

This sample sabbatical application, from 2017-18, COLS, is for use by individual sabbatical applicants. Consult the current Sabbatical Proposal Application Procedures sheet and current Sabbatical Application Form for information about sabbaticals.

Your College Sabbatical Review Committee can offer you guidance about the sabbatical process.

The University of Wisconsin-Stevens Point
Program for the Development of University Personnel

DO NOT FILL IN
File Number 917.09

2017 – 2018 SABBATICAL COVER SHEET

DATE OF APPLICATION: 9/9/2016

TITLE OF PROPOSED PROJECT OR STUDY: Irish Education: Thomas Sheridan, Samuel Whyte,
and the Impact of Elocutionary Theory on Literacy Instruction, 1756-1800

SUBMITTED BY: [REDACTED] UWSP ID#: 10004417

DEPARTMENT OR OFFICE: [REDACTED]

PHONE NUMBER: 715-346-4327

COLLEGE, SCHOOL OR ADMINISTRATIVE AREA: Letters and Science

PROJECTED FUNDING DATE: (check one, please explain any contingencies)

- Fall semester (full time)
- Spring semester (full time)
- Academic Year (65% compensation)

Contingencies:

THE APPLICANT FOR A SABBATICAL IS A (please check all those which are appropriate)

- Member of an Ethnic Minority
- Woman

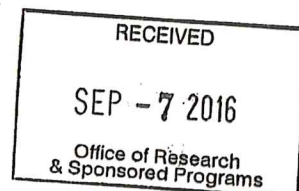
HAS APPLICANT PREVIOUSLY HAD A SABBATICAL? Yes No

Year: _____ Title: _____

Results: (limit to a paragraph)

Applicant
Signature: [REDACTED]

Date: 9/9/2016



SABBATICAL LEAVE FORM (Due at the Dean's Office, April 1, 2016, by noon)

Submitted by: [redacted] Date: 30 March 2016

Department/Unit: [redacted]

Leave Requested:
 Fall Semester Spring Semester Academic Year

Title of Proposal: Irish Education: Performing Literacy in Late Eighteenth-Century Ireland

Type of Proposal:
 Primarily enhancement of teaching/curriculum development
 Primarily research
 Other (explain)

College and Departmental assurance (complete one of the following):

A. I support this application for a sabbatical leave. The College and Department have committed the resources to support the personnel expenses related to this sabbatical leave request.

Signature: [redacted]
Department/Unit Chair

Signature: [Handwritten Signature]
Dean or Associate Dean

OR

B. I cannot support this application for sabbatical leave (please attach a letter of explanation).

Signature: _____
Department/Unit Chair

Signature: _____
Dean or Associate Dean

OR

C. I have read this application but cannot make a commitment at this time (please attach a letter of explanation).

Signature: _____
Department/Unit Chair

Signature: _____
Dean or Associate Dean

ABSTRACT FORM

Name: [REDACTED]

Rank: Professor

Department: [REDACTED]

College: Letters and Science

Title of Proposal: Irish Education: Thomas Sheridan, Samuel Whyte, and the Impact of Elocutionary Theory on Literacy Instruction, 1756-1800

Brief Paragraph Abstract (3-4 sentences written in the third person; 100 words maximum):

Professor [REDACTED] will complete a book on eighteenth-century literacy education in Ireland, focusing on the relationship between theory and practice. The central figures will be Thomas Sheridan and his protégé Samuel Whyte, who succeeded in implementing Sheridan's theories and establishing one of Dublin's most successful independent (private) schools. Examining Whyte's career, in particular, will fill important gaps in our understanding of modern literacy education in Ireland. The project will also contribute to a searchable online archive of schools, teachers, and students in this period that will promote further scholarly efforts to understand the historical contexts of education.

Brief Vita

Education: Ph.D. (English) Univ. of North Carolina, Chapel Hill, 1998
M.A. (English) Univ. of North Carolina, Chapel Hill, 1993
B.A. (English) Univ. of Texas, Austin, 1990

Current Position: Professor, UWSP Department of [REDACTED]

Select Publications:

"The Rhetoric of Virtuous Reading and its Relation to Genre in Defoe's *Roxana* and the 1765 Continuation." Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy 49 (2003): 20-53.

