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A review of the literature concerning the work of Francis Wayland Parker in Cook County, Illinois from 1883 to 1902

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A REVIEW OF THE LITERATURE CONCERNING THE WORK OF FRANCIS WAYLAND PARKER IN COOK COUNTY, ILLINOIS FROM 1883 to 1902.

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CHAPTER PAGE

CHAPTER I

THE PROBLEM AND BACKGROUND PERTINENT TO THE PROBLEM

Perhaps because the East has always laid claim to being the center for culture and educational attainments, the work of Colonel Francis Wayland Parker at Quincy, Massachusetts, has been rather fully related. His work in Cook County, Illinois, however has not received such full treatment. It would seem, since the Cook County endeavors were an extension, enlargement, and refinement of the earlier efforts, that these very active final years, "the mature and most productive years of his life,[1] would best present Colonel Parker's philosophy of and approach to education.[2]

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to review the literature concerning the educational work of Colonel Francis W. Parker in regard to (1) his personality as an educator; (2) his philosophy of education; and (3) the various schools with which Parker became associated. The investigation was also concerned with the purposes for these changes from school to school and the significance of each move.

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[1]Edward H. Reisner, The Evolution of the Common School (New York: The Macmillan Company, 1935), p. 511

[2]Ibid., pp. 511-12.

Importance of the study. The investigation was made in the hope that it would serve the same importance as all historical study. In Chicago a school was begun, in Parker's name, to further the teachings of Francis W. Parker. The City of Chicago hired Parker and his staff "en masse" to bring his educational philosophy and his approach to teaching to Chicago Public Schools. The University of Chicago, led by the very eminent William Rainey Harper, called upon Parker to bring his school and staff to the University, as they had called several of the great colleges of the day. The Rush Medical School,[3] The Baptist Union Theological Seminary,[4] and The Chicago Theological Seminary.[5] These facts alone are important, but the major importance lies in the answer to "Why?". Why was Parker such a dynamic personality? What made his schools attractive to Chicagoans, particularly President Harper and Mrs. Emmons Blaine, an educational benefactor? What did he teach teachers to teach? The literature answers each question in many ways, some quite contradictory. No conclusion or pat answer could suffice. The real truth is undoubtedly a composite of all the answers recorded in addition to an equal number that will remain untold.

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[3]Thomas Wakefield Goodspeed. The Story of the University of Chicago (Chicago: The University of Chicago Press, 1925), p. 223.

[4]Ibid., p. 65.

[5]Ibid. p. 204.

Limits of the problem. This review of the literature concerning Colonel Parker's educational work was limited in space to Cook County, Illinois, and in time to the years 1883 to 1902. In 1883, Colonel Francis W. Parker was taching at Martha's Vineyard, Summer Institute. His very close friend and fellow teacher Mrs. Frances Stuart, encouraged him to accept a position which had just been offered him by the Cook County Normal School in Illinois. Upon Parker's acceptance, Parker and Mrs. Stuart were married and together left for the Western School.[6] It is after what might have been considered a "honeymoon journey" to the unfamiliar area along Lake Michigan that this story began. It closed with the death of Colonel Parker at Pass Christian, Mississippi, on March 2, 1902.

II. PERTINENT BACKGROUND INFORMATION

Certain background information seemed necessary to make the story of his work in Chicago understandable. Indeed, a knowledge of Colonel Parker's early experiences was often necessary to make the story believable.

The move to Cook County. Colonel Parker's reputation as an unique educator was begun in 1875 in Quincy, Massachusetts. It would hardly have been reasonable that the Cook County Board of

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[6] National Educational Association, Journal of Proceedings and Addresses, Session of the Year. 1899 (Chicago: University of Chicago Press, 1899) P. 246

Education would have gone so far in search of an inexperienced teacher.

> The selection of this distinguished educator marked an epoch in the history of the school and as well, of education in the West. There could be no better indication of the enthusiasm with which the school was supported than the engagement of a man with a national reputation to manage its affairs.[7]

In regard to this move to Cook County, Parker himself later reminisced:

> Five years as superintendent in Quincy, Mass., and three as supervisor of Boston, had convinced me that I could not work out the theories endorsed by the best educators of the past unless I could come in direct contact with the children - in other words, unless I could assist in teaching, watching and helping them directly, day by day. Beside this, the city of Chicago seemed to me the great storm center of republican growth, and therefore that of education as well. I felt that upon this ground the mighty conflict for self-government was to be fought.[8]

Summary of the experiences which seemed to have a marked effect on Parker's Cook County Work. At a young age the little Parker boy was sent to work on a farm in New Hampshire for his keep. He received little schooling and even that was of poor quality. It was on the farm that Parker became acquainted with the love of nature that enriched his philosophy and profession.

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[7]John W. Cook, The Educational History of Illinois (Chicago: Henry O. Shepard, 1912), p. 269.

[8]Twenty-First Biennial Report of Superintendent of Instruction, 1894-96 (Springfield, Illinois: Phillips Brothers, State Publishers, 1896*), p. 191.

*Publishing date not given but other volumes state publishing date same as concluding date of report. It is probably safe to assume this to be the same case.

Parker served a time in the army during the Civil War which confirmed his distaste for the military regimentation as well as his abhorence of war[9] and later of lock-step in the classroom.

These two personal experiences of his past and his study in Germany (1872-74) of Pestalozzi, Ritter, Guyot, Herbart, and particularly Froebel were responsible for much of his educational doctrine. He first put his philosophy to work in Quincy, Massachusetts, (1874-1880) and later as Supervisor of Boston Schools (1880-83). Parker's work in Cook County was a result of his elementary experiences on the farm: his Army observations of militaristic regimentation; his studies in German; and his efforts at putting his philosophy into practice in Massachusetts.[10]

III. ORGANIZATION OF THE PAPER

> . . . no American was more influential in redirecting elementary eduction, improving elementary-school teaching and emphasizing the claims of childhood during the last two decades of the nineteenth century than Francis W. Parker.[11]

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[9]Merle Curti, Social Ideas of American Educators (Charles Scribner's and sons 1939), p. 376.

[10]Samuel Chester Parker, A Textbook in History of Modern Elementary Education (Chicago: Ginn and Co., 1912), p. 470.

[11]Richard E. Thursfield, Henry Barnard's American Journal of Education (Baltimore: Johns Hopkins Press, 1945), p. 282.

This quotation seems to have brought about an interest in this study. It explores, in Chapter II, Parker's emphasis on "the claims of childhood." Chapter III investigates his philosophy of education; Chapter IV, his works as a teacher of teachers. In a letter to Barnard, Parker expressed an optimistic view of his future work in Cook County.[12] This paper, having been written approximately three quarters of a century later than Parker's letter, had the advantage of the Monday morning quarter-back. In Chapter V the writer attempts to report the "prospects" in retrospect. Here were reported some of the difficulties which did beset him and some of the possible explanations.

[12] Ibid.

CHAPTER II

PARKER: A LOVER OF CHILDREN

In truth, to separate Parker and his love for children from Parker and his philosophy of education and life is no more than typical of the sort of impossible task the student invariably cuts out for himself. Rather than actually separating the various hats that Parker wore, this study seems to support a proposition in this chapter that Parker had an overwhelming love for children. In the following chapter, the tremendous effect this love had on the philosophy he lived and preached will be demonstrated. This, then, is a building process rather than an assembly of disassociated facts. The importance of his devotion to children will be self-evident as the chapters continue to unfold his philosophy and his felt purpose in life. The most striking evidence of his devotion to childhood comes from four sources: (1) his speeches, (2) his limited writings, (3) the narrators of his work, and (4) his participation in the Illinois Society for Child Study and related associations.

Parker's Love for Children as Reflected in His Speeches

Although Parker preferred not to be designated as a follower of any man, he objected less to being philosophically

linked with Froebel[1] than with Herbart[2] because, as the Colonel said: "Froebel recognized the divinity of the child. Herbart did not find that inherent, and therefore Herbart will have to be modified for I believe Froebel was right."[3]

In 1889, while speaking to the National Educational Association meeting being held at Nashville, Tennessee, Colonel Parker asked the assembly "What is the child?" Parker considered this to be too great a question for him to answer.[4] He proposed only to offer a few suggestions. His suggestions and the supporting evidence clearly showed Colonel Parker's warm love for childhood and the meaning and the purpose it held for him and for his philosophy.

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[1]Friederick Froebel (1782-1852) a romanticist, a German idealist who was Father of the kindergarten. John S. Brubacher, A History of the Problems of Education, (New York: McGraw-Hill Book Company, 1947), p. 300.

[2]Johann Friedrich Herbart (1776-1841), A German professor who devoted most of his life to the diligent study of education. He said a science of education was possible. Adolph Meyer, An Educational History of the American People (New York; McGraw-Hill Book Company, 1957), p. 229-231.

[3]National Educational Association, Journal of Proceedings and Addresses, Session of the Year 1895 (St. Paul, Minnesota: Pioneer Press, 1895), p. 549. From stenographic report of discussion.

[4]National Educational Association, Journal of Proceedings and Addresses, Session of the Year 1889 (Topeka, Kansas: Kansas Publishing House, 1889), p.479. "The Child" Francis W. Parker. Stenographer's report.

> My friends, if thirty-five years school teaching has given me any one thing which I prize above all others, it is that which I call the Divine Smile which illuminates the countenance of an innocent child. When God shines through the human soul, and the face of the innocent is lighted by divinity, in that little child I see His love . . . . Tell me, tell me not, that the Divine is not in every child. God made the child, and put His sweetness and light and love in his heart, and it is our duty, the most important of all duties, to discover, direct and develop it.[5]

Then on this same occasion, Parker attempted to communicate to and engender in his fellow teachers his regard for the divinity of childhood by challenging them to answer the profound questions asked by the innocent child. "Why it took more than six thousand years of veritable history to begin to tell the true story of the stars; but the innocent child will ask the question and can you answer it?"[6]

His text described the child as a savage questioning everything, a born naturalist with the Divine Smile, a born worker begging "Give me something to do," and a lover of humanity sent to lead the world.[7] Parker turns most often to his own childhood and adult experiences for proof of his text. For example, the Colonel put forth the proposition that "the child is a born naturalist."[8] To support the statement, he questioned:

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[5] Ibid.

[6] Ibid.

[7] Ibid., pp.480-81

[8] Ibid., p.480

> Did you ever see a child that did not love flowers? Go into the streets of the city and carry a bunch of flowers, "Give me one, Mister; please give me one, Mister"; and they will follow you with eager footsteps. There never was a child born whose soul was not lifted up to the smiles of God in the beautiful flowers.[9]

From his own experience, he demonstrated his principles;

> In Boston, where I was going around at my work as Supervisor, one day, I went into a dark street. I looked up a darker alley, and I saw a little child, ragged and dirty --. . . In that little child's hands dirty as they were, was a clover blossom, and he held it as proudly as the King his scepter.[10]

At the age of six the fatherless Frances Parker was sent to live and work on a New Hampshire farm. He frequently called upon his experiences at the farm to demonstrate the child's love of nature. "I studied botany. There is not a plant, a flower, or a tree, on that dear old New Hampshire farm but what I know today."[11]

> I studied mineralogy. . . Oh, my friends, if some teacher there had known what was in the heart of the little Parker boy, if some teacher had said to the little boy, "My dear boy, the botany you study is learning the beautiful in nature, is shaping your fancy to appreciate higher and better things; it is all right; the rock you study will make you a better

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[10] Ibid.

[11] Francis W. Parker, Autobiographical Sketch, printed in William M. Giffin, School Days in the Fifties (Chicago A. Flanagan Company, 1906), p. 110-137

> man;" - - if I had been told that I was carrying out my natural tendencies, that I was really studying great divine truths that old school-house at the cross-roads would have been lighted up with a blaze of glory, and my teacher would have been an angel, an angel - - he was not an angel, though, and I do not think he ever will be.[12]

One of Parker's favorite, almost famous, stories concerned a time when he was drawing a picture of his teacher. He admitted that the picture was not aesthetic, but then neither was the teacher. One can almost hear the tumultuous laughter this must have enlisted from his audience. The Colonel related how the teacher walked up behind him as he was finishing the drawing of the last brass button on the long coat "and he finished me." The upshot of the whole thing was that this experience caused him, a little, sensitive, loving creature, never to draw again. He told exactly the same story about the time he was inspired to write about the seasonal changes on the farm, and the hard, unloving, base farm woman criticized him so sharply that he never wrote again. These stories had slightly different twists each time they were found, but the objective was always the same, to show how unloving adults often seriously crush the tender bud of a potentially great artist or author. Loving, tender

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[12]National Educational Association, 1889, Loc.cit., p. 480. Stenographic report.

nurture must be given all talents.[13]

Parker's undying faith in childhood probably stemmed from his firm conviction that all children are born perfect and degenerate from the perfect, with the influence of well-meaning but ill-doing parents and teachers.

> I said it yesterday. I shall say it to-day and to-morrow. There never was a lazy child born in God's busy world. Oh, yes, you are lazy now; I understand that, but that came after you were educated. Every child wants to do something. They put out their little hands and cry "Give me something to do."
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> . . . . . .
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> There never was such a thing as a selfish child born -- they grow selfish later.
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> . . . . . .
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> The child loves to do good. The selfishness engendered by bad teaching or bad home training, the Sunday School and all the preaching can never fully wipe out. But I say the little child loves to do good at the beginning, and it is our duty to foster that tendency.[14]

Two years later the National Educational Association met at Toronto and Ontario, Canada. Francis W. Parker closed the discussion following Albert P. Marble, Superintendent of Public Schools of Worcester, Massachusetts. Marble had stated that "there was a great danger that the school would absorb

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[13]Parker in Giffin, op.cit., p. 110-137

[14]National Educational Association, 1889, op.cit., pp. 481-82. Stenographer's report.

[16]Ibid.

