothing whiles I am with him.

In all the plays written by William Shakespeare, only two contain school masters. In the Comedy of Errors,<sup>3</sup> one character is a teacher and physician. The sole educational drama, written by Shakespeare, is Love's Labor Lost.<sup>4</sup> The teacher, Holofernes, is a caricature of an individual--a John Florio--an unpopular old-time school master.<sup>5</sup>

The play in which the schoolmaster appears is of interest to teachers for various reasons. It exhibits and satirizes the pedantry, puerility, affectation, and conceit of teachers and others in the Elizabethan period.

The voluminous writer and clergyman, Thomas Fuller, of England, characterized the school master, in The Good Schoolmaster,<sup>6</sup> as able, diligent, and methodical in his teaching. He inflicted punishment moderately and answered for a "boy-teacher" better than a "boy beater".

The Great Irish Dean, Jonathan Swift, tells in Gulliver's Travels<sup>7</sup> about the organization of the Academy at Lagado. The Academy was a continuation of several houses

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3 William Shakespeare, Comedy of Errors.

4 Ibid., Love's Labor Lost.

5 Edward Dowden, "William Shakespeare" in The Teacher in Comedy and Satire, p. 25.

6 Thomas Fuller, The Good Schoolmaster.

7 Jonathan Swift, Gulliver's Travels.

on both sides of the street. Each department had its own professor. These professors used object teaching to the extreme in the teaching of agriculture, in constructing buildings, and in exhibiting the new instruments for the trades and manufacturing. The professors taught:--one man to perform the work usually accomplished by ten men; how to build a palace in one week; and methods to increase the materials to last forever. It was astounding to watch the professors teach the blind men a trade so they too could make their own living expenses. Gulliver's Travels is a satire emphasizing the imperfection of the professors in the departments of the Academy at Lagado.

Education received an immense gift from Alexander Pope when he conducted The Greater Dunciad. This was a contribution given as a contrast to Pestalozzi's ideas. The motive of Pope was to keep the youth out of the way of real knowledge by confining them to words. Trifles were made a magnitude in education; the removal of restraints caused the ruination of the youths.

The schoolmaster's philosophy and methods were bestowed as he rose before an audience to give an address.

8

When lo! a specter rose, whose index hand  
 Held forth the virtue of the dreadful wand;  
 His beavered brow a birchen garland wears,  
 Dropping with infants' blood and mothers' tears.  
 O'er every vein a shuddering horror runs

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8 Alexander Pope, The Greater Dunciad in The Poetical Works of Pope.

Eton and Winton shake through all their sons.  
 . . . "Since man from beast by words is known,  
 Words are man's province; words we teach alone.  
 When reason, doubtful, like the Samian letter,  
 Points him two ways, the narrower is the better.  
 Placed at the door of learning, youth to guide,  
 We never suffer it to stand too wide.  
 To ask, to guess, to know, as they commence,  
 As fancy opens the quick springs of sense,  
 We ply the memory, we load the brain,  
 Bit rebel wit, and double chain on chain;  
 Confine the thought, to exercise the breath,  
 And keep them in the pale of words till death,  
 Whate'er the talents, or howe'er designs,  
 We hang one jingling padlock on the mind."

9

Jean-Baptiste Poquelin-Moliere produced in France The Shopkeeper Turned Gentleman--or Le Bourgeois. The conversation depicted and featured the philosophy of the professors and philosophers as nearly identical--at least, in their bigoted thought.

Moliere, often characterized as the "noblest heart, the most illustrious soul, the greatest writer, and grandest philosopher of France, in the seventeenth century" portrayed the Professor of Philosophy teaching the Masters of Music, of Dancing and of Fencing a lesson on anger. By each Master discussing, with the Professor of Philosophy, the importance of his profession in education the general attitude of all people toward their profession was delineated.

11

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- 9 Jean-Baptiste Poquelin-Moliere, The Shopkeeper Turned Gentleman  
 10 Jules Janin, "Characterization" on Jean Baptiste Poquelin-Moliere, The Schoolmaster in Literature, p. 25.  
 11 J. B. P. Moliere, "Education of M. Jourdain", Schoolmaster in Literature, p. 25.

Professor of Philosophy: "For shame gentlemen; how can you thus forget yourselves? Have you not read the learned treatise which Seneca composed on anger? Is there any-thing more base and more shameful than the passion which changes a man into a savage beast, and ought not reason to govern all our actions?"

. . . "a wise man is above all the insults that can be offered him; and the best and noblest answer one can make to all kinds of provocation is moderation and patience". . . It is not for vain-glory and rank that men should strive among themselves. What distinguishes one man from another is wisdom and virtue."

Fencing Master: "And I maintain against them both that the science of attack and defence is the best and most necessary of all sciences."

Professor of Philosophy: "And for what, then, do you count philosophy? I think you are all 3 very bold fellows, to dare to speak before me with this arrogance and impudently to give the name of science to things which are not even to be honored with the name of art, but which can be classed with the trades of prize fighter, street singer, and mountebank."

The advocates of realistic education, who were the founders of the schools in the seventeenth and eighteenth centuries, had little sympathy with the illiberal restricted education that was produced by the parsimonious leaders. The essential idea and aim provided for a liberal and comprehensive training by the organization of a curriculum that included a real education. Educating for the ministry was yet prominent--yet the classical language was the fundamental principle for the course of study. Many new courses as surveying, dialling, and making almanacs were added to the curriculum.

By the end of the eighteenth century there was a

weakening of the old religious theory in the protestant lands. Textbooks without religious ideas were printed. The courts of England prevented the bishops from licensing the elementary schoolmasters. Coincident with the growth of the religious tolerance, the Church of England redoubled its efforts to keep the children under the control of the Church; while Germany veered away from the religion to meet the needs of the government.

The unqualified, poorly prepared teachers retarded the development of the school. It was common to hire a teacher who had been a sexton, bell ringer or grave digger. In Prussia teachers commonly were tailors, weavers, blacksmiths, carpenters, and wheel rights. "Frederick, the Great, ordered the crippled and superannuated soldiers to be given the teaching positions in the Prussian schools. In Sweden, educational reform was slow; by the eighteenth century,

"The teachers being often very ignorant, and not unfrequently graceless scamps, drunkards or ruined people, and both subjects and methods being extremely limited and defective. . . The discipline was rough, the punishment barbarous. The school was gathered in an ordinary peasant's room, where the occupants carried on their domestic occupations; at the end of the great dining-table sat the teacher, called "Master", and near by sat the little children, or A B C pupils" on stools or benches without any books, while a little farther away, according to their proficiency, sat the other scholars with their books in their laps, only the few who were learning to cipher and write sat at the master's table.

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12 Ellwood P. Cubberley, History of Education, p. 446.

13 German of Karl Von Raumer, translated in Barnard's American Journal of Education, vol. XXII, p. 701.

William Shenstone illustrated in The Schoolmistress a typical situation of his native school and school dame. It is a well drawn picture of Shenstone's teacher who became famous by the description:

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In every village mark'd with little spire  
 Embower'd in trees and hardly known to fame,  
 There dwells, in lowly shed and mean attire,  
 A matron old, whom we schoolmistress name;  
 Who bursts unruly brats with birch to me;  
 They grieven sore, in piteous durance pent,  
 Awed by the pow'r of this relentless dame;  
 And oft-times, on vagaries idly bent  
 For unkempt hair, or task unconn'd, are sorely shent."

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Maria Edgeworth described the teacher, similar to Shenstone, in Dame School Holiday. The emphasis of the light drama is on the moral force of the school-dame. The term "Dame" was a marked distinction dear to the school-mistress.

As a contrast to the ambitions of Dames Shenstone and Edgeworth, Professor Pangloss's only ambition was to receive a salary three times the usual amount if all parties were allowed to do as they pleased.

George Coleman placed the professor in a ludicrous position; although he

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"teaches logic, ethics, and mathematics, history--foreign and domestic geography--ancient and modern voyage and travels, antiquities--British and foreign, natural history, natural and moral philosophy, classics, arts and sciences, belles-lettres, and miscellanies."

Mary Russell Mitford, who was born in Hampshire,

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14 William Shenstone, The Schoolmistress, American Journal of Education, vol. III, pp. 449-455.

15 Maria Edgeworth, Dame School Holiday.

16 George Coleman, "Dick Dowlas and His Tutor", Heir at Law.

England, 1786, created a fame based chiefly upon her portraits of English life--in which she has scarcely a rival. In Our Villiage, Miss Mitford had a widow teacher, Dame Eleanor's name as freshly spoken many years after she died as if she lived there the day she founded the girls' school. The first teacher of the school which Miss Mitford founded, was Dame Whitaker, who had been a head nurse for over two generations for the Lacys. An unlucky misunderstanding and quarrel with the lady's favorite maid banished<sup>17</sup> and promoted her to the Dame of the school.

"Nobody could be more unfit for her new station or better suited to her old. She was a nurse from top to toe, round, portly, smiling with a coaxing voice, and an indolent manner; much addicted to snuff and green tea, to sitting still, to telling long stories and humoring children. She spoiled every brat she came near."

This incident was a typical incident happening in all schools. Under the misrule of the Dame, the school grew into a depressed disorder. It seemed as though the pupils learned nothing and unlearned what they had known before the Dame had come to the school. The negligent and un-studied situations created a spirit which caused books to be ruthlessly torn and destroyed. The climax of all the evil was realized when no sampler had been prepared to be carried from house to house at Christmas. This was the first time, in the memory of man, that this omission had

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17 Mary Russell Mitford, "In Our Villiage", The School-master in Literature, p. 191.

occurred.

Dame Banks, "a perfect Queen Stork", and the next teacher in the school, scolded the pupils all day long. This Dame passed for a great teacher. She had a desire to succeed but she was entirely ignorant of how to control the situation and have discipline. Mrs. Allen filled the vacancy caused by Dame Bank's death. Mrs. Allen set the school in order by good sense and humor. Her chief characteristics were delicacy, gentleness and cheerfulness. The teacher and her pupils kept the school and themselves unscrupulously clean. Only once could Mrs. Allen have been accused of raising her voice a note above the general key; then, it had been necessary to remind Susan Wheeler that she had added three columns of figures incorrectly in Arithmetic.

After the middle of the eighteenth century, in France, a new theory in education began its development. The schools were civil affairs which promoted the interest of society and welfare of the Church and State. A critical and reformatory movement began in France which caused a severe criticism, discontent and reconstruction in education. The Jesuit schools had declined, which added impetus to the discontent.

Eugene Scribe in "The Two Preceptors" portrayed M. Cinglant, a schoolmaster, as a character who was not only brutal and shallow but was affected with a disgusting manner. The character of the schoolmaster, the general

conditions of the school and social status of France were  
 shown by M. Cinglant as he sang about his school and work: 18

O, bruised is my arm become--come--come,  
 From beating the boys like a drum--drum--drum!  
 There's young La Harpe, what he owes to my care!  
 And young Chamfort, with his training rare!  
 Still in my heart the memory lingers,  
 How I have whipped their tingling fingers.  
 All my work is their later success;  
 Now, alas, for I must confess,  
 Gone, ah, gone are those halcyon days,  
 Gone, ah, gone are those halcyon days!  
 Isn't it ridiculous, I say--say--say  
 All the decorum laid away--way--way?  
 Nobody now gets the birch--birch--birch;  
 I, with my rules, am in the lurch--lurch--lurch.  
 But let me calm my anger, there's a light--light--light;  
 All is not lost--I've a chance in sight.  
 Here's a young gentleman, my pupil he's to be,  
 And all the old-time punishments again we'll see.  
 Back again, back again come the halcyon days,  
 Back again, back again come the halcyon days!

When the conversation and actions of the early teachers of the seventeenth and eighteenth centuries were revealed, it was amazing to discover that the social and philosophical thoughts of the time were depicted by the teacher. Incidents, at the time which seemed very minor, proved to be a beginning of a great reform movement. The teachers were accused of being uninteresting and repeating the same instruction. The social conditions improved and the teachers taught school in an environment similar to the surrounding outside of the school building.

The close correlation in this study is mainly because the authors, who have written the literature, are the

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18 Eugene Scribe, "The Two Preceptors", The Schoolmaster in Comedy and Satire, pp. 266-267.

eminent personages acquainted with the history, social conditions, philosophy and educational institutions of the era which they have written. The authors have written to depict the conditions in which they have attended school and observed. Roger Ascham was an outstanding teacher during the days of Queen Elizabeth. His Scholemaster portrays conditions as they existed. As Rousseau produced Emile to awaken an interest in the proper methods of teaching by the teacher, so the authors and their literary productions used as illustrations in this chapter, were contributions with a motive equally as great. That this literature, used in this chapter, which was written two and three centuries ago still survives proves that it is representative of the period it exemplifies.

The teachers of the late sixteenth, seventeenth, and eighteenth centuries were characterized differently than they are today. It does not make the material less valid for proving this problem, because the schoolmaster has been illuminated by a genius in literary art. Methods have been emphasized more than the teacher and his environment.

The period again, which is the late sixteenth, seventeenth, and eighteenth centuries, is responsible for exaggeration of the methods instead of the making of real teachers. This was the beginning of a new epoch, in the late eighteenth and early nineteenth centuries, to try to produce teachers who could keep their schools progressing

with a new era of political, social and scientific development.

## CHAPTER II.

## THE TEACHER IN THE TRANSITION PERIOD (1800-1850)

The first fifty years of our national life in the United States was a transition from church control to state control. In the century preceding the organization of our national life, European ideas and influences had been transplanted to the Atlantic shore of North America. Three conceptions toward schools existed in the new country: first, in New England the Calvinists supported a vernacular school, a higher Latin school and a college; second, Pennsylvania and Maryland were prominent in supporting the parochial school; and third, a new tendency toward public education, for the orphans and poor children, gained immediate attention. These three types of schools fixed an American attitude toward a permanent and further educational development.<sup>1</sup>

The effect of the Revolutionary War had been disastrous for the schools because the attention had been more urgent elsewhere. Usually, the charity schools were the first to feel the disastrous effects of the war; the Latin grammar schools and academies closed because of too few pupils; while the colleges were deserted. Following the war, in the Reconstruction Period, the educational opportunities

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<sup>1</sup> E. P. Cubberley, History of Education, pp. 373-374.

declined so rapidly and greatly that opportunities for an education had shrunk almost to a vanishing point.<sup>2</sup> The new constitution which went into force in the United States, 1789, did not provide for any system of education; only once was a reference made concerning education while the Constitutional Convention was in progress.