"The Rhetorical Value of Reading Aloud in Thomas Sheridan's Theory of Elocution." RSQ: Rhetoric Society Quarterly, 31.4 (2001): 67-88

Manuscripts Under Review:

"Making the Green One Red: Elocution, Emotion, and the Impact of Print Literacy." *The Eighteenth-Century: Theory and Interpretation* 58.2, Special Issue: "Emotion in the Long Eighteenth Century," Aleksandra Hultquist, ed. (Summer 2017): in press.

"Literacy as Performance in Eighteenth-Century Ireland: Samuel Whyte's Amateur Theatricals and Elocutionary Education," to *Eighteenth-Century Studies*, 22 June 2016

"The Elocution Movement, 1748-1806: An Annotated Bibliography," to *Advances in the History of Rhetoric*, 30 June 2016

Select Presentations:

"Irish Education and Independent Academies in the late 18th-century." American Conference for Irish Studies, Midwest Regional Meeting, La Crosse, WI, 9 October 2015

"The Business of Literacy in Eighteenth-Century Dublin: Schoolmasters and the Power of Social Networks." L & S Faculty Forum Presentation. UWSP. 6 March 2014.

Background

“The task of our present writers is very different; it requires, together with that learning which is to be gained from books, that experience which can never be attained by solitary diligence, but must arise from general converse, and accurate observation of the living world.”
 –Samuel Johnson, *Rambler* #4.

This sabbatical will support the completion of a book-length manuscript on literacy education in Ireland in the second half of the eighteenth century. In addition to basic reading skills, literacy education or “teaching English” would also have included training in elocution, which emphasized public speaking skills, correct pronunciation, and especially strategies for reading literary and dramatic texts out loud with proper emphasis and emotion.

My project focuses on the relationship between the theory and practice of elocution, in keeping with the principle laid out in the quotation above. Although I am unlikely to receive a support letter from Samuel Johnson, his view that theory (“the learning which is to be gained from books”) needs to be understood in the context of practice (“that experience which can never be attained by solitary diligence”) suggests that he would approve of the project. He might also be curious to learn about the practical impact of the elocutionary theories of his (one-time) friend and fellow lexicographer, Thomas Sheridan, as they were applied in actual schools in Ireland in the late eighteenth century. No doubt Johnson would already be aware of the importance of his own book, *The Dictionary of the English Language* (1755), as contributing to Sheridan’s theories, despite the low opinion he had of Sheridan’s ambitious ideas. What’s more, as someone who tried his hand at being a schoolmaster himself as a young man but failed after one year, Johnson might appreciate learning about the amazing success of Samuel Whyte, the Dublin schoolmaster who effectively applied Sheridan’s theories—through “solitary diligence,” as well as indefatigable social networking—for more than 50 years.

Description of the project

First, the sabbatical will allow me to draft and revise the final two chapters of a book manuscript, *Irish Education: Thomas Sheridan, Samuel Whyte, and the Impact of Elocutionary Theory on Literacy Instruction 1756-1800*, that I plan to submit to Four Courts Press, an Irish academic publisher. Second, it will allow me to lay the groundwork for future research on the topic by adding the information I have gathered on hundreds of schools, schoolmasters, and students to a searchable online database that will be housed at the National University of Ireland, Maynooth.

Towards these ends I will be applying for a Visiting Fellowship at Maynooth’s Institute for Research in Irish Historical and Cultural Traditions (*An Foras Feasa*) that would allow me one month to collaborate in person with the creators of an existing digital humanities project, *Irish Children in 18th Century Schools and Institutions* (<http://research.dho.ie/children/>). My contributions would significantly expand this resource and help ensure its ongoing viability. This fellowship would also provide me with a base of operations for completing archival research in Maynooth and elsewhere in Dublin related to my project. I have corresponded with the Institute’s director, Susan Schreibman, who has assured me that the project I have in mind fits very well with the program; however, the application will not be available until spring 2017, so there is no absolute guarantee. I will also be applying for a UPDC grant to support my travel to Ireland in March 2018 so that I will be able to complete my research there whatever the outcome of the fellowship.

