

Univerzita Palackého v Olomouci

Pedagogická fakulta

Bakalářská práce

Univerzita Palackého v Olomouci

Pedagogická fakulta

Ústav cizích jazyků

Bakalářská práce

Jakub Hrbáč

Villainous teachers in modern children's literature

Prohlášení

Prohlašuji, že jsem bakalářskou práci vypracoval samostatně a použil pouze uvedených zdrojů a literatury.

V Olomouci dne 31.3.2022

podpis

I would like to thank my supervisor Mgr. Barbora Bačíková for support and help with the content, and style of my bachelor project.

Abstract

The thesis aims to analyse selected villainous teachers in modern children's literature. The theoretical part is focused on introducing a common archetype of a villain in children's literature and on depicting selected books related to these teachers with plot summaries and reviews. In the end methodology of further analysis is given. In the practical part, we analyse each teacher individually according to the methodology and then summarise each teacher's analysis. The last chapter compares all teachers together in the perspective of the general analysis and in the perspective of analysis based on their teaching.

Table of contents

1.	Introduction.....	8
2.	Theoretical Part.....	9
2.1.	Villains in children’s literature.....	9
2.2.	Harry Potter and the Goblet of Fire	10
2.2.1.	Introduction	10
2.2.2.	Plot summary.....	10
2.2.3.	Book reviews	11
2.3.	Harry Potter and the Half-Blood Prince.....	13
2.3.1.	Introduction	13
2.3.2.	Plot summary.....	13
2.3.3.	Book review	14
2.3.4.	About the author	15
2.4.	The Graveyard Book.....	16
2.4.1.	Introduction	16
2.4.2.	Plot summary.....	16
2.4.3.	Book review	17
2.4.4.	About the author	18
2.5.	Methodology	19
3.	Practical Part.....	20
3.1.	Alastor Moody (Bartemius Crouch Jr.)	20
3.1.1.	Introduction	20
3.1.2.	Analysis of Moody’s Daily Life, Past and Connections with Evil.....	20
3.1.3.	Analysis of Teaching and the Character’s Behaviour in Class	20
3.1.4.	Was Alastor Moody a role model for anyone?.....	21
3.1.5.	Analysis based on pupils’ evaluation.....	22
3.1.6.	Summary	22

3.2. Severus Snape.....	24
3.2.1. Introduction	24
3.2.2. Analysis of Snape’s Childhood, School Years and Choosing Evil	24
3.2.3. Analysis of Snape’s Teaching, Attitude towards Students	27
3.2.4. Snape as a role model	28
3.2.5. Was Snape Loved or Hated?	29
3.2.6. Summary	29
3.3. Miss Lupescu.....	31
3.3.1. Introduction	31
3.3.2. Miss Lupescu’s Past.....	31
3.3.3. Miss Lupescu’s evil teaching methods	31
3.3.4. Miss Lupescu as a role model	32
3.3.5. Did Bod like Miss Lupescu?	32
3.3.6. Summary	33
3.4. Comparison of the analysed teachers.....	34
3.4.1. Based on all Parts of the Analysis	34
3.4.2. Based on the Analysis of Teaching.....	35
4. Conclusion	36
Bibliography	37
Primary sources	37
Secondary sources	37
Resumé	40
Annotation	41

1. Introduction

Villainous teachers in children's literature might seem rare, as there is only a few truly evil ones. For this project, I selected three debatably evil teachers to analyse.

Two of these characters are from J.K. Rowling's Harry Potter saga, specifically Professor Severus Snape and Alastor Moody. Both were known as partly evil, however, most fans of the saga consider them to be good characters.

For the third teacher's character, I chose the character of Miss Lupescu from Neil Gaiman's *The Graveyard Book*. This character is not generally depicted as evil, however, some of her acts are pictured as evil.

The theoretical part focuses on the selected books, in which those characters have their main roles. To introduce the story of every book, there is a book summary for each of the books, and a book review, to outline the book from the perspective of readers. This part also contains an introduction into the problematics of villains in children's literature in general, in which the most common archetypes are described. The last chapter is dedicated to the methodology of the analysis.

The practical part is focused on the main analysis. There are partly analysed all selected characters in different criteria. After the analysis, every character's individual analysis is summarized and, in the end, all three characters are compared in a general way and in the specific way of their teaching.

The main goal of the analysis is to find differences between selected villainous teachers. The main questions are therefore, in which ways are these teachers evil. What are the reasons of them being evil? Are they evil during their classes? What are students' opinions on them? And mainly, which one is the most and least evil?

2. Theoretical Part

2.1. Villains in children's literature

Villains in children's literature are often described stereotypically by authors. According to Shepard, authors tend to picture their villains as the opposite to their heroes, ugly, physically undesirable and either poor or wealthy, while heroes tend to be handsome, healthy, middle class (Shephard, 1962, p. 672).

Children's literature has a key role in defining values, according to Christodoulou. In her study based on analysis of children's evaluation of heroes and villains, most villains are male, with preferable mental attributes, other than physical or with supernatural abilities. Most villains were also poor, rather than rich, and more frequently with a different cultural identity. However, in the end of the study, Christodoulou realizes, that children often are not able to recognize the differences between heroes and villains, and are often confused, thus these results are influenced, and many characters fall into both categories (Christodoulou, 2015, p. 50-53).

Similarly, Kokorski also finds villains to be more often male than female. There is a stereotypical black and white pattern used in case of villains according to her. To symbolize pure evil, villains are usually depicted as extraordinarily cruel. The main attribute she finds interesting to be common to villains is their greediness. Achieving their goals is often getting as much power as possible, and even after succeeding, still trying to be even more powerful, which sets an example to behaviour socially not accepted. She also mentions the influence of villains to the hero's character development, as she says: "*The more atrocious the villain is, the braver the hero has to be*"(2011, p. 147-154).

In another Kokorski's work, she focuses on villains in the perspective of the reader's ability to recognize them. The problematics of recognizing a villain when they are not breaking any laws and instead of it working as a head of a society, is leaving the author relying on the readers understanding of the contrast of villain's acts and lawful actions, or on readers moral. Here, Kokorski describes villains as the unstoppable ones, as they do not have to care about facing any consequences of their own actions, and therefore they can abuse their power as much as they want to and continue being a threat to a society. (Kokorski, 2012, p. 141-150).