The implied power granted to Congress and the solution of the problems, by the Convention, helped to lay the foundations of government on which our system of education was later established. Before the Declaration of Independence, 1776, education had been for a purely religious motive. After the War, new political beliefs created a new stimulus, purely political, for education. Such lettered men as George Washington, John Jay, James Madison, John Adams and Thomas Jefferson encouraged the new political motive for education. With the help of these great leaders, the struggle to establish general education required their best efforts for the next one-half century.<sup>3</sup>

A number of new forces--philanthropic, political, social, economic--now combined to produce conditions which made state rather than church control and support of education seem both desirable and feasible.

. . . This change in attitude was facilitated by the work of semi-private philanthropic agencies, the most important of which were; (1) the Sunday School Movement; (2) the growth of City School

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2 Ibid., Public Education in the United States, pp. 51-52.

3 Ibid., pp. 83-84.

Societies; (3) the Lancastrian Movement; (4) and the coming of the Infant School Societies.

Before the beginning of the nineteenth century the development was mostly agricultural. Nearly all of the manufactured products were purchased from England before the War of 1812. Until 1820 the United States was crippled with too many English products on the American market; this condition was corrected by a protective tariff. Following 1820 the United States had a rapid development in manufacturing, as a result of the inventions with steam.

The industrial development caused changes in the social life and educational problems. People rapidly moved to the city. This period was characterized by a class, wealthy and capable, ruling the country but belonging to the old thinkers and aristocracy. This was a period wherein conditions were unsettled and hopes for a new system were far distant. The prevailing political, social and religious conditions were in harmony with the school conditions. Schools in the United States were feeling the European effect and also the rule of the intellectual privileged class. It was the period preceding Cubberley's Seven Battles.

In the Legend of Sleepy Hollow,<sup>4</sup> one recalls the history of the territory discovered by Henry Hudson and the descendants of the early original Dutchmen. Sleepy Hollow was held under a spell and bewitched by a high German doctor.

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4 Washington, Irving, Ichabod Crane.

In this vicinity tarried Ichabod Crane, a man who instructed children. Easily the conspicuous person of Ichabod could have been mistaken for a scarecrow or a genius of a great fame.

The school was one large, low, log building; the partly glazed windows were patched with leaves from the copybooks. Even though the exterior of the building seemed crude, Ichabod Crane taught the children with a new advanced theory which correlated with the philosophy of Herbart. The influences of the great European philosophers were delineated in Ichabod's teaching.

Ichabod was recognized as a great teacher. While visiting the school, the motives were easily recognized as:

- (1) Spare the rod and spoil the child.
- (2) Administered justice with discrimination instead of severity.
- (3) Punished the child so he would remember the punishment and thank the teacher the longest day the offender lived.
- (4) Outside of school Ichabod was a friend and companion to all pupils.
- (5) A leader in the community and church.

Ichabod's social life was limited to the school and church. He lived at the homes of his pupils. Although the ladies considered the life of the schoolteacher agreeable and easy, Ichabod always was useful and agreeable.

While Ichabod taught peacefully and was recognized as a great teacher, at Sleepy Hollow, another teacher, in a northern middle state, was performing his duties with different results.<sup>5</sup> This incident, the story of Locke Amsden in Locke Amsden, improbable as it may appear, is a true one, having occurred within the knowledge of the author of the story, Daniel Pence Thompson. A school building had been built the year before and made tight from the newness and swollen by the thawy weather.

A week passed, the general health of the teacher, Locke Amsden, and pupils was rapidly failing. Pupil after pupil became sick and delirious. One boy, Henry, had finished a process of arithmetic on his slate, and turned to unconsciousness. Often the pupils would recite their tables while they were delirious.

The neighborhood decided to have a meeting and decide what "black art" Locke was practicing in his teaching. Locke could hardly recognize the ridiculous charge against him. Doctor Mather, after listening to the discussion in the neighborhood meeting, asked the group some questions about the ventilation of the room. The group was already drowsy from insufficient fresh air.

The doctor, by direct questioning and answering, proved to the illiterate group that improper ventilation, and not the witchcraft of Locke Amsden, was the cause of the

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5 Daniel Pence Thompson, Locke Amsden.

seemingly neighborhood epidemic. The mathematics, which the school patrons thought had encouraged the sickness, was used to prove that the number of cubic feet in the room was insufficient for the large number of pupils enrolled in the school.

The true incident showed: the infatuated movement which was used to try to overthrow the teacher; the persecutions which overthrew him operated in his favor; the place he gained in the community.

The same teacher, Locke Amsden, applied for a school in another community. It was interesting to diagnose Locke's answer when he was asked for his credentials. Locke had no credentials; they were too easily obtained; he preferred to prove his ability by an examination before a committee. The examiner considered him a man of splendid talents.

In the examination, Locke was asked questions concerning the latest style and fashion of teaching; his attitude toward teaching bookkeeping; what political party he supported; what political views he would give his pupils; the most important rule in grammar; and the most useful rule in arithmetic.

Another candidate for the school, Mr. Blake, also participated in the same examination. He was asked the same questions as the committee asked Locke. Mr. Blake received the opportunity to teach the school--not because of better

qualifications or character--but:

"Flattery never seems absurd--

The flattered always take your word."

William Mathew gave a vivid picture in Hours with Men and Books, of his teacher, Judge Story, of Cambridge. The pupil not only described his teacher but set forth the philosophy of Judge Story in the paragraph:

Instead of a man severe and stern to view with an awe inspiring countenance in every hue and lineament of which justice was legibly written, and whose whole demeanor manifested a fearful amount of stiffness, starch and dignity,--in short, an incarnation of law, bustling all over with technicalities and subtleties . . . we saw before us a sunny, smiling face which bespoke a heart full of kindness, and listened to a voice whose musical tones imparted interest to everything it communicated, whether dry subtleties of the law or reminiscences of the "grants in those days", when he was a practitioner at the bar and of which he was so eloquent a panegyrist.

A further acquaintance with the Judge deepened the impression and love for him. He could joke and laugh without losing his respect; his knowledge overflowed like a running fountain, but this great teacher made no display of his ability.

The discipline and attitude of the last century were not found in Judge Story's classroom. The pupils never feared to recite. Illustrations, of daily occurrence, were used for stimulation and activity to attract instead of to drive the mind. Because of the teacher's love and interest

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6 William Mathew, "Recollections of Judge Story", Hours with Men and Books, p. 97.

for the pupils, the classroom was a place of pleasure where an interest was created for worthwhile and complete living.

Probably no two teachers of equal ability in the same school ever existed who were more unlike, than Judge Story<sup>7</sup> and Professor Greenleaf, in conducting a recitation.

The latter, the beau ideal of a lawyer in his physique, was severe and searching in his classroom, probing the student to the quick, accepting no half answers, or vague, general statements for accurate replies, showing no mercy to laziness; and when he commented on the text, it was always in the fewest and pithiest words that would convey the ideas . . . Indolent students, who had skimmed over the lesson, dreaded his scrutiny, for they knew an examination by him was a literal weighing of their knowledge--that they could impose on him by no shams. . . Judge Story's forte, on the other hand, was in lecturing, not in questioning; in communicating information, not in ascertaining the exact sum of the pupil's knowledge. In most cases his questions were put in such a way to suggest the answer. . . The manner of the Judge, when lecturing, was that of an enthusiast rather than that of a professional teacher.

David Perkins Page (1810-1848) an American educator wrote Motives of Good School Keeping or Theory and Practice of Teaching, which was for many years the most influential work in the world in pedagogy. While he was teaching he wrote hastily a dialogue for a school program. This dialogue was kept as a souvenir because the portrait of the author had been unconsciously self-drawn. The administration features, in The Schoolmaster, gave a touch of archaism. It was written during and concerning the period when

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7 Ibid., pp. 99-100.

8 The World Book, Vol. 7, p. 4445.

schoolteachers mended pens, set copies and kept cowhides. It was a presentation of a true, earnest teacher endowed with character, self-control and anxiety for a progressive school.

In the United States teachers' motives and methods were gradually changing with the social and political conditions. A new philosophy of life had taken root in the transition period. This social change was not limited to the United States; in England, Dr. Andrew Bell performed an experiment which led toward the teaching of poor pupils as well as the rich peoples' children. Dr. Bell's experiment proved that a teacher could teach a large number of pupils, with less expense and better methods than the school systems in the eighteenth century accomplished.

If one could have visited the English academies for boys and girls in the early nineteenth century, it would have been recognized that the general condition, the social life, the methods and atmosphere were unwholesome. A glimpse of two girls who were fussing and discussing the teacher, Miss Pinkerton, gave the accurate impressions of the educational condition and attitude in the academy. No author has portrayed conditions and the philosophy, in any novel, as well as Thackeray in the conversation between the two fussing girls:

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- 10 E. P. Cubberley. See "National Organization in England", History of Education, chapter XXIV, pp. 613-652.
- 11 William Makepeace Thackeray, "Miss Pinkerton's School on Cheswick Hall," Vanity Fair, pp. 1-8.
- 12 Ibid., p.8.

"Why will the black footman tell tales?" cried Miss Rebecca, laughing. "He may go back and tell Miss Pinkerton that I hate her with my whole sou; and I wish he would! And I wish I had a means of proving it to her. I have been treated worse than any servant in the kitchen. I have never had a friend or a kind word, except from you. I have been made to tend the little girls in the lower school-room and talk French to the misses, until I grew sick of my mother tongue. But that talking French to Miss Pinkerton was capital fun, wasn't it? She doesn't know a word of French, and was proud to confess it. I believe it was that which made her part with me; and so thank Heaven for French.

England, like the United States, had been too busy with war and the Industrial Revolution to give much attention to the improvement of school teachers and the schools. Miss Pinkerton, the teacher in Vanity Fair, is an illustration of a typical woman teacher in the nineteenth century in England. In the late eighteenth century a usual illustration of the boys' school and their masters is shown in Lorna Doone. The story centers about the elements of an  
13  
education and carefreeness of the schoolmasters.

Now, it is the custom and the law that when the invading waters, either fluxing along the wall from below the road bridge, or pouring sharply across the meadows from a cut called "Owen's Ditch". . . upon the very instant when the waxing element lips though it be but a single pebble of the founder's letters, it is in the license of any boy--, soever small and undec-trined to rush into the great school rooms, where a score of masters sit heavily, and scream at the top of his voice, "P. B."

. . . Then the masters look at one another,

having no class to look to, and (boys being no more left to watch) in a manner they put their mouths up. With a spirited bang they close the books, and make invitation the one to the other for pipes and foreign cordials, recommending the chance of the time, and the comfort away from the cold water.

Wentworth Thompson was among the most famous European schoolmasters before 1864. He was more characteristic of Scotch than Irish. He was thoroughly cultured and advanced in his educational ideas. His Day Dreams of a Schoolmaster<sup>14</sup> was a delightful contribution to the schoolmasters who were versed in the classics. In characterizing the teacher, in his book, Day Dreams of a Schoolmaster, he criticized the methods used in the conventional spelling lesson, corporal punishment, and unprofitable cramming practiced in the school. He advocated a theory to use and develop the pupil's talents to a better advantage. As a result, the teaching of Latin, in the United States was greatly effected.

Wentworth Thompson cleverly described the social position of the schoolmasters in England and Scotland, in his<sup>15</sup> book.

In England, at a very early period, the birch and cane were engrafted upon our educational system. They naturally made the position of the schoolmaster odious in the sight of children, and somewhat ludicrous in the eyes of the world, and especially so in the eyes of women.

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14 Wentworth Thompson, Daydreams of a Schoolmaster.

15 Ibid., p. 270.

16

In Scotland, "a subordinate master in a great Scottish school is only expected by a . . . public to be a man of ordinary attainments, who can drill his pupils well in rudiments, and just keep pace with them in their higher learning."

17

George MacDonald in Malcolm describes a schoolmaster in a Scottish parish school as dressed suggestively to portray the purification of sorrow. He always wore a shabby black tail coat, white neck piece and the rest of his clothes were parson grey. To gain the favor of his pupils and to create an atmosphere of self-reliance he granted titles of nobility to those who qualified in discipline. He never used corporal punishment in his school.

An incident of class-work which was interesting on account of the methods used by the schoolmaster, Mr. Graham, in illustrating the different hemispheres in the geography

18

class was:

The two boys representing the earth and the moon, had returned to their places in the class, and Mr. Graham had gone on to give a description of the moon, in which he had necessarily mentioned the enormous height of her mountains as compared with those of the earth. But in the course of asking some questions, he found a need of further explanation, and therefore once more required the services of the boy-sun and boy-moon. The moment the latter, however, began to describe his circle around the former, Mr. Stewart stepped gravely up to him, and laying hold of his hand, led him back to his situation in the class; then, turning first one shoulder, then the other to the company, so as to attract

16 Ibid., pp. 273-274.

17 George MacDonald, Malcolm.

18 Ibid., p. 36.

attention to his hump, uttered the single word Mountain, and took on himself the part of the moon, proceeding to revolve in the circle which represented her orbit. Several of the boys and girls smiled, but no one laughed, for Mr. Graham's gravity maintained theirs. Without remark, he used the mad laird for a moon to the end of his explanation.

Gradually, but slowly, as social conditions changed attitudes and methods of the teachers changed in every country. In the extreme east, Russia, western ideas were transplanted to the barbarians. Fortunately, Russia caught the spirit of the new philosophy from France, and introduced a system of schools controlled by the State. Although no important contributions were made to education, it was the beginning of an enlightenment in the East.

The schoolmaster, in Russia, was not more advanced than his environment. Nikolai Vassilievitch Gogol, who wrote Dead Souls in the Russian language (but it was translated into French) contributed his writings concerning Russian conditions, which will live long after the conditions calling them forth have died.

The schoolmaster visited the pupil with unmerciful  
19  
punishment. Then he would say to the pupil:

"Ah! my fine fellow, I'll cure you of your impudence and want of respect! I know you through and through far better than you know yourself, and will take good care that you have to go down upon your knees and curb your appetite . . .

Talents and gifts are so much rubbish. I respect

only good behaviour and shall award full marks to those who conduct themselves properly, even if they fail to learn a single letter of the alphabet.