[17]Ibid., pp. 10[illegible]

the work of the home and the home would not have anything to do."[15]

Colonel Parker expressed his view that everyone in the home and school could be "actively engaged in the Youngest Child and have plenty to do."[16]

> All our progress in education from the beginning every step, has been in the study of that mystery of all mysteries - - the little child. The heavenly light that fell on the hills of Bethlehem teaches us of the divinity of the little child. And to-day, my fellow-teachers, there is one thing I can say, that every step of progress that ever has been made in education has been the discovery, by actual observation and study of the child, of the laws of growth, and that is the study of the future; that will lead us on. We find in that Book of books the inspired sentences that seem to confirm the pedagogical truth, "A little child shall lead us unto the truth."[17]

Parker's Love for Children As Reflected in His Speeches

During 1884 and 1885 Parker was editor of The Practical Teacher, a monthly publication dedicated to "Honest investigation and a courageous application of the truth when found." More thorough attention will be given to these papers in Chapter IV, "Teacher of Teachers." In the April, 1885, issue, Colonel Parker indicated the importance he placed on

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[15] National Educational Association, Journal of Proceedings and Addresses, Session of the Year 1891 (New York: J.J. Little & Company, 1891), p. 101.

[16] Ibid.

[17] Ibid., pp. 101-102

loving children in a review of the just published Life of Comenius by Willard Small.

> Comenius, Pestalozzi and Froebel stand above all other teachers in history as lovers of children. The secret of their greatness is to be found in their all absorbing self-sacrificing love for humanity.[18]

. . . . . .

> Eye has not seen what God has in store for those who study the child.[19]

Parker's Love for Children

As Reported by His Biographers

Almost without exception those who wrote even a dozen or so sentences about Colonel Parker mentioned the tremendous esteem he held for children.

> No such personality as his has appeared before in American education. His visions were those of a seer and his zeal that of a true prophet of the ideal. His passionate love for nature and man, his fervent faith in democracy, and his overflowing affection for childhood were the mainsprings of his great nature, and they made him a teacher by necessity as well as from choice.[20]

The child held the central position in all of Parker's thinking and planning. The child was not just a little adult but an individual, living and doing and growing at this very

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[18]Francis W. Parker (ed.), The Practical Teacher (Chicago: Teachers Publishing, 1885, VIII, p. 125.

[19]National Educational Association, Journal of Proceedings and Addresses, Session of the Year 1887 (Salem, Massachusetts.: Observer Book and Job Print, 1888), p. 381

[20]Educational Review, XXXIII, April, 1902 News and Notes (New York: Educational Review Publishing Company, 1902), p.431.

moment as opposed to the common concept that the child was in a state of preparation to live. Parker was properly hailed as "the devoted apostle of childhood.[21]

> Unlike the conventional teacher who endeavored to transform active, restless, individualistic children into quiet obedient, children he reversed the procedure by transforming pupils back into children.[22]
>
> Colonel Parker has a magnificent faith in the child and in the community. His aggressiveness sprang from this faith.[23]
>
> He /Colonel Parker/ believed in democracy with all the fervor of his nature, and his love for the child and childhood knew no limits.[24]

The name W. S. Jackman appears for the first time in Colonel Parker's report for the year 1889-90.[25]

Wilbur S. Jackman was a close friend and respected associate of Colonel Parker. He was called to the Cook County Normal School to organize the teaching of nature study and remained on Parker's faculty at Chicago Normal and Chicago Institute.

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[21]Edgar B. Wesley, N.E.A.: The First Hundred Years (New York: Harper Brothers, 1957), p. 171, citing National Educational Association, Journal of Proceedings and Addresses, Session of the Year 1902 "Colonel Francis W. Parker" by Wilbur S. Jackman, (Chicago: The University of Chicago Press, 1902), p. 406.

[22]Wesley, loc. cit.

[23]Statement by John Dewey, from Program of Memorial Exercises, given by the Public School Teachers of Chicago and Cook County in the Auditorium Building of Chicago, April 19, 1902.

[24]Statement by Nicholas Murray Butler, Ibid.

[25]John W. Cook, The Educational History of Illinois Chicago: Henry O. Shepard, 1912) p. 270

He was later Dean of the University of Chicago School of Education. Jackman wrote a biographical sketch of Parker which was first published in The American Monthly Review of Education and reprinted in several educational journals during the year of Parker's death.[26]

In memory of his friend and comrade, Jackman prepared a sketch of Parker's life which was presented at the 1902 National Educational Association convention. On that occasion Jackman likened Parker to Froebel:

> Like Froebel himself much that he accomplished grew out of a genuine love for little children. They were neither rich nor poor, neither high nor low - they were children all alike to him. The leaven that is leavening the whole lump of the educational systems of the world is the care now bestowed upon childhood. It was his careful and loving consideration of the child, of his physical, mental, and moral needs, that enabled him to do so much toward revolutionizing educational methods.[27]

President of the University of Chicago and admirer of Parker, William Rainey Harper recognized this trait in the man for whom he twice opened and cleared the next step up.

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[26]Especial obligation is acknowledged to the late"Wilbur S .Jackman," whose relations to him /Parker/ were so close professionally and personally. Ibid., p. 271.

[27]N.E.A., 1902, op. cit., "Colonel Francis W. Parker" by Wilbur S. Jackman, p. 403.

The details of this relationship will be discussed later in this study.[28]

> His love for children was extraordinary. The satisfaction with which he studied the development and growth of a particular child, the interest manifested in each individual, were the truest expression of the joy and gladness which seemed to fill his soul in his close communion with child life. I can see him now as he sits with his hands crossed, listening with supreme delight to the expressions of child thought, one following the other, each illustrating some phase of child nature.[29]

The school was one large family. Colonel Parker was co-worker as well as leader of his faculty -- the elder brother of the adult student and the lover of children.[30]

Parker's Love for Children As Demonstrated by His Devoted Efforts in the Illinois Society for Child Study and Related Associations

In 1894, the Illinois Society for Child Study held their initial meeting. The aim and purpose of the organization was to investigate the nature of the child at any period of its development.[31]

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[28] See Chapter V pp. 9-11

[29] Cook op. cit., p. 276

[30] Ida Cassa Heffron, An Interpretive Biography of Francis Wayland Parker (Los Angeles: I. Deach, Jr., 1934). p. 60

[31] Transactions of the Illinois Society for Child Study, I, 1894 (Chicago: The Werner Company, 1894), p. 5

William O. Krohn, Chairman of the executive committee, reported in the society's first publication: "The success of the movement is assured when we remind ourselves that Colonel Francis W. Parker has been made President of the society.[32]

Apparently the chairman's enthusiasm for the Colonel was proven to be justified as well as shared by the other members. In the 1897-98 publication of the society, Francis W. Parker continued to be listed as president of the organization.

> Parker accelerated the child-study movement, helped to vanish whipping from the schools, challenged educators to keep the schools abreast of society, and promoted the concept of a growing, changing, functional curriculum.[33]

Parker and G. Stanley Hall were both important as early beginners in the child-study movement.[34]

The fact that his leadership and participation in the Child Study group was triggered and directed by his fervent love for children was indicated on many occasions. The following are but two outstanding incidents that pointed up the driving force and inspiration of his love for children "I wish to ask what will come to the children from all this?"[35]

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[32] Ibid.

[33] Wesley, op.cit., p. 173

[34] Harold G. Shane (ed.), The American Elementary School (New York: Harper and Brothers, 1953), p. 133

[35] Transactions of the Illinois Society for Child Study, 1896 (Chicago: The Werner Company, 1896), p. 199.

Parker obviously meant if what "we" do here, as a Child Study Society, nets the little ones nothing or little then we waste our time. If studying the child merely soothes only our own curiosity, the time is ill spent.

He answered his own question more optimistically, however, and said: "I know that from this meeting will go forth a new spirit.[36]

But this new spirit, too, is important only in the respect that it better serves the children. The inspiration came to Parker not as a lesson to be learned and passed on but as a gift to bestow on children.[37]

By 1897 the society had made some notable progress. The membership numbered over four hundred. The president "earnestly begged all to assist with money and influence"[38] to aid the society in the work which they had undertaken.

> The society furnished means and directions for effective study in Clubs. The six books of Transactions was already published. . . . The society will continue to publish helps to students. It will give added lists of best books for Child Study.[39]

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[36] Ibid.

[37] Ibid., p. 200.

[38] Transactions of the Illinois Society for Child Study, III, 1898 (Charles H. Thurber (ed.) (Chicago: The University of Chicago Press, 1898), p. 64.

[39] Ibid.

The membership must have responded favorably for just two years later the society's accomplishments were reported in The Child Study Monthly. If it is correctly assumed that the increase of publication from a yearly to a monthly is in response to public demand, the Child Study Society of Illinois was at least reaching more people more often. Colonel Parker reported: "There are hundreds of defectives who have been thus helped by Child Study and thousands who await the teacher."

1. Child-Study has brought the knowledge that dullness, backwardness, and stupidity in children have their causes in defects of the body, in nerve affections, defective eyesight . . .

2. . . . stages of mental growth co-ordinate with stages of physical growth, each stage demanding special conditions to arouse the needed activities.

3. Child Study has brought into home and school a better understanding of the nature and destiny of the child and is resulting in the creation of the right home and school environment. . . he is recognized as an individual, with capabilities and rights that demand attention. The medieval traditions that hold the children in the degradation of word - cram are slowly breaking.

4. The formation of Child-Study clubs, parents' meetings, mothers' congresses, all over the land, is the direct outcome of Child-Study. When mothers give careful, painstaking thoughts to education, the world will move upward and onward . . .[40]

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[40]Transactions of Proceedings of the Illinois Society for Child Study, V, 1900-1901, Nov., 1900 (Vol. V No. 1, bound with The Child Study Monthly, Nov. 1900, Vol. VI No. 5) (Chicago: University of Chicago Press, 1901), p. 81. This statement by F. W. Parker first appeared in the Chicago Tribune and is quoted in the Transactions.

Colonel Parker's name is associated too with another prominent society, the National Herbartian Society which was renamed, in February of 1901, The National Society for the Scientific Study of Education. Francis W. Parker is listed as an active member as late as 1902, the year of this death. More important to note, however, is that Colonel Parker did not actively participate in the discussions after the first meeting of the original national Herbartian Society. On the occasion of the first meeting Colonel Parker and his right-hand man, Wilbur Jackman, who was on the first executive board in 1895,[41] fought a rather intense verbal battle with the very prominent McMurry brothers, Charles and Frank. Charles was editor of the Yearbook of this society. It is amusing to note that in his editorship of the first Yearbook he availed himself of the advantage of the "after thought." He made extremely long footnotes which included the arguments he apparently did not think of during the heat of the battle.[42] The Yearbook records a stenographic report of the discussion which followed the papers presented.

The issue debated on this occasion will be discussed in the following chapter which treats of Parker's philosophy

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[41]Second Year Book of the Herbart Society, 1896 (Bloomington, Illinois: Public School Publishing Company, 1896), p. 170.

[42]Ibid., pp. 182-87.

and compares his views with others to make the Colonel's philosophy more clearly understood. A few words from one of his discourses point up again his concerned love for children, the love which seemed to direct his every move including, as in this instance, Parker's affiliation with professional organizations.

> Our McMurry friends persist in insisting that literature and history are the center of all educational movement. I repeat that the child is the center, and educational values are to be determined by what the child needs.[43]

Summary

In conclusion it has been demonstrated that Francis W. Parker had an enthusiastic and abiding love for children and an unsurpassable faith in childhood. From his speeches, prepared and impromptu; from his brief and sketchy writing; from his friends; from his biographers; from his fraternal affiliations came the evidence to support the fact that Colonel Parker was a lover of children. His philosophy of life, his philosophy of education and the direction of his life's work was a result of what Parker termed "The Divine Smile."

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[43] The First Year Book of the Herbart Society, 1895. Charles C. McMurry (ed.) (Bloomington, Illinois: Public School Publishing Company, 1895), p. 182.

CHAPTER III

PARKER'S PHILOSOPHY OF LIFE AND EDUCATION

The philosophy of Colonel Parker was the sort of philosophy which cannot be neatly outlined. The forces which influenced it and were influenced by it were difficult to determine. About the best that could be done was to point out the most dominating and most consistent issues and then their counterparts, the snatches of ideas and idealism, the inconsistencies, the lack of organization and planning toward a coherent, liveable, practicable philosophy. For example, the Colonel was a pragmatist to the extent that he searched endlessly for new truths, but this order was corrupted by his insistence that "uniformity is death--variety is life."[1] He said, "Do nothing twice alike. Don't do things you have done before. If the child stood up before, have him sit down now. Whatever you do do something different. Have no patterns."[2] Obviously the Colonel did not believe in working from truth to truth and adopting new truths as they seemed to fit but rather in working from idea to idea in a continuous state of rough experimentalism. The most cherished practice

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[1]National Educational Association, Journal of Proceedings and Addresses, Session of the year 1880. (Salem, Ohio: Alan K. Tatem, 1880), p. 50. Probably from a stenographic report, not definitely stated.

[2]Ibid.

should be abandoned if for no more reason than the fact that it had been done before.

Origins of Parker's Philosophy

This writer searched in vain to find the name of Francis Wayland Parker associated with a particular school of philosophical thought or practice. He belonged to the National Herbart Society but no one ever called him a Hebartian, and if anyone had, the good Colonel himself would have taken him to task.[3] He was closely associated with John Dewey, but this study did not find Parker listed as an experimentalist or as a pragmatist. He often cited Emerson in defense of his love of nature, but this label, too, the Colonel had on several occasions rather violently rejected.[4] Parker so frequently followed and advocated the teachings of Froebel that one, in despair of ever categorizing his subject, might be tempted to make the Colonel a fruit of the Frobelian tree. "Among the sources of inspiration which Colonel Parker acknowledged were

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[3]National Educational Association, Journal of Proceedings and Addresses, Session of the Year 1895 (St. Paul, Minnesota: Pioneer Press, 1895, p. 549. Stenographic report of discussions.

[4]The First Year Book of the Herbart Society, 1895, Charles C. Murray (ed.) (Bloomington, Illinois: Public School Publishing Company, 1895), p. 182.

the work of Herbart and his followers, and the Froebelian doctrine of unity."[5]

Parker's book, Talks on Pedagogics, published in 1894 showed the application of the Froebelian fundamental "education through motor expression and social participation."6

At the first meeting of the Herbart Society, Charles De Garmo, president of the Society, discussed a number of plans of concentration of studies. In his discussion of the Parker plan De Garmo summarized the Colonel's ideas:

1. The backbone of the course shall be nature, not culture studies.

2. The elements of the knowledge studies shall be closely correlated or coordinated.

3. The principles of sequence and association shall be the natural law binding all together -- ... The principle of correlation is therefore not culture epochs. ..