2.2. Harry Potter and the Goblet of Fire

2.2.1. Introduction

The fourth continuation of the famous Harry Potter saga by J.K. Rowling was originally published in July 2000. As the following of the previous books from this saga, the book takes the reader back to the life of Harry Potter, the main protagonist, one year older than in the previous book, turning 14 years old during the story.

2.2.2. Plot summary

The beginning of this book, however, starts with a look into the past, where the main villain Voldemort kills a warden of abandoned Riddle house, as he approaches Voldemort and hears him plotting with Wormtail to kill Harry Potter. With this being Harry's nightmare, he wakes up and feels the scar on his forehead burning (Rowling, 2000, p. 16). A few days later, Harry, Hermione, and the Weasley family go to watch the Quidditch¹ World Cup. On the way there, they meet Cedric Diggory and his father. After the match, death eaters start a riot and fire a Dark Mark into the sky. In this chaos, Weasleys forget about Harry and apparate away. Luckily, Ministry's Aurors² find him, Ron and Hermione before death eaters (Rowling, 2000, 129).

As the story continues, students return to the Hogwarts School of Witchcraft and Wizardry. Traditional main dinner with master Dumbledore's speech is special this year. Dumbledore announces that the new teacher of the Defence Against the Dark Arts will be an Auror Alastor Moody and that Hogwarts will hold a prestigious Triwizard Tournament (Rowling, 2000, p. 186). With that, he greets the students from Beauxbatons Academy and Durmstrang Institute. He introduces the Goblet of Fire which is going to choose the champion for each school. It is also announced that only students 17 years old and above can participate in this tournament.

The schoolyear continues, and the Goblet of Fire chooses three names. Fleur Delacour, Viktor Krum, and Cedric Diggory. When suddenly, the Goblet chooses the fourth name, Harry Potter. Students start complaining about him being a cheater since he is only 14 years old. But the minister of Magic cannot change the decision goblet made, making Harry the fourth participant of the tournament. (Rowling, 2000, p. 277)

¹ A Fictional sport played by wizards and witches flying on broomsticks.

² Ministry's defenders against the dark arts users

The first trial is to steal a golden egg from a dragon. Every participant succeeds. The second trial is to save the best friend from the bottom of the lake. Cedric and Viktor succeed, Fleur cannot get past the lake creatures and fails, but Harry saves both Ron and Fleur's little sister, which gives him second place for the last trial.

The third and last trial is to find a Triwizard Cup in the centre of a maze. Cedric and Harry approach the cup together, but it is a Portkey³, and they are transported to a graveyard, where Wormtail kills Cedric and performs a ritual to give Voldemort a body. With a new body, Voldemort tries to kill Harry but fails when Harry uses the cup to transport him back to the maze starting location with Cedric's dead body. Alastor Moody is revealed as a death eater Barty Crouch Jr. who was using the Polyjuice Potion⁴, and under the Veritaserum⁵ potion, he reveals that Voldemort is back (Rowling, 2000, p. 680). In the end, at Cedric's funeral, Dumbledore announces the return of Voldemort. Harry gives the earnings from tournament winning to Fred and George Weasleys to start a shop (Rowling, 2000, p. 733).

2.2.3. Book reviews

The fourth book was, after the previous three very well rated books, highly expected months before its publishing. Many reviews agreed with this book to be very good. The Guardian book review summarised this book as: *"...a 10/10 in my opinion" while pointing out interesting character development, especially in the case of Hermione Granger: "I really like how Hermione Granger strives through in this book as not just a clever girl, but as a girl with passion and determination. I like her complex personality; normally she is type casted into just being 'intelligent', but Hermione is shown with a more girly and emotive side in this book, giving her more depth than just being Harry's clever friend. She is well-rounded and is more accessible as a regular person (though a witch) with feelings and a personality"* (Harry Potter and the Goblet of fire by J K Rowling – Review, 2014).

However, Harry Potter books were hated and rejected by many parents: *"Parents in more than 13 states have demanded that librarians and school officials keep Harry out of their kids' hands. John Miesburg, a parent in Jacksonville, Fla., claims that the Harry Potter books "glorify witchcraft. Miesburg objected when his local library held Harry Potter parties and awarded pretend Hogwarts certificates to Harry Potter readers. "It's a travesty that the city of*

³ An enchanted item that can transport users to a certain location

⁴ A potion that changes one's appearance to a chosen one

⁵ A truth-telling potion

Jacksonville and our library would be promoting the evil of witchcraft to our children," said Miesburg." (Nye, 2001)

Although Alastor Moody is not pictured as bad or evil, there are parts in the book where he is portrayed as an "inappropriate" teacher. Even though in the whole story, it is Barty Crouch Jr. and not an actual Alastor Moody, nobody recognised any difference in his behaviour which means that his behaviour was in line with Alastor Moody's character. Demonstration of the Unforgivable Curses in front of the whole class on a spider causing many students to feel anguished might be a hint to it, likewise the usage of transfiguration⁶ as a punishment.

Professor Snape appears in all the books except the last one and is pictured as evil. Dickinson describes his behaviour during the class and the methods he is using. *"Professor Snape's classroom cauldron of intimidation and favor forces trial-by-fire experiences on the students. In the books and films, Snape never demonstrates any part of potion making. Instead, the instructions magically appear on the chalkboard and the students spend class attempting to make the potion under his subjective and judgmental glare. Snape surely is not about creating a community of learners, but he is concerned with exercising his power as a teacher."* (Dickinson, 2006, p .241)

⁶ Act of changing of items or people into an animal

2.3. Harry Potter and the Half-Blood Prince

2.3.1. Introduction

The sixth continuation of the Harry Potter saga with the name of the main antagonist in the title was published in the UK in July 2005. Since the plot of the saga was getting more thrilling, it was expected to be a bestseller. The year after publicising this book won several awards, including the Best Books for Young Adults award, or British Book Awards also in the year 2006.