Another teacher, in Dead Souls, Alexander Petrovitch, who used Socrates as an example, dealt with his pupils much differently. To a culprit delinquent in discipline, he  
20  
would say:

Forward, you! Rise to your feet again, even though you have fallen!" . . . "I want to see intelligence, and nothing else. The boy who devotes his attention to becoming clever will never play the fool, for under such circumstances, folly disappears of itself."

Although the teachers of every country are true to the social conditions, it makes one wonder if teachers have played an important part in making and molding future generations. It was a transition period, teachers' methods, attitudes and philosophy were determined to change to meet the growing demand and cry that "All men are created equal."

## CHAPTER III

THE AWAKENING OF AN EDUCATIONAL CONSCIOUSNESS  
IN THE UNITED STATES

Until the middle of the nineteenth century, the educators in America were busy laying foundations and establishing principles in the field of education. European influences and philosophy were transplanted to the United States and deeply rooted into the influence of the national educational progress.

After the political, social, economic, philanthropic, and national forces had effected the development of a school system in the United States, the seven battles, as suggested by E. P. Cubberley, were the big milestones in the progress of educational history.<sup>1</sup>

Although the great educational reformers, Rousseau, Pestalozzi, Fellenberg, Froebel, and Herbart, influenced educational thought not only in Europe but in America, it must be remembered that their influence was felt in Europe first and many years before the same reaction was discovered in America.

Perhaps no character who acted the part of a teacher

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1 E. P. Cubberley, Education in the United States. See chapters V, VI, VII, pp. 118-214.

in literature, ever used more Herbartian methods in teaching than Ichabod Crane in "Sleepy Hollow". Herbart's theory provided for a thorough study of the child. The child was minutely observed; his personality was studied; he gave information by questionnaires and by answering questions orally asked him. This gave the teacher an opportunity to create an interest, for the pupil, which was a requisite for good instruction without making the learning sugar coated. New material was learned in the terms of the old.

2

Herbart believed:

. . . there were no faculties to be exercised. Hence the teaching problem for him became the problem of taking subject matter and weaving it in with the experience that the pupil already has, so as to create a new "apperceptive mass". Consequently the procedure in teaching must be determined, not by the logical order of topics, but by the steps in learning. What the pupil already knows must be worked over and enlarged so that he may finally achieve a logical organization of his own experiences.

Herbart discovered that the child must be in a good frame of mind to accept new knowledge. Isolated facts were of little value; all instruction had to have a purpose.

It was not until the last quarter of the nineteenth century that Charles and Frank McMurray and Charles De Garmo's introduced their textbooks into the normal schools and colleges of the United States. Into the training schools and colleges spread like wildfire the idea of model

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2 Boyd Henry Bode, Conflicting Psychologies in Learning, p. 99.

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 lessons and practice schools. To Friedrich Froebel, education is indebted for the developments in elementary education, kindergarten, play and handwork.<sup>4</sup> The dominant idea was self activity of the pupil focused upon the educational, social and moral ends. Each individual was considered as one among a group with which he had to cooperate in a society.

Froebel's theory and the first requisites for education  
 5  
 were:

Assistance of spontaneous development which shall accord with the law of nature; consideration for the outward conditions of life each epoch; and for each personality; understanding and application of the universal laws of spiritual development.

With the development and use of the new educational theory in the United States, the teachers changed their methods; new schools were built; and a closer relation existed between the pupil and teacher.

In the Girl of Limberlost, G. S. Porter portrayed the teachers and superintendent as they really existed during the latter nineteenth century. The change for a more friendly attitude of the teacher toward the pupil existed; yet, a deep chasm, or under-current of superiority, existed which prevented the fullest development of the pupil. Elnora, the

3 Op. cit., Public Education in the United States, pp. 316-317.

4 Ibid., p. 318.

5 Marenholtz-Bulow, Baroness Bertha von, Child and Child Nature, Berlin, 1878; trans. by Alice M. Christie, London, 1879, in E. P. Cubberley's Readings in Education 358, pp. 645-648.

pupil, went to a new school; while she was interviewing the superintendent, concerning her studies, he inquired:

"Where have you been attending school?" he asked, while he advised the teacher of domestic science not to telephone for groceries until she knew how many she would have in her classes; wrote an order for chemicals for the students of science; and advised the leader of the orchestra to hire a professional to take the place of the bass violist, reported suddenly ill.

Elnora was not acquainted with any of the pupils or the building. When the classes were passing to the various rooms, Elnora knew not which way or where to go, so she inquired of one of the teachers. The conversation between the pupil and teacher readily showed the weakness of the latter.

Elnora: "Would you tell me where the freshmen are?" she pouted.

Teacher: "Straight down the hall; three doors to your left," was the answer as the girl passed.

Elnora: "One minute please, or please, should I knock or just open the door?"

Teacher: "Go in and take a seat."

Elnora: "What if there aren't any seats?"

Teacher: "Class rooms are never half-filled, there will be plenty."

The one characteristic of the public teachers during the latter nineteenth century which seemed prevalent was the lack of knowledge of the methods and understanding of the

6 G. S. Porter, The Girl of Limberlost, p. 6.

7 Ibid., p. 9.

pupil. Laddie contains one of the best examples to prove the statement. Miss Amelia's description substantiates her teaching methods and like for her pupils.

Her pale face was lined deeper than ever, her drab hair was dragged back tighter. She wore a black calico dress with white huckleberries, and a white calico apron figured in apples, each having a stem and two leaves.

When the statement, "Birds, in their nests agree", was made by Miss Amelia in the class, Little Sister disagreed and said that birds fought in their nests because she had seen feathers fly. Because Little Sister disagreed with her, the teacher snapped her eyes, struck the child's face and shook her.

"I don't see why you slap me. It's the truth," cried the child.

"Take your seat!" she cried, "You are a rude untrained child!"

"They do fight."

As the incident continued, the pupil became more sure the statement was false and the teacher became more determined not to agree with Little Sister; although she was wrong. Miss Amelia's idea was never to have a pupil question or doubt a statement she made; she was the teacher and her opinion was always correct and final.

Booth Tarkington represented the teacher as the neat

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8 G. S. Porter, Laddie, p. 143.

9 Ibid., pp. 146-147.

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uninspiring individual in Penrod as:

. . . "The boy cast about the schoolroom an eye wearied to nausea by the perpetual vision of the neat teacher upon the platform."

11

In the sequel to Penrod, Penrod and Sam, is related the incident of the teacher assigning to the class a narrative for grammar; Penrod performs the assignment by bringing to class a love letter written to his sister. The teacher requested Penrod to read the letter to the class; finally, hesitatingly Penrod read the letter. The teacher made it a serious offense and punished the pupil severely.

George Eliot, in Adam Bede, described the schoolmaster, Bartle Massey, who looked over his spectacles which he had shifted to the ridge of his nose, as the man with the mildest expression. His grizzly eye-brows showed kindness; his brow a tension of intellect. In the front seats in the classroom, sat three pupils who were learning to read. The correction by teacher of Bill, who was reading, showed the method of the lesson presentation.

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"Nay, Bill, nay, begin that again, and then, perhaps, it'll come to you what d-r-y spells. It's the same lesson you read last week, you know."

Bill, the pupil, who was twenty-four years of age, was a stone-sawyer. He had difficulty with one syllable words. The schoolmaster's knowledge was so dim that Bill's

- 10 Booth Tarkington, Penrod, p. 60.  
 11 Booth Tarkington, Penrod and Sam.  
 12 George Eliot, Adam Bede, p. 238.

imagination recoiled. When the other pupil, one thirty years of age, and a Methodist bricklayer, were reading, "Corn is ripe" and "Grass is green," the tenderest fiber of Bill Massey's nature had been touched.

When the pupils failed to meet the requirements expected by the teacher, Bill Massey pitched his voice high and lectured:<sup>13</sup>

I'll have nobody in my night school that doesn't strive to learn what he came to learn, as hard as if he was striving to get out of a dark hole into broad daylight. I'll send no man away because he is stupid; . . . So never come to me again, if you can't show you've been working with your own heads, instead of thinking you can pay mine to work. That's the last word I've got to say to you.

George Eliot did not neglect to show that Mr. Stelling, Tom's schoolteacher, in the Mill on the Floss, was ignorant as to what to teach the boys in Mr. Jacob's academy. Tom, the pupil who attended the academy, inherited feminine virtues. Mr. Jacobs, the schoolmaster in the academy, who was versed in grammar,<sup>14</sup>

. . . familiarly known as Old Goggles, from his habit of wearing spectacles, imposed no painful awe; and if it was the property of snuffy old hypocrites like him to write like copperplate and surround their signatures with arabesques, to spell without forethought, and to spout, "My name is Norval" without bungling, Tom for his part, was rather glad he was not in danger of those mean accomplishments. He was not going to be a snuffy schoolmaster.

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13 Ibid., p. 241.

14 George Eliot, Mill on the Floss, p. 122.

Irving Bacheller, in the Darrel of the Blessed Isles characterized the teacher as an individual who was interested in the pupil's welfare, not only in the school room, but after he had finished his work in school. Mr. Trover, the teacher, taught by living an actual example for his pupils.

15

"A very full day!" Mr. Trover said to him-self, "Teacher, counsellor, martyr, constable, nurse--I wonder what next!"

To show his philosophy and how he presented it to his pupils, this incident exemplified:

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"Now I am going to ask you the greatest law in the world?" After a discussion the teacher wrote, "Thou shalt not lie." "There is the law of laws. Better never to have been born than not learn to obey it. If you always tell the truth, you needn't worry about any other law."

Mr. Trover punished Miss Polly, a pupil, by honoring her, for whispering. While Mr. Trover drew the maps on the board, Miss Polly taught the elementary classes.

It is after the late transition period of our schools that a closer and more friendly relation grows between the teacher and pupil. William Allen White, in A Certain Rich Man, in the first chapter introduced the teacher and pupil by showing the relationship of friendliness:

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15 Bacheller Irving, Darrel of the Blessed Isles, p. 186.

16 Ibid., p. 189.

17 William Allen White, A Certain Rich Man, p. 7.

The next day school began in Sycamore Ridge,--for the church and the school came within the newspaper, Freedom's Banner, and a new world opened to the boy, and he forgot the cave, and became interested in Webster's Blue-backed speller--and thus another grown up person, Miss Lucy, came into his world . . . Miss Lucy, being John Barclay's teacher, grew into his daily life on an equality with his dog, and the Hendrick's boys, and took a place somewhat lower than his mother in his list of saints.

The story of Silas Cobb is based on two facts. The characters were chosen from the acquaintances of the author and each character played the part assigned to him in the story. The scenes and characters belong to Brush County, Illinois,--or the country which lies within the fork made by the Ohio and Mississippi Rivers. The time of the story centers around 1880: the plot centers around the county superintendent and his teachers in Brush County.

18

Mr. Littleman, who was the typical county superintendent:

was universally called 'The Professor', and since he was the only professor in the county, there was no confusion from the wrong man's answering to the title. The Professor was a man of considerable book learning, but he was unfortunate in being born with poor judgment, and a bad heart.

Professor Littleman was the only man to remember that Silas Cobb could be a candidate for county superintendent. If Silas Cobb could be removed from the county, Professor Littleman would have no opponent in the election.

When the Superintendent visited Silas Cobb's schoolroom, he discovered a busy interested air about the school; the pupils gave him only a passing glance and went on with their work without paying further attention to him; the pupils moved about the room as the necessity required. The Superintendent used this opportunity to remind the patrons of the school about Silas's very poor order so he might lose his influence and reputation as a good teacher.

To reassure the school patrons that his school was not a "bedlam of confusion", Silas Cobb in the literary meeting  
19  
represented his case thus:

. . . There are various notions about school-room order. Some want the schoolroom to be as silent as the grave. It is their hobby. I am not of that class. I want my pupils to feel free and easy in their movements. I want them to do their work as quietly as need be, and I try to teach them that unnecessary noise and movement is a waste of energy. When you go into a factory, you do not stop at the threshold and ask yourself about the noise of the establishment; you are impressed at once with the great work going on. You see every workman intent on his piece, or at least he should be, and he is working with as little or much noise as his work allows. No one is employed in there to keep order. There is a foreman who gives each man a piece of work to do, or a machine to run.

That is the way I try to run my school. Come and see us to-morrow, and you will find each boy and girl bent on some task. If you look a little deeper, you will find his task is pleasant. He is enjoying it very much. He knows of very little going on around him. If you should speak to him he would probably not hear you the first time. He is absorbed in

what he is doing. If he makes a little noise sometimes, he is not conscious of it, nor are many of his mates, because they are busy also. When I find a boy who dislikes school, I sometimes spend weeks working with him to get him started on something he likes, or to make clear to him difficult points that have made him dislike school.

The best explanation of character and preparation of the various teachers in Brush County can be given by actual illustrations which occurred. These incidents were representative of the teachers.

Miss Jessie Parks, a staunch character, who taught in No. 7, Muddy Creek Township, said to another teacher:

Well I don't know how it is Julia Howe gets along as well as she does. She gets as good, if not a better, certificate every year than I do. She seems to get the best school to teach. She never attends teachers' meetings. She has a very limited knowledge of the common branches. In fact, I have helped her on simple problems that my pupils are conversant with, and grammar she has no knowledge of whatever. Yet, and with all that, she gets along better than I do, while I work at the profession the year round, and attend all educational meetings.

The answer by County Superintendent Silas Cobb showed the school conditions as they had existed:

. . . It's because she's as pretty as can be. No man can resist the smile of hers. She jol-  
lies them into giving her anything she wants. It's the same with school boards. Why, do you know, that girl never failed to get any school she ever applied for, if a teacher had not been engaged? School boards are her easiest marks. Oh, she is a jollier from way back! You and I, Jessie, are neither handsome nor young any more,

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20 Ibid., p. 75.

21 Ibid., pp. 75-76.

and can't hope to compete with Julia Howe. We've got to make up for it by being absolutely first-class in our work.

Miss Alger organized her school discipline by establishing an honor system. Not only in the schoolroom but on the grounds was the effect of the teaching seen. It had made it possible for a stranger to tell where the district began--the homes were kept so neatly and clean as the result of Miss Alger's teaching.

