

教育部補助推動人文社會學科學術強化創新計畫

童年論述經典研讀會

O'Malley, Andrew. *The Making of the Modern Child: Children's Literature and Childhood in the Late Eighteenth Century* (2003). pp. 17-65.; 86-101

研讀時間：2008/11/24 (9:00-10:30AM)

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I. Introduction

A. The Book as “Classic”?

1 Andrew O'Malley

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2. The Making of the Modern Child

Case Study: “childhood” discourses in the late 18th –century England

Main Argument: The Modern Child is a construction of the middle class of the late 18th century.

B Key Concepts

1. The “middle class”

1) constituent members

a) the merchant classes of the 16th and 17th centuries (1)

b) prosperous farmers, professionals of the late 17th and earlier 18th centuries (2)

2) nature of middle-class culture in late 18th century (a minority of population)

a) an oppositional culture: (3)

discontent with the aristocracy (the inherited privilege enjoyed by the upper class)

different from the lower classes (plebeian work habits and prodigality) (8)

b) major concerns: education, religion, and the family

c) despite the diversity of political and religious belief within this class, it demonstrated “an ideological agreement at the level of how children should be raised” (7)

2. John Locke's notion of the child's mind as *tabula rasa* was at the core of the pedagogical discourse in the late 18th century. (4-5)

“Being furnished with like Faculties, sharing all in one Community of Nature, there

cannot be supposed any Subordination among us.” (5)

1) historical significances:

- a) a position of equality
- b) proliferation of educational works for children
- c) virtues: industry and diligence

2) “*tabula rasa* minds”

- a) susceptible to every form of impression
 - b) deficient in reasoning faculty
 - c) reason considered the guiding principle of human activity
- the child as “other” (11)

3 Children’s literature became one of the crucial **mechanisms** for disseminating and consolidating middle-class **ideology**.

- 1) chapbooks and children’s books
- 2) “class relations” in children’s literature
- 3) pedagogical discourse

Chapter 1

“The Coach and Six: Chapbook Residue in Late Eighteenth-Century Children’s Literature”

A. thesis and outline

- 1. “transitional” or “hybrid” texts: coexistence of the middle-class values and the chapbook forms and themes (17)
- 2. A Survey of the following books:
 - John Newbery’s *A Little Pretty Pocket-Book* (1744)
 - The History of Little Goody Two-Shoes* (1766)
 - The Friends. Or the History of Billy Freeman and Tommy Truelove* (1787)
 - Nurse Dandlem’s Little Repository of Great Instruction* (1784)

B. Key Concept

- 1. Defining “Chapbooks”
 - 1). religious agenda --Sarah Trimmer (17-18)
 - educational agenda --J. Hamilton Moore (18)

E. “transitional” books ≠ The Cheap Repository Tracts

The Cheap Repository Tracts (34-36)

- adopting the traditional look and format of chapbooks
- a very deliberate and systematic attempt to reform plebeian moral economy
- highly didactic

e.g.

- 1) highly didactic account of children in *Father Gander’s Tales* and others (34-45)
- 2) *an ideal portrait of a lower-class family in The Cottager’s Saturday Night; A Poem* (36)
- 4) injunctions to domestic frugality to the poor in *Franklin’s Way to Wealth; or, Poor Richard Improved* (36)

F. Concluding Analysis (37-38)

Chapter 2

“Class Relations in Middle-Class Children’s Literature: Interacting with and Representing the Poor and the Rich”

A. thesis

self-representation of the middle class as “the moral and productive center of English society” and differentiated from “the classes above and below” (39)

B. outline

1. children and servants (39-44)
2. children and their “fascination with the trappings of wealth and status” (44-47)
3. “the **industrious** poor” and “the **contented** laborer” (47-51)
The Entertaining and Instructive History of John Trueman (c. 1800) (48)
Mary Ann Kilner’s *The Adventure of a Pin-Cushion* (c 1780) (49)
Sarah Trimmer’s *The Charity School Spelling Book*
4. “Stories narrated by animals or inanimate objects also performed the didactic function of portraying the virtues of contentedness with one’s lot in life and fortitude in the face of unforeseen adversity. (51-65)

1) Charity is another virtue to be honored.

--- treating animals with kindness → a) greater serviceability and productivity
b) agreeable subservience

2) animals = the lower class (52, 56)

3) e.g.

Sarah Trimmer's *Fabulous Histories* (later published as *The History of the Robins* (51-55)

a) The Wilson farm – the humane yet rational and utilitarian model of animal management

b) Edward Jenkin's cruelty to animals

Mrs. Addis's excessive affection for her pets

→ two poles of the abuse of animals

Dorothy Kilner's *Rational Brutes* (55)

Lady Eleanor Fenn's *Cobwebs to Catch Flies* (57)

James Bisset's *The Orphan Boy* (58)

Mary Pilkington's *Tales of the Cottage* (59)

4) charity as “a potential mechanism for reforming the plebeian class and its cultural practices” (60)

e.g.

The Silver Thimble (60)

5) animal fable: “a safe venue for the middle classes to espouse their objections to upper-class privilege” (63)

e.g.

The Memoirs of Dick the Little Pony (1800) (63-65)

Chapter 4

“Toward the Self-Regulating Subject: Teaching Discipline in Pedagogical Systems and Children's Books”

A. theses

1. Medical and psychological theories of childhood overlapped with pedagogical theory in the period.

2. The child as “other”

By their deficient or unformed nature, children require discipline.

B. outline

1. “pedagogical writings”

Maria Edgeworth’s *Practical Education* (86-87)

Catharine Macaulay’s *Letters on Education* (1790) (87-)

Andrew Bell’s *An Experiment in Education, Made at the Asylum of Madras* (91-94)

Sarah Fielding’s *The Governess, or Little Female Academy* (94-95)

Richard Johnson’s *Juvenile Trials, for Robbing Orchards* (95-96)

- a shift in attitudes towards correcting rather than punishing the behavior of children (89)
- mental discipline as the most effective mechanism (90)
- constant supervision by monitors, peers and teachers + the normalizing effect of routine and methodical repetition of tasks (92)
- ranking + reward (93)

2. “pseudobiography”

Mary Wollstonecraft’s *Original Stories from Real Life* (96-97)

Mary Cockle’s *The Juvenile Journal; or, Tales of the Truth* (97)

- examples of young people who, having internalized accepted models of behavior, no longer required the direct intervention of their parents and guardians to correct their own deficiencies (96)

Dorothy Kilner’s *The Village School* (1795) (98-101)

- physical punishment as a last resort. (100)

3. wrap-up

Writers for and about children disseminated and reproduced the middle-class ideology.

Exploration

1. Consider O'Malley's definition of the term "children's literature." How does he re-define or broaden the terrain of children's literature?
2. Explore the theoretical bases behind O'Malley's study. Do you think Marxist historiography and Foucaultian theories put the 18th-century children's literature into perspective?

Useful Website

The Hockliffe Project: Homepage

<http://www.cts.dmu.ac.uk/AnaServer?hockliffe+0+start.anv>