4. The principle of concentration comes in when a place is sought for what are usually called "form studies", and which pertain mostly to language and nature. They are to be strictly subordinated to the content subjects, that is, to grow out of them and to be connected with thought. They are not to be taught as separate disciplines, or independent studies, but shall be purely resultants of intrinsic thought.[7]

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[5]Samuel Chester Parker, A Textbook in History of Modern Elementary Education (Chicago: Ginn and Company, 1912), p. 348.

[6]Ibid.

[7]The First Year Book of the Herbart Society, 1895, op.cit. p. 18.

[10]Ibid.

Dr. Van Liew of Illinois State Normal University then gave a lengthy discourse of the value of Culture Epochs. After several hours Colonel Parker had had enough and launched into a lengthy description of the importance of all philosophers under discussion. From this speech one can pin point a few of the landmarks of Parkerism. One might feel that this reports tends to express more of what Parkerism is not than what Parkerism is. However, in the field of such an "effervescent, unpredictable, inconsistent"[8] gentleman perhaps even "where he is not" is a help. Its greatest issue is that each person has something to contribute; no one person has a corner on the market of ideas.

> We are all ardent admirers of the great Pestalozzi, but it is doubtful whether we would admit him as a teacher in any one of our schools. He was not a psychologist, he was not a philosopher, but he was, indeed, a great lover of humanity. What he formulated was a necessity for his time; what we get from Pestalizzi is his loving, earnest, truthful spirit in its endeavor to find something better for the children, and that, indeed, is what we get from every great teacher of the past.[9]

> Hebartianism, as I understand it, means earnest and unlimited study of the great subject of education and honest, earnest, fair discussion. The Hebartian doctrine is a working hypothesis to be examined, accepted in part or whole or to be wholly rejected.[10]

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[8]Edgar B. Wesley, N.E.A.: The First Hundred Years (New York: Harper Brothers, 1957,) p. 172.

[9]The First Year Book of the Herbart Society, 1895, op.cit., p. 18.

[10]Ibid.

Parker did not follow a creed, nor did he attempt to establish a creed for others to follow[11]. If there is a Parkerism, it was to cherish the lack of tradition, system, and organization; to consider nothing as an ultimate truth; to keep the "New Departure" new through day to day re-examination and renovation. "Have no patterns. Uniformity is death -- variety is life."[12] "I am neither a Froebelian nor a Herbartian. I don't like the word 'Follower'.[13]

In 1889, Parker had published his textbook on How to Teach Geography. It was Volume X of the International Education Series, and it describes itself as "a practical exposition of methods and devices in teaching geography which apply the principles and plans of Ritter and Guyot."[14] Kiepert occupied Ritter's Chair at the University of Berlin during the time Parker was studying at that institution.

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[11]National Educational Association, Journal of Proceedings and Addresses, Session of the Year 1902 Colonel Francis W. Parker by Wilbur S. Jackman, (Chicago: The University of Chicago Press, 1902), p. 406.

[12]National Educational Association,...,1880, op.cit., pp. 49-50.

[13]National Educational Association, Journal of Proceedings . . ., 1895, op.cit., p. 549.

[14]Samuel Chester Parker, Textbook in Modern Elementary, op. cit., p. 470

Undoubtedly Parker was influenced by Kiepert as well, and he passed the teachings of all three men on to students at Cook County Normal School,[15] and through his book to a much wider audience of students and teachers.

> Some of the most prominent teachers of geography at the present time were trained under Colonel Parker at the Cook County /Illinois/ Normal School (1883-1896), where he used the texts of Ritter and Guyot. The best known of these disciples of Parker is Alexis Fruy. . .[16]

The Colonel was accused of just about everything except organizing a true philosophy of thought and practice. When accused of inconsistency, Parker turned to Emerson and "He solaced himself, in that 'inconsistency is the hobgoblin of petty minds.'"[17]

> ...There can be little doubt that his worship of individuality, his optimistic faith in progress, his conception of the divinity and unlimited possibilities in every human being, his devotion to immutable and divine laws and his pantheism resembled, even in the words with which he cloaked his thoughts, the philosophy of the sage at Concord.[18]

Like Emerson, Parker did not bow down to books as the chief teaching tool.[19] He considered books useful to aristocrats who wished to preserve their culture and not to think.[20]

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[15] Ibid. [16] Ibid.

[17] National Educational Association,. . ., 1902, op.cit., p. 401.

[18] Merle Curti, Social Ideas of American Educators, (New York: Charles Scribner's Sons 1935), p. 377.

[19] Ibid. p. 383. [20] Ibid.

Pestalozzi and particularly Froebel influenced Parker's work more than any other educational philosophers.[21] These, then, are a few of the many schools of thought to which Parker might reasonably have subscribed, at least in part.

Merle Curti even accused Parker of being a Socialist, but this seemed rather out of character.

> One searches in vain, moreover, among his writings and addresses for the denunciations of Socialism so common in the educational discussions of the period. Indeed, his belief that there was enough land, food, money, and work for all if labor and effort were equitably distributed and that what we produce should be primarily for others rather than for ourselves, was a Socialist doctrine.[22]

Because a person fails to say something is not true does not necessarily mean it is true and that he does believe it. This is a "Please Don't Eat the Daisies" routine that seems unworthy of Curti.

Parker did not say that all the land, work, and money should be divided up; but merely the power of holding should not hamper the efforts of capable people by offering them a mediocre and stilted education which, in effect, dwarfed

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[21] Ibid., p. 379; P. Woodham, et al., Friedreck Froebel and English Education (New York: Philosophical Library, Inc.) P. 89.

[22] Curti, op. cit., p. 392.

their capabilities and made it impossible for the more able people to upset the rule of an established aristocracy. He advocated all men working at their own particular peak efficiency, not in socialism, in social usefulness.

> Our friends, the students of Herbart, emphasize the teaching of history and literature as a core, the center, of educational movement. We all agree that there is very much in history and literature. We can also thoroughly understand another very important fact, - that history and literature are a prominent means of adjusting the child to the society, to the state, to the government. Through history and literature a child can be made to believe in his own government and the society in which he is born. If classes exist, through history and literature, he can be made to feel that these classes are the will of God; if there are kings and nobles, he can be made to feel that these kings and nobles are God's annointed. If he is a peasant, he can be made to believe that it is God's will, and can remain all his life a peasant. History and literature, I repeat, are a powerful means of adjusting the child to the exact state of society in which he finds himself. I do not mean to say that history and literature should be used to this end.[23]

> Let me illustrate this: I wish to assert here before these students of Herbart what I believe to be a fact - and without understanding this fact and its influence, very little of Herbart can be understood - it is this, that nature study, the study of elementary science in elementary schools, was kept out of the German schools for many years, for fear that the study of nature would lead children to search for the truth themselves, and by that search would be able to understand the nature of the present state of society and government; that they

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[23] The First Year Book of the Herbart Society, 1895. op. cit., pp. 155-56. Stenographic Report of Discussion.

> would doubt the infallibility and indestructibility of thrones - in other words, that the rational or reasoning spirit would enter children's minds through the study of nature; and with the French Revolution behind them, the German leaders saw nothing but danger lying in the path of nature study. The instinct of oppression is an acute and sharp one, it scents danger as the hound scents his game, and that danger lay for them in adjusting the child's mind to eternal truth, to God himself. The moment that adjustment takes place, the mind breaks away from the present forms, breaks away from conformity of oppressive government, seeks something higher.[24]

Perhaps what was said here of history and literature was overdrawn, but it did point up that Parker's concern was not that of a leveling, Socialistic process. The Colonel's concern was not to use public schooling as a smothering process to maintain the status quo.

> Colonel Parker's entire philosophy and practice of education rested solely upon the theory that democracy furnishes the highest and best type of government for an enlightened and self-respecting people. From this pregnent germ grew everything that he thought and did in the classroon. His conception at once connected his ideals as a citizen with motives as a teacher, and it linked the destiny of the country with the fate of the schools.[25]

> He never failed to inveigh against the selfishness of aristocracy. "Its design" he said, "is the complete subjugation of the masses to the domination of the few; its methods of mystery, of force, of keeping the people in ignorance, of isolation of the people into classes, of caste formation, of class education, are all diametrically opposed to the great axioms of democracy . . . . An aristocracy seeks the perpetuation of an existing state

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[24]Ibid., p. 156

[25]Francis W. Parker, "An Account of the Work of the Cook County and Chicago Normal School from 1883-1899, "Report of the commissioner of Education, 1902, I, p. 231.

> through an appeal to history and tradition; he labored rather for a continuous evolution by turning the whole people back upon the original springs of nature for a constant clarification of insight and renewal of strength.[26]

Working for others rather than the self is not a Socialist Doctrine. It is a religious way of life. The truth Parker tried to expound was that material gains are relatively unimportant and highly transitory. The lasting and worthwhile gains are made through giving to others. His feeling was that what is produced materially for the individual's personal use is not so eternally satisfying as that which is produced and given to others.

> The ideal school is an ideal community - an embryonic democracy. We should introduce into the school what we must have in the state, and this is democracy in its pure sense. The child is not in the school to learn, not in there for mere knowledge; but he is in there to live, to learn to live - not a preparation for life so much as real living. The pupil should in school learn to live. He should there learn to put himself into life. The teacher is the leader in this community life. Self-government is the only true government. A child should be taught how to live for others. We are too apt to ignore the divinity of a child. The reconciling of the individual with life is the great social question of the day. All work should be educative. The question is, What shall come into life to-day? The class recitation is the one place where mind meets mind. A class of fifty is none too large. The forty-nine pupils help the one

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[26] Ibid.

> and the one helps the other forty-nine. When should a child be promoted? When he can do more good in some other place than he can do where he now is.[27]

The feeling in this speech for democratic freedom is important but the answer to the "When should a child be promoted? strikes the heart of this phase of Parker's philosophy. Promotion, Parker argued, must come, "when he can do more good in some other place . . .,"not when the child has learned all one grade has to offer, not when he becomes bored or a given age or weight or stature, but when the child can contribute more in another place.

> . . . you cannot develop him in the highest way without giving him something to do for others. Morality is thinking and seeking what you can do for others and ethics is putting it into execution. Froebel recognized that thought, and put the children into the community life, to give them something to do for others before selfishness seized upon them.[28]

> We can only make the society good, the state good, as we make these little communities of children love each other and put their work in each other's lives, and so the world will move forward.[29]

In review, Parker's philosophy had its roots in many soils. He drew upon the resources of many great thinkers. Parker's philosophy was, as a result, an eclectic one.

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[27]National Educational Association, . . ., 1895, op.cit., p. 408.

[28]Ibid., p. 549. [29]Ibid.

Parker's philosophy of Life and of Education

Only the careless student would attempt to treat separately Parker's philosophy of life and of education. There are two reasons for this (1) Parker did not consider school as something apart from life or even preparation for life, but life itself.[30] (2) His conception that democracy is the best government for an enlightened and self-respecting people links his philosophy as a citizen with his philosophy as a teacher and thus "links the destiny of the country with the destiny of the school."[31]

The philosophy which best met these two conditions was eclectic in nature, drawing from here and there, selecting what seemed best or expedient, or progressive, or perhaps, just different.

Parker would undoubtedly agree that his thoughts, his plans, his ideals, his entire philosophy was a matter of picking and choosing. He did nothing completely new or original. Parker readily confessed that his educational principles were not new but based on the work of many educators.

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[30]Francis W. Parker, "An Account of the Work . . .," op.cit., p. 249-50; National Educational Association, ..., 1895, op.cit., p. 408.

[31]Francis W. Parker, "An Account of the Work. . .," op. cit., p. 231.

He praised the work of Horace Mann and called Henry Barnard "the keenest, truest critic of school work" he had known.[32]

Parker is said to have enlarged on his work at Quincy and Cook County after studying in Germany.[33]

In 1880, at Chautauqua, he was criticized because his Quincy Method itself had not been new or original. The Colonel's reply admitted and, in fact, supported the accusation.

> It is claimed that I stole all my ideas. The thing I commend in that charge is that it is solid truth. I did steal - stole it all. I stole it from Cleveland, Cincinnati, Aristotle, Pestalozzi, Spencer, and everybody else I could find in possession of anything worth stealing.[34]

Again, in 1898, Parker gave full credit for the success of this work to his able teacher, Andrew J. Rickoff,[35] who was the Superintendent of schools, Cleveland, Ohio from 1867-1882.

> Parker was an educational evangelist of marked power who followed out in practice the principles of Pestalozzi

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[32]National Educational Association, Journal of Proceedings and Addresses, Session of the Year, 1901), p. 408.

[33]Harold G. Shane (ed.), The American Elementary School (New York: Harper and Brothers, 1953), p.

[34]National Educational Association, . . ., 1880, op.cit., pp. 49-50

[35]Francis W. Parker, "An Account of the Work . . .," op.cit., p. 231.

> and Froebel . . . . Important as were his great services in advancing the methods and principles of the new pedagogy, he was not, however, the creator of a new point of view.[36]

On the other hand, Parker had only contempt for the individual who followed any one man. He protested whenever he was called a follower of any man or any line of thought, nor did he want any man to be a follower of him. "I am neither a Froebelian nor a Herbartian. I don't like the word "follower" in this country. From both we get methods and principles of priceless value."[37]

When reading the books on pedagogics written by Parker, it was easy to lose sight of this fact. Parker believed that the classroom teacher should not be handed the philosophical masterpieces of thought and then be expected to interpret them in terms of the classroom.

> There are countless theories in vogue, which as the Germans say, "Schweben in der Luft." They are discussed and rediscussed, over and over again, books are written exposing the theories; but the children go on the same weary round of dead-form work. The real test and the true test of a theory is in its practice, in what it gives the child, what it leads the child to do.[38]

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[36]Frederick Eby, et al., The Development of Modern Education in Theory, Organization and Practice (New York: Prentice Hall, 1934), p. 840.