Below is a draft table of contents and brief summary (in brackets I identify the source from which I will create each chapter).

Part 1: Education Theory and Practice in Ireland, 1756-1788

1. Thomas Sheridan’s Theory of Elocution: Print Literacy, the “Art of Reading,” and Irish Nationalism [ACIS 2017 presentation]

2. From Stage to Schoolroom: The Failure of Sheridan's Plans for National Reform

[ACIS 2016 presentation]

This part focuses on Thomas Sheridan's theories and his attempts to put them in into practice in Ireland, emphasizing how his agenda was shaped by his Irish context. Chapter 1 addresses the specifically Irish origins of his theory of elocution and why he sees it as central to reforming British (and Irish) culture. Chapter two builds on Helen Burke's assessment of Sheridan's theatrical agenda, examining his transition from being a Shakespearean actor and stage manager of Dublin's Smock Alley theatre to a new career as elocutionist and education reformer. This chapter addresses his mostly failed attempts to convince Irish government officials to establish a school conforming to his theories.

Part 2: Samuel Whyte's Impact on Irish Education and Irish Society, 1758-1824.

3. The Business of Literacy: The Success of Whyte's English Grammar School and the "Hedge Schools" of Dublin

[ACIS 2015, L&S 2015]

4. Teaching English: Literacy as Performance in Elocutionary Education.

[ECS article, pt. 2]

5. Extra-curricular Activities: Print Culture, Amateur Theatricals, and the Value of Social Networks

[ASECS 2017 presentation; ECS article, pt. 1]

Part 2 looks at how Whyte built upon his collaborations with Sheridan during the 1750s to establish a school that successfully put into practice many of Sheridan's theories. It will draw on archival and bibliographical data that I have compiled on Irish schools, teachers, students, and textbooks in this period. Building on the existing research on Irish education done by Antonia McManus, Donald Akenson, and others, this information helps situate Whyte and his school within the larger context of Irish education, allowing me to identify his unique contributions as well as trends that were common throughout Irish schools at this time. This section focuses on the funding structures, management practices, curricular options, pedagogical methods, and types of students that schoolmasters like Whyte had to work with. It will showcase the day-to-day aspects of literacy education and will highlight the way in which Whyte succeeded where Sheridan failed when it came to putting into practice his theories of curricular reform.

Part 3: Deriving Theory from Practice

6. Practical Elocution: Whyte's Theories of Modern Education

[Sabbatical]

7. Conclusion: Print Literacy, Elocution, and the Illusion of National Unity

[Sabbatical]

In this final section I focus on the conclusions that can be drawn from the experiences of Sheridan and Whyte. Chapter 6 focuses on Whyte's critiques of contemporary Irish education as well as his theoretical contributions based on his own experiences as a schoolmaster. Chapter 7 focuses on the larger implications of elocutionary theory as it was applied in Irish schools during this period. It examines what succeeded, what failed, and the lessons learned from this study that are relevant to modern literacy studies in the context of significant cultural and technological change.

Appendices:

Independent Schools and Schoolmasters in Dublin, 1750-1820*	[Summer 2012-present]
Student Directory, English Grammar School, 1758-1824*	[Summer 2012-present]
Textbooks published in Ireland, 1750-1800	[AHR article]
Amateur Theatricals, 1759-1820	[ECS article]

*Information from these appendices to be added to the searchable online database, *Irish Children in 18th-Century Schools and Institutions*, in collaboration with the site's creators and *An Foras Feasa: The Institute for Research in Irish Historical and Cultural Traditions* at the National University of Ireland, Maynooth.

[Sabbatical]

Rationale for the project

My ongoing interest in doing research related to Sheridan's theories of elocution grows out of a fairly simple question: why is English Literature at the center of our modern language arts curriculum? There is a general consensus that "the rise of English . . . is closely linked to the fall of classical studies from a position of eminence and to the near obliteration of rhetoric as a college subject" (Scholes 1-2), a change that took place over the course of the 18th and 19th centuries. However, more work is needed to fully understand how and why this transformation took place and what it looked like "on the ground," particularly in 18th century Britain.