2.3.2. Plot summary

The author again begins the story sideways of the main heroes. This time, it is Severus Snape, who meets with Narcissa Malfoy, mother of Draco, and Bellatrix Lestrange, a Death Eater, to convince them about his protection of Draco in a mission Voldemort gave him. Snape is unwillingly making an unbreakable vow to help Draco, and if he fails, to complete the task. (Rowling, 2005, p. 35)

Dumbledore comes to take Harry to the Burrow to persuade Horace Slughorn to teach at Hogwarts again. Later, when Harry and his friends are going shopping for books, they spot Draco going into Borgin & Burkes⁷ shop, which makes Harry suspicious about Draco being a Death Eater. (Rowling, 2005, p. 124)

The school year begins. Dumbledore announces that the new Defence of the Dark Arts teacher will be Snape, while his previous position as a Potion teacher will get Horace Slughorn. While attending the Potion class, Harry gets an old and used potions book signed by The Half-Blood Prince, with many handwritten notes about potion-making. (Rowling, 2005, p. 184)

During the year, Harry is meeting Dumbledore to search in his memories anything about Voldemort that would help them. The only problem is that the most important memory from Horace Slughorn is damaged. That is the main reason Slughorn was invited to teach at Hogwarts this year. When Harry finally gets the original memory from Slughorn, he learns that Voldemort divided his soul into 7 Horcruxes⁸. One of them Harry destroyed in the second year with a basilisk's fang, and one was destroyed by Dumbledore this year. (Rowling, 2005, p. 491)

⁷ A shop known for its connection to Death Eaters

⁸ An enchanted item with a fragment of soul hidden inside to become immortal

Meanwhile, Draco is trying to repair a Vanishing Cabinet⁹ in the Room of Requirement¹⁰. When Dumbledore finds the next Horcrux, he leaves with Harry to acquire it. As the Horcrux is very well protected, they had to get through the traps to reach the Horcrux. The final challenge was to drink the poison to get the locket. Dumbledore drinks it while Harry is protecting him against Ineri¹¹. Weakened, Dumbledore apparates both to Hogsmeade¹², and they rush into the tower. (Rowling, 2005, p. 579)

When the tower is reached, Dumbledore freezes Harry to stay hidden under his cloak of invisibility. Draco Malfoy comes into the tower and threatens to kill Dumbledore but is weak and cannot do it, while Dumbledore persuades him that Order of the Phoenix could protect his family from Voldemort. At that moment, Snape arrives at the tower and strikes Dumbledore with a killing curse that pushes him from the edge of the tower (Rowling, 2005, p. 596). Snape leaves and joins the Death Eaters who are fighting below. Harry unfreezes as Dumbledore's spell stops working and runs to avenge Dumbledore's death. While chasing Snape, Harry casts the Sectumsempra curse on him, but Snape blocks it and reveals that he is the Half-Blood Prince (Rowling, 2005, p. 603).

Harry returns and gets the locket they risked their lives for. When he opens it, it is only a small message inside saying that this is a fake Horcrux. The book ends with Harry deciding not to come back to Hogwarts next year for the purpose of seeking for the rest of the Horcruxes to be able to kill Voldemort (Rowling, 2005, p. 650).

2.3.3. Book review

As mentioned before, this book won several awards. As the saga continued, fans and critics were creating more expectations, but J.K. Rowling fulfilled them again. A senior lecturer at University College London, John Mullan wrote for The Guardian a brief review/criticism of this book. He focused mainly on the aspect of characters' development as they are growing up.

“The attempts to make her characters older are not always thorough. The dialogue is peculiarly unlikelike. The markers of teen-speak are half-hearted, as if Rowling can't face giving them any contemporary diction. Harry says "yeah" rather than "yes" (as does Malfoy), and

⁹ A cabinet which could transport items/people between its connected twin

¹⁰ A secret room that can be reached only if a student needs help; equipped with everything needed

¹¹ Dead bodies serving as an army for Voldemort

¹² A small village nearby Hogwarts

occasionally "I s'pose." "Cool," says Ron, and "Wow!", but not nearly as often as a real teenager.'" (Mullan, 2005, p. 1)

Mullan ends his review with words: *"She (the author) has become so fixed on the overall sequence of her novels, that the narrative shape of this one book is no longer a concern. She is working out some prophetic scheme. But it has become a hard task. It is difficult not to think that rich and adored, JK Rowling's gusto has gone. Now she is just, like her hero, set on completing the grand scheme. Into the gloom she is determined to take all those devoted readers."* (Mullan, 2005, p. 1)

„Harry Potter and the Half-Blood Prince may be the most riveting and complex of the seven-book series thus far. Rowling carefully weaves subtle clues throughout the books that become important in this sixth instalment, including knowledge of the vanishing cabinet and knowledge of occlumens. Readers are challenged to consult previous books to learn the identity of R.A.B., the location of Slytherin's locket, and Voldemort's likely choices for the remaining Horcruxes. ...While book six can be read and enjoyed as a stand-alone novel, it is intricately linked to the entire series." (Wallace, 2005, p.250-251)

2.3.4. About the author

Joanne Kathleen Rowling was born on the 31st of July 1965 grew up in Gloucestershire, England, and in Chepstow, Gwent. She grew up loving reading books: *"'I lived for books,' she has said. 'I was your basic common-or-garden bookworm, complete with freckles and National Health spectacles'"* (Rowling, 2016, p. 1).

She studied at Exeter University, and she spent a year in Paris during her course. After her degree, she moved to London and worked in a series of jobs before starting her career as a teacher in Edinburgh.

Apart from her Harry Potter saga containing originally seven books, with the eighth book added later, she wrote four more books about the Wizarding world she made. She is also publicising under the pseudonym Robert Galbraith, which she uses for the crime fiction books she chose to write as her other genre.

2.4. The Graveyard Book

2.4.1. Introduction

Originally published in 2008, Neil Gaiman's *The Graveyard Book* has sold more than 1 million copies. This famous story about a boy growing up on the graveyard might, at first sight, look dark, but it is a story full of love, kindness, and respect.

2.4.2. Plot summary

The story begins with a murder. Mother, father, and their daughter are killed by a man Jack. Their one-year-old boy escapes the house and gets to the graveyard, which is across the street from the house they lived in. There, he is found by two ghosts, Mr and Mrs Owens, who, after a short discussion, realise that they always wanted to have a son and that they will keep him. (Gaiman, 2018, p. 17) While the man Jack is looking for him, a creature not dead, but not living, called Silas, persuades him, it was just a fox screaming, so the man Jack leaves the graveyard. Since Mr and Ms Owens cannot decide what will they call the boy, Silas decides he will be called Nobody. Nobody Owens. Silas also vows that he will be his Guardian since he can, as the only one living on the graveyard, leave it and provide food and everything needed (Gaiman, 2018, p. 23).