Andy Weaver taught in one of the schools that delighted in locking out the teacher and finally demanded that he should leave the school. The neighborhood took pride in the strength and prowess of the rough boys. When Mr. Weaver corrected one of the boys, Edward, several of the boys attacked the teacher. The teacher showed his strength and knocked down all of those who came near him. Over the teacher's desk, was a sign, "God Bless Our School."

Another type of teacher, Miss Winterset, possessor of a sharp, overbearing, irritable, impatient manner, and of poor judgment, was drilling a boy who sat half way across the room from her on the word "cat". This was Johnny's first week of school. The teacher was trying to teach Johnny the word "cat". The teacher was pointing to the word cat.

"What word is this?"

There was no answer.

"Johnny, what is that word?" Again the teacher pointed to the word "cat".

No answer.

"Don't you know what c-a-t spells?"

This very conversation was repeated several times between the teacher and Johnny. The "a-b-c" method in teaching reading was being replaced with the combination of several methods.

Dan V. Stephens tried to bring about a closer relation and better understanding and to make complaints less frequent from the teacher against the pupil and from the pupil against the teacher by writing Phelps and His Teachers.

Phelps' mother advised her son that his teacher, when he started to school in the first grade, "would be a kind, sweet woman who would love him, and Phelps believed it. Even Phelps's mother believed it, for how could anyone fail to love her boy."

Much to the contrary of the mother's predictions, Phelps and his classmates went home from school every day to cry out their troubles caused by the uneducated and uncultured teacher. If a parent consulted the teacher, the next day would be worse. "Not only selfishly and cowardly, but narrow and ignorant, the teacher would radiate an aura of meanness around her so intense that all the love in

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23 Dan V. Stephens, Phelps and His Teachers, p. 7.

24 Ibid., p. 9.

school would be driven into hiding."

The second grade teacher, Marie Anderson, confidentially spoke to Phelps' father;

25

I may have done you an injustice in my thoughts, for from the first day he lacked confidence in me. Each day I studied his habits and I could see he was expecting me to wage war on him . . . Many times in my experiences I have had to overcome prejudices of the parents before I could get confidence of the pupils, and I assure you that it has been very hard sometimes.

The story continued for the eight years of Phelps' attendance in school with eight different teachers. Some of these teachers, Miss Ramsey, Miss Yerkes and the nameless one, will always find places as teachers in the schools as long as people have a crude idea of a teacher and not understand the great possibility placed in the hands of one who molds and shapes the destinies of children.

26

Dan Stephens insists:

If a man has been unfortunate in business, if death has stalked into his family, or if it be a poor woman who has a family to support, or some poor girl who wants to educate herself, the people, ever ready, as a rule to help those in need, will put them in as public school teachers or in some public office . . . So that is the way we partially fill our schoolrooms with teachers, and our public offices with servants.

But in this panorama of teachers were the Mr. Hayes and the Miss White to whom Phelps later wrote:

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25 Ibid., pp. 21, 22.

26 Ibid., pp. 112-113.

27 Ibid., pp. 108-109.

But, my dear friend, you will never know the depth of my feelings for you until you are utterly lost and alone in some great dark deep, where no human soul is in sight--where nothing but hopeless despair surrounds you on all sides. When you are ready to sink into the ocean of wretchedness around you, there comes a smiling kindly face through the mist and you see loving hands reaching out to you in the darkness--you feel them touch your poor cold ones and draw you up out of it all--hold you in a warm brotherly clasp where the sun shines and where there is joy in living. . . You gave me life--the first hope.

The best story ever written about a boy's days at school is supposed to be Tom Brown's Schooldays by Thomas Hughes. The author, Thomas Hughes, has more or less told the story of the time he attended Rugby under the direction and supervision of the Doctor Arnold who is the Doctor in Tom Brown's Schooldays.

The great event in the life of every boy who attended Rugby was to listen to the first sermon given by the Doctor. 28  
 "But what was it after all which seized and held these three-hundred boys, dragging them out of themselves, willing or unwilling, for twenty minutes on Sunday afternoons?"

The only occasion that the boys worried about in school was the monthly examination which was an hour review of the work in the preceding month given by the Doctor. On one occasion, one of the merry, clever boys was called on to recite some passages. When he became excited and forgot the passage, the <sup>29</sup>"Doctor's wrath fairly boiled over; he made

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28 Thomas Hughes, Tom Brown's Schooldays, p. 127.

29 Ibid., p. 149.

three steps up to the construer, and gave him a good box on the ear."

Thomas Nelson Page describes school conditions in the chronicle of the reconstruction period after the Civil War, in Red Rock. The people of this southern section, "Red Rock", were the product of everything which is today condemned. If one should have known the country "before the war"<sup>30</sup> and after the war; one would not have to "wonder it seems that even the moonlight was richer and mellow" before the war" than it was after the war." The conflict had arisen about the representatives of the North and South attending the same school. The new<sup>31</sup>

school came to be considered as a foreign institution, conducted on foreign principles, and in opposition to the school already established by the neighborhood.

The first teacher, Mrs. Welch, who devoted herself to the school, as she considered her duty, was sent home on account of her poor health by the village doctor. Miss Slipley, about thirty, who had very pronounced views and manners soon began complaining about her discomforts and lack of associations. Mrs. Welch, who was responsible for organizing the school, informed Miss Slipley that she should consider her reward in the sense of the duty that she performed. Miss Slipley answered that she had expected other associations than negroes.

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30 Thomas Nelson Page, Red Rock, "Preface", p. viii.

31 Ibid., pp. 398-399.

Another teacher, Miss Ma'y (the contraction used by the negro for Mary) had not taught very long until she was considered the very individual for the place. She wore a heavy veil for deep mourning and wished to live always unobtrusively; she was quiet; and she was not afraid to work.

Edward Eggleston's motive for writing the Hoosier Schoolmaster was to describe life in the back-country districts of the State of Indiana. The young man, Ralph Hartsook, who walked ten miles to apply for the district school was greeted by a trustee, Jack Means:

32

"You see," continued Mr. Means, spitting in a meditative sort of a way, "you see, we a'n't none of your soft sort in these diggins. It takes a man to boss this deestrick. Howsumdever, if you think you ken trust your hide in Flat Crick School-house, I ha'n't got no 'bjection. But if you get licked, don't come on us. Flat Crick don't pay no 'nsurance, you bet! Any other trustees? Wol, yes. But as I pay the most taxes, t'others jist let me run the thing. You can begin right off a Monday. They a'n't been no other applications. You see it takes grit to apply for this school. The last master had a black eye for a month. But, as I wuz sayin', you can jist roll up and wade in. I 'low you've got spunk, maybe, and that goes for a heap sight more'n sinnoo with boys. Walk in, and stay over Sunday with me. You'll hev' to board reun', and I guess you better begin here.

With this brief introduction to the district by Jack Means, the new schoolmaster of Flat Crick, Ralph Hartsook, began his duties. His main duty was not to teach school but to outwit the boys in the school. To hold his title as

"Schoolmaster of Flat Crick District" he had to be the victor in hunting racoons, winning a spelling match, and of every prank played on him by the pupils and the people in the district. The unfriendly antagonistic relation of the district toward the teacher showed the typical social relation between the people.

Another situation similar to the "Flat Creek District" was found in the "Ridge College" taught by Gordon Keith. Thomas Nelson Page, in Gordon Keith,<sup>33</sup> left no doubt in the reader's mind as to the dire and appalling effects of the Reconstruction Period, after the Civil War, upon the little one room, log seminary. The same problem for the teacher to be able to outwit the pupils, confronted the teacher, Gordon Keith of the seminary, as the Hoosier Schoolmaster, Ralph Hartsook, had to combat.

Ralph Connor, in Glengarry School Days revealed similar incidents to those participated in by Gordon Keith and Ralph Hartsook.<sup>34</sup> Munro was a "born teacher". He was the only master who ever had been able to control the "stormy tempers of the young giants that used to come to school in the winter months." Munro had a steady purpose in life--never to let a pain of his injure his work or shadow another's.

No pupil ever forgot the day when Bob Fraser sassed the teacher in class. Before Bob had said the last word, Munro

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33 Thomas Nelson Page, Gordon Keith.

34 Ralph Connor, Glengarry School Days, pp. 14, 15.

in one long stride, had moved across the room and given Bob two lashes from the stinging raw-hide. "Hold out your hand! Before Bob was aware of what was happening, he held out his hand for the teacher to strike him. In the dead silence the Master's clear words--cut and firm--rang,--"No, Robert, you are too big to thrash. You are a man. No man should strike you and I apologize." Bob forgot the sheepishness and spoke, "I am sorry I spoke back, sir."

Afterwards (Munro had been an ideal for his pupils) it was difficult for the pupils to like the new master who imposed upon them the first day of school many rules to be obeyed. The boys had a "secret sentiment that loyalty to the old master's memory demanded an attitude of unsympathetic opposition to the one who came to take his place." The new master's life was made a burden and the boys succeeded beyond their highest expectations. After the expulsion of the master from the Twentieth School the trustees decided to try a "gurl" teacher.

Mr. E. W. Howe, wrote a story, The Story of a Country Town, Fairview; it was a story of the West. The teacher of the Fairview, Kansas, school was a young and pretty Miss Agnes Deming, not over sixteen years, who supported her widowed mother and eccentric brother. Her father, a ship captain, had perished in the sea. When she was hired to teach the Fairview School she was considered far too young

EMMORA KANSAS

to do well; but before summer was over she convinced the patrons she was qualified for her position as the teacher of the school. She spent her time equally with the different families of the school district. Every day found a new quality in her for respect and admiration by her school patrons. She discovered:

36

If she asked all of her pupils to name the first letter of the alphabet, the chances were that one of them would know the answer, whereupon they all cried "A"! in a chorus. But if one of the number was called out separately a few moments later and asked the same question the round, chubby face would look up into the teacher's, and after meditating awhile . . . would honestly answer he didn't know."

Among the boys who had gone to war and later became famous in the field of education was C. W. Bardeen. His first serial story to attract the educators of the country was Roderick Hume. This was a story of a New York teacher. Roderick Hume differs from Eggleston's Hoosier Schoolmaster and Thompson's Locke Amsden, its predecessors in educational fiction; it is believed to be the only fiction that portrays the graded school in America.

37

C. W. Bardeen discusses: the teacher's bureau and how it should be conducted; how teachers can be successful; how to conduct a class in mathematics; how to use apparatus in the school; duties of the principal and school board; and the problem of controlling the school's discipline.

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36 E. W. Howe, The Story of a Country Town, p. 39.  
 37 C. W. Bardeen, Roderick Hume.

The author, J. K. Stableton, of The Diary of a Western Schoolmaster visited with a teacher of an eighth and ninth grade room. During the conversation, the teacher made the statement that every boy in his room should be sent to the State Reform School. He knew all the bad points of the boys and after being with them and teaching in the same school, he was unable to name any admirable characteristics of the boys.

The mother of the music pupil, in The Song of the Lark,<sup>39</sup> by Willa Cather, characterized the music professor:

He's a good teacher, doctor. It's good for us he does drink. He'd never be in a little place like this if he didn't have some weakness. These women that teach music around here don't know nothing. I wouldn't have my child wasting time with them. He's careful with his scholars; he don't use bad language.

Miss Alcott has made her characters suitable and en-  
40 41  
joyable for the children. In Little Women and Jo's Boys  
the teachers have been characterized very similarly to this  
42  
incident in Little Men:

The Professor had joined them . . . with the last words the circle narrowed till the good Professor and his wife were taken prisoner by many arms, and half hidden by the bouquet of laughing young faces which surrounded them, proving that one plant had taken root and blossomed beautifully in all the little gardens. For love is a flower that grows in any soil,

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38 J. K. Stableton, The Diary of a Western Schoolmaster.  
39 Willa Cather, The Song of the Lark, p. 16.  
40 Louisa Alcott, Little Women.  
41 Ibid., Jo's Boys.  
42 Ibid., Little Men, pp. 380-381.

works its sweet miracles undaunted by autumn frost or winter snow, blooming fair and fragrant all the year, and blessing those who give and those who receive.

During this period of reaction after the Civil War, it is interesting to notice that teachers in the girls' schools were generally considered narrow minded, that the intellectual development of the pupil suffered by retardation in natural growth. The methods of the women teachers made the schools a representative of the reform school. The best illustrations were found in Daddy Long Legs by Jean Webster<sup>43</sup> and A Bunch of Cherries, by Mrs. L. T. Meade.<sup>44</sup>

George Madden Martin has written a series of children's stories. Emmy Lou and Emmy Lou's Road to Grace for the purpose of not blaming and giving the teacher the credit for the child's confusion:<sup>45</sup>  
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The present series of stories is written to show that the same conditions which in the school make for confusion in the child's mind, exist in the home, in the Sunday school and in all its earlier points of contact with life.

George Madden Martin's Emmy Lou begins with the story of Emmy Lou, who was enrolled in a Primer Class of seventy little boys and girls. Emmy Lou entered the class late; her Aunt Cordelia thought that Emmy Lou could easily make up the work. The Primer teacher, Miss Clara, had no spare time to help the new pupil, so she told the new pupil to

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- 43 Jean Webster, Daddy Long Legs.  
 44 Mrs. L. T. Meade, A Bunch of Cherries.  
 45 George Madden Martin, Emmy Lou.  
 46 Ibid., Emmy Lou's Road to Grace, "Preface", p. vii.

47

copy digits. "Emmy Lou had no idea, but being shown them on the blackboard, she copied them diligently."

Many interesting and common events occurred, in Emmy Lou's class, which were happening in other schools. The teacher pointed to the word "cat" and asked one child to name the word. The teacher became cross when the child answered "pussy". For punishment, the boys and girls, if they showed any attention to each other, were disciplined by having to sit in the same seat. Medals were given to the best speller in the room. Quarterly examinations in the question and answer method were given after the teacher lectured on the subject of "cheating".

48

Miss Clara, the teacher,

. . . had concealed the kindest of hearts behind a brusque and energetic manner, and had possessed, along with her red hair and a temper tinged with that color also, a sharp voice that, by its unexpected snap in attacking some small sinner, had caused Emmy Lou's little heart to jump many times a day.

