

Bibliography – Scenes of Instruction in Early America

Suggestions from EARAM-L

-Primary Sources

-Note: these are organized (loosely) chronologically

Grammar treatises and textbooks

-“See the debates over education and language (What was an English Education in a republican world?), especially those linking the ways in which ideas about the nature of grammar were connected with politics.”

-see Rush's "Thoughts Upon the Mode of Education Proper in a Republic."

-“see books like Dilworth's *A New Guide to the English Tongue* (1740) which had a long run in the colonies/states--40 editions between 1747 and 1840. Even more popular was Lowth's *A Short Introduction to English Grammar*, which made the argument, offered elsewhere, that the grammar of English was distinct from but equal to the grammar of Latin. And of course the work of Noah Webster, starting with the original speller and going on to the dictionary--these offer quite different understandings of language and politics.”

Gardner Jr., Nathaniel.

-“There is a very interesting Latin verse meditation on the travails of an early American Latin teacher written by Nathaniel Gardner Jr. sometime before 1750. It is included in Leo Kaiser's anthology of Early American Latin Verse.”

Smith, William. *A General Idea of the College of Mirania*. 1753

-“Not a novel, but [it] set forth a novel plan for an academy to be organized and taught according to Enlightenment principles. Smith's *Mirania* impressed Benjamin Franklin so much that Franklin maneuvered to bring in Smith to run the newly founded Academy/College of Philadelphia (forerunner of the U of Pennsylvania). Political differences, however, soon split Smith and Franklin. Smith was eventually imprisoned, but he wasn't stopped: he taught his classes from his jail cell. So maybe there is a pedagogical angle here after all.”

New England singing school tradition

-see Alan Clark Buechner, *Yankee Singing Schools and the Golden Age of Choral Music in New England, 1760-1800*. Boston: The Dublin Seminar for New England Folklife, 2003.

Wheatley, Phillis

-“Emory's MARBL has a copybook with a poem by Phillis Wheatley—the book is dated at the same time as Wheatley's poetry which suggests something about teaching and learning in Boston.”

-“The Phillis Wheatley Historical Society has information on how Phillis was tutored (texts etc) by older ‘sis’ Mary Wheatley, plus letters she wrote to a fellow slave who reputedly had come over on an slave ship from Africa with her—both of them highly literate. The education of slaves is an interesting sub-topic and in Wheatley's case also reveals indirectly the standards used for more upper end schooling of everyone in that early time.”

Occom, Samson. “A Short Narrative of my Life.” 1768.

Dock, Christopher. *Schulordnung* (written 1750, published 1769). Available in English in Gerald Studer, *Christopher Dock, Colonial Schoolmaster: The Biography and Writings of Christopher Dock*. Scottsdale, PA: Herald Press, 1967.

-Dock was a Pennsylvania Mennonite teacher. "The entire piece describes his teaching methods, which rejected corporeal punishment and used some experiential learning approaches that seem to anticipate Montessori education."

Fithian, Philip Vickers, journal and letters (1773-1774)

Bartram, William. *William Bartram, the Search for Nature's Design*. Co-edited by Thomas Hallock
-quite a bit of family education throughout the correspondence

Smith, Elihu Hubbard, *The Diary of Elihu Hubbard Smith*. Ed. James E. Cronin (1973)
-"friend of Charles Brockden Brown and William Dunlap--and a poet, librettist, and editor himself. [The diary] features several pages of his recollections of his youth, including his schooling in the 1770s and 1780s."

Burroughs, Stephen. *Memoirs of the Notorious Stephen Burroughs*. 1798.
-fun fact: Robert Frost wrote a preface to a 1924 edition of this
-Dartmouth Reference Library has additional Burroughs archives (see this post and the comments for more: <http://northwesthistory.blogspot.com/2008/07/bring-me-head-of-stephen-burroughs.html>)

Foster, Hannah Webster. *The Boarding School*. 1798.

Brown, Charles Brockden. *Ormond; or, the Secret Witness*. 1799.
-"has passages on tutoring, which might be characterised, 'how to bring up your child as part of the radical Enlightenment'"

Vickery, Sukey. *Emily Hamilton and Other Writings*. 1803.
-the journal fragment in *Emily Hamilton* mentions her instruction of her children

Emerson, Ralph Waldo
-"letters to his brother William from *Emerson's Letters*, vol. I. Emerson writes in detail about what he learns in 1815 and 1816, including humorous anecdotes about his own juvenile poetry and his classmates' errors in geography class (he characterizes his geographic instruction as a "vacation")"

Crocker, Hannah Mather
-"an early advocate of women's education. She writes about this in her published works *Letters on Freemasonry* (1815) and *Observations* (1818), but there's more in her other works, not least her recently edited and published *Reminiscences* and Connie Post's edited collection of various of her manuscript writings. As it happens, there's a very new author society dedicated to her works with a webpage currently available at <http://www3.nd.edu/~hmcs/> (of which I am one of the founders).