As a four-year-old, Nobody, or as he likes to be called 'Bod', meets a year older girl Scarlet, who is playing in the graveyard. They spend some time playing together, and one day, they encounter an old tomb in a mausoleum, which is guarded by an Indigo Man (Gaiman, 2018, p. 53). Bod, not scared of ghosts or other creatures, realises it is only an illusion, and Indigo Man disappears. Inside the tomb is one more creature, the Sleer, who guards the treasure and waits for his master to appear. A few days later, the girl comes to see Bod and tells him that she is moving to Scotland with her family (Gaiman, 2018, p. 60).

When Bod turns six years old, Silas tells him that he must leave the graveyard for a while. Since there is no one else to provide for Bod, he introduces Ms Lupescu to him, as she should be his teacher. She gives him food he dislikes, even hates (Gaiman, 2018, p. 67). Her lessons are boring, and Bod does not find any information learned useful. One evening, he meets three creatures – ghouls – that lure him into opening a ghoulish gate. When opened, they persuade him to go on an adventure and try to reach a city of ghouls – Ghûlheim. (Gaiman, 2018, p. 81). On the path, they tell him that in the city, he will change into a ghoul, or eventually, they kill him, and after a few days eat his rotten corpse. At that exact moment, he remembers what Ms Lupescu taught him. One of the things she instilled into him was how to call for help

in every language, even in the language of the Night-gaunt. It is not said, what creatures Night-gaunts are, but Ms. Lupescu gives an explanation: “*They have hairless wings, and they fly low and fast. They do not visit this world, but they fly the red skies above the road to Ghûlheim.*” (Gaiman, 2018, p. 72) which he found very bizarre. On the giant steps, almost in the Ghûlheim, a great grey dog with Night-gaunts saves Bod, and after their return onto the graveyard, he realises the dog is Ms Lupescu and that she saved his life. Bod then learns the names of all the stars. A month after that, Silas returns to the graveyard.

After he turns 14, Scarlett comes back to town. She meets Bod and remembers him again. One man helps her and takes her home from the graveyard after missing a bus introducing himself as Mr Frost. He is very kind and curious about history. Later, she tells him about the murder that happened 13 years ago in the house where he lives. She also tells him about a boy living in the graveyard. He invites Bod into his house and calls his colleagues. When they are alone in a room, Mr Frost reveals his identity, that his name is Jack, and that he killed his family, and he came back to kill him too (Gaiman, 2018, p. 255). Bod, who already knew how to fade, escapes the house with Scarlett and runs into the graveyard. There, he traps one of the murderers in a deep hole, he locks two of them in the ‘world of ghouls’ behind the ghoul-gate. Mr Frost follows Scarlett into the tomb, where the Sleer lives. When Bod comes to save her, he tricks the man Jack to become a master of the Sleer. “*‘I am your master. You will obey me,’ said the man Jack. ‘The sleer has waited so long,’ said the triple voice of the Sleer, triumphantly. ‘So long a time’.* It began to loop its huge, lazy coils around the Man Jack” (Gaiman, 2018, p. 284). When he agrees, the Sleer pulls Jack into the wall until he disappears. Scarlett, however, becomes scared of Bod and runs away. Silas erases her memory and lets her go.

As a 15-year-old, Bod is ready to live outside. He says goodbye to everyone on the graveyard and, full of expectations, leaves the graveyard.

2.4.3. Book review

Reviewer Don L. F. Nielsen for *Journal of Adolescent & Adult Literacy* was mainly focused on the variety of names used in this book and was delighted. Besides that, he wrote: “*Gaiman's tale is delightfully spooky, but also heartrending, funny, and instructive at various times. The lovable characters who reside in the graveyard have much to say about life even though they are dead, and Bod proves an apt pupil. Although on the surface the story might seem too horrific for younger children, the violence is no worse than typical fairy tale violence (where wolves eat grandmothers), and the fright*

readers will feel is more entertaining than disturbing. This is a good read for all ages“ (2009, p.79-80).

Olivia Noli rated this book in her review as “*Outstanding*”. She summarised it in these words:

“Gaiman is a master storyteller, and this novel is no exception. Bod is relatable throughout the novel, even though it spans the years of his life up to when he turns fifteen. Most of the novel is just windows into his existence, but the real plot comes at the end. Despite this, it is still enjoyable to watch Bod grow throughout the novel. The end of the novel is interesting in that not everything is explained, not from a lack of writing talent, but that Gaiman chooses not to explain some of the supernatural elements of the story.” (Noli, 2008, p. 2)

Although the amount of information about the teacher Ms. Lupescu is not very large, this book was chosen to add a different style of character development used by this author. We are curious about the comparison of analyses of Harry Potter’s teachers, and Ms. Lupescu. The comparison could give us an information, whether Ms. Lupescu was evil in similar ways as the Harry Potter’s teachers, or if she was only behaving in a bad way, yet still was not connected to evil in any possible way. Also, the comparison of teaching methods and her behaviour during teaching could provide more information about her evilness.

2.4.4. About the author

Neil Richard Gaiman, born in Hampshire, UK, in the year 1960, fell in love with books as a child. His career as a writer began with his first journalist job. The first book he wrote was a biography of Duran Duran band. In the 1980s, Gaiman started to write comic books, encouraged by Alan Moore. Later, DC Comics hired him as a writer. In 1988, with Dave McKean, he created a comic book *Sandman*, which made him popular. Nowadays, Gaiman is known as a creator of comic books, poetry, prose, journalism, song lyrics, and drama.

2.5. Methodology

The complete analysis of villainous teachers contains four parts:

1. Analysis of teachers in perspective of their connections with evil and their past or present life
2. Analysis of teachers in perspective of how do they behave in class, during teaching
3. Analysis of teachers in perspective of their role as role models or someone students look up to.
4. Analysis of teachers in perspective of students' attitudes towards these teachers.

The focus of the analysis is to compare villainous teachers in all those parts separately. The first part is focused on the general view of lives of these teachers. Whether they have any experiences with evil from their past, what influenced their current behaviour, and how do they behave outside of the class or school. The purpose of the first part is not crucial for the final analysis but has a significant role in the full overview of the teacher.