The first grade teacher, who dressed in black, taught to earn a living after her husband died. This "Large Lady" was perplexed as to the proper course of teaching the fifty-nine first grade children. This was proved true when she said to Emmy Lou one night: "You will stay after school, Emma Louise, that I may examine further into your qualifications for this grade." Emmy Lou wondered if this meant

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47 Op. cit., Emmy Lou, p. 6.

48 Ibid., pp. 31-32.

49 Ibid., p. 38.

that she was going to be punished.

Emmy Lou is one of the best books to give the methods of the teacher, the reaction of the pupil; and the general conditions of the school which Emmy Lou attended. It is valid because this school is a true representative of the other schools during the same date.

Lovers of dramatic art in the United States are fond of Thomas William Robertson, who brought his drama, School, from the Prince of Wales Theater to New York for presentation. The drama, School, in four acts, depicted the teacher, Mr. Krux, as the owner of a morbid disposition, a false idea of life and in dire need for a true dignity. The entire drama portrayed the teacher as unfit naturally for his teaching and as having a false idea of society.

It would not be fair to all the teachers who lived and taught between the years of 1850 to 1900 if the list of fiction terminated abruptly without giving justice to the type of teacher represented by Bess Streeter Aldrich in Miss Bishop (1933). Miss Bishop was representative of the new type of teacher which began to exist prior to the twentieth century. Mrs. Aldrich portrays Miss Bishop as the sacrificing teacher, teaching because she loved her pupils and her work, because she could influence and help make men and women; Miss Bishop taught school until she was aged in years and her service was no longer needed. Miss Bishop

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50 Thomas William Robertson, School.

51 Bess Streeter Aldrich, Miss Bishop.

was a true representative of a noble, unselfish and kind teacher.

Miss Aldrich represented another teacher in A Lantern in Her Hand.<sup>52</sup> The teacher was the daughter of the heroine of the story, who had hoped to teach school but the hopes were never realized. In the failure of realizing her ambitions, the heroine made it possible for her daughter to teach school in a large city and accomplish what had once been the aspiration of so noble a character.

A general summary of the ambition of the teacher during this period shows her great qualification to be able to discipline by outwitting the big boys of the school, and not noticing the giggles and snickers of the growing girl. Very few teachers pay any attention to the methods and presentation of the subject matter. If a teacher could hear a clock tick or a pin drop, he was considered a good teacher. If a teacher could sell herself to the politicians, regardless of the quality of teaching, she was a good teacher.

During the latter part of the century, the influences of the great European philosophers and educators were transplanted into America. With the beginning of the twentieth century a change and development took place to replace the old methods used in the public schools in the United States.

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52 Op. cit., A Lantern in Her Hand.

## CHAPTER IV

## THE SCHOOLMASTERS CHARLES DICKENS KNEW

When Friedrich Froebel was advocating and utilizing new methods in German schools, another educational reformer, Charles Dickens, was giving practically the identical views to the world in the form of object lessons in entertaining stories. Both reformers believed in the natural development to the fullest extent of the child. Heretofore, the adult had interfered with the natural development of the child by invariably making the child conform to the former's attitudes and interests; the child had to adjust himself constantly to the school and the schoolmasters; this would impair the child's growth, naturally.

Charles Dickens revealed his attitude toward education by exposing the good and wrong methods used in the schools for the child's training. To Froebel<sup>1</sup> "we are indebted . . . for the kindergarten, the play idea, and handwork activities." When it is known that<sup>2</sup> "Dickens was the first great English student of the kindergarten", it is not a coincidence that the philosophy of Froebel and the stories of Dickens divulged an identical educational thought. Froebel and Dickens showed

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1 E. P. Cubberley, The History of Education, p. 764.

2 Mabell S. C. Smith, Studies in Dickens, p. 100. Reprinted from J. L. Hughes, Dickens as an Educator.

the same appreciation toward free self-activity in the physical, spiritual, and intellectual training of children.

Since Dickens, in his writings, did not forget to disclose a single new attitude or ideal of the new conception of education he is considered not only a destructive critic but also a constructive educator. The children characters, created by Dickens, were purposely made to show the wrongs imposed upon the children and the possibilities of the training if it were correctly and naturally given.

Dickens deals with twenty-eight schools in his writings; each school had a definite purpose; only two of his books are not rich in educational thought. The following books contain and represent the different types of schools and schoolmasters:<sup>3</sup>2

Minerva House, in Sketches by Boz;

Dotheboys Hall, in Nicholas Nickleby;

Mr. Morton's two schools,

Miss Monflather school,

Mrs. Mockle's school, in Old Curiosity Shop;

Dr. Blimber's school,

The Grenders' school, in Dombey and Son;

Mr. Creakles' school,

Dr. Strong's school,

Agnes' school,

The school Uriah Heep attended, in David Copperfield;

<sup>3</sup> Ibid., p. 99.

The school Esther attended,  
 Miss Danney's school, in Bleak House;  
 Mr. McChoakumchild's school, in Hard Times;  
 Mr. Wopsles great aunt's school, in Great Expectations;  
 School attended by Charles Hexam  
 Bradley Headstone's school  
 Miss Peecher's school, in Our Mutual Friend;  
 Phoebe's school, in Barbox Brothers;  
 Mrs. Lemon's school, in Holiday Romance;  
 Jimmy Lirriper's school, in Mrs. Lirriper's Lodgings;  
 A school, in Tom Tiddler's Ground;  
 A school, in The Haunted House;  
 Miss Twinkleton's seminary, in Edwin Drood;  
 Schools of the Stepney Union;  
 The Schoolboy's Story; and  
Our School.

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Besides the twenty-eight schools;

. . . he describes a real school in "American Notes" and makes brief references to the Misses Nettingall's establishment, Mr. Cripples's Academy, Drowvey and Grimmer's school, the Foundation school attended by George Silverman, Scrooge's school, Pecksniff's school for architects; Fagin's school for training thieves; and three dancing schools, conducted by Mr. Baps, Signor Billsmethi, and Mr. Turveydrop. He introduces Mr. Packet, George Silverman, and Canon Crisparkle as tutors, and Mrs. General, Miss Lane, and Ruth Pinch as governesses. Mrs. Sapsea had been the proprietor of an Academy in Cloisterham.

The books given special attention in this chapter are

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4 Ibid., p. 100.

the ones which made schoolmasters the main characters in the stories and represent the philosophy of Charles Dickens. They are: <sup>5</sup> "Nicholas Nickleby, The Old Curiosity Shop, Dombey and Son, David Copperfield, Our Mutual Friend, and Hard Times."

Charles Dickens caught the spirit and enthusiasm of <sup>6</sup> Horace Mann, who was instrumental in organizing a teacher's course of instruction in the normal schools of the United States, and of Henry Barnard, <sup>7</sup> who was responsible for the four-to-six-week summer school courses which were made available for teachers. Charles Dickens felt the dire need for trained teachers, the abolishment of private schools, and the organization of a national educational system. As a result the world, which had developed a great respect for this great story teller, was given the story of Nicholas Nickleby during the period when many cheap Yorkshire schools were in existence. This cheap type of school was responsible for the neglected education in England, and the refusal of the State to improve her deplorable educational conditions. Any man who was unfit for any occupation, without an examination could <sup>8</sup> qualify for opening a school and becoming its schoolmaster.

. . . although preparation for the functions he

- 5 James L. Hughes, "What Charles Dickens Did for Childhood" in The Century Magazine, n. d., p. 495.  
 6 Op. cit., The History of Education, p. 752.  
 7 Ibid., p. 753.  
 8 Charles Dickens, Nicholas Nickleby, Vol. I, Preface, p.xvii.

undertook, was required in the surgeon who assisted to bring a boy into the world, or might one day assist, perhaps, to send him out of it, --in the chemist, the attorney, the butcher, the baker, the candlestick-maker,--the whole round of crafts and trades, the schoolmaster excepted, and although schoolmasters as a race, were the blockheads and impostors that might naturally be expected to rise from such a state of things, and to flourish in it; these Yorkshire schoolmasters were the lowest and most rotten round in the whole ladder.

Dickens, before he wrote *Nicholas Nickleby*, visited several Yorkshire schools, so that he could make this story authentic and more emphatically call to the attention of the public the imperfect school conditions. However, the illustrations are:

. . . that Mr. Squeers and his school are faint and feeble pictures of an existing reality; purposely subdued and kept down lest they should be deemed impossible--that there are upon record, trials at law in which damages have been sought as a poor recompense for lasting agonies and disfigurements inflicted upon the children by the treatment of the masters in these place, involving such offensive and foul details of neglect, cruelty and disease as no writer of fiction would have the boldness to imagine . . .

The conditions depicted were for the purpose of arousing the public in England against the poorly managed schools conducted by inferior, brutal men like the despicable Squeers and Dotheboy's Hall men. Dickens was successful in his attempt to aid and free England from the low class of private country schools. His power of seeing effects of situations helped him to portray the actual school conditions;

Nicholas Nickleby is not an out-of-date book at present; it still teaches that the refined methods now used in teaching children often destroy the very instinct that should be cultivated.

Only one incident is necessary to reveal the general conditions Nicholas saw at the Dotheboys Hall;-on one cold January morning when he looked around his room to see other  
10  
boys who were in the school he saw:

As they lay closely packed together, for warmth's sake, with their patched and ragged clothes, little could be distinguished but the sharp outlines of pale faces, over which the sombre light shed the same dull heavy colour; with, here and there, a gaunt arm thrust forth; its thinness hidden by no covering, but fully exposed to view, in all its shrunken ugliness. There were some who, . . . bore much the aspect of dead bodies than of living creatures; . . . and, as morning took the place of night, the smiles gradually faded away, with the friendly darkness which had given them birth.

The conditions showed a dire need for a real and natural childhood which would develop into a strong character. As a contrast, to impress the public about the school situation, Charles Dickens showed that loving sympathy was a requisite for successful children. To make the schoolmaster more vivid in The Old Curiosity Shop, Charles Dickens used two types of people; one was a kind, loving, sympathetic and generous type;- the other an inhuman, beastly type. The heroine who was a child, Little Nell, first met the school-  
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master , in the little garden near his cottage:

10 Ibid., p. 193.

11 Charles Dickens, The Old Curiosity Shop, Vol. I, p. 235.

There was but one old man in the little garden before his cottage, and him they were timid of approaching, for he was the schoolmaster, and had "school" written up over his window in black letters on a white board. He was a pale, simple-looking man, of a spare and meagre habit, and sat among his flowers and beehives, smoking his pipe, in the little porch behind his door.

The schoolmaster showed his character, to Little Nell and her grandfather, in the attitude and interest he took in one of his best scholars who was very sick. He was very attentive to Little Nell and asked her graciously to partake again of his hospitality if she should come that way. The schoolmaster later met Little Nell and sheltered her in his own home until Little Nell's death.

In commenting on the school and the schoolmaster who had not studied modern methods of teaching but gave his loving sympathy to his pupils, in The Old Curiosity Shop, James L. Hughes said:

. . . we get only a glimpse at a simple man in passing, but that glimpse reveals his unselfishness and his tenderness so perfectly that he becomes one of our dearest friends. The school is very old-fashioned, the seating is bad, the appliances are defective, the methods of teaching poor; but the greatest power in the world to stimulate soul growth is there--sensitive, responsive, reverent, loving sympathy with childhood. The schoolmaster's joyous pride in the accomplishments of his sick favorite, his care in erasing the drop of ink from the boy's writing, his sadness because of his absence, his yearning hope that he would be better on the

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12 Ibid., See chapters XXIV, XXV, XXVI, pp. 232-257.

13 Ibid., See Vol. II, chapter XLVI, pp. 77-89.

14 James L. Hughes, "What Charles Dickens Did for Childhood," Century Magazine, pp. 497-498.

morrow, his request to Little Nell for her child-prayer for his recovery, his absent-mindedness while his little school was in session, his granting of a half-holiday on condition that the boys would not be noisy, his expression of satisfaction that the happy boys had forgotten his injunction, his waving of the dying boy's handkerchief at the window to show his kindly thought for his companions on the green, his gracious assurance to the child that the flowers in the garden were less gay because they missed him, and the pathetic tenderness with which he stroked the child's hand after he had fallen asleep forever--these are overwhelming evidence that Dickens possessed the true spirit of reverent child-love, and recognized the mother spirit as the most essential element in the character of a teacher, either man or woman. He intended the dear old schoolmaster to be a perfect positive for the negative of Squeers, and the humanity of the one was appreciated more fully in contrast with the brutality of the other.

The importance of the child's physical, intellectual, and moral development is depicted in the autobiography of David Copperfield, in David Copperfield.<sup>15</sup>

In this story, schools of the extreme good and bad were attended by David. One school, a brutal type which was based on force and which blighted the natural development of the growing children was in charge of a selfish Mr. Creakle. The modern type of school was conducted by Dr. Strong.

David, while under Dr. Strong's supervision, received every element of politeness, courtesy, and recognition that is given in a modern school. Dr. Strong also created noble games for the children to play to develop their physical

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15 Charles Dickens, David Copperfield.

culture. The personal influence of Dr. Strong caused him to be the idol of the entire school on account of his human sympathy and love. Dr. Strong's ideal seemed as if it were to love a pupil and then he could do with the pupil as he wished. By living his every-day life in harmony with his philosophy, Dr. Strong called forth the best honor and faith from the boys that they could give. He expected his pupils to do that which was right and they generally did what Dr. Strong expected of them.

The extreme opposite type of teacher to Dr. Strong was Mr. Creakle who believed in disregarding the rights of a child and using coercion in dealing with him. David had been sent to "Salem House" when he was nine years of age. Unfortunately David's mother died, but fortunately it resulted in his attendance at Dr. Strong's school. The effect of the early training given by Mr. Creakle was felt during David's entire life; even the kindly methods used by Dr. Strong could not obliterate the early and short period of training given David by Mr. Creakle.

Charles Dickens, in many of his books, pictured educational institutions and schoolmasters as utilizing either extremely good or bad methods. He used the latter to expose the evil in the school systems because it was more natural for man to understand the development from the worse to better conditions. Dickens expressed himself more powerfully by depicting the selfish, unkind, wicked, and evil

attributes than the good and true qualities of man. He used the same presentation, for the school Charles Hexam attended, in Our Mutual Friend.