[37]N. E. A. 1895, op. cit., p. 549

[38]The First Year Book, 1895, op. cit., p. 155.

In order that his own teaching might side step the common failing of vagueness, Colonel Parker aimed to be specific. He was so specific in fact that he went to great lengths to write out in playlet form the conversation which might transpire between teacher and pupil in teaching a particular word in reading, number in arithmetic or concept of thought.

A PLAN FOR TEACHING SENTENCES WITH DEVICES AND SUGGESTIONS

> Pupil, holding a fan in his hand, says, "This is a fan". Teacher -- "See the chalk say what you said. Teacher writes, "This is a fan." Tell me what the chalk said. Pupil, presenting the fan, says, "This is a fan."PUPILS MUST NEVER BE ALLOWED TO SAY OR READ A SENTENCE IN ANY BUT A PERFECTLY NATURAL WAY. They will say the sentence as they always have said it in talking if they hold the objects in their hands, and are led to see the connection between the written sentences and their own acts. Teacher -- What does the chalk say, John? John -- This is a fan. Teacher -- Pass the fan to Mary. What does the chalk say, Mary? Mary -- This is a fan. Teacher erases fan and writes "doll." "Now what does the chalk say? Who can tell?" John steps to the table, picks up a doll, and says, "This is a doll." Teacher--Mary may tell me what I wrote. Mary takes the doll and says, "This is a doll." Teacher erases "doll" and writes "fan". "Now who can tell me what the chalk says?" Teacher erases "fan" and writes "hat". The group or class should be dismissed, or the work changed, just before the pupils show the slightest inattention or lack of interest. In three or four lessons all the simple words they have been taught may be written and read in sentences under the idiom "This is _____."[39]

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[39]Francis W. Parker (ed.), The Practical Teacher (Chicago: Kellogg Company, 1884), p.15.

The next six pages present thirty-six lessons in great detail to demonstrate words such as have, where, these and qualities of the objects such as black or white.

The Practical Teacher contains many pages of similar examples of teaching, many written by Colonel Parker, many by Mrs. Parker, and often by other teachers at the Cook County Normal School.

At first glance, this approach seems to engender the dread Parker had for dogmatism. Without fail, however, when these passages of quotations were present the Colonel warned both before and afterwards that these were examples, presented in a desire to be specific and should be accepted as such and not accepted as the only tried and true road to successful teaching. He often gave material transcribed from a classroom lesson but again he warned that these were to allow the student to observe teaching and that the student must weigh the results and approach for himself in light of his particular situation.

At the close of lesson thirty-six, Parker concluded:

> This plan is merely an outline. It should not be taken as a consistent whole. It is doubtful whether the order of presenting idioms is the best, that is, the easiest. The principal things to be observed are, first, short, easy sentences. Second, slight changes in sentences so that pupils will be successful every time they

[40] [illegible]

[41] Ibid.

[42] Cu[illegible]

[43] Mar[illegible]icago," The Arena LXXVI (M[illegible] 1895), p. [illegible]

[44] N. E. A., 1902, op. cit., pp. 403-404.

> tried to read. Third, everything should be dramatic to the learner. The stimulus of the presented objects and the actions of the pupils, if rightly directed, will tend to make the sentences real, and associate them strongly with the thoughts expressed. Fourth, every sentence should be uttered under the direct stimulus of the thought precisely as if the readers were talking.[40]

> To guard against a criticism that may be made upon this plan, I wish to repeat what I have very often said; that very little, if any, progress in education can be made by imitating the devises and so-called methods of others; what study or practice of education which does not lead to original thought and the discovery of principles, gives very imperfect and meager aid to true progress. Imitation always degrades the copy, while creation needs a copy only for comparison and suggestion. . . the lessons are not for imitation.[41]

Watch Words of Parkerism

There are several of what might be called key or catch words associated with Parker's philosophy. One of these words is freedom. "It is my aim to have every child as free as I am myself."[42]

One exponent of Parker's commented: "And the Colonel is uncommonly free ——"[43]

> It was genuine affection rather than philosophy that stirred him to send the children into the fields and woods to live with nature, thereby inspiring them with a love for her and infusing them with a spirit of freedom.[44]

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[40] Ibid., p. 19.

[41] Ibid., p. 14.

[42] Curti, op. cit., p. 384.

[43] Marion Foster Washburne, "The Educational Crisis in Chicago," The Arena, LXXVI (March, 1896) p. 611.

[44] N. E. A., 1902, op. cit. pp. 403-404.

[46] Frances W. Parker, "An Account of [illegible]," p. 249.

The Colonel's speeches were often highly charged with emotion. On several occasions, he closed his speech with the words of the "Battle Hymn of the Republic" which includes the phrase "let us live to make men free."[45]

In 1899, Francis Parker resigned from the Cook County Normal School to accept the presidency of the Chicago Institute. At that time he wrote a sketch of the work at the Cook County School during his principalship (1883 to 1899). The sketch was intended to form a part of the city superintendent's report but was first published in the memorial number of Parker's own publication, The Elementary School Teacher and Course of Study. Here again Parker stressed the value of freedom.

> Our aim was to establish perfect unity of action, consistent with the greatest personal liberty, recognizing that personal liberty is the one means of making the individual of worth to the mass.[46]

That phrase "of worth to the mass" triggers another key idea, social usefulness. In discussing the evils of percentages and promotions as bribery treasures, given to the student to promote discipline, the Colonel admitted that everyone needs a goal and stimulus to work but not the evil and selfish grade card. Only the socially useful aims were acceptable in Parker's philosophy.

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[45] N. E. A., 1895, op. cit., p. 192.

[46] Frances W. Parker, "An Account of Work ...," op.cit., p. 249.

> Character of course, is that end; but "character" is a vague word, unless translated into concrete terms of action. Such terms are found in the true meaning of citizenship; and the qualities and duties of citizenship are interpreted by needs of community life. . . The ideal school is the ideal community. Working under the ideal of citizenship, we found that the feeling of responsibility, the dignity of belonging to a community the desire to be personally recognized as of some use, and even of importance, were profound and controlling ethical stimuli for all grades of children . . . [47]

The child must see the unity of classroom and community experience.[48]

When the Colonel said, "to the mass," he meant just that. His philosophy would have nothing to do with aristocratic society. Parker was a thorough going democrat. His entire concept of the public school was to initiate the child into a useful democratic way of life.

Parker envisioned his "democratic citizen" not as a flag-waving individual, or a fortified patriot, but rather as a person socially conscious and socially useful. It is, in fact, most ironical that the tag of "Colonel" should accompany Parker from his Civil War service days to the obituary columns.[49] He objected to old fashioned,military drill teaching, regimentation and fear induced discipline.

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[47]Ibid., p. 253.

[48]Francis W. Parker, "The Plan and Purpose of the Chicago Institute," Elementary School Teacher, I (July, 1900) 12-13.

[49]Wesley, op. cit., p. 171.

> His days in the military confirmed his dislike for war and regimentation and reinforced his desire to educate in such a way as to eliminate war.[50]

To be democratic was indeed the backbone and strength of Colonel Parker's philosophy. His theory of "all life for one life, and each for all"[51] was proposed as a free and elective system by which each person is challenged to develop his particular talents to their fullest. In turn, each shares his God-given abilities with every other person. Each man gives his all and withholds nothing selfishly.

> . . . conditions should be arranged at least in the schoolroom, that work never became drudgery. To escape such a fate it must be shared by the entire group and carried on with both love and intelligence.[52]

Highly idealistic? Yes, but perhaps it was this extremely idealistic philosophy that gave this crusader such vitality. "The whole history of American Education has never seen purer idealism or more sincere devotion than Colonel Parker's."[53]

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[50]Curti, op. cit., pp.376-77.

[51]Francis Wayland Parker, Talks on Pedagogics (Chicago: Kellogg, 1894), p.v.

[52]Curti, op. cit., p. 383.

[53]Statement by Nicholas Murray Butler, from Program of Memorial Exercises, given by the Public School Teachers of Chicago and Cook County in the Auditorium Building of Chicago, April 19, 1902.

> He was a man of superb idealism unmindful of the present provided that there seemed to be promise of a greater future, never moved by motives of expediency but holding out before himself as well as those associated with him, a high and splendid ideal toward the realization of which he made the most earnest effort.[54]

Another of the Parker fundamentals was that all is in a constant state of change. Nothing is ever finished. He denied that there ever was a Quincy Method "unless we agree to call the Quincy Method a spirit of study and the Quincy System one of everlasting change."[55]

Parker warned that every time a plan was made, a course of study written or a program arranged it should be marked "for this day only."[56] His own books were not intended to serve for generations to come. They were not well written and they echo the inconsistency of a day by day change. He objected to discipleship as professional stultification.[57]

> He has given us no fixed definition of education, but he formulated many definitions as he grew. He has left but few books, and these he himself outlived. . / we/ scarcely care to read them except as they represent history.[58]

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[54]Statement by William Rainey Harper, Ibid.

[55]Report . . ., 1902, op.cit., p. 237, from Parker's Address of April 20, 1900, "The Quincy Method." Reprinted.

[56]N. E. A. 1895, op.cit., p.419.

[57]Wesley, op. cit., p. 173.

[58]N. E. A., 1902, op. cit., P. 401.

The most elementary facet of Parker's philosophy was the love of nature which seemed to have begun at the age of six, when, after his father's death, he was sent to the Moore farm in Goffstown, New Hampshire, to work for his keep. He later came to realize that it was here he learned to love nature.[59]

Parker, influenced by transcendentalism, revered nature and conceived of learning as a process of studying the Creator through His creation.[60]

The Colonel could be extremely eloquent on the subject of nature. Generally speaking, he was just plain wordy about the "rocks and rills and templed hills." But, in the heat of an argument the Colonel's basic issue takes on more objectivity. Not that the Colonel ever sacrificed eloquence and wordiness for conciseness and clarity, but in the verbal battle the opponent tended to question and, in effect, direct the argument to clarification.

In the battle of Van Lieu and the McMurrys versus Parker and Jackman concerning the concentration of studies around a central core, Van Lieu and the McMurrys, ardent Herbartians,

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[59]Francis W. Parker, Autobiographical Sketch, printed in William M. Giffin, School Days in the Fifties (Chicago: A. Flanagan Company, 1906), pp. 110-37.

[60]Curti, op. cit., pp. 377-78.

objected to Parkerism on two counts: (1) nature study should not be the central theme and (2) literature and history were neglected and should in fact be the core of study. Actually, as Parker and Jackman pointed out, the two of them put the child in the central position, not nature study. They defended too, the importance of nature study. "Why has nature study been kept out of our schools for the ages past? As I showed on yesterday, because it would make the masses rise against the classes.[61]

Even though Parker put such stress on nature study, he wanted it understood that the child was the center of his "theory of concentration."

> I repeat that the child is the center, and educational values are to be determined by what the child needs. Let me repeat: we do not claim that nature is the center of movement.[62]

Colonel Parker had asked his worthy opponents if it were not true that German schools had not allowed nature study for the reasons he had given. He again repeated the question and was answered by Van Lieu who in many words agreed with Parker. The Colonel had set a trap and Van Lieu had fallen in. From this admission, the Colonel projected this conclusion:

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[61] The First Year Book, op. cit., p. 181.

[62] Ibid., p. 182.

> I thank Dr. Van Lieu for his frank answer to this question. To my mind, his answer settles the point now at issue. Through history and literature, the child can be adjusted to the society, state, and government; through the proper study of nature he can only be adjusted to the truth of the Eternal God.[63]

This type of sarcasm was very characteristic of Parker's attack on critics of his philosophy.

The argument was important not because Parker won, if indeed he did win. It is valuable because Parker made vivid the reason for stressing nature studies. The cultural studies had long been used to foster class education, whereas nature studies foster democratic living and belief in the Creator.

> But to say that we make history the center, make the special pleading on the part of dogmatists and vassals the center of a whole system of education, is, to my mind, incorrect -- to disdain the great revelation of God and take up that zig-zag, imperfect movement of man.[64]

Another particularly good example of the argumentative feature causing the Colonel to point up basic features of his philosophy in its defense was in a letter to the editor of Education magazine. Colonel Parker complimented the

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[63] Ibid, . . . , p. 183 .

[64] Ibid., p. 157.

publication on its last three articles on "concentration," but begged to be permitted to point up certain errors and omissions.[65] In the articles, Dr. William T. Harris, Commissioner of Education and educational philosopher claimed that Parkerism was "pushing forward the study of organic nature and holding back the study of inorganic nature as well as neglecting mathematics." Harris also disparaged the nature study proposals.[66]

Superintendent Gilbert of St. Paul, Minnesota, called Parker's core a symposium of all sciences with science as the center.[67] Professor Short of Carthage, Illinois had written "Natural science for itself, the other sujbects for the sake of natural science.[68]

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[65]Francis W. Parker,"A Few Corrections," Education XVI (January, 1896) 306.

[66]William T. Harris, "The Necessity of Five Coordinate Groups in a Complete Course of Study, "Education, XVI (November, 1895): 132

[67]C. B. Gilbert, "The New Education, "Education XVI (November, 1895), 156

[68]J. A. Shott, "Ethical Tendencies of Science Study--One Aspect of A Theory of Concentration,"Education, XVI (November, 1895), 164.

Colonel Parker replied with much the same argument and even more eloquence that he used not long before at the first Herbart Society meeting. In addition he quoted from his own book, Talks on Pedagogics.

> The center of all movement in education is the child. . . A still more difficult and ever lasting problem is the arrangements of material for adaptations to changing circumstances.[69]

Parker was rather confusing in that he spoke of the nature of children and God's nature. One might interpret Parker's meaning when he spoke of the nature of children as an instinct and God's nature as the trees and flowers and wild life. In effect the creation seemed to be the Creator to Parker and he considered it inherent in the child to thirst for the beauty of nature. Therefore nature was the most obvious contact to make with the child.[70] The effect that this approach to nature had upon Parker's philosophy of education was expressed in these words:

> It was found that laboratory work was not close enough to the children; nature refuses to be viewed in bits and rages. A leaf or a twig would not do; the child must have the whole tree, with the land around or, still better,

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[69]Education, XVI (November, 1895), 306: Francis W. Parker, Talks . . . , pp. 383-86.