The second part has a major role in the final analysis, as it is important to analyse the teacher's teaching methods and analyse the approach to pupils, in case of being neutral/objective or in case of cooperating with pupils, if any of them is biased and gives unfair punishments, or if any of them is preferring some students before others, based on their origin or opinions. Also, the reliability of the teacher as a helper for students is worth mentioning.

The third part is focused on analysing both the first and second part together, in perspective of how well the teacher acts, what is his/her general attitude, how easily can the teacher get angry and what are the results of it, and how the teacher avoids inappropriate or embarrassing situations. Also, if the teacher influences his pupils into evil deeds, which would make him a negative role model, or into avoiding or even fighting evil.

The fourth part is minor to the final analysis since each student as an individual can have a different opinion based on the previous three parts. Also, it is worth considering that many pupils might dislike the teacher because of troubles they experience with the subject the teacher teaches. However, evaluations could give us a better view onto teacher's behaviour or attitude.

The final step of each teacher's analysis is merging all four parts together. After merging and summarizing each teacher's analysis, there is a comparison of all analysed teachers based on the complete analysis, meaning all four parts summarized together, and based on the analysis of their teaching and behaviour in class, which could have slightly different outcomes.

3. Practical Part

3.1. Alastor Moody (Bartemius Crouch Jr.)

3.1.1. Introduction

The analysis of Alastor Moody, or better said Barty Crouch Jr. is focused on the fourth book, *The Harry Potter and The Goblet of Fire*, where, as mentioned before, the Death Eater Barty Crouch Jr. is disguised as Moody throughout the whole story.

3.1.2. Analysis of Moody's Daily Life, Past and Connections with Evil

Barty Jr.'s past is not described in a detailed way in the books. He was one of the Lord Voldemort's followers many years before the time of the story. He joined them as a teenager (Rowling, 2000, p. 528), probably because of the fact, that he was a member of Slytherin, which might have influenced his opinions about Mudbloods. He also might have known students like Lucius Malfoy, or Regulus black, who were brought up to similar attitude about pure blood supremacy from their Voldemort supporting parents. However, he most likely chose the evil side himself.

His father was working for the Ministry of Magic as a head of the Department of Law Enforcement. Barty Jr. spent some time in Azkaban after being captured with other Death Eaters, while searching for Voldemort. His own father sent him to Azkaban (Rowling, 2000, p. 595). That might break the last possibility to become a better person, although he managed to do some evil before that, and it might have influenced his more radical behaving and devotion to Voldemort.

He escaped from Azkaban years later, when his dying mother wished to free Barty Jr. so she disguised as him with Polyjuice potion and replaced him in Azkaban. (Rowling, 2000, p. 684) After that, he was imprisoned at home by his father, under Imperius curse, which he later managed to break and escape, and begun searching for the Voldemort.

3.1.3. Analysis of Teaching and the Character's Behaviour in Class

Barty Jr. as Alastor Moody was teaching the Defence Against the Dark Arts for a year at Hogwarts. His style of teaching was straightforward, often filled with practical demonstrations. The example of his teaching described in the book is shown in his ability to teach fourth years about the Unforgivable Curses. He asked questions about the topic before he explained it, to engage pupils (Rowling, 2000, p. 212).

However, during the class he demonstrates the effects of the curses on spiders, which might be in educational purpose useful, but some students feel uncomfortable, as they have personal experience with curses. It also may lead some students to try practising these curses in their free time and hurt someone. Moody also later taught how to defend against the Imperius curse. During these classes, he was casting the Imperius curse on pupils and they tried to release from it.

“To their surprise, Professor Moody had announced that he would be putting the Imperius Curse on each of them in turn, to demonstrate its power and to see whether they could resist its effects” (Rowling, 2000, p. 230)

This method, whereas unorthodox, inappropriate, or arguably against the school guidelines (but Dumbledore approved it), lead many students to learn how to defend, which would they probably not be able to use just from the theoretical knowledge about defending. It may be considered bad, but Moody used this practical practice of spells and defences to engage students into the subject. It was not only a boring sitting and writing down pieces of information, but a real-life experience which might have helped them later. Also, it made the classes more fun for students.

3.1.4. Was Alastor Moody a role model for anyone?

Even though Moody appeared as a hero, an Auror who fought many Death Eaters, or other creatures, as far as we know not a single person wanted to be like Moody. Moody is not the type of teacher students look up to. Mainly because of his appearance, as he was injured many times, limping, having a wooden foot, many scars on his face and a magical eye. His behaviour was often very different from what were students used to among the teachers. A great example of that is turning Malfoy into a ferret as a punishment (Rowling, 2000, p. 205), which was highly inappropriate. Also, many students thought he has gone mad, after his retirement and rumours about him losing his mind. Students were too scared of Moody to emulate his behaviour, and Moody was most of the time uninterested of students' problems, so almost every student did not experience his help.

Moody, respectively Barty Jr. had gained the students' respect immediately. Combining both his appearance and his ability to punish people in the way they would get very embarrassed, almost nobody would try to disrupt his classes, since his magical eye could see through stuff and objects, even behind his head (Rowling, 2000, p. 212).

One attribute, which could students mainly from Gryffindor look up to, was Moody's bravery. It was known about him, that he fought many death eaters and was not scared of anyone ever. However, the way he used to act, as if there was someone hidden ready to kill him in every moment, overcame his bravery and pictured him for most of the students as mad.

As a matter of fact, Moody would not be a positive role model. He did not care about students, was not friendly and very helpful at all. Sometimes he helped somebody, but mainly with a motive of leading Harry into the trap. He was not compassionate, appeared more like ruthless, in fact besides bravery his only good attribute might have been his determination to fight evil.

3.1.5. Analysis based on pupils' evaluation

Evaluations on Moody's classes or his general behaviour during the year were bipolar. After Malfoy's transfiguration into a ferret, Gryffindor's students were very happy having Moody as a teacher.