16

The great Preparatory Establishment . . . was a miserable loft in an unsavoury yard. Its atmosphere was oppressive and disagreeable; it was crowded, noisy and confusing; half the pupils dropped asleep, or fell into a state of waking stupefaction; the other half kept them in either condition by maintaining a monotonous droning noise, as if they were performing, out of time and tune, on the ruder sort of bagpipe. The teachers animated solely by good intentions, had no idea of execution. It was a school for all ages, and for both sexes . . . But, all the place was pervaded by a grimly ludicrous pretence that every pupil was childish and innocent . . . Young women old in the vices of the commonest and worst life, were expected to profess themselves enthralled by the good child's book, the Adventures of Little Margery . . .

Dickens showed that a friendly relation existed between the pupils and teachers in some of the schools in England. Even though the buildings were poorly built and inadequately equipped; and the school teachers unprepared to teach; the companionship of the pupil and schoolmaster was one of unselfishness and kindness. This was also true in the circumstances that caused Charley Hexam's frinedliness toward the schoolmaster, Bradly Headstone, and toward the schoolmistress, Miss Peecher. Mr. Headstone and Miss Peecher seemed to take an interest in their pupil and his relatives, - that the former party found "there was no sleep" for him when he thought of Charley's relative.

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16 Charles Dickens, Our Mutual Friend, Vol. I, p. 289.  
17 Ibid., Vol. II, p. 170.

In Hard Times, Charles Dickens dealt with education and its functions as an economic question. Education should be confined to the elements which would make it possible to make a living; all fine arts, nature, and aesthetic elements which tended to give an individual dignity and advancement in civilization should be excluded from the school. This attitude by the author had probably been caused by the great war which had torn the heart of England and demanded reform for the country.

Thomas Gradgrind, "a man of realities, facts, and cal-  
18  
culations" said:

Now what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out every-thing else. You can only form the minds of reasoning animals upon Facts; nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle I bring up these children on. Stick to Facts, sir!

To listen to the lesson in progress, would make it possible for one to characterize the teacher and his method  
19  
as:

Herein lay the spring of the mechanical art and mystery of educating the reason without stooping to the cultivation of the sentiments and affections. Never wonder. Bring to me, says McChookumchild, yonder baby just able to walk, and I will engage that it shall never wonder.

"Girl number twenty," said Mr. Gradgrind, squarely pointing with his square forefinger,

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18 Charles Dickens, Hard Times, p. 1.

19 Ibid., p. 57.

"I don't know that girl. Who is that girl?"

"Sissy Jupe, sir," explained number twenty.

"Sissy is not a name," said Mr. Gradgrind. Don't call yourself Sissy. Call yourself Cecilia."

"It's father as calls me Sissy, sir." . . .

"Then he has no business to do it," said Mr. Gradgrind. "Tell him he mustn't. Cecilia Jupe. Let me see. What is your father?"

"He belongs to the horse-riding, if you please, sir."

"We don't want to know anything about that, here. You mustn't tell us about that, here. Your father breaks horses, don't he?"

"If you please, sir, when they get any to break, they do break horses in the ring, sir."

"You mustn't tell us about the ring, here . . . Give me your definition of a horse. Girl number twenty unable to define a horse! Girl number twenty possessed of no facts, in reference to one of the commonest animals! Some boy's definition of a horse. Bitzer, yours."

"Bitzer," said Thomas Gradgrind, "your definition of a horse."

"Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring, in marshy countries; sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth." This (and much more) by Bitzer.

The teaching that Bitzer received was similar to the type of teaching recommended by the schools of England. Before the child went to school, he had his own problems to solve and interests; after he attended school, the teacher imposed upon the child the former's problems and interests. Charles Dickens showed that the child's stimuli were never

considered in Mr. Gradgrind's school; only the teacher's interests were considered in teaching the child. Nothing was ever done to cause the wonder or to develop the imagination of the child, so there was no chance for the child to accomplish anything on his own initiative.

Sissy Jupe was adopted by Mr. Gradgrind after her father died. Mr. Gradgrind hoped the right training for Sissy would undo all the reading she had done about fairies, the hunchback, and in poetry. Mr. M'Choakumchild, Mr. Gradgrind's teacher, decided Jupe was not a pupil because she had a very dense head in figures and:

20

. . . that she would burst into tears on being required (by the mental process) immediately to name the cost of two hundred and forty-seven muslin caps at fourteen pence half-penny; that she was as low down, in the school, as low could be; after eight weeks of induction into the elements of Political Economy, she had only yesterday been set right by a prattler three feet high, for returning to the question, 'What is the first principle of this science?' the absurd answer, 'To do unto others as I would that they should do unto me.'

After Sissy Jupe had tried to do her best, in the school, during her probation period, Mr. Gradgrind only comforted by telling her that:

21

. . . the circumstances of your early life were too unfavourable to the development of your reasoning powers, and that we began too late. Still, as I have said already, I am disappointed . . . Don't shed tears. Don't shed tears. I don't complain of you. You are an affectionate, earnest, good young woman--and--and we must make that do.

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20 Ibid., p. 65.

21 Ibid., pp. 107-108.

Sissy Jupe, with the characteristics of affection, earnestness, and goodness, was considered by the teachers and society as a failure. Yet, Louisa and Tom, who had learned easily, "according to the system" were regarded as an ideal type of pupil by society, but they had no foundation for future and wholesome living. Mr. Gradgrind's teaching was a false training correlated with blighting the instincts which are so necessary to growing children.

Louisa married her father's best bachelor friend, Mr. Bounderby. It was not long until Louisa stood before her father and teacher and cried:

I curse the hour in which I was born to such a destiny . . . How could you give me life, and take from me all the inappreciable things that raise it from the state of conscious death? Where are the graces of my soul? Where are the sentiments of my heart? What have you done, O father, what have you done, with that garden that should have bloomed once, in that great wilderness here . . . I don't reproach you, father. What you have never nurtured in me, you have never nurtured in yourself, but O! if you had only done so, long ago, or if you had only neglected me, what a much better and much happier creature I should have been this day! . . . would you have doomed me, at any time, to the frost and blight that have hardened and spoiled me? Would you have robbed me--for no one's enrichment...only for the greater desolation of this world--of the immaterial part of my life, the spring and summer of my belief, my refuge from what is sordid and bad in the real things around me, my school in which I should have learned to be more humble and more trusting with them, and to hope in my little sphere

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22 Ibid., pp. 254-256.

23 Ibid., for the results of Mr. Gradgrind's teaching, see "Down", chapter XII, pp. 253-258.

to make them better? . . . Yet, father, if I had been stone blind; if I had groped my way by my sense of touch, and had been free, while I knew the shapes and surfaces of things, to exercise my fancy somewhat, in regard to them, I should have been a million times wiser, happier, more loving, more contented, more innocent and human in all good respects, than I am with the eyes I have.

Another evil in the schools was attacked by Charles  
24  
Dickens in Dombey and Son; this was cramming. The puny, sickly Paul Dombey, when only six years of age, was sent to Dr. Blimber's select school. The first morning that he was in school he was given more books to study than he could  
25  
carry to his room.

They comprised a little English and a deal of Latin,--names of things, declensions articles and substantives, exercises thereon, and preliminary rules,--a trifle or orthography, a glance of ancient history, a wink or two at modern ditto, a few tables, two or three weights and measures and a little general information. When poor Paul had spelled out number two, he found he had no idea of number one; and when Cordelia took him in hand after breakfast, whether twenty Romuluses made a Remus, or hic, haec, hoc was troy weight, or a verb always agrees with an ancient Briton, or three times four was Taurus, a bull, were open questions with him.

Dr. Blimber had several assistants who aided him in teaching and caring for the ten pupils that he had in his  
26  
charge. One was a Mr. Feeder, B. A.:

. . . he was a kind of human barrel-organ, with a little list of tunes at which he was continually working over and over again, without any variation. He gave the boys no rest from the pursuit of stony-hearted verbs, savage noun

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24 Charles Dickens, Dombey and Son.

25 Ibid., p. 160.

26 Ibid., p. 143.

substantives, inflexible syntactic passages, and ghosts of exercises that appeared to them in their dreams. Under the forcing system, a young gentleman usually took leave of his spirits in three weeks. He had all the cares of the world on his head in three months, at the end of the first twelvemonth had arrived at the conclusion, from which he never afterward departed, that all the fancies of the poets, and lessons of the sages, were a mere collection of words and grammar, and had no other meaning in the world. .

Many of the other novels written by Charles Dickens depict the unfitness and unpreparedness of the teacher in the English schools. Since the teachers represent the same characteristics as the schoolmasters in the books mentioned previously in this chapter, it is useless to continue indefinitely trying to prove what is almost axiomatic.

One of the grandest awakenings in education came when adults recognized the natural development of childhood. It was Froebel, in a professional way, and Dickens, the non-professional school worker, the novelist, who revealed that natural development of the child in the school, through the training of the teacher, was necessary. Dickens gave more attention to the training of the child than any other individual except Froebel; and he was also responsible for  
27  
the organization of teachers' training courses in England.

Every element of purity and strength in the new education is revealed in these quotations. The reverent sympathy for childhood; the spirit of true motherhood; the full recognition of selfhood; the influence of nature in revealing conceptions of life, evolution, and God, the development of body, mind, and spirit through play; the

need of training the entire being as a unity; the culture of originative and executive power; the necessity for perfect freedom in order to attain full growth; and the fundamental process of creative self-activity--all were clear to the great absorptive and reproductive mind of Dickens.

## CHAPTER V

## THE TEACHER IN TWENTIETH CENTURY LITERATURE

1

Until the time of

Carter, Mann and Pierce in Massachusetts, and Barnard in Connecticut and Rhode Island, our school development had been almost entirely along the lines of securing legislation, first to permit, and later to require, the establishment of schools; of organizing an administrative machinery to look after the schools thus established; and of creating a public belief in education for democratic ends and a sentiment that would support progress.

With the beginning of the twentieth century, changes in methods, discipline, attitudes and responsibility were being changed from the old to the newer conceptions of education. Teaching was made to conform with the social and philosophical trends. As a result the types of teachers today differ from the types of a century ago. The teachers represented in fiction during the twentieth century have changed the school procedure of teaching, the attitude in the schoolroom, and general atmosphere more than in any other century.

The teachers represented, in this chapter, during the present century take more of an interest in the pupils; the teachers in most cases have entered a profession which they

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1 E. F. Cubberley, Public Education in the United States, p. 441.

liked. The last century, the nineteenth, teachers often taught because they could get no other work.

One of the best stories to illustrate the changes in the rural school is the one that Angelina W. Wray gives in Jean Mitchell's School. This story shows the relation of the teacher's work to the life of her pupils. It is not an ideal school where the teacher is presenting the "best way" or methods of teaching; neither is the story written to show the inadequacies of the school organization. After<sup>2</sup> Jean Mitchell had been hired to teach the country school,

. . . in her quiet home at Newton, a brown-eyed girl planned by day and dreamed by night of her first school and how she could best make it a success.

This was a contrast to the English schoolmaster whom Dickens wrote about, and who taught school if he could do nothing else.

Miss Mitchell, the first morning of school, in the fall, stood quietly waiting for the attention of the boys, who shuffled their feet, and for the attention of the girls, who giggled.<sup>3</sup> The new teacher's poise created a most astonishing<sup>4</sup> silence:

'Wonder whether she's the sorry kind or the sassy kind . . . If she's the first, she'll say, "Scholars, you don't know how grieved I am to see you so wild and boisterous!" Here Jack applied his handkerchief to his eyes and snuffled so realistically that Joe was convulsed with laughter. 'But if she's the sassy kind, she'll say,

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2 Angelina W. Wray, Jean Mitchell's School, p. 17.

3 Ibid., p. 23.

4 Ibid., p. 23.

"I want you to distinctly understand that I'm a-going to have quiet in this room, if I die for it." 'That's what Mr. Jenkins used to say. Remember?"

Much to the astonishment of the pupils, Miss Mitchell did not begin her school in the regular procedure to which the boys and girls had been accustomed. Rather, she gained<sup>5</sup> the attention and good will by merely asking the school, "Boys and girls, how many of you have ever seen a big parade?" When she appealed to the pupils indirectly for their loyalty they became attentive. The pupils own interest caused them to be ashamed, but they could not help their attentiveness toward the teacher. A month later, it was certain that the pupils' reign had closed and Miss Mitchell<sup>6</sup> was the teacher of her school. No one knew how it happened.

She had neither scolded or threatened. There had been no talk about rules, yet the school was conducted in a quiet, orderly manner. She expected and received prompt obedience. It had not taken the pupils long to realize that careless or slovenly work would not be accepted or excused. She punished when necessary, a trifle severely if any-thing, but she was quick to forgive and invariably just.

For Thanksgiving, the pupils made in "busy work" a home for the Smith family"; the members of the family were clothed; the scenes of harvest were enacted; praises were sung about the Puritans; and England and Holland were studied.

The story could continue about the accomplishments of

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5 Ibid., p. 24.

6 Ibid., p. 36.

the unusual teacher, Miss Mitchell. Her poise, her manner and her dress suggested character. Her personality was the expression of her fitness, interest in her pupils, and love for her work. She was interested in the development of the character of her pupils; from her methods, one could understand that she felt responsible for each of her own boys and girls in her school. Unless she had known the process by which she could succeed, she could never have accomplished the development of the individual's need.

The first transformation made in the schoolroom was to have the boys gladly aid her in painting the walls a dainty grey; the homes of the pupils were searched for suitable and well-chosen pictures and magazines. The boards were always used daily to express a favorite sentiment, verse or lesson. The children liked the quiet fellowship that the opportunity presented.

The story of Jean Mitchell reveals how Joe made a change, from being "spoilt" by his parents, to a man of self-control; how the bitter Jack was transformed into a youth of beautiful ideals; how Harry developed his courage and self-respect; and how Evelyn burdened with gloom was led to a friend's love. Whenever she had a big problem to solve, it was said that her help had been divine; whenever she needed help, she acted in the same manner by saying, "Dear God, I don't know what to do. Help me."

To analyze the methods of Jean Mitchell in teaching,

one discovers that she is progressive, every impression had to have an expression. In reading, she taught whole thoughts, or sentences, instead of the "a-b-c's" or phonic method; literature revealed its own truth and lessons to the hearer; and the most belated layman in the community could not 'beat the youngsters at figures'.