[70]Edward H. Reisner, The Evolution of the Common School (New York: The Macmillan Company 1935) p 511.

> the forest. Field excursions, with their wealth of observation, were early introduced. Woods, swamps, and the lakeshore were investigated with pencil or brush in hand.[71]

Summary

There were four facets of Parker's philosophy of life and education: (1) the innate goodness of children and the precious divinity of childhood, (2) the abundant need of freedom, (3) the expression of God in nature, and (4) the persistence of eternal change.

> Froebel recognized the divinity of the child . . . I believe Froebel was right . . . . He believed in the principle of freedom for every child -- a democratic freedom.[72]

"We ask for some place, and indeed a great place, for this manifestation of the Eternal One through all His works."[73]

> We can point to no one doctrine or to no one man, in the past that has presented us the whole of truth. We look upon past systems or doctrines as movements toward something higher; nothing is finished nor ever will be finished.[74]

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[71]Francis W. Parker, "The Plan and Purpose . . . II loc. cit., p. 566.

[72]N. E. A., 1895 op. cit., p. 549.

[73]The First Year Book . . . , loc. cit.

[74]Ibid., p. 153.

CHAPTER IV

TEACHING TEACHERS

Considerable importance must be placed on Colonel Parker's methods of teaching teachers for two reasons: (1) Colonel Parker's philosophy demanded that application is the only true value of an idea and (2) during the entire time in Chicago Parker was engaged in the teaching of teachers. Apparently Parker reached his public through two sources, the few papers he wrote and, more effectively, the schools he headed.

In no sense of the word was Colonel Parker an "arm chair philosopher." The fact that the Colonel was experienced in the area of teaching children exerted a profound impact on his direction of normal school. There were four major problems: (1) the relationsip between Parker's philosophy and practice; (2) Parker's purpose and concept of a practice school; (3) Parker's approach to normal school teaching; and (4) Parker's four major educational reforms in subject matter teaching.

For the sake of organization and clarity the practice school and the normal school will be treated separately. It was, however, essential to hold fast as did the Colonel, to Parkerism that neither had any reason for being without the other.

Philosophy and Practice

> Colonel Parker did not expend all his energy on revising popular attitudes toward children and freedom. He devoted equal energy to enrighing the curriculum and methods of teaching.[1]

Colonel Parker was attempting to educate citizens for a democratic society. With this as his chief goal, he set about to design a curriculum suitable for the purpose and to stimulate a corp of teachers to carry out and carry on the design. The Colonel's philosophy granted that everything is in a constant state of change, therefore he made no effort to formulate one course outline prescribed to elicit the particular responses which, in turn, breed a democratic citizenry.

Because he firmly believed that no one could chart a course of study which would be infallible throughout the years, he relied heavily upon infusing his teachers and prospective teachers with his own enthusiasm and zeal for the child. As the writer attempted to show in regard to Parker's philosophy, if the child was to remain in the central position, the course must be constantly adapted and readapted to the ever-growing nature of the child.

To design a creed, Parker said, would be playing the

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[1]Edgar B. Wesley, N.E.A. The First Hundred Years (New York: Harper Brothers, 1957), p. 172.

role of a dogmatist. Rather Parker depended on stimulating so much enthusiasm in the teacher that she would continue to study the child and be willing to accept and experiment with new ideas.

> All our progress in education from the beginning, every step, has been in the study of that mystery of all mysteries -- the little child. The heavenly light that fell on the Hills of Bethlehem teaches us of the divinity of the little child. And today, my fellow teachers, there is one thing I can say, that every step of progress that ever has been made in education has been the discovery, by actual observation and study of the child, of the laws of growth, and that is the study of the future; that will lead us.[2]

For added inspiration, the Colonel called on "that Book of books."[3]

> I commend you the study of that little child, and the study of Him who was that little child, and whose last words as He fought His battle on this earth, and when He left it, He said to his grained disciples, to His sturdy teachers, "Simon, son of Jonas, lovest thou me?" He knew that battle for humanity and He gave the keynote, "Simon, son of Jonas lovest thou me?" And the sturdy Peter said, "Nay, Lord, thou knowest I love thee." And then came the answer that has rolled down the ages and which comes to us in America to-day "Feed my lambs, feed my lambs"; and the gates of glory shall be lifted up and the King of glory shall enter in."[4]

It must be remembered that his philosophy and the methods by which Parker proposed to put philosophy into practice were not original with Parker and he made no attempt to sell them as such. Most of the ideas of core curriculum and object

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[2]National Educational Association, Journal of Proceedings and Addresses, Session of the Year 1891 (New York: J. J. Little & Company, 1891), p. 101-02.

[3]Ibid. [4]Ibid.

lessons were learned during his study in Germany (1872-1874). Parker had experimented with the new departure at Quincy and, now in Cook County, he expanded the teachings as well and adapted the Herbartian and Froebelian theories to meet his own standards of democratic living. Another important thought to hold in mind is that at times Parker appeared to exemplify the dogmatism he hated most; however, his true intention was to be specific. He did not believe that the average classroom teacher could be given the words of great philosophers and expected to apply these in her classroom. He attempted to teach specific lessons but cautiously marked each "for this day only."

Importance of the Practice School

Parker believed that a strong practice school was the most important single feature of a normal school.

The prescribed pattern for a normal school was a one-year course; this was not indicative of Parker's theory but rather a condition under which he was forced to work at that time. Not until near the close of the century did Parker succeed in lengthening the time to two years.[5] Under these circumstances he could best provide the means for the teaching

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[5]John W. Cook, The Educational History of Illinois (Chicago: Henry O. Shepard, 1912), p. 482.

of teachers through the practice school. Parker maintained that other schools could not so effectively or efficiently serve the one important function of the practice school, that was to be a model institution for the teachers and parents of the area. The practice school "proves that there is a science of education and an art of teaching."[6]

The Practice School

When Parker arrived in Englewood, at the Cook County Normal School in 1883, he began in much the same manner he had at Quincy,[7] by banning . . .

> The old-fashioned, stiff, unnatural order. The torture of sitting perfectly still with nothing to do was ruled out and in came an order of work, with all the whispering and noise compatible with the best results. The child began to feel that he had something to do for himself, that he was a member of society, with the responsibilities that accompany such an important position.[8]

Perhaps Rome was not built in a day, but one can suppose that under Parker's tutelage that it would have been constructed much more rapidly. Parker arrived in January of 1883,

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[6]Francis W. Parker, "An Account of the Work of the Cook County and Chicago Normal School from 1883-1899," Report of the Commissioner of Education, 1902, I, p. 251.

[7]Harold G. Shane (ed.), The American Elementary School (New York: Harper and Brothers, 1953), p. 219.

[8]Francis W. Parker, "The Quincy Method," American Journal of Sociology, VI (July, 1900), p. 18.

For some unexplainable reason when he wrote to Henry Barnard in March of that year he held a most optimistic view of the future prospects of the school. The practice school at that time "consisted of two rooms and one regular teacher. One room was managed and taught in turn by the special teachers. There was no appropriation for this department."[9]

During the next five years, three departments were developed, and the faculty came to number twenty-four. The departments of the practice school were the (1) Kindergarten and Public School and (2) the High School. The Professional Training Class was the third department. Colonel Parker put tremendous importance on the value of a practice school, and it is not surprising that he saw to this matter first. The practice school was the core of the Cook County Normal School.[10]

> Without the practice school we could not have taken one practical, efficient step in the education and training of teachers. . . . Unapplied theories - and the world is full of them - are of little use. They float peacefully in the upper air, a sweet consolation to unpractical souls. "Faith without works is dead."[11]

The Kindergarten department of the practice school was placed in the school by the Chicago Froebel Association.

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[9] Parker, "An Account of the Work . . .," op.cit., P. 251.

[10] Ibid.

[11] Ibid.

It is interesting to note, however, that Mrs. Alice H. Putnam, Superintendent of the Chicago Froebel Association, was personally in direct charge of this department at Parker's school.[12]

The Public School was developed into an eight-grade system using six rooms and six critic teachers. Englewood and Normal Park, which was District No. 10, arranged a contract with the normal school making the practice school one of the regular public schools and paying tuition to the county for the pupils in attandance. The tuition which the City paid for its students' attendance supported the practice school. Up to 1887 the rate was $12.50 per student and was then raised to $20.00 per pupil per year.[13]

The four high school classes were held in three rooms and staffed with one teacher and one assistant for each room.[14] In 1884, the course of study in the high school department was described as that of any course in an English

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[12]Seventeenth Biennial Report of Superintendent of Public Instruction, 1886-88 (Springfield, Illinois: Springfield Printing Company, State Printers, 1889), p. 34.

[13]Ibid., pp. 34-35; Parker, "An Account of the Work . . .," op. cit. p. 251.

[14]Seventeenth . . . , op. cit., pp. 35-36.

high school, although the classic and modern languages were not currently taught.[15] By 1889, the course of study showed considerable Parkerization.

> A strenuous and persistent attempt to make to adopt the work done to the growing minds of the pupils in such a way as to induce, under the circumstances, the highest physical, mental and moral power. . . so that all the possibilities of character may be realized. Knowledge . . . is a means of growth and never an end in itself. . . . Education enhances and develops the receiving and giving power.[16]

Education is the study of life. The inorganic sciences are preparation for life; the organic sciences, such as biology, are life itself; history records consciousness or spiritual life; literature preserves the blossoming and fruitage of life. Languages assist in learning about human life in this and in past ages.[17] Reading is taught as it is needed and motivated by the desire to investigate. Writing is taught as the desire to communicate is aroused. The student must feel the necessity to express a thought. Numbers are also taught as aids to expression. When the student has an object of thought which demands careful observation, some type of craft work such as

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[15] Fifteenth Biennial Report of Superintendent of Public Instruction of the State of Illinois, 1882-84 (Springfield, Illinois: H. W. Rooker, State Printer and Binder, 1884), p.38.

[16] Seventeenth . . ., op. cit., pp.36-37.

[17] Ibid., p. 37.

painting, modeling, drawing aids thoughtfulness and expression of individual concepts.[18]

From the kindergarten up, the school and the experiences of the school were designed on the bases that "the school is society shaping itself."[19] On the kindergarten level the "ideal of Froebel became the ideal of the school."[20] Emphasis was repeatedly placed upon what the child could do for others.[21] The selfish little one was changed through public opinion to a more acceptable and useful behavior.[22]

Specifically the course of study was revamped to study life throughout the twelve years in all departments. The study was adopted to each stage of growth, stimulating thought and expression. [23] Even the primary-school youngster was initiated with the concept of expression, first through observation and then through reading, as the physical organs are sufficiently developed.[24] The Colonel taught that the

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[18] Ibid., pp. 38-39

[19] Twenty-First Biennial Report of Superintendent of Instruction, 1894-96 (Springfield, Illinois: Phillips Brothers, State Publishers), p. 191.

[20] Parker, "An Account of the Work . . .," op.cit.,p.254.

[21] Ibid., p.252. [22] Ibid., p. 254.

[23] Seventeenth..., op.cit., p.38. [24] Ibid.

continued use of the organs of expression to their fullest stimulated more development as the expression of the thought itself stimulated new thoughts.[25]

The importance Parker laid on the full development of the body in concert with the mind and the soul may well explain why he allowed Mrs. Parker to adopt the Delsarte Method[26] of expression during the years she was the teacher of elocution at Cook County Normal.

To Parker, education had as its leading purpose the development of the body, the mind, and the soul. It was to this same end that the extensive manual training program was directed. The manual training department was begun in 1883; by 1889, four rooms were devoted to hand-work.[27] This progress was made possible by the financial backing of the

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[25] Ibid.

[26] Francois Delsarte, A Frenchman who taught that there existed in nature a certain philosophy, a certain net-work of laws, which determined right and wrong, and he devoted his life to the discovery of those laws. Elsie W. Wilson, Delsarte Recitation Book, (New York: Edger S. Werner & Company,),p.xvi.

[27] Twenty-First Biennial Report . . ., op. cit., p. 193.

Commercial Club of Chicago. There had been several other efforts at introducing hand work in high schools and trade schools, but Parker's work was original at the elementary level.[28]

Walter Kenyon and Everett Swartz, teachers at the Normal School, were sent to Nass, Sweden, in 1887, to study Sloyd, a method of manual training, under the noted Dr. Salomon.[29] By 1892, Mr. Kenyon had returned and assumed the position of master of Sloyd. Perhaps it was this enthusiasm for a new found study that caused Parker to be so tardy in submitting his report to the Superintendent of Public Instruction for the Nineteenth Biennial Report, that the "report was received too late for insertion in its proper place."[30] The usually very verbose Colonel was extremely brief and uninteresting in this report, and the hurried printer, probably unfamiliar with the new term "Sloyd", consistently misprinted the term as "lloyd." From this time on, manual training at Parker's school was termed Sloyd. The Educational Journal of 1890 defined

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[28]Parker, "An Account of the Work . . .," op.cit., p.255.

[29]Twenty-First Biennial Report . . ., op.cit., p. 193.

[30]Nineteenth Biennial Report, July, 1891-June 30, 1892 (Springfield: Phillips Brothers, State Publishers), p.257.

Sloyd as "the Swedish system of manual training."[31]

After sixteen years of development of the program, Parker reported that boys and girls alike, of all ages, found "a new richness and beauty in their lives; . . . /and their/ pleasure constantly increased."[32] He also reported that there had been no accidents worthy of the name.[33]

In this report concerning manual training, Parker again pointed up two important factors of the desirability of manual training in relation to his philosophy of education. The first was that Sloyd became integrated into the program and stimulated the study of man and nature, and these studies, in turn, enhanced the Sloyd program. Nature study and history soon suggested innumerable articles for use.[34] The second factor was that Sloyd developed and coordinated the muscles and made nerves stronger and steadier as well as disciplining the mind and making hearts happy from useful activity.[35] Here again is the body, mind, and soul philosophy so familiarly associated with schools under Parker's direction.