My early work on this topic, as well as much of the existing research, tended to focus on the theory side of the equation, emphasizing what was written in theoretical treatises and textbooks. An example of this is Wilbur Samuel Howell's *Eighteenth-Century British Logic and Rhetoric* (1972), which assesses intellectual trends in this period primarily by tracing the development of ideas from one theorist to another. His negative appraisal of Sheridan's theory in contrast with "classical rhetoric," rather than the more immediate historical context of his own time and place, has shaped scholarly views of this topic ever since. More recent research, including my own, has tried to understand Sheridan and other elocutionists more accurately in terms of what they were trying to accomplish in their particular historical context (Goring 2005; Harrington 2010; Mahon 2001; Spoel 2001).

In *The Formation of College English* (1997) and *The Evolution of College English* (2010), Thomas P. Miller has helpfully addressed my original question by examining the development of literacy studies in Scottish, English, and American universities from the 18th century to the present. As Miller points out, historians have tended to focus on institutional changes in the 19th century in places like Harvard and Yale, but we still have an incomplete picture of what preceded these developments. We also have an incomplete picture of literacy instruction in elementary and secondary education, which is where elocution was a much more prominent subject than at the university level where Miller's attention is focused. This gap is especially large when it comes to education in Ireland, which is the most immediate context for understanding the origins and objectives of Sheridan's theories.

In 2012, supported by a UPDC travel grant, I spent a month in Dublin doing research on Sheridan's protégé Samuel Whyte, who was the cousin of Sheridan's wife Frances and who ran a school that put into practice many of Sheridan's theories. Whyte maintained a grammar school on Grafton Street from 1758 until his death in 1811, and his son Edward continued the school until 1824. During most of this time Whyte's school was the most highly desired school for the children of upper-class Dubliners, many of whom went on to notable careers in politics and literature, including Sheridan's son Richard Brinsley Sheridan, the poet Thomas Moore, Irish revolutionary Robert Emmet, and the Duke of Wellington.

The reason I chose to study this school was to explore the relationship between theory (Sheridan's) and practice (Whyte's), to get a better perspective on literacy education in this period. In my research on Whyte, I found that he did indeed teach a curriculum that emphasized elocution consistent with Sheridan's theories. He even used some of Sheridan's books in his classroom. Consistent with Sheridan's public performances of passages from Shakespeare, Milton, and Dryden to illustrate proper elocution, I found that Whyte gave prizes to his students for demonstrating proficiency in reciting many of the same passages Sheridan performed. A certain R. Guinness, one of the members of the famous Guinness family who attended his school, was singled out in 1767 for "Speaking Dryden's Ode" (Sheridan's favorite show piece), and his classmate Welbore Ellis Doyle, who later became an officer in the British Army during the American Revolution also won praise six months later for "Reading selections from Dryden, Pope, Addison, etc." In the spirit of bipartisanship, I should note that one of Doyle's and Guinness's classmates, Walter Stewart, while not earning prizes for elocution, went on to become one of George Washington's generals on the other side of the American war.

In addition to such examples of how Whyte put theory into practice, I also found a more complex picture of Irish education in general in this period and Whyte's impact in particular. The kind of curriculum offered by Whyte was not unique to his school. Instruction in elocution, reading, English literature, was a common component of the curriculum in many schools in Dublin and elsewhere whether they emphasized a "modern," practical curriculum for non-university-bound students or a more

"classical" education for those preparing for university admission. It also became clear that Whyte was a leader among Dublin schoolmasters, pioneering curricular and marketing strategies, promoting the education of women, and collaborating with other schoolmasters and influential citizens to support the educational community in Dublin.

There is currently very little available scholarship that discusses Whyte or his contributions to Irish education, especially compared to the amount that has been written about Sheridan, which is itself not voluminous. This research would not only break ground in documenting the career of an undeservedly overlooked historical figure, it would also shed light on an entire educational community in Dublin, throughout Ireland, in a period that closely predated the establishment of a national education system in 1831.