One of the first teachers radically to disagree with the old school of teaching was Jim Irwin, in the Brown Mouse. Herbert Quick very cleverly portrays the rural teacher, Jim, as taking the place as a teacher among an uncultured, narrow-minded group of people who thought that they could dictate to the teacher how their school should be taught. Before school began, no one in the district had realized that Jim had made a survey of his school district.<sup>7</sup> His survey consisted of the number of acres each family owned; the method of farming used; mortgages; debts, if the families were contented and happy; advancement of each pupil in school; and the kind of amusement each family liked.

Jim had not been teaching long before the families in the district began complaining that their children liked school too well and that he was teaching subject-matter which did not follow the textbooks and course of study. To these farmers' children, this training would equip them only for making a living on the farm. The mothers and wives of the school-board members thought that their children

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<sup>7</sup> Herbert Quick, Brown Mouse, p. 51.

8  
 should be educated in preparation for city life.

"What right have ye," struck in Mrs. Bonner, to be burning the district's fuel, and wearing out the school's property out of hours like that--not that it's anny of my business. . I just thought, of it, that's all. What we came for, Mr. Irwin, is to object to the way the teachin's being done--corn and wheat, and hogs and the like, instead of the learnin' schools was made to teach."

Jim was either required to resign or have a hearing for his removal as a teacher of the school. He chose the latter. This hearing gave Jim publicity in the Chicago newspapers. As a result, he was asked to speak at a state meeting of teachers, and groups from other sections came to view his most unusual and remarkable experiment of teaching practical knowledge.

The county superintendent, Jennie Woodruf, wholeheartedly disagreed with the new experiment of dealing with worth while and practical subject-matter. She had censored Jim's work severely. The interesting and true indictment made against county superintendents' competency was true about Jennie. When the hearing was to be held;

9  
 She couldn't call the meeting to order. She had no idea as to the proper procedure. She sat there while the people gathered, stood about whispering and talking under their breaths, and finally became silent, all their eyes fixed on her, as she wished that the office of county superintendent had been abolished in the days of her parents' infancy.

10  
 Edna Ferber, in So Big, centers the story "in that

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8 Ibid., p.  
 9 Ibid., p. 152.  
 10 Edna Ferber, So Big, p. 1.

incredibly Dutch district southwest of Chicago known first as New Holland and later as High Prairie". Into this district Selina went to teach school at thirty dollars a month; she lived at the house of Klaas Pool, a school director.

Selina had left Miss Fisher's school in Chicago to teach the rural school in the Dutch community. She got up every morning at six o'clock to start her day's work of teaching.  
 11

Up the road to the schoolhouse, battling the prairie wind that whipped the tears into the eyes, ploughing the drifts, slipping on the hard ruts and icy ridges in dry weather . . . The schoolhouse reached, her numbed fingers wrestled with the rusty lock. The door opened, there smote her the schoolroom smell--a mingling of dead ashes, kerosene, unwashed bodies, dust, mice, chalk, stovewood, lunch crumbs, mold, slate that has been washed with saliva.

. . . Selina had seen herself, dignified, yet gentle, instructing a roomful of Dutch cherubs in the simpler elements of learning. But it is difficult to be dignified and gracious when you are suffering from chilblains . . . She sat at the battered pine desk or moved about, a little ice-wool shawl around her shoulders when the wind was wrong and the stove balky. Her white little face seemed whiter in contrast with the black folds of this sombre garment. Her slim arms were rough and chapped. The oldest child in the room was thirteen, the youngest four and a half. From eight-thirty until four Selina ruled this grubby domain; a hot and cold roomful of sneezing, coughing, wriggling, shuffling, dozing children, toe scuffling on agonized heel, and heel scrunching on agonized toe, in a frenzy of itching.

To listen to the class recite, an observer could easily

detect that Selina's preparation was entirely inadequate  
 12  
 for the rural community.

"Aggie Vander Sijde, parse this sentence:  
 The ground is wet because it has rained." Miss  
 Vander Sijde, eleven, rises with a switching of  
 skirts and a tossing of pigtail. "'Ground' the  
 subject; 'is wet' the predicate, 'because'

Selina is listening with school teacherly  
 expression indicative of encouragement and  
 approval. "Jan Snip, parse this sentence: The  
 flower will wither if it is picked."

Lloyd C. Douglas in Forgive Us Our Trespasses depicted  
 the heroine, Julia as the typical girl who had just finished  
 attending school and was ready to teach, but she had no  
 13  
 school to teach.

'Please let me have the Schrofe School,'  
 wheedled Julia clutching her precious creden-  
 tials tightly in one hand and with the other  
 pressing her eyes hard to make sure they were  
 closed firmly enough to satisfy the requirements  
 of Diety, who was sure to be conscious of her  
 sincerity, 'so I won't have to come home on ex-  
 cept Sundays. But--any school will do. Please,  
 dear God, let me hear from one of them pretty  
 soon . . .

The Schrofe School, for six years, had been taught by  
 a man, Ham Ditzler, who offered to bet that Julia could not  
 14  
 keep discipline enough to finish the term of school.

For the first time in the history of the Schrofe  
 School it was being taught without benefit of  
 whips and dunce-caps. . . 'For the girl's own  
 sake', agreed the younger mothers, whose sup-  
 port of her had been swiftly won by the affec-  
 tionate interest bestowed on their little tots,  
 'them bigger boys oughta be kept in hand.  
 They'll run her out afore Thanksgivin'.

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12 Ibid., p. 58.

13 Lloyd C. Douglas, Forgive Us Our Trespasses, p. 22.

14 Ibid., p. 26.

In representing and characterizing the different teachers, one could not neglect to mention the private tutor. The most common type of tutor during the twentieth century, who, represented by Mozo De La Roche, in Jalna, speaks for himself to the pupil, Wakefield:

15

"Oh, my dear boy," he stammered, I've kept you waiting, I'm afraid. I was just hurrying to get my potatoes in before the full of the moon. Superstitions, I know, but still--now, let's see: What Latin was it for today?" . . . Mr. Fennel came and bent over the boy. "How have you got on this morning?" . . . "Um-m, let's see." . . . "We must be prompt, Wakefield. Both you and I. Run along and I'll get back to my potatoes." Hurriedly he signed the tasks for to-morrow.

many teachers are represented in many books of fiction. The teachers are not the heroes or heroines, in the following books, but they are representative of the school conditions and social life in the community.

16

E. R. Silvers, in Barry the Undaunted tells about the incidents revealed, in a Crawford high school, in coeducation and athletics.

The story of sophistication and merely sketches of the characters in school life is told by Lynn and Lois Montross in Town and Gown.

17

Teddy Medland attended a private school which Teddy said was not "private". Eden Phillpotts used good youthful psychology in The Human Boy's Diary.

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15 Maza De La Roche, Jalna, pp. 14, 15.

16 E. R. Silvers, Barry the Undaunted.

17 Lynn and Lois Montross, Town and Gown.

18 Eden Phillpotts, Human Boys Diary.

Kathleen Frieman decided to present the professor's viewpoint instead of the pupil's viewpoint in the comedy, Martin Hanner.<sup>19</sup> Martin Hanner is a professor in an English provincial university.

Dorothy Johnson tells the events in an entertaining story, To Meet Mr. Stanley,<sup>20</sup> of a twenty-eight year old girl who is a teacher in a boys' school in England.

Austin Harrison deals with the psychology of the boys and teachers in an English public school for boys in Lifting Mist.<sup>21</sup>

A novel which deals with the actual events in an English public school, during the early twentieth century, under the leadership of Dr. Warre, is Shane Leslie's Oppidon.<sup>22</sup>

Dorothy Canfield Fisher tells the interesting story of a widowed mother who is left without any financial support. In Her Son's Wife,<sup>23</sup> the mother enters the teaching profession so she can support her son, Ralph.

There are teachers living and teaching, in the twentieth century, in unprogressive schools where the masters bicker and intrigue on their pupils. Paul Silver made the masters entertaining but not worthy characters in Schooling.<sup>24</sup>

Many interesting and representative books have been

- 19 Kathleen Freeman, Martin Hanner.  
 20 Dorothy Johnson, To Meet Mr. Stanley.  
 21 Austin Harrison, Lifting Mist.  
 22 Shane Leslie, Oppidon.  
 23 Dorothy Canfield Fisher, Her Son's Wife.  
 24 Paul Silver, Schooling.

written about the schools in England. J. Hilton's, Passionate Year,<sup>25</sup> reveals the public life in the Millstead School and the popularity, among the pupils, of the young schoolmaster, Kenneth Speed. "It is as true a picture, on black and white,<sup>26</sup> of a great English institution as ever was penned."

Clemence Dane pictured the teachers in an English school, in the Regiment of Women,<sup>27</sup> as representative and typical of all classes of people who are jealous of progressive members in their profession. This is a story which deals entirely with the school teachers; their relation toward each other and toward the pupils in the school.

The characters are representative of the many teachers who are in the teaching profession today. It is a repetition of the struggle among teachers, which occurs often in small schools, where authority and responsibility are shifted from one teacher to another, without an executive who is the administrator of the school.

Each person who has taught school has seen the new teacher come into the room for the first time and attract the attention and interest of the boys and girls. Although the older teachers, in length of service, have not expressed their feelings in words, it has been evident that they were envious of the new teacher. In the Regiment of Women, Miss

25 J. Hilton, Passionate Year.

26 C. A. Player, Detroit News, p. 7, July 16, 1922, 620 W.

27 Clemence Dane, Regiment of Women.

Durand was the new teacher that two of her co-workers were  
 28  
 discussing:

That tall girl with the yellow hair? I've heard about her. I haven't spoken to her yet, but the children approve, don't they? . . . I rather like the look of her.

'Do you?' Henrietta smiled sourly. 'I can't agree. A most unsuitable person. Miss Marsham engaged her without consulting me--or you either, I suppose? The niece or daughter or something of an old mistress . . . A terrible young woman--boistrous--undignified--a bad influence on the children.'

Both Henrietta and Clare agreed that the junior classes were working better than usual. Their criticism of Miss Durand's work came as a result of an incident which had happened when the teacher and the pupils had not heard the bell ring for the dismissal of the class.

When the incident occurred again, the secretary of the school, Miss Vigers, went directly to Miss Durand's classroom. To Miss Vigers amazement and astonishment her entrance was entirely unnoticed.  
 29

The entire class had deserted its desks and was clustered round the rostrum, where Alwynne Durand, looking flushed and excited and prettier than any school-mistress had any business to be, was talking fast and eagerly. She had a little stick in her hand which she was using as a conductor's baton, emphasizing with it the points of the story she was evidently telling. A map and some portraits were pinned to the blackboard beside her, and the children's heads were grouped, three and four together, over pictures apparently taken from the open portfolio lying before her on

the desk. But their eyes were on Miss Durand, and the varying yet intent attitudes gave the collective effect of an audience at a melodrama. They were obviously and breathlessly interested, and the occasional quick crackle of question and answer merely accentuated the tension . . .

The listener, Miss Vigers, was outraged and she "cut aridly into the lecture" and inquired of Miss Durand if she knew what time it was. Miss Vigers, intended to use an authority which was not hers to use, to make the new teacher look helplessly wrong to the pupils and other teachers. Miss Vigers was partially successful; however, Miss Durand's work continued as though no trouble was existing between her and the remainder of the faculty. Many incidents could be given, but it would in theory be only a repetition, about the attitude of the teachers toward each other. It is not unusual to find many teachers in the same situation as Miss Durand, who finally end their teaching profession for the same reason.

30

When spring came:

Alwynne Durand was no better. She flagged like a transplanted tree. She went about her business the same as usual . . . not too willing to acknowledge what interfered with her scheme of things, realized that her efficiency was laborious, and her high spirits were forced, her comicalities not spontaneous, that she was in fact, not herself, but merely an elaborate imitation . . . This changing Alwynne, whitened, quieted, submissive, the sparkle gone from her eyes and the snap from her tongue, was less to her taste.

Books are numerous which deal with the college and

university life of the pupil and the teacher. It is as big an event for any alumnus to return to her alma mater and teach in the English department as it was for Joan Burroughs.

31

In Grey Towers, it tells how Joan discovers that the school is a dehumanized machine,--a system in which pupils are sacrificed. If a teacher becomes advanced of the social conditions or the prevailing philosophy, she is condemned.

Grey Towers is a story of what goes on in a school and in the social life; it shows how the board of trustees and the faculty prevent progress, obliterate initiative, and discourage free speech.

32

Welmarth Lewis in Tutor's Lane depicts a scene in New England of a college faculty life. It is a good characterization, humor and good natured irony from the faculty's viewpoint.

33

R. Herrick's Chimes is a story of a Harvard graduate who joins the faculty of Chicago University. The Harvard graduate is a contrast to the other members of the university faculty. This book has been written as a result of intimate knowledge and it is considered one of the best articles written on modern university life.

34

The Professor, written by S. Johnston, is a story of a "red-headed" professor of English in a Vermont university. The professors, Dr. J. Tankstey Parkhurst and Dr. Bobbit,

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31 Anonymous, Grey Towers.

32 Welmarth Lewis, Tutors Lane.

33 R. Herrick, Chimes.

34 S. Johnston, The Professor.

are the results of baffled personalities; they are not interested in the welfare of their pupils.

The following books deal with college life, the teacher and the pupil during the twentieth century:

- Clarkson Crane, Western Shore 35  
 John Wiley, Education of Peter 36  
 Ellery Harding Clark, Daughters of Eve 37  
 P. Marks, Plastic Age 38  
 Lynn and Lois Montross, Fraternity Row 39  
 Olive Dean Harmel, The Coed 40  
 Katherine Brush, Glitter 41  
 J. W. McNolly, The Barb 42  
 Earl Reed Silver, Ned Beals, Freshman 43  
 Earl Reed Silver, Ned Beals Works His Way 44  
 Edward Frederick Benson, David Bloze 45  
 Edward Frederick Benson, David Bloze of King's 46  
 Margaret Hill McCarter, A Master's Degree 47

A humorist, George Fitch, cleverly pictured Petey Simons, in Petey Simons at Siwash, as the freshman who thought that the "college paper joked about my influence.