"Moody!" he said. "How cool is he?" "Beyond cool," said George, sitting down opposite Fred. "Supercool," said the twins' best friend, Lee Jordan, sliding into the seat beside George." (Rowling, 2000, p. 208)

Fred, George, and Lee Jordan evaluated Moody's class even before Harry and Ron could have the opportunity to experience the class themselves. They were amazed, and excited about the class, because they finally met a person, who experienced real fighting with evil. Somebody, who stood face to face with people who were trying to kill him. (Rowling, 2000, p. 208)

Nevertheless, most of the students did not evaluate Moody's classes, probably because they were too scary to talk about it, as they were thinking Moody could hear them. And most of the students were genuinely scared of him. And since Moody was most of the time

3.1.6. Summary

Barty Crouch Jr.'s connection with evil is undeniable. However, to act naturally and not to arouse suspicion, Barty had to overcome his feelings and sometimes help students. He as a teacher was surprisingly not bad. His teaching might have seemed cruel or inappropriate, but it educated students well, even beyond expectations, and mainly engaged them into the subject. He gained respect of students immediately, thanks to his appearance and experience fighting evil. He was never a positive nor negative role model for anyone since most of the time he was acting weirdly and most of the students feared him. A significant number of

students, especially Gryffindors liked him and praised his classes and his helping hand to Harry during the tournament. In the end, his motives turned out, but nobody was suspicious about him throughout the year.

3.2. Severus Snape

3.2.1. Introduction

Severus Snape might be one of the most complex characters in the Harry Potter saga. There are several twists throughout his story, including joining the dark side, or later being a double agent for the Order of the Phoenix, which was probably his most difficult decision to make (Taylor, 2011, p. 66). Although Snape occurs in every book of the saga, the analysis will be mainly based on the sixth book – Harry Potter and the Half Blood Prince and the seventh book – Harry Potter and the Deathly Hallows. Mainly because his connection to Lord Voldemort is getting stronger, and the end of the book’s story portrays Snape as a betrayer.

3.2.2. Analysis of Snape’s Childhood, School Years and Choosing Evil

Snape was born as half-blood, since his father was a muggle. Snape did not have a beautiful childhood. His father was abusive and did not care much about young Severus. Snape’s family was poor, so young Severus wore often worn clothes, which may have caused his friendless childhood too (Rowling, 2007, p. 663).

Snape’s childhood was most likely affected by his father, who did not care about him. This might have been Snape’s first experience with a muggle, and since it was someone who did not understand him, and did not try to understand it, he probably has disliked him, which could have led to disliking all muggles. Most likely, he must have felt lonely for most of his childhood, since he had no friends, and his father was ignoring him. It is also the reason he later named himself as a Half-Blood Prince, as Prince was his mother’s surname before marriage. The fact that his parents were often arguing, it could have caused some insecurity to him, as he might not have as supporting family as others had.

“‘How are things at your house?’ Lily asked. A little crease appeared between his eyes. ‘Fine,’ he said. ‘They’re not arguing anymore?’ ‘Oh yes, they’re arguing,’ said Snape. He picked up a fistful of leaves and began tearing them apart, apparently unaware of what he was doing. ‘But it won’t be that long, and I’ll be gone.’ ‘Doesn’t your dad like magic?’ ‘He doesn’t like anything, much,’ said Snape” (Rowling, 2007, p. 667)

The only friend Severus had before his school years was Lily Evans, who had lived close to him. Lily also had magical powers, but did not know magic exists, as she was a muggle born. Young Severus had an opportunity to tell her about magical powers and apprised her about basic information about her being a witch. (Rowling, 2007, p. 664)

His school years at Hogwarts were one of his worst. Severus was sorted into the House of Slytherin, which was the first partition in his friendship with Lily, since she was sorted into the House of Gryffindor, the main Slytherin's enemy. As years were passing, Severus and Lily would still be best friends, but Severus started meeting people from Slytherin, who were interested in Dark Arts. And since Severus were excellent student, he began teaching them some of those curses, which Lily found to be wrong. She tried to persuade Snape to stop teaching those curses (Rowling, 2007, p. 673). This might have been the first difference between them. What Severus found funny, she took seriously. It put Severus into a dilemma, whether befriend Slytherins, or Lily as a Gryffindor member.

The most affecting experience from Severus's school days was constant bullying from the Marauders. Mainly from Sirius Black and James Potter, but Remus Lupin and Peter Pettigrew were often their accompaniment. As a Slytherin member, it was not surprizing, that four Gryffindors, main Slytherin enemies, were bullying him, however, it might have also been because of James' interest about Lily, and since Snape was her best friend, James might have taken that personally. Once, this bullying lead to Snape being embarrassed by James pulling his trousers down, and when Lily came to help him, he wanted to look at least a bit better in front of other Slytherins, and in anger called Lily a Mudblood, which ended their friendship, although Severus has already fallen in love with her. This is most probably the main reason Snape became evil, because he lost his only true friend, was embarrassed in front of many students, and felt left lonely once again. This led to him finding friends only around Slytherins, who influenced him to like Voldemort and his followers.

“I can't pretend anymore. You've chosen your way, I've chosen mine.” “No — listen, I didn't mean —” “— to call me Mudblood? But you call everyone of my birth Mudblood, Severus. Why should I be any different?” (Rowling, 2007, p. 676)

Already at Hogwarts, Severus made connections with Death Eaters. In their seventh year, Lily started dating James Potter, the biggest enemy of Severus, which made Severus even more hateful towards James, and was possibly one of the reasons he sympathized with the dark side more and more. Also, after losing Lily to James, he might have been completely broken inside, and more vulnerable to make a final choice to be evil. After school Severus joined Lord Voldemort as a Death Eater and quickly became one of Voldemort's closest. He served him as a spy, and once Severus delivered Voldemort a prophecy foretelling his defeat. However, Severus did not know, who should be the child mentioned in the prophecy. As it later turned

out to be Harry Potter. Thanks to that prophecy Voldemort visited Godric's Hollow and killed both James and Lily, and later falling after the backfire of his killing curse casted on Harry. That is the reason Severus switched sides and became a double agent for Dumbledore, who needed someone close to Voldemort, although, he firstly doubted Dumbledore, as he did not protect Lily as Severus asked him to do (Rowling, 2007, p. 678). But this event may have also break Snape inside, since he could have thought he was the one, who caused Lily's death. There was no other character who would suffer more loneliness than Snape. (Pugh, 2021, p. 56).

Severus then became to teach at Hogwarts, as a Potion Master. However, he attempted several times to apply for a Defence Against the Dark Arts teacher but was rejected. Soon he became a head of House of Slytherin. All this to make sure he could be able to protect Harry Potter, for whom Lily Potter sacrificed herself.

