

**THE TEACHER AS ARTIST:  
AN ESSAY IN  
EDUCATION AS AN  
AESTHETIC PROCESS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649347391

The Teacher as Artist: An Essay in Education as an Aesthetic Process by Herman Harrell  
Horne

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**HERMAN HARRELL HORNE**

**THE TEACHER AS ARTIST:  
AN ESSAY IN  
EDUCATION AS AN  
AESTHETIC PROCESS**



**Riverside Educational Monographs**

EDITED BY HENRY SUZZALLO

PRESIDENT OF THE UNIVERSITY OF WASHINGTON, SEATTLE

**THE TEACHER AS ARTIST**

AN ESSAY IN EDUCATION AS AN  
AESTHETIC PROCESS

BY

**HERMAN HARRELL HORNE, Ph.D.**

PROFESSOR OF THE HISTORY OF EDUCATION AND  
THE HISTORY OF PHILOSOPHY, NEW YORK UNIVERSITY



STANFORD LIBRARY

HOUGHTON MIFFLIN COMPANY

BOSTON, NEW YORK AND CHICAGO

*The Riverside Press Cambridge*

2  
Horne

## PREFACE

IN the following pages the first essay raises the question whether the art of teaching may in a measure become one of the fine arts, and answers in the affirmative, under certain conditions. What these conditions are the second essay attempts to set forth. Though the æsthetic experience is complex and difficult to analyze, I have endeavored to be as intelligible as the subject itself allows, having in mind busy teachers who have neither the time nor the inclination to puzzle over unnecessary difficulties.

That the standard here set up for the teaching process is high, perhaps too high for general attainment yet awhile, is admitted; yet we may steer by the stars. My idealistic writings on education have been criticized for lifting the standards too high, "putting the teacher on a pedestal," and seeing philosophical significance in "mere pedagogy." The charge is well founded

## PREFACE

— unless you who read, having the eternal perfection in your hearts, prove otherwise by your beautiful work in shaping individuals and society.

H. H. H.

LEONIA, NEW JERSEY  
*October 1916*

## CONTENTS

EDITOR'S INTRODUCTION . . . . .	vii
I. IS TEACHING A FINE ART? . . . . .	i
II. THE SORROWING OF AN INARTISTIC TEACHER . . . . .	39
REFERENCES . . . . .	59
OUTLINE . . . . .	61





## EDITOR'S INTRODUCTION

THERE are many teachers who are good artisans; there are only a few who are fine artists. All teachers who are successful enough to hold their appointments possess the useful power to transform human nature so that it is better informed, more moral, and more effectively active than before. But the process by which these valuable results are brought about may have been more or less mechanical and quite unpleasing to the pupil. The pupil himself, well informed, thoughtful, and dynamic, may not be a wholesome and attractive personality. The process and the product of the finely artistic teacher are vastly different. He teaches, he is inspiring and genial, and those who study and labor under his guidance do so with spontaneity and affection. The men and women he rears are more than strong and forceful, learned and skillful; they are harmoniously developed personalities, wholesome and charming, for whom "the world steps aside"

## EDITOR'S INTRODUCTION

more than half the time. The fine artist in the classroom differs from the mere artisan in more things than degree of ability. There is a difference both of aim and of method.

There was an older type of education that made of every man it touched the scholar and gentleman. Too often our newer type of school training makes only the scholar and omits the gentleman. It is the blend of the two at which the truly artistic teacher aims. However narrow the field of study may seem to be, this master pursues his specialty with a reverent regard for relationships and settings. He gives a liberal education in a single course. His treatment is specialized but never narrowing. Into the classroom he brings a character as well as a mind. He conveys both values and truths. In him there is no forgetfulness of the man, the gentleman, in whom the trained mind is to reside. While his direct and obvious business is to make a thinker, he never forgets the more important obligation of training character. His objective is nothing less than the making of a wholesome, attractive, and admirable personality, which