The "spirit" is a key word in reviewing Colonel Parker's work. Many who wrote of personal contact with the

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[31] N. H. Shittemore, "Normal Classes in Sloyd," Journal of Education XXXI (April 24, 1890), 259.

[32] Parker, "An Account of the Work . . .," op.cit., P255.

[33] Ibid. [34] Ibid. [35] Ibid.

Colonel label it spirit or enthusiasm. Something dynamic seemed to happen.

> The school (Cook County Normal) is not above criticism, to be sure; few schools are, but in it young men and women are becoming as thoroughly imbued with professional spirit and zeal for the noble work of teaching as in any other school that I know. This spirit shows itself in the earnestness and intelligence with which the graduates enter upon their work of teaching.[36]

> His personal energy was like some impeling vital force, which accomplished miracles. Teachers worked - yea overworked - gladly under his inspiration. They undertook seemingly impossible burdens, and carried them successfully. They shook off the shackles of years of habit, and self consciousness, and became free.[37]

> It was his firm grasp of this fundamental truth (liberty in the schools) that made Colonel Parker an educational leader, a lover and teacher of teachers, and if we are to save our democratic institutions and civilization from destruction we must more and more work in his spirit.[38]

In summary then, the practice school, under Parker's watchful eye, was designed to (1) put into practice the best work of all educational philosophy and (2) to be a living example to everyone even remotely concerned with child life or

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[36] Biennial Report of Cook County Superintendent of Schools, 1890-92 (Chicago, Illinois, J. M.W. Jones, Stationery and Printers, 1892), p. 24.

[37] Flora J. Cooke, "Colonel Francis W. Parker as Interpreted Through the Work of the Francis W. Parker School," Elementary School Teacher, XII (May, 1912), 398

[38] Bishop Spalding, news item, Chicago Tribune, April 20, 1902, p. 6.

the best that child study had to offer the child. This was no place to cling to traditions. The practice school, its faculty and its methods must be a model embodying the finest educational practices known and constantly in search of new paths. The practice school was on display to all teachers and parents that they might learn there how better to study the child.

TWO PATHS OF INFLUENCE: THE NORMAL SCHOOL AND THE INSTRUCTIONAL BULLETINS

Importance of the Normal School

It was true that Parker wanted to supply the common schools with a high quality of teachers, trained in the normal school to be students of child life; but he recognized that the school, which would produce these individuals necessarily would be staffed with exceptional teachers as models and inspirations.[39]

In 1892, the Superintendent of County Schools listed one of the major reasons for deficiencies in the public school as the lack of training in teachers. However, he lauded the work of Colonel Parker and the Cook County Normal School for instruction and inspiration of the highest order.[40]

Speaking to a group of teachers at the 1891 meeting of the National Educational Association, Parker proposed to

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[39]Biennial Report of Cook. . ., 1890-92 op.cit.p.196.

[40]Biennial Report of County Superintendent, July, 1890-1892, op.cit. pp. 19-24.

exalt the common schools by exalting the teacher. In this path lies the future of the school.

> My fellow-teachers, the day has now fully come when high-grade professional training schools and colleges are an absolute necessity. The day has come when steps should be taken to see that no college or university graduate is ever allowed to take upon himself the sacred office of teacher without at least two years' professional training in a school or college fully equipped for that purpose.[41]

Parker recognized that the people were generally convinced that school keeping is a trade. To expect the exaltation of the teacher and in turn the common school, Parker stressed the development of the profession of education.

> The normal school was founded to train and educate teachers into the subtlest, art known to man - that of presenting conditions for the development of immortal souls; that of shaping future society; that of furnishing the world with the potent means of human progress. The sweetest and best, most truthful and most useful things for men, come into the world through painful struggle and bitter strife. In ancient times the way of progress was by the stake, the faggot and the cross. The methods of progress, obstruction to-day are less exquisite in modes of torture.[42]

The child was, to Parker, a divine gift, and to teach the child was, like cleanliness, next to Godliness. He quoted to his teachers from the Bible, "Feed my lambs," and promised

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[41]N.E.A., 1891: F. W. Parker, The School of the Future (New York: J. J. Little and Company, Astor Place, 1891) p.89.

[42]Twenty-First Biennial Report . . ., op.cit., p. 192.

them heavenly rewards.[43] On other occasions, he said to his teachers, "Eye has not seen what God has in store for those who study the child."[44]

The Character of the Normal Schools Under Francis W. Parker

> A normal school should have a much broader scope than the training of teachers; it should be a laboratory, an educational experiment station, whose influence penetrates, permeates, and improves all education and educational thinking. Hence the faculty of a normal school should consist of the very best teachers -- best in education, best in culture, best in professional training, and best in experience.[45]

Whatever quality the teacher might lack in attaining this high standard of excellence could be and was made up, according to the Colonel, by recognizing the tremendous responsibilities of the teacher and by striving earnestly to achieve success. Education, Parker estimated, left a great deal to be desired, but the faithful hard-working teacher could do much to better conditions at the outset of his program. Parker recalled, "Genuine educative work in the schoolroom was comparatively meager." Pupils were not required to do a

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[43] N. E. A. 1891, p. 102.

[44] N. E. A., 1887, p. 381.

[45] Parker, "An Account of the Work . . .," op.cit., p. 248.

high grade of work, and they did not. The pupil was steadily cultivated in the paths of selfishness by a grading system of bribery and awards. This improper stimulation demanded nothing of the student. The education required memory work which resulted in "mental and moral starvation." Thought power, reasoning ability, and freedom of choice were not encouraged. The bodily needs, as well as moral power and mental development, were neglected. The student was simply not prepared adequately to meet the demands of self government.[46]

> . . . the development and perpetuity of this great republic depends wholly and entirely in foundation upon the common school system, and the common school system upon the normal school. The common school is capable of infinite improvement, infinite advance, and all this advance must be made by the education and training of devoted teachers.[47]

The method by which Parker set about to correct these deficiencies was one of constant change, elimination, innovation, and experimentation. This was a team-work project. Each week the faculty met for several hours to discuss their problems, examine one another's course outlines, and to explain their own teaching and give reasons for it. Heads of

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[46]Ibid., p. 249.

[47]F. W. Parker, "The Training of Teachers, N.E.A., 1895, p. 971.

departments arranged department conferences, and elementary teachers met to discuss their problems.[48] The Colonel demanded of his teachers that they be prepared to justify the methods of their teaching. They must determine why a study should be pursued and justify the method. In this manner he encouraged the chief demand be placed upon his teachers, that of preparation for each day's work.[49]

With each report it was evident that not only the program of the school was liable to frequent and radical change but so, too, was the faculty. Parker was in search of teachers who "sympathized with him in his view of education and who were able to put his doctrines to the test of trial.[50]

In 1892 five of the eight grade-teachers were replaced by"educators of acknowledged merit as their work thus far fully attests."[51]

Colonel Parker supported the theory that a school is a part of the community and should pay an active part in community life. He did not want his normal school to jealously

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[48]Parker, "An Account of the Work . . .," op.cit., pp. 249-50.

[49]Biennial Report of Cook County . . ., 1890-92, op.cit. p. 24.

[50]John W. Cook, The Educational History of Illinois (Chicago: Henry O. Shepard, 1912) p. 269.

[51]Biennial Report of Cook County . . ., 1890-92,op.cit. pp. 40-41.

guard the information it received for its students but rather to share it with the city, the county, the state, and the nation. In fact he insisted that his normal school faculty discover and arrange the facts of their subjects for the world.[52]

Most important of all, the teacher of teachers must convey a spirit to his students. The enthusiastic, willing searching, courageous, loving spirit must be given to the student inspiring him to do his best work.[53]

> The teacher of teachers should be a great teacher in every sense of the word. He should be an earnest, devoted, open-minded student of education, with unbounded faith in possibilities; a person of marked wisdom, ready to abandon the useless and adopt the useful; one not chained by prejudice or controlled by caprice; a person who "inherits the earth" through meekness and willingness to listen and understand, and who has, at the same time, the firmness and courage to withstand wrong public opinion and personal influence. The one thing, above all, by which the teacher of teachers exerts a powerful influence is the spirit in which he works.[54]

The Structure of the Schools

Cook County Normal School was located within the boundaries of the City of Chicago at Englewood when Francis Parker first became principal in 1883. Its purpose was to

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[52]Parker, "An Account of the Work . . .," op.cit., p. 251.

[53]Ibid.

[54]Ibid.

supply the need for teachers in the country schools of the county, those schools outside the city of Chicago.[55] Chicago at this time had no normal school and used a cadet system.[56] In 1896, the school was given to the City, faculty and all.[57] The details of this transfer are presented later. The purpose of the school then became to prepare teachers for Cook County and Chicago. There were over six thousand positions in the area of responsibility. This added duty so greatly increased the ranks of the school that it was "necessary to colonize the Practice School in stores upon Sixty-ninth street."[58] In 1899, a new building, costing $110,000 was completed, and the two-year course started. This was followed by Colonel Parker's resignation so the details of this new system will not be recorded.[59]

The Chicago Normal school subdivided the Professional Training Class into nine classes. The Practice School was divided into groups of eight to twelve, making nearly forty-eight groups. At the head of each room there was a trained

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[55] Seventeenth . . ., op. cit., p. 36.

[56] Twenty-Second Biennial Report

[57] Cook, op. cit., p. 482.

[58] Twenty-Second Biennial Report . . ., op.cit.,pp.56-63.

[59] Cook, op. cit., p. 483.

critic teacher, who had the teaching of the pupils and the training and criticism of the professional students in the student's practice work. The morning hours from 9:30 to 12:30 were devoted to the preparation for practice work. The practice teaching was in the afternoon from 1:30 to 3:00 o'clock. Nearly one hundred teachers could give a lesson during the practice periods of one day.

Each of the Professional Training Classes was charged with the teaching of one room during a month. At the end of the month, they changed rooms in regular order, and during the teaching of one class, they prepared for the teaching of the next. To this work of practice teaching and preparation for practice teaching, the attention and instruction of the entire faculty were devoted.[60] Contrast this report with the report just ten years earlier when the professional training class was divided into three groups.[61] Or contrast it with the September 1, 1891, enrollment of 202 in the training class when the need for additional facilities became evident.[62]

Numbers in themselves do not atest to the quality of the work done. Colonel Parker, in summarizing the work of

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[60] Twenty-Second Biennial Report..., op.cit.,p.63.

[61] Seventeenth Biennial ..., op. cit., p. 36.

[62] Biennial Report of Cook County ..., 1890-92,op.cit.,p.43.

Chicago Normal School, wrote that the work of teachers in training was carefully checked and rechecked by the faculty. The plans of each pupil were carefully examined and approved or disapproved. If approved, the student proceeded to put the plan into effect; if disapproved, the student proceeded to re-write and revise.[63] The faculty was not pressed to conformity in method. Often, it was said, Parker "praised work that in itself was often abominable and indefensible, except that it represented honest effort and displayed elements of originality on the part of the teacher.[64]

Educational Foundations

The educational principles for which Parker selected his faculty and with which he imbued his prospective teachers are the most significant factors concerning his work. These principles are best described and concisely stated by two observers and students of American education. Mr. James L. Hughes, Public School Inspector of Toronto, Canada, and foremost educational leader in Canada, wrote to Mr. S. S. Parr, Superintendent of Schools at St. Cloud, Minnesota, concerning his four-day visit to Cook County Normal School. His observations were relayed to Colonel Parker early in 1892.

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[63]Parker, "An Account of the Work . . ., op.cit.,p.252

[64]N.E.A., 1902, p. 403.

The following are the distinguishing characteristics of the Cook County Normal School:

First. Special adaptation of each member of the training school by natural ability and careful attention to the work he or she has to do.

Second. The perfect harmony existing between the methods of the different teachers. It is not the harmony of quietude, but of vitality.

Third. The ideal of the school is true and high. I know no other normal school with so high and well defined an ideal as that of the Cook County Normal School; none so free from the weakening restrictions of the educationl ideas of the past.

Fourth. The organization of the school is thorough and calculated to bring the best efforts of each student into training by placing responsibilities of a proper character on each member of the class.

Fifth. The methods of the school are philosophical. They are based on the sound pedagogical foundation: "That all individual growth comes from the individual effort," and every teacher follows his or her methods without violating this basic principle. Each student has to make his own investigations and report his own discoveries in the Science Department; to make his own researches in the Department of History, Geography and Literature; to analyze and execute into original designs the elements submitted to him in the Art Department, and to do his own thinking in the Biological and Psychological Classes.

Sixth. One of the best features of the school is the system to secure great accuracy and to develop the power of logical arrangement in the preparation of lesson plans. It is of great importance that all students should be trained to study with a definite purpose. So far as possible all knowledge should be acquired for immediate application. In most schools knowledge is gathered to be reported, not used. The Students of the Cook County Normal School study with a definite aim which they are to execute directly.

> Seventh. The thorough yet sympathetic criticism of the teaching done by each student, and the admirable arrangement for classifying and ranking students according to their executive ability instead of their ability to gather and report facts are the distinguishing characteristics of the school. The opinion I formed of the school may be expressed in a single sentence; It is the most stimulating institution I have seen for the fullest training of teachers.[65]

Flora Cooke was one of Colonel Parker's outstanding teachers whom he brought up through the ranks of Cook County Normal School. She began as a pupil and later became the first principal of the Francis W. Parker School in Chicago. The educational principles Miss Cooke learned from the Colonel's instruction became the principles of the new school.

> The needs of society determine the work of the school.
> The supreme need of society is good citizenship. Ideal citizenship demands of the Individual the highest degree of knowledge, power, and skill.
> The one purpose of the school is to present conditions for the growth into ideal citizenship.[66]

The Character of Teaching in Colonel Parker's Writing

Colonel Parker reached his pupils through two means: (1) his schools and (2) his writing. His writing was extremely limited and not too valuable. It lacks the qualities of personality and therefore lacks impact.

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[65] Biennial Report of Cook County . . ., 1890-92, op.cit., pp. 28-29.

[66] Cooke, op. cit., p. 397.