Objective

My objective is two-fold:

1. Complete a book-length manuscript for publication by Four Courts Press (Dublin), a leading publisher on works related to Irish history.
2. Complete a searchable database of schools, teachers, students, and textbooks that will support ongoing research on Irish education. My goal is for this to be housed at Maynooth University's Institute for Research in Irish Historical and Cultural Traditions (An Foras Feasa).

Activities

Pre-sabbatical (Fall 2016-Fall 2017):

- Sept. 2016: Present paper at Midwest American Society for Irish Studies (Midwest ACIS) Conference, "Irish Education: Thomas Sheridan's Frustrated 'Ante-bellum' Vision," 23 September, 2016.
- Spring 2017: Apply for Visiting Fellowship, Maynooth University, deadline in March (TBA). American Society for Eighteenth-Century Studies (ASECS) conference presentation, Minneapolis. Submit application for Fall 2017 Midwest ACIS conference and begin drafting presentation.
- Summer 2017: Continue compiling database of schools, teachers, students, textbooks (MS Access). Revise chapters 3, 4, and 5. Apply for UPDC travel grant to support travel to Ireland, Spring or Summer 2018.
- Fall 2018: Present paper at Midwest ACIS conference that extends my argument in the paper presented in Fall 2016. This will help complete the draft of Part 1.

Sabbatical semester

- Spring 2018: Sabbatical leave. Spend one month in Ireland to complete research on Irish schools and collaborate with Maynooth University on setting up an expanded database. Draft and revise chapters 6 and 7. Since these chapters are looking back at the material from the previous chapters, these should be completed last. The time available during the sabbatical period will be essential for focusing on completing these crucial components of the project.

Post-sabbatical

- Summer 2018: Revise chapters 1 and 2; edit chapters 1-7 plus appendices.
- Fall 2018: Submit draft of completed manuscript
- Ongoing contributions to and expansions of Irish education database.

Results

This project will produce at least two scholarly conference presentations and a book manuscript. It will also lead to the creation of a searchable online database of information about Irish schools, teachers, students, and the curriculum they used that is not currently available to scholars or the general public.

As a scholar, I believe this project is worth doing because it addresses gaps in the fields of literacy studies, history of rhetoric, and Irish studies related to literacy education in the 18th century. The changing educational landscape during this period, as a modern literacy curriculum replaces classical education,

reflects attempts by eighteenth-century educators to adapt to changes brought about by print literacy. Observing this history, I believe, can shed light on changes in communication technologies we are facing in 21st century education.

For me as a teacher, focusing on the connections between theory and practice is central to what I do, since I teach courses in both Rhetorical Theory (ENGL 379) and Rhetorical Practice (otherwise known as ENGL 202: Sophomore English, ENGL 250: Intermediate Composition, or ENGL 350: Creative Nonfiction). Understanding these relations more fully will, I hope, benefit my students in both types of courses, as it will affect the way I design assignments and present theoretical material, especially theories related to literacy education.

Relevance to Professional Development Plan

This project represents a continuation of my ongoing research and publication related to 18th-century literacy and rhetorical theory, beginning with my dissertation on Thomas Sheridan and the elocution movement. My most recent work along these lines includes an article on elocutionists' approach to emotion, submitted to *The Eighteenth-Century: Theory and Interpretation*, and an article on Samuel Whyte's involvement in private theatricals, submitted to *Eighteenth-Century Studies*. This project is in line with my ongoing scholarship and teaching responsibilities in keeping with my recent post-tenure review. A letter of support from Michael Williams, my department chair is included.

Evaluation

Evaluation will come from peer review and eventual publication of my book manuscript. It will also be based on discussion of my work with colleagues during and after presenting papers at academic conferences. The audiences for the book include scholars interested in Irish history and culture, rhetorical theory, and/or literacy studies. The forums in which I plan to publish and present will adequately target these audiences.