After Voldemort's return, Snape remained close to him as he provided information about Order of the Phoenix and Dumbledore. His role as a double agent was important since he was giving Voldemort *"what appears to be valuable information while withholding the essentials"* (Rowling, 2007, p. 684). When Voldemort ordered Draco Malfoy to kill Dumbledore, he urged Snape to do it himself. It was the only possibility for Snape to be still relevant to Voldemort, although it meant a death sentence for Snape (Rowling, 2007, p. 682). Dumbledore also revealed him the reason of connection between Harry and Voldemort and told him that Harry must die at the right time. This brings a light on Snape as a person. Although he was evil in the past, he switched and served the good side well, and was willing to sacrifice himself for good to succeed.

Snape kept serving Voldemort to make sure he can protect students of Hogwarts until his death which he used to pass all the information to Harry through a Pensieve using his memories Severus gave to Harry right before his death.

"Harry bent over him, and Snape seized the front of his robes and pulled him close. A terrible rasping, gurgling noise issued from Snape's throat. "Take . . . it. . . Take . . . it. . ." Something more than blood was leaking from Snape. Silvery blue, neither gas nor liquid, it gushed from his mouth and his ears and his eyes, and Harry knew what it was, but did not know what to do." (Rowling, 2007, p. 657)

3.2.3. Analysis of Snape's Teaching, Attitude towards Students

No matter the fact Severus Snape loved Dark Arts and wanted the position of the Defence Against the Dark Arts teacher every year, his ability to teach as a Potion Master were different. Snape was talented when it came to potion making, one of the best, but as a teacher he often made students nervous, not confident about what they were doing. Also, one of the most signature things about Snape's teaching were his high standards. (Rowling, 2003, p. 716)

Severus Snape was also known for his favouring Slytherin students among others, especially over Gryffindor students, as Gryffindor seemed to be the main enemy for Slytherin. Snape also often embarrassed Gryffindor students in front of others, especially in front of Slytherins. Or, as Cantrell would say: "*Snape routinely humiliates students without cause*" (2011, p. 201). Mainly Harry Potter, as Snape often referred to him being famous but not knowledgeable at all. (Rowling, 1997, p. 101) This was most likely caused by his own experience with Gryffindors during his school years. Snape simply hated Gryffindors, mainly because of the bullying, but also because he thought bravery relates to ignorance or stupidity. And when it came to Harry Potter, he has been seeing the same boy he hated the whole life, his father James. The behaviour, troublemaking, the audacity. He might have tried to avenge all those years of his embarrassment from Gryffindors.

Snape's hate towards James Potter was transformed onto Harry since his first school day, as Snape recognized similar behaviour in Harry, and began to bully Harry in classes. Often with non-logical reason but supported with strong arguments, so Harry could not say anything against.

Digging down deeper into Snape's teaching, in the sixth year of Harry Potter's studies, Severus Snape finally got his desired position as a teacher of the Defence Against the Dark Arts. In those classes Snape switched his methods a bit. He was passionate about the subject, drawing full attention on his speech about the problematics (Rowling, 2005, p. 177), not showing his usual contempt for Gryffindors, or partially even for Harry Potter. This was probably caused by Snape truly loving this subject. He was excellent in all subjects during his school years, but truly passionate about only the Dark Arts. For all those teaching years he wanted to teach the Defence Against the Dark Arts, but was rejected every time, since Dumbledore was afraid of him getting the evil thoughts back. So, getting the Defence Against the Dark Arts teacher position might have been his own personal victory.

Snape in that class worked with students in a different way he used to do. Instead of giving straight a task difficult to perform well, as it was normal in his potion lessons, he divided class into pairs and let them practice (Rowling, 2005, p. 179). This shown his passion about the Dark Arts, since he wanted students to practice, not only to see the outcome at the end of the classes, like he did years before in his Potion classes.

3.2.4. Snape as a role model

To analyse Snape as a role model is difficult. On the one hand, there were Slytherin students who praised Snape's behaviour towards Gryffindors, his attitude to evil and his past. A significant number of Slytherins probably valued his Death Eater past, but they were also pleased with Snape's competitiveness in the competition among houses. And Snape with his power used to help that, by taking points from Gryffindor for every single mistake or even the smallest misbehave, Slytherins enjoyed Snape being their Head of the House. With Snape giving detentions to Potter, who was hated among Slytherins, many of them followed this behaviour in their free time, mocking Gryffindors in every possible way. This made him a negative role model, as he was behaving badly, and some students later took over that bad behaviour.

Snape was however, always calmly looking during the class, nothing and nobody could catch him off-guard. Even after the accident with Harry, who casted a shield charm and disbalanced Snape followed by Harry's mocking, he calmly gave Potter a detention and did not act inappropriately, only repaid the mocking with his own, making fun of him being called "the Chosen One" (Rowling, 2005, p. 180).

The only difference in Snape's behaviour during teaching was, when Snape gave private lessons of Occlumency to Harry. There, face to face to someone he hated, he did not manage to hold himself and mocked and insulted Harry many times, since Harry was failing repeatedly. One example of the mocking was that Harry cannot control his emotions. However, Snape was the one unable to control his emotions in that moment, bringing up all the hate he had towards Harry's father. (Thomas et al., 2018, p. 191)

Nevertheless, after his death and revelation of his whole life to Harry, he became a posthumous role model for Harry Potter himself. Harry realized, what Snape had to go through, how much he had to sacrifice, how brave and clever must he had been to deceive Voldemort and prepare everything for Harry to succeed. Harry understood, why he was hated. And despite

the hate, Snape was loyal to Dumbledore and dedicated to helping and protecting Harry until he was ready to fight Voldemort himself.

3.2.5. Was Snape Loved or Hated?

As mentioned in the previous chapter, Slytherins loved Snape for many reasons. For other houses, Snape was mostly hated due to his favouring, enormous amount of homework given to students, detentions, and not tolerating failure in any possible way.

“Homework: twelve inches of parchment on the properties of moonstone and its uses in potion-making, to be handed in on Thursday.” (Rowling, 2003, p. 234)

Gryffindors really hated Snape. For his bullying, for his behaviour, and especially, for a large amount of detentions Snape was giving them throughout every year. With the fact that Harry was a likeable person among Gryffindors, Snape’s hate towards Harry even amplified the negative attitude of Gryffindors towards Snape. And most importantly, Snape was most often the reason Gryffindor lost points in the House Cup. In the fifth year, after Umbridge started to teach the Defence Against the Dark Arts, Harry considered, that he might have met a teacher he hated maybe even more than he hated Snape (Rowling, 2003, p. 271). Which however, pictures how much Harry must have hated Snape during his school years.