As a result of his studies in Germany, he produced a book on the teaching of geography which has been discussed. His major work, Talks on Pedagogics, was actually a series of lectures given at Chautauqua to present his theory of concentration. This text will be discussed under the heading of correlation. The most interesting publication was a series of papers edited by Colonel Parker, 1884-85. The Kellogg Company, a publishing house in New York, was particularly active in the publication of educational journals for teachers. Two of their journals achieved notable fame, The School Journal and Teachers Institute. Colonel Parker was editor of a less fortunate third, The Practical Teacher, which was absorbed by Teachers Institute at the close of Parker's term of editorship.[67]

The object of the papers was to supply an inexpensive way to distribute pedagogical training to persons out of the range of a normal school. The paper was published at a cost of $1.00 per year for ten copies. The paper included specific teaching lessons of particular subjects written in playlet form. Usually Mrs. Parker contributed a lengthy column on

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[67]Luther Mott, A History of American Magazines (Cambridge, Massachusetts: Harvard University Press, 1938), 1865-85, III p. 168.

Delsarte Method of Elocution and occasionally other educators of note contributed a review or discussion. Recent books on education or textbooks were reviewed and the editor answered questions written in by subscribers. Occasionally transcripts of lessons actually given were printed on a sort of primitive "you are thre" basis. The Colonel stressed that the lessons were not for imitation.[68]

In review then, the Colonel was not content to spin a philosophy but saw that its only purpose was in the realization of practice and application. The Cook County Normal School grew under his direction not only in numbers of students but, more important, in its esteemed position among normal schools and became the Chicago Normal School. His educational principles emphasized freedom, democracy, social usefulness, unity in all study as well as immediacy of application.

FOUR EDUCATIONAL REFORMS

Parker made every effort to give specific information that the teacher might have a concrete place to start her practice in the "new education." His theory of (1) concentration was probably the most important single contribution to the methods he developed to apply his philosophy.

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[68]Francis W. Parker (ed), The Practical Teacher, 1865-85 (Cambridge, Massachusetts: Harvard University Press, 1886), pp. 13-14.

He also taught his pupils (2) to "use objects rather than words, (3) activities rather than textbooks, and (4) growth rather than knowledge.[69]

This chapter turns now to a review of these four major innovations to teaching advocated by Parker.

Theory of Concentration

In 1884, Colonel Parker assembled his lectures on his theory of concentration in a book, Talks on Pedagogics. The book is highly repetitious and not too readable. Parker's later and more casual reports and writings on the subject of correlation are more understandable and coherent to this writer. The experience of application perhaps made his writings on the subject at the close of the century much more understandable. By the time Colonel Parker phrased his theory of concentration for The Chicago Institute's first issue of the Course of Study, it appears to have taken on the sense of unity and wholeness which the theory itself proposed. The Chicago Institute was Parker's third school in Cook County. It was a private institution financed by Mrs. Emmons Blaine, daughter of Cyrus McCormick.

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[69]Wesley, op. cit., p. 172.

[74]Annual Report of Cook County ... 1899, p. 49.

> The purpose of the Academic School is to demonstrate the value of character as the one end and aim of education. While not committed to the defense of any fixed educational creed or dogma, it is the intention to base the work upon the proposition that character, immediately expressing itself in terms of citizenship, of community life, of society in its best sense, in short, that complete living is the one aim and end of education for American children.[70]

"Educative Concentration is the bringing to bear of all proper means to realize character in complete living."[71] "Correlation is the inevitable outcome of concentration."[72] In fact, the Colonel pointed out concentration leads to correlation everywhere except in educational circles.

This is a considerably more developed methodology than the one described in 1879 as "without weariness or confusion of mind."[73] It showed improvement and enlargement over the concept of concentration which the Colonel stated as the study of life unifying the natural sciences, geography, and history.[74]

Parker's aim was always for the student to learn the expressive arts -- reading, writing, and speaking -- by reading, writing, and speaking about the content of courses --

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[70] The Course of Study (Chicago: The Chicago Institute Academic and Pedagogic, July, 1900), p. 10.

[71] Ibid. p. 11 [72] Ibid.

[73] N.E.A., 1879 (Salem, Ohio: Allen K. Gotem, 1879), p. 63.

[74] Biennial Report of Cook County . . ., 1890-92, op.cit., p. 49.

nature study, history, and literature or the study of life. The plan does, however, show a definite development and smoothing of rough edges.

> The first steps in correlation were taken by the faculty when they concentrated their united effort upon the problem of child education, making the child the center of all study and educational movement.[75]

There were five areas in which the concentration theory had been enlarged and refined before the end of the nineteenth century.

1. The art of reading is mastered by using written and printed words from first to last as direct means of educative thinking.

2. Arithmetic is learned by the measurements actually needed in the study of subjects, as, for example, in manual training.

3. Skill in all modes of expression is developed by continual practical exercise in the immediate manifestation of thought. This applies to the speech oral reading, writing, manual training, and music; for --

4. The correlation of the modes of expression by which skill in one mode is obtained enhances the educative value of skill in all the other modes.

5. All the substantial subjects have an intrinsic correlation. History makes an imperative demand for geography. Geography is useless without history. Geology is the history of geography. Mineralogy is

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[75]Twenty-First Biennial Report . . ., op. cit., p. 194.

> the study of the changes through which the material passes, and which result is geography. Biology is the study of life made possible by inorganic matter. Sociology is the study of the environment and home of man. The child begins the study of all these subjects before he enters school. Under the principle of correlation this study is continued.[76]

Rather than teaching the child just words, perhaps an uninteresting list of words, Parker taught his teachers to stimulate the child's mind with science and history and geography so that the child would want to read to get new thoughts. The child is taught to write when he wanted to express a thought. The whole world is constantly in change and so Parker said the child should be taught to measure this force or to use mathematics.[77]

Actually, taught Parker, there are only two subjects for study -- man and nature, and these cannot be divided, so there is only one.[78] "One subject explains the other; without nature man is nothing; without man nature is useless."[79]

Nature study in the form of science had been introduced into many schools with all the memorizing, testing, and reciting from the book. Parker and Professor H. H. Straight attempted to adapt nature to growing minds through Agassiz's

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[76]Parker, "An Account of the Work. . .,"op. cit.,p.260.

[77]F. W. Parker, "Plan and Purpose of the Chicago Institute," Course of Study, p. 13.

[78]Ibid., p. 12

[79]Parker, "An Account of the Work...,"op. cit., p.256.

method of the open book of the Creator.[80] For years they met with failure because their own vision was blinded by the knowledge motive. "Things must be thoroughly learned; and a natural object was taken, examined, dissected, painted, drawn -- exhausted, and the interest of the children exhausted at the same time."[81] Wilbur S. Jackman saved the cause in 1889 with his "rolling year" philosophy.

> It was found that mere laboratory work was not close enough to the children; nature refuses to be viewed in bits and rags. A leaf or a twig would not do; the child must have the whole tree, with the land around, or still better the forest.[82]

What is true of the study of science is also true of geography and history.[83]

Sometimes Parker called nature study the infant of education[84] and sometimes the Cinderella of education[85] but he always stressed it linked with the study of man, the only true fields of study.

> When we study man, we study the character of man. When we study nature, we study the invisible character of the earth, of plants, and of animals; we study the thought of God, and therefore, approximately, the character of God.[86]

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[80]Twenty-First Biennial Report. . ., 1894-96, op.cit. p. 194.

[81]Parker, "An Account of the Work. . .," op.cit.p. 256.

[82]Ibid.

[83]Twenty-First Biennial Report. . ., 1894-96, op.cit.p. 194.

[84]NEA, 1895, p. 848.

[85]The First Year Book of the Herbart Society, 1895, op.cit. pp. 156-157.

[86]NEA, 1895, p. 848.

Note the emphasis Parker put on God, manifest in nature.

The issue pointed out here is that neither science, history, literature, or geography can be the center or core of education. This is not to disparage the study of history and literature and geography but merely to put them all in their proper perspective, with the child as the central figure. Parker would not remove history or literature from the curriculum.

> It has been a great headlight upon ethnological movements since the beginning. But to say that we make history the center of a whole system of education, is to my mind, incorrect -- to distain the direct revelation of God and take up that zigzag, imperfect movement of man.[87]

Here again, one must recall the basic philosophy of Parker to understand fully his reasoning in support of his child-centered education. Parker conceived of the child is a divine gift or in effect, "the direct revelation of God" and hence more nearly perfect than" a report written by fawners at the foot of thrones, and the obsequious admirers of great generals."[88]

Until 1889, when Wilbur Jackman joined the staff of Cook County Normal, nature study had been pursued on a "things must be learned thoroughly basis." The dissecting, examining and exhausting studies exhausted the learner even more rapidly

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[87] The First Year Book of the Herbart Society, 1895, op. cit., p. 157.

[88] Ibid.

than the field of endeavor. Jackman used what he termed "A rolling year" system. "The child was brought in living contact with nature." Every effort was made to present the study in strict accord with the growth of the child.[89]

In summary then, Parker's Theory of Concentration maintained that (1) the child was the center of educational method and philosophy, (2) nature and man are the only true fields of study, (3) factual material should come to the child when he is ready to apply the information, and (4) all factual material is a result of investigation into the areas of nature and man.

Growth Rather Than Knowledge

Knowledge, or the endless lists of facts normally committed to memory in the common schools of the time, was to Parker second rate next to growth or development of the mind, the body and the soul. Knowledge slipped a few more notches especially if there was no immediate application for the knowledge.

> In geography more attention is given to the soil, the plant and animal life in the twenty acres of the Normal School grounds, the coming and going of the birds and

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[89]Parker, "An Account of the Work...," op.cit., p.256.

> the miracles yearly wrought in the wonderful changes of the seasons than to the boundary of Tennessee and the western territories, the capitals of Central Africa, the capes of Asia, or other temporary stuffing for the memory.[90]

Parker was guilty of thinking much too often in terms of black and white, or the all good and the all bad. Characteristically he described knowledge as committing pages to memory to later repeat them back orally or on paper. The examination per cents, facts, rules, and definitions were familiarly associated with knowledge.[91] In contrast, Parker described the diametrically opposed educational method as "the ideal of character, embodied in citizenship, community life, complete living."[92]

The growth concept of learning is evident throughout Parker's book, The Theory of Concentration. One application is of motor expression. Parker taught his teachers that expression helps thought and thought is necessary for expression. For example, in constructing a map the child must think more clearly about what the map means.[93] The use of

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[90] Biennial Report of Cook County..., 1890-92., op. cit., pp.90-92.

[91] F. W. Parker, "Plan and Purpose ..., Course of Study op.cit., p. 19.

[92] Ibid.

[93] Samuel Chester Parker, A Textbook in the History of Modern Elementary Education (Chicago: Ginn and Company, 1912), pp.471-72.

all the modes of expression (gesture, voice, speech, music, making, modeling, painting, drawing, writing) is an imperative necessity in all sided growth.[94]

The only value that Parker saw in teaching the modes of expression was to enable the student to express concepts. The child forms concepts which are simple. They can be intensified by expression however; expression must follow thought or it cripples mental action. Difficulties arise in expression when there is inadequate motive for expression and no implying thought. The subjects of content should be used to stimulate thought and make expression possible.[95]

The social motive for study was the key to discipline in Parker's school. He never waivered from his proposition that if children are to be made responsible citizens and capable of life in a democratic society they must be made free. He never lost faith in the child to govern himself effectively under normal conditions.[96]

Knowledge is not an end in itself, the Colonel taught, but a means to the ideal of community life. In 1883, when Parker dropped the time-honored grading system from his school

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[94]Ibid., p. 472.

[95]Ibid., pp. 472-73.

[96]W. S. Jackman, American Monthly Review of Reviews. XXV April, 1902, "Francis Wayland Parker" pp. 448-449.

the parents rose in protest. To Parker the social motive of school was far more significant, and he eloquently rose to the occasion to defend his stand.

> The true test of the school is to be found in the development of character. If pupils grow strong and skillful in body; if they become helpful in habit, and thoughtful in their help; if they grow in trustworthiness, in refinement of taste, in moral and mental power, then the school is good. If otherwise, it is worse than useless.[97]

> Colonel Parker has done more than any other man in this country to awaken the people to a realization of the fact that there are better ways of teaching, that there is a philosophy of teaching, and that knowledge is not the whole of education.[98]

"The children were taught that they could and did promote themselves." No grading system was ever used that in any way attempted to record a scaled grade for any pupil. The pupil's writings, drawings, and models were preserved as the pupil constructed his own record. These items were finally sent to the parents.[99]

Activities Rather Than Books

In keeping with his philosophy that there is no such thing as knowledge for the sake of knowledge, but only applicable facts, the Colonel had little regard for the storehouses of

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[97] Parker, "An Account of the Work . . .," op.cit., p.254.

[98] Biennial Report of Cook County . . ., 1890-92, op.cit.p.27.

[99] Jackman, op.cit., p. 450.

facts as such. Colonel Parker made every effort to put the child actively in direct contact with the community about him. If what the school taught the child made him a more active useful citizen, then it was good.[100] This ties in directly with the need for work to be socially useful. The knowledge acquired must be useful in an activity of social usefulness.

The activities of God's nature provided the supply of goods, not books, for the demanding child through the means of a teacher.

Parker fought against the copybook and the speller in particular. On the school's own printing press were published hundreds of pages of reading material suggested by the students from the different subjects studied.[101]

It is reported that when a principal once asked him if he would not use spelling books after the school board ordered children to buy them, he replied, "Use them, of course, I would; I'd put them into the stove and heat the house with them."[102]

As editor of The Practical Teacher, Parker denounced the Spelling Book.

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[100] Ibid.

[101] Ibid.

[102] Ibid.

Parker, The Practical ... op. cit., p. 8.