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- 35 Clarkson Crane, Western Shore.  
 36 John Wiley, Education of Peter.  
 37 Ellery Harding Clark, Daughters of Eve.  
 38 P. Marks, Plastic Age.  
 39 Lynn and Lois Montross, Fraternity Row.  
 40 Olive Dean Harmel, The Coed.  
 41 Katherine Brush, Glitter.  
 42 J. W. McNolly, The Barb.  
 43 Earl Reed Silver, Ned Beals, Freshman.  
 44 Earl Reed Silver, Ned Beals Works His Way.  
 45 Edward Frederick Benson, David Bloze.  
 46 Edward Frederick Benson, David Bloze of King's.  
 47 Margaret Hill McCarter, A Master's Degree.  
 48 George Fitch, Petey Simons at Siwash, p. 91.

Siwash was a better college for my coming." One day while the egotistical freshman was sitting in a literature class daydreaming he suddenly realized that the attraction was centered upon him.

49  
 . . . "I beg your pardon," said I to the professor. "Did you call on me?"

"I did," said Professor Timmons, still smiling. The class laughed right out. It nettled me a little, but I let it pass.

"What was it?" I asked.

. . . "I am sorry to disturb you, Mr. Timmons," said he, "but will you kindly tell us upon what the fame of Cowper chiefly rests?"

I was perfectly frank. "I'll be hanged if I know," I said pleasantly.

If the class had had any sense it would have laughed at my joke as well as the professor's. But there wasn't a giggle. Professor Timmons didn't say anything for ten minutes-- or maybe ten seconds. Then he cleared his throat.

"You haven't favored us with very much knowledge this term, Mr. Timmons," he said in a disquietingly quiet way. "Are you planning to remain with me permanently?"

But that was all. But it was enough . . .

Willa Cather reproduced Professor St. Peter, in The Professor's House similar to many professors in this century. To understand better his later life, it is necessary to tell you something about his home which is not different from some characters you have known.

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49 Ibid., p. 94.

50 Willa Cather, The Professor's House, p. 1.

. . . "Professor St. Peter was alone in the dismantled house where he had lived ever since his marriage, where he had worked out his career and brought up his two daughters. It was almost as ugly as it is possible for a house to be; square, three stories in height, painted the color of ashes--the front porch too narrow for comfort, with a slanting floor and sagging steps . . . the stairs were too steep, the halls that were too cramped . . . certain wobbly stair treads, certain creaky boards in the upstairs hall, had made him wince many times a day for twenty-odd years--and still they creaked and wobbled. He had a deft hand with tools, he could easily have fixed them, but there were always so many things to fix, and there was not time enough to go round.

While St. Peter's family travelled in France during vacation in the summer, he was really doing very little.

51

When the fall term of the university opened, he went to his lectures; he had no complaints and the students seemed interested; he did not think it was worth while for a short period of time to learn the names of his pupils.

Sinclair Lewis, in Arrowsmith, wrote a satire on the medical profession of a young medical student who was attending school in the Middle West. Among the professors of the University of Winnemac in 1904 was a:

52

John A. Robertshaw, . . . professor of physiology in the medical school was rather deaf, and he was the only teacher in the University of Winnemac who still wore mutton chop whiskers . . . On all occasions he remarked, "When I was studying with Ludwig in Germany". .

The professor of anatomy, Dr. Oliver O. Stout, was himself an anatomy, a dissection chart, a thinly covered knot of nerves and

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51 Ibid., p. 271.

52 Sinclair Lewis, Arrowsmith, p. 21.

blood vessels and bones. Stout had precise and enormous knowledge; in his dry voice he could repeat more facts about the left little toe than you would have thought anybody would care to learn regarding the left little toe.

The professor of materia medica, Dr. Lloyd Davidson, would have been an illustrious shopkeeper. He was very popular. From his a future physician could learn that most important of all things: the proper drugs to give a patient, particularly when you cannot discover what is the matter with him. His classes listened with zeal, and memorized the sacred hundred and fifty prescriptions. (He was proud that this was 53 fifty more than his predecessor had required.)

54

Max Gottlich was a German Jew. . . . Though he took his degree at Heidelberg, he was never interested in practising medicine. . . . Always an elaborately careful worker, a maker of long rows of figures, always realizing the presence of uncontrollable variables, always a vicious assailant of what he considered slackness or pomposity, never too kindly to well-intentioned stupidity, he worked in the laboratories of Koch, of Pasteur, he followed the early statements of Pearson in biometrics, he drank beer and wrote vitriolic letters, he voyaged to Italy and England and Scandinavia and casually, between two days, he married (as he might have bought a coat or hired a housekeeper) the patient and wordless daughter of a Gentile merchant.

Books which deal with the war period and teachers are:

55

Nicholas Beverley, Patchwork

56

E. Raymond, Tell England

57

The story of All's Quiet on the Western Front by Erick

Remarque tells of an incident of how a professor upholds war, and how much is gained by war, to his class of boys in

53 Ibid., p. 41.

54 Ibid., p. 123.

55 Nicholas Beverley, Patchwork.

56 E. Raymond, Tell England.

57 Erick Remarque, All's Quiet on the Western Front.

school. As a result the boys take an active part in the war, and they find that the professor knew nothing of the degrading effects and horror of a war.

In The Cross of Peace, Philip Gibbs wrote a story about the French and German people in the World War. Armand Gatières,<sup>58</sup> Captain of Chasseurs Alpins, five years later became a professor of history at the Lycie in Avignon. Before the war, he had received a degree from the University of Aix-en-Provence.

Armand Gatières studied history in all spare time trying to discover his own philosophy. He taught boys who were sixteen and seventeen years of age; boys who were too young to understand the mystery of the teaching.<sup>59</sup>

. . . He showed his open disgust sometimes for the brutality, the intolerance, the swaggering bully spirit of past ages, and reserved his enthusiasm for the men of ideas and art, the poets and scholars, and painters and builders, and those who had given some heritage of beauty to France.

. . . "Our professor of history is an idealist," was the report which went home to certain houses in Avignon. "He is somewhat of a skeptic, and, for a soldier, strangely hostile to heroics. But he knows his subject all right, and makes it less boring than one might expect. He is rather charming and has a sense of humor. There is something about his smile . . ."

Armand Gatières, on half days, visited with his pupils. The pupils liked his irony, and the way he talked to them on the level.

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58 Philip Gibbs, The Cross of Peace, p. 169.

59 Ibid., p. 183.

If a summary should be made of the teachers discussed in the books of fiction mentioned in this study, it would be evident that the teachers are in harmony with the social and philosophical thoughts in the present century. Teachers during the last four centuries keep pace with the conditions. They emphasize and teach what society demands.

## SUMMARY

The problem of showing the growth and development of educational theory and philosophy as depicted by the teacher in literature begins with the period following the middle of the eighteenth century. Jean Jacques Rousseau and Johann Heinrich Pestalozzi, the two great reformers and philosophers, were the most important in furthering a democratic enlightenment in education during the late eighteenth and the nineteenth centuries.

Rousseau was born in 1712, while the country was seething with an under-current of a revolution. His education was very inefficient; at an early age, Rousseau sensed the injustice and corruptness of the social conditions which were the result of an artificial educational system. To impress upon the people the deplorable educational conditions, he wrote Emile, a novel and didactic<sup>1</sup> exposition of the eighteenth century.

. . . an epoch making book in the history of education--a book which has served as a starting point for a new advance into the field of investigation, and to which the thoughts of men are ever returning for fresh inspiration and direction.

The imaginary teacher, in Emile, was Rousseau. As

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1 Jean Jacques Rousseau, "Translator's Introduction", Emile, p. xvii.

Emile's imaginary teacher, Rousseau depicted his educational theories in contrast to the older school. The best education prepares the development of the original nature by its own initiative.

Rousseau's new theory effected Johann Heinrich Pestalozzi so greatly that he practiced the new theory with his pupils and child, Jacobli. As a result Pestalozzi wrote Leonard and Gertrude. Gertrude, the heroine of the book and the teacher, taught her children and her neighbors' children, with the idea that to save society from degradation all children must be educated. A new conception was promoted, that a poor home was not a requisite for a nefarious home as it was generally simulated. It was the duty of the teacher to stress the development of human nature by the use and exercise of the powers and talents of the pupils.

By reading from the various authors who have written educational books, it is easy to detect the change and growing tendency toward a more liberal and progressive development of the pupil. In Roger Ascham's The Scholemaster there is a tendency to believe that the development of the child's nature comes only from book learning and not by experience. The teachers were conceited; the final authority on subject matter, and the manager of the discipline. In the eighteenth century, the essential idea and aim of education provided for a liberal and comprehensive training by

the organization of a curriculum that included a real education. In the protestant lands, there was a weakening of the old religious theory. This is the period, in which seemingly minor incidents proved to be the beginning of a great reform movement.

The first fifty years of our national life in the United States was a transition from the church control to the state control. In the century preceding the organization of our national life, European ideas and influences had been transplanted to the Atlantic shore of North America. As a result three types of schools, a Latin school and college, a parochial school, and a public school, fixed an American attitude toward a permanent and further educational development.<sup>2</sup>

The effect of the Revolutionary War had been disastrous for the schools because the attention had been more urgent elsewhere. In the Reconstruction Period, the educational opportunities declined so rapidly and greatly that opportunities had shrunk almost to a vanishing point.<sup>3</sup> Conditions of the schools and the teachers' qualifications and methods have been cleverly given in the fiction mentioned in the second chapter of this study. In general, in the United States the Transition Period (1800-1850) is a period when the teachers' motives and methods were gradually changing

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2 E. P. Cubberley, The History of Education, pp. 373-374.

3 E. P. Cubberley, Education in the United States, pp. 51-52.

with the social and political conditions; a new philosophy of life had taken root in the Transition Period.

When Friederich Froebel was advocating and utilizing new methods in the German schools, another educational reformer, Charles Dickens, was giving practically the identical views to the world in the form of object lessons in entertaining stories. Both reformers believed in the natural development to the fullest extent of the child. Heretofore, the adult had interfered with the natural development of the child by invariably making the child conform to the former's attitudes and interests; the child had to adjust himself constantly to the school and the schoolmasters; this would impair the child's growth naturally. Dickens dealt with twenty-eight schools in his writings; each school had a definite purpose; only two of his books are not rich in educational thought.<sup>4</sup>

In Europe, like the United States, the countries had been too busy with war and the Industrial Revolution to give much attention to the improvement of the school teachers and schools. After the transplanting of the European influences into the United States, Cubberley's seven battles<sup>5</sup> were the big milestones in the progress of educational history. This period brought contributions from Herbart, Frank and Charles McMurray, and Charles De Garmo.

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4 Mable S. C. Smith, Studies in Dickens, p. 99.

5 E. P. Cubberley, Education in the United States. See pages 118-214.

Model lessons and practice schools were introduced into the normal schools and colleges of the United States. The dominant purpose of a teacher was to create a curriculum which could develop self-activity of the pupil focused upon the educational, social, and moral ends.

One of the best examples of a teacher in the latter half of the nineteenth century was Silas Cobb, a rural teacher in Brush County, Illinois. Dan V. Stephens, in Silas Cobb, narrates the gradual changes in methods of the teacher and the effect of the changes upon the pupils and the unprogressive district in which he taught. To bring about a closer relation and better understanding and to make complaints less frequent from the teacher upon the pupil and from the pupil against the teacher, Dan V. Stephens wrote Phelps and His Teachers.

Another book similar to Dan V. Stephens' contributions is Angelina Wray's Dean Mitchell's School.

Newell D. Gilbert commenting on Jean Mitchell and her school said it was not an ideal or a creation of fancy.

<sup>6</sup>  
Jean Mitchell

has been a noble reality at many times, in many places. I have known her under various guises and surnames. She is an ideal in the sense of a character to be emulated and realized in one's own personality, by the same way she realized her self . . . and so a devotee of teaching. . . How is it you do not see teaching to be the

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6 Newell D. Gilbert, Jean Mitchell's School, "appendix", p. 24.

building of human minds up into, and in, their divine possibilities, with the consequent reach of beauty and blessing to the world? How is it that you do not see teaching to be the great process by which the race shall be brought one day to see of its age long travail, in attained Freedom? How is it that you do not see teaching as the highest and noblest, the most delicate and beautiful and grand of arts? The place to learn, to receive spiritual birth as a teacher is at the feet of great teachers. Then and there you shall receive the artist's vision that sees the angel in the block of stone, the nobility of manhood beneath the tousled head and unkempt garments of an unlikely lad.

The twentieth century finds the teacher following John Dewey and trying to organize a school which is similar in viewpoint and organization for the conditions which the pupils live in after they have left school. The purpose of the present century is to overcome the difficulties faced by the handicapped and isolated school teacher and to make use of the natural environment of the child to prepare him for the life he is to lead in the world. The teachers today are working away from adopting the curriculum from a small and specialized class to a curriculum representative of a democratic society.

In giving a summary of teachers who have been characters in literature, it can be said that every period is noted for real teachers. The literature of a people is today, in the twentieth century, as it was in earlier centuries, a literature of social needs, of hearts' desire, of likes and dislikes, of the best and worst in man. In this literature, the schools and their teachers have ever played

a prominent part. The teachers who have been outstanding in literature are the ones who have helped their pupils prepare for a place in society. During the period the teacher lived he may not have been considered a good teacher; but, it is not until after his pupils have left school and found their places in society that it is decided about the greatness of the teacher. Thus, it has been necessary for the teacher to keep in pace with the social and philosophical trends. The teacher, in all the years, since the early eighteenth century can be compared to the bridge builder who prepared an easier and better journey through life because of the experience he had in his life.

### THE BRIDGE BUILDER

An old man going a lone highway  
 Came at the evening, cold and gray,  
 To a chasm vast and deep and wide.  
 The old man crossed in the twilight dim;  
 The sullen stream had no fear for him,  
 But he turned when safe on the other side,  
 And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,  
 "You are wasting your strength with building here.  
 Your journey will end with the ending day;  
 You will never again pass this way;  
 You've crossed the chasm deep and wide;  
 Why build a bridge at evening tide?"

The builder lifted his old, gray head--  
 "Good friend, in the path I have come," he said  
 "There followeth after me today,  
 A youth whose feet must pass this way.

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7 W. A. Dromgoole, "The Bridge Builder", Everyday Problems in Classroom Management, by Edward J. Brown, p. 305.

This chasm, that has been naught to me,  
To that fair-haired youth may a pitfall be;  
He, too, must cross in the twilight dim--  
Good friend, I am building this bridge for him!"

END

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