Bibliography and Works Cited

- Akenson, Donald. *The Irish Education Experiment: The National System of Education in the Nineteenth Century*. New York: Routledge and K. Paul, 1970.
- Burke, Helen. *Riotous Performances: The Struggle for Hegemony in the Irish Theater, 1712-1784*. South Bend: U of Notre Dame Press, 2003.
- Goring, Paul. *The Rhetoric of Sensibility in Eighteenth-Century Culture*. Cambridge: Cambridge UP, 2005.
- Harrington, Dana. "Remembering the Body: Eighteenth-Century Elocution and the Oral Tradition." *Rhetorica: A Journal of the History of Rhetoric* 28.1 (2010): 67-95.
- Howells, Wilber Samuel. *Eighteenth-Century British Logic and Rhetoric*. Princeton: Princeton UP, 1971.
- Mahon, M. Wade. "The Rhetorical Value of Reading Aloud in Thomas Sheridan's Theory of Elocution." *RSQ: Rhetoric Society Quarterly* 31.4 (2001): 67-88.
- McManus, Antonia. *The Irish Hedge School and its Books, 1695-1831*. Dublin: Four Courts Press, 2002.
- Miller, Thomas P. *The Formation of College English*. Pittsburgh: U of Pittsburgh P, 1997.
- . *The Evolution of College English*. Pittsburgh: U of Pittsburgh P, 2010.
- Scholes, Robert. *The Rise and Fall of English*. New Haven: Yale UP, 1998.
- Spoel, Philippa M. "Rereading the Elocutionists: The Rhetoric of Thomas Sheridan's *A Course of Lectures on Elocution* and John Walker's *Elements of Elocution*." *Rhetorica* 19.1 (2001): 49-91.
- Sheridan, Thomas. *British Education: Or, The Source of the Disorders of Great Britain*. London, 1756.
- . *A Course of Lectures on Elocution: Together with Two Dissertations on Language; and Some Other Tracts Relative to Those Subjects*. London, 1762.
- Whyte, Samuel. *Modern Education, Respecting Young Ladies as well as Gentlemen*. Dublin, 1775.
- (and E. A. Whyte). *Miscellanea Nova*. Dublin 1800.

Sabbatical 2017-2018

VITA SUMMARY

Rank or Title: Professor

Date Hired: 7/1/1999

Highest Academic Degree and Date Awarded: Ph.D. (December 1998)

1. Provide a brief resume of professional experience which will give evidence to the reader of your ability to undertake the intended project.

In addition to writing my dissertation on Sheridan and elocutionary theory, I have completed several articles, manuscripts, and conference presentations on the subject matter of this project since 1998. Since the summer of 2012, I have continued to compile and index data on Irish schools and schoolmasters that will be essential to this project. Also, my experience as a writing teacher and editor of the journal *Issues in Writing* will contribute to my ability to compose and revise manuscripts for an appropriate scholarly audience in keeping with the proposed timeline for completing the project.

2. List previously awarded grants of any type (external or internal) in the past five years, funded or not. For past UPDC grants, state the results of those grants (see General Guidelines).

UPDC Travel Grant, Summer 2012, to support research for one month in Dublin related to Samuel Whyte's school. \$4,983 awarded.

3. List related publications, exhibits, and performances in the past five years.

Manuscripts Under Review:

"Making the Green One Red: Elocution, Emotion, and the Impact of Print Literacy." *The Eighteenth-Century: Theory and Interpretation*, Special Issue: "Emotion in the Long Eighteenth Century," Aleksandra Hultquist, ed. (Winter 2017): in press.

"Literacy as Performance in Eighteenth-Century Ireland: Samuel Whyte's Amateur Theatricals and Elocutionary Education," to *Eighteenth-Century Studies*, 22 June 2016

"The Elocution Movement, 1748-1806: An Annotated Bibliography," to *Advances in the History of Rhetoric*, 30 June, 2016

Presentations:

"Irish Education: Thomas Sheridan's Frustrated 'Ante-bellum' Vision," American Conference for Irish Studies, Midwest Regional Meeting, Lawrence, KS, 23 September, 2016.

"Irish Education and Independent Academies in the late 18th-century." American Conference for Irish Studies, Midwest Regional Meeting, La Crosse, WI, 9 October 2015.

"The Business of Literacy in Eighteenth-Century Dublin: Schoolmasters and the Power of Social Networks." L & S Faculty Forum Presentation. UWSP. 6 March 2014.

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