Irving, Washington. "The Legend of Sleepy Hollow." 1820.
-schoolhouse of Ichabod Crane

Hermain Vaill's observations of New England schools
-"The first letter collected in *To Marry An Indian: The Marriage of Harriett Gold and Elias Boudinot in Letters, 1823-1839* treats this subject. Its author, Herman Vaill (an educator), describes his observations of a number of New England schools"

Letters by Cherokee students in Cherokee Nation mission schools
-see Hilary Wyss's *English Letters and Indian Literacies* for examples of these letters and at the writings of Catharine Brown (see *Cherokee Sister: The Collected Writings of Catharine Brown, 1818-1823*).

Child, Lydia Maria. *Hobomok*. 1824.

-“This might not be the kind of thing you seek because it doesn't speak to specific pedagogical practices or methodologies, but [...] young Mary recalls the rich education she received in her grandfather's home in England, which stands in contrast to ‘the loneliness of unreciprocated intellect’ she experiences in Plymouth. Otherwise, the letters embedded in this novel (and others with an epistolary element) might provide a glimpse into the representation of literacy.”

Hale, Sarah. “The Poor Scholar” and “Village Schoolmistress.” Both published in the first year of the *Ladies' Magazine* (1828) and collected in *Sketches of American Character*.

-“the “Village Schoolmistress” is quite interesting because it has a second part, “William Forbes,” that is published months--6 I believe--after the first part.

Andrews, Charles. *The History of the New-York African Free-Schools* (1830); see also the New York African Free School Collection: <http://www.nyhistory.org/web/africanfreeschool/>

Sedgwick, Catharine Maria. “Old Maids.” 1834.

-“in which a female school teacher has her beau stolen by her beloved younger sister”

Douglass, Frederick, *Narrative of the Life of Frederick Douglass*. 1845.

-scenes with Sophia Auld, his self-education in Baltimore, and his attempts to keep school

Best, John Hardin and Robert T. Sidwell. *The American Legacy of Learning: Readings in the History of Education*. Philadelphia: J.B. Lippincott Company, 1967.

-Secondary Sources

Augst, Thomas. *The Clerk's Tale: Young Men and Moral Life in Nineteenth-Century America*. Chicago: University of Chicago Press, 2003.

-“doesn't deal with sites of formal pedagogy at all, but I think it does make clear the moral and ethical dimensions that came to subsist with literacy during the 19C”

Beadley, Nancy. *Education and the Creation of Capital in the Early American Republic*. Cambridge: Cambridge University Press, 2010.

Brewer, Holly. *By Birth or Consent: Children, Law, and the Anglo-American Revolution in Authority*. Chapel Hill: University of North Carolina Press for the Omonhundro Institute of Early American Studies, 2005.

-“about children and consent in the early modern era.” Look especially at “the section on catechisms and how the infant baptism debates influenced broader debates about the importance of consent to contracts and also education.”

Brown, Gillian. *The Consent of the Governed: The Lockean Legacy in Early American Culture*. Cambridge: Harvard University Press, 2001.

Carr, Jean Ferguson, Stephen L. Carr, and Lucille M. Schultz. *Archives of Instruction: Nineteenth-Century Rhetorics, Readers, and Composition Books in the United States*. United States: The Conference on College Composition and Communication of the National Council of Teachers of English, 2005.

Ferzst, Elizabeth. “Transatlantic Dame School.” *Women's Studies* 43.3 (2014), 305-317.

-“I argue that Anne Bradstreet's early poems, the so-called 'quaternions,' might well have been used a form of Early American pedagogy.”

Finkelstein, Barbara. Joan. *Governing the Young: Teacher Behavior in American Primary Schools, 1820-1880. A Documentary History*. Diss. Columbia University, 1970. Ann Arbor: University Microfilms, 1971.

Mattingly, Paul H. *The Classless Profession: American Schoolmen in the Nineteenth Century*. New York: New York University Press, 1975.

-“looks at the first generation of teachers in Boston in the 1820s-50s (I think) who attempted to professionalize themselves through educational journals, lyceums, etc.”

Monaghan, E. Jennifer. *Learning to Read and Write in Colonial America*. Amherst and Boston: University of Massachusetts Press, 2007.

Pollack, John H., ed. *The Good Education of Youth: Worlds of Learning in the Age of Franklin*. Oak Knoll Press, 2009.

Robbins, Sarah. *Managing Literacy, Mothering America: Women's Narratives on Reading and Writing in the Nineteenth Century*. Pittsburgh, University of Pittsburgh Press, 2006.

Svobodny, Dolly. *Early American Textbooks, 1775-1900: A Catalog of Titles Held by the Educational Research Library*. U.S. Department of Education, 1985.

-now the National Library of Education: <http://ies.ed.gov/ncee/projects/nle/>

Weyler, Karen A. *Empowering Words: Outsiders and Authorship in Early America*. Athens: University of Georgia Press, 2013.

-has “a brilliant study of working men’s societies and how they used unconventional materials and methods in their literary practices”