> The spelling book has come to stay until teachers learn to teach and no longer. If you really believe what you have written you are to be pitied. If you are trying to sell a spelling book _____.103

Objects Rather Than Words

Parker was consistently and more and more forcefully adamant in his desire to have children live in school, not merely read about and hear about living. "The school is society." Parker wanted children to do activities, build things, actively participate in life and apply immediately this concept of life at home and in the community. From the very beginning the child should not only hear about nature in the forest but see it and feel it first. Before the child learns to read the words doll and fan, he should see and touch a doll and a fan.[104] This arouses the intense conscious activity which makes reading readily acquired. 105

Parker's theory was that thinking cannot be done with words, only with things.[106] In his characteristic fashion the Colonel threatened that "the futile attempt to make children think in words and figures is costing every year millions of dollars, and many a boy his manhood."[107]

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[103]Francis W. Parker, The Practical Teacher, 1884-85 (New York: E. L. Kellog and Company, 1886), p.163.

[104]Ibid., p. 4. [105]Seventeenth...,op.cit.,p, 36.

[106]Parker, The Practical . . ., op. cit., p. 7

[107]Ibid., p. 8.

Parker's view puts emphasis on the development of expressive skills stimulated first by the most elementary object lesson which provides a solid social basis for thought and expression.

> The child in the primary school room is brought in contact with the elementary ideas underlying all truth. First through direct observation and subsequently by reading. All channels of expression spontaneously or instinctively used are developed and new avenues of thought expression become strong enough for the required action. The senses are cultivated by the reception of observed truths; thought power is enhanced by truth that comes into the mind through symbols. Every organ of expression is not only developed in the effort to express thought, but the thought itself receives new energies by the effort to express it.[108]

Summary

Parker made many valuable contributions to the "new education," none of which he laid claim to as founder. He did however stimulate the use and growth of several methods. Four of these important contributions have been discussed. His theory of concentration sums the work of his philosophy and life. It is child centered and divided all study into two categories, those of nature and those of man. The child's growth as a free, useful citizen of a democratic society equipped with the necessary knowledge tools for the task of immediate social usefulness must take precedence over the lists of facts and so-called preparation for living. The

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[108] Seventeenth . . ., op. cit., p. 38.

book is a useful tool and should be loved and used as such but not as a substitute for active experience. Thought eventually demands expression and, in turn, expression stimulates new thought, but the foundation of thinking must be laid with objects as the child does not learn to think in words.

CHAPTER V

THE POLITICS

Every study eventually unearths an assortment of information that may be highly speculative and many times highly unimportant but of interest and stimulation both to the researcher and to those interested in Francis W. Parker. This chapter is devoted to those items which make the reader wonder if lady luck, the good fairy, chance, fate or what have you does not play an important role in the life of each man. Its major purpose was to provide further information concerning Parker and his activities. Its importance was to uncover the motives and reasons for the Francis W. Parker school, Cook County Normal, being given to the city of Chicago; for Mrs. Emmons Blaine's interest in his work at Chicago Normal School and her investment in a school for Parker, the Chicago Institute; and for the University of Chicago's adoption of Parker's school as its School of Education.

Why was Cook County Normal School given to Chicago? When Parker took charge at Cook County Normal in 1883, the school was located within the city limits of Chicago, but it was a county school and supported by the county.[1] The

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[1]Seymour Currey, Chicago: Its History and Its Builders (Chicago: The S. J. Clarke Publishing Company, 1918) p. 307.

original Cook County Normal School was erected in Blue Island, a city only a few miles south of Chicago, in 1867.[2] In 1874 the school was moved into the Chicago city limits and buildings were erected at 67th and Sewart Avenue, in Englewood.[3]

Another source reports that the building of the Normal School was the old Champlin school to which the Normal School moved first in 1869.[4] During the time Chicago was without a training school, they used the highly unsatisfactory cadet system.[5]

Chicago was a rapidly growing city, and every year more and more of the outlying districts were being incorporated into the city. Each year fewer and fewer properties of value were left to tax for support of the Cook County Normal School. Between the years 1890 and 1895, when the city finally accepted the Normal, the number of pupils in the Chicago Public school system grew from 135,141 to 201,380.[6] Cook County Normal School with its fine library,

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[2]John Moses and others, History of Chicago (Chicago: Nunsell and Company, 1895), II, 124.

[3]Ibid.

[4]John W. Cook, The Educational History of Illinois (Chicago: Henry O. Shepard, 1912), p. 267.

[5]Currey, loc. cit.

[6]Report of the Educational Commissioner of the City of Chicago (Chicago: The University Press, 1900), p. 191.

its hand picked faculty of specialists, its fully equipped manual training rooms and gymnasium, and its land valued at $20,000, was offered to the city of Chicago on the sole condition that the city board of education would maintain it. Of course, the yearly maintenance fee, which ran up to $35,000 mark, would then be supplied by the city funds.[7] The City fathers labored long and hard over the decision to accept or reject the unusual offer. The $35,000 apparently was not a major issue. They rather feared a trick on the part of the county board. Another and more prominent reason for the extreme delay in considering the offer was the fact that the very controversial Colonel and his specially selected disciples went with the real estate. Politically and legally the proposal stood up under rigorous examination, but educationally, acceptance of the offer meant a declaration that Chicago would educate her children according to the "new education" and eventually Chicago Public Schools would be Parkerized.[8] Earlier in the 1890's the famous "War on Fads" had stirred quite a fire in the more conservative groups against the "new education." Now that the Board considered bringing one of its chief proponents into the camp itself, the flames were fanned again.

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[7]Marion Foster Washburne, "The Educational Crisis in Chicago," The Arena, LXXVI (March, 1896), 612.

[8]Ibid., p. 613

In 1893 a motion was made in the Board of Education meeting of the city to discontinue clay modeling. This motion officially opened the "War on Fads" or special studies. Since all the special studies were under fire, a"Mr. Badenoch made the sweeping motion that German, physical culture, sewing and drawing, and music in the primary grades, be discontinued."[9]

The tremendous public response and participation in the so-called "War" of 1893 was described as ". . . the most active . . . ever given to any question concerning schools."

> Letters and editorials in the daily papers, resolutions by societies, petitions from prominent individuals and organizations, and even public meetings were the means employed to persuade the board to one decision or the other.[10]

In 1896 it was reported that public agitation and concern had reached a high point and described the preceding years as "quite and hopeless."[11]

> Now, every newspaper in the city gives several columns a week, to educational topics and no day is without its school news; while two leading papers, the Times Herald and the Evening Post, have made a specialty of educational topics, treating them editorially.[12]

This reporter examined the Chicago Tribune and the Daily News for the periods mentioned and found but scant

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[9]Hannah B. Clark, "The Public Schools of Chicago," Doctoral Dissertation, 1897, pp.31 and 75.

[10]Ibid., p. 32. [11]Washburne, op. cit.,

[12]Ibid., p. 611

evidence of school interest. The Times Herald and the Evening Post have not been microfilmed at the Chicago Public Library. This tends to indicate to one that they were not generally as important a record of the era as the Tribune or the News. It is also interesting to note that Marion Washborne who was on Parker's staff of the Elementary School Teacher[13] wrote some of the educational new items for the Evening Post. This might have hampered her objectivity in reporting.

This writer intended no conclusion as to whether Marion Washborne was correct or that she overpainted the scene in Chicago. The only intention here was to point out that no conclusion could be drawn. Many sources reported that during the years 1893 until the acceptance of the Cook County Normal School by the City the city school-board meetings were often oratorical battlegrounds. Small evidence was noted by this writer in a Chicago newspaper which, in a very inconspicuous manner, reported that the city school board had voted to give several bolts of cloth to the underfed and underclothed laborers during the depression of 1893. Mention was made that the board had voted to discontinue sewing in the schools, thus the cloth was no longer needed.[14]

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[13]Ida Cassa Heffron, An Interpretive Biography of Francis Wayland Parker, (Los Angeles: I. Deach, Jr., 1934), p. 123.

[14]The researcher vividly recalls reading this account, however the exact reference was mislaid.

So many sources report that the school was finally accepted by the City because the people demanded it and that this demand was voiced by the press,[15] that one simply cannot refuse to accept it. One cannot help but wonder, however, why the writer did not come across such abundant evidence during a rather intensive search.

Summary. To the question, "Why was the Cook County Normal School given to the City of Chicago?," little doubt surrounds the answer, because Cook County could not afford to finance it. The item finds its way into this chapter to investigate the more ironical question, "Why did the City hesitate to accept the offer?" The school obviously was economically valuable and the City certainly was in desparate need of a teacher training institution. Apparently, because of the heated debate over "Fad" education, the City board was hesitant to bring Parker and especially Parkerism into the Chicago Public Schools. The debate was a long and reportedly well-covered one, but original sources of this coverage managed to elude this reporter. In 1896, the school was transferred to the city.[16] The deeds were handed to the City Board upon the

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[15]Cook, op. cit., p. 271; Currey, op. cit., p. 310; Moses and others, op. cit., p. 99; Washburne, op. cit., p. 611; Clark, op. cit., p. 32.

[16]Report of Commissioner of Education, 1903, (Washington: Government Printing Office, 1905), VI, 1136.

payment of one dollar and agreement to accept Cook County students for $20 a year to be paid by the county.[17] Some of the reasons for the final decision seem to be pressure from laboring groups, pressure from educational-minded civic organizations, and, at least some part, the report of a committee of the Board appointed to investigate the "radical policies" of the "distinguished principal." Of interest is the fact that President Harper of the University of Chicago was a member of this committee which returned a unanimous approval of Colonel Parker.[18]

Why Mrs. Emmons Blaine became interested in Parker's school. Upon transfer to Chicago, Cook County Normal became Chicago Normal School. Parker wrote an extensive account of the work of Cook County Normal and from the subsequent reports to the Superintendent of Public Instruction the Chicago Normal teaching methods and philosophy were those of the Cook County Normal Schools. Any changes might reasonably have been expected in spite of the change in financial backing. Perhaps this reporter begs the question, but some reporting seemed to indicate that some shackles were placed on Parker and that these might

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[17] Twenty-Second Biennial Report of the Superintendent of Public Instruction of the State of Illinois (Springfield: State Printers, 1898), p. 56.

[18] Cook, op. cit., p. 482.

have been merely the nature of a public institution.[19] The "War on Fads" and the heated dispute over Chicago accepting the Parkerized normal school illustrate that these could have been a source of irritation if not a deterent to the restless Colonel. The literature did not seem to prove any reason, but when Mrs. Emmons Blaine offered Parker a private institution, only two years later, he accepted.

It seemed impossible to label as primary any one reason for Mrs. Blaine's interest in building the Chicago Institute and procuring Colonel Parker as its first principal. Mrs. Blaine, Cyrus McCormick's daughter, was interested in being an educational benefactor. Mrs. Blaine may have felt it was the family duty; perhaps it was Parker's magnetic personality which so many of his biographers pointed to as the underlying reason for the course of his entire life, or as Mrs. Blaine so simply stated a few years later, at the formal ground breaking ceremonies of the School of Education at the University, when she was called founder, "I did not found it. I simply found it."[20]

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[19]Arthur Schilpp, Philosophy of Dewey, (New York, Tudor Publishing Co. 1957), p. 33.

[20]Thomas Wakefield Goodspeed, History of University of Chicago: The First Quarter Century (Chicago: The Chicago Press, 1916), p. 353.

The Chicago Institute had been begun on the north side of Chicago. Parker had definitely moved up town from the County Normal School he first came to in 1883 to the $425,000 site and $500,000 endowment as well as the building paid for by Mrs. Blaine. The Board of Trustees listed such wealthy people as Mrs. Blaine, Stanley McCormick and Cyrus Bentley.[21]

Why did the University of Chicago adopt Parker's school as the School of Education? According to Shane, Parker helped to establish the first parent-teacher study group in the country;[22] however, Schilpp reported that the first active parent-teacher association was probably begun to defend Dewey when Harper gave his school to Parker. The details were recounted here to attempt to answer the question: Why did the University of Chicago adopt Parker's school as the School of Education? This story had as many twists as it had reporters.

One account simply stated that the trustees recognized the great ideals they held for the school could be more fully realized if it were connected to a great institution such as the University of Chicago. They offered the School,

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[21]Ibid., p. 326.

[22]Harold G. Shane (ed.), The American Elementary School (New York: Harper and Brothers 1953) p. 220.

its funds, endowment, principal, and staff to the University. The University, in turn, accepted it as the first School of Education of the University of Chicago. Remembering that Harper had highly recommended Parker to the City of Chicago just a few years earlier, it was not surprising that Harper was eager to have him at the University. A small side light is necessary here to connect the story. The University of Chicago did not have a School of Education up to this time, but it did have a Laboratory School in connection with John Dewey's department of Philosophy and Psychology. The Laboratory School was popularly known as "Dewey's School," and, indeed, it truly was. It was entirely supported by friends and parents interested in Dewey's work. The University gave $1,000 per year in the form of free tuition for teachers in the Laboratory School.[23]

President Harper had recommended Parker to Chicago, and now, again, he made an opportunity for Parker. When the Chicago Institute was joined to the University of Chicago, it had not interfered with Dewey's school because Dewey prepared teachers for only the University and the Normal School in philosophy and psychology. Harper and Dewey were

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[23]Schilpp, op. cit., p. 33

not on very good terms, and one day while Dewey was away from the campus lecturing, Harper joined Dewey's school to the former Institute and put Parker in charge of the whole. When the friends and associates of Dewey learned Dewey's school had been virtually abandoned without Dewey's knowledge, they rose to his support. Such a demand came from all over the country that some temporary arrangements were made. Parker's sudden death in March, 1902, put Dewey in charge of both schools and seemed to settle the immediate problem. Harper-Dewey hostilities continued and eventually resulted in Dewey's resignation.[24] John Dewey said some very complimentary things about Parker after Parker's death, but this reporter found no printed comments of Dewey's about the distinguished first president of the University of Chicago.

With such a tale of emotions and motives only a master's thesis could end without an inquest, but that seems to conclude the reasons for the adoption of the Chicago Institute by the University of Chicago: (1) The founders of the Chicago Institute felt it would be advantageous

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[24] Ibid., p. 27.

to the Institute; (2) the University of Chicago often adopted other schools of reputation; (3) Harper did not recognize Dewey and his unendowed Laboratory School as an actual part of the University and perhaps wanted to rid himself of Dewey; and (4) Parker was not well enough to carry the load of a new school alone.

The evidence seemed to allow the reader a choice of any one or all or any combination of the stated reasons.

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