3.2.6. Summary

Severus Snape was a difficult person to understand. His unhappy childhood and school bullying left many scars on his soul, as he had no friends but one, and was often embarrassed by the bullies. Lily, his best and only friend, who he fell in love with, abandoned him after he insulted her. Sad and alone Snape found friends among Slytherins, whom he taught some curses, and soon became a supporter of Voldemort. After school, Snape became one of the Death Eaters and got close to Voldemort. After delivering a prophecy to Voldemort, which caused death of his beloved Lily, Snape switched sides and joined Dumbledore and Order of The Phoenix. Dumbledore trusted him, and made him a double agent, to be able to control Voldemort. After Voldemort’s return, he agreed to sacrifice himself and kill Dumbledore, to protect students and especially Harry. Moments before death, he gave Harry his memories, revealing his whole life, and becoming a hero in Harry’s eyes.

While he was teaching potions, he was not a good teacher. He refused to help students, did not practice with them, only gave them a task, and marked the outcome. He was favourable towards his house, Slytherin, and unfair to other houses. Especially to Gryffindor, when he was

giving them many detentions and took their points for almost every mistake made. His hate from his schoolyears towards Gryffindors was obvious, and when Harry Potter started to attend the Hogwarts, Snape began to hate him too, as he was seeing his father, Snape's biggest enemy, in him. In the sixth year, Snape got his desired position of the teacher of Defence Against the Dark Arts, which changed him as a teacher. Suddenly, he was passionate about the subject he was teaching, and let students practicing the spells.

Snape was not a positive role model during his life. He was hated by most of the students except Slytherin, who liked him much. For them, he might have been a negative role model, as they were following and mimicking his behaviour towards Gryffindor. However, posthumously Snape became a huge positive role model for Harry Potter, after revelation of Snape's life and all the suffering and sacrificing he had to go through.

3.3. Miss Lupescu

3.3.1. Introduction

Ms. Lupescu is a creature similar to Silas, not alive but not dead. Later, she introduced herself as a Werewolf. “*Those that men call Werewolves or Lycanthropes call themselves the Hounds of God, as they claim their transformation is a gift from their creator, ...*” (Gaiman, 2018, p. 97)

3.3.2. Miss Lupescu’s Past

This part of the analysis might be brief since the author does not mention any information about Ms. Lupescu’s past. The only piece of information given is her fight against the evil, as the Werewolves have the urge to requite their gift (Gaiman, 2018, p. 97), which might appear to be a misjudgement of her being evil. Robertson finds this to be interesting, since werewolves are usually depicted as evil (2011, p. 170). This however, reader approaches in the end of a chapter about her. Firstly, she is portrayed as an intolerant and strict teacher. Vašíčková described this attribute as not waiting long to reprehend Bod when he is not paying attention (2012, p.44).

3.3.3. Miss Lupescu’s evil teaching methods

The first encounter of Bod with Ms. Lupescu was unpleasant. It happened when Ms. Lupescu, who came to substitute Silas in caretaking and teaching of young Bod, disrespected Bod in her first sentence and made fun of his name, calling his name foolish, and refuses to call him like that (Gaiman, 2018, p. 67).

Shortly after Silas’s leave, Ms. Lupescu as a caretaker had to prepare some food for Bod. Bod, used to food from Silas, who have bought the food “*...from the kind of places that sold food late at night and asked no questions.*” (Gaiman, 2018, p. 69) was not ready for the meal Ms. Lupescu prepared to him, although it was probably healthy. Bod did not want to eat any of that, and Ms. Lupescu strictly did not let Bod leave until he ate it (Gaiman, 2018, p. 69), which is, an unpleasant and forcing way to persuade him to eat it. Bod refused to eat it for multiple times, but in the end, he ate an acceptable minimum to be released.

During her lessons, she strictly asked Bod questions she knew he cannot be able to answer, but she continued and did not stop after a few. She had no problem with showing disrespect and insulting Bod, who was 6 years old at the time (Gaiman, 2018, p. 70). And when Bod asked a question about her origin, she did not answer him and turned the conversation back

to avoid it. Maybe it was a secret for safety reasons, nevertheless, she wrote him the answer soon after saving him.

Her teaching methods were mostly based on repeating what she said until Bod remembered it completely, which made the lessons boring for six-year-old Bod and he did not find it useful. For every mistake Bod made, she used corporal punishment (Gaiman, 2018, p. 72). Also, when Bod answered right, she did not care about rewarding or appreciating him and simply moved to another question. However, even the least useful information in his eyes, proved to be useful in case of saving his life in Ghûlheim. And, however boring and inefficient might the teaching method seemed, Bod remembered it when he needed. Chang referred to Miss Lupescu's teaching as passing plenty of knowledge and useful skills to help him survive in this world (2015, p. 12).

3.3.4. Miss Lupescu as a role model

In case of Ms. Lupescu, I can think of the only way Bod could see her as a role model, and that would be her fight against the evil. Although it is not clearly stated, and he would probably rather choose Silas whom he liked, instead of Ms. Lupescu, who treated him badly, even though she saved his life once. Since Bod did not like Ms. Lupescu for most of the time they spent together, it is improbable, that Bod would look up to somebody he hated for quite a long time, considering a fact he was six.

3.3.5. Did Bod like Miss Lupescu?

Since the only one known pupil of Ms. Lupescu was Bod, this will be a summary of Bod's opinion about her throughout the story.

In time of first meeting, on first sight, Bod disliked Ms. Lupescu. Because of her image, and mostly because of their first conversation mentioned in previous chapter.

"Bod, I am sure that the two of you will get on." "We won't!" said Bod. "She's horrible!" (Gaiman, 2018, p. 67)

Bod was angry at everyone, as he was forced to spend time with Ms. Lupescu. He went to his parents and wanted to talk about her, but his parents disagreed with him about Ms. Lupescu being evil (Gaiman, 2018, p. 73), and Silas was gone so he had nobody to understand him.

After Ms. Lupescu saved his life, Bod changed his opinion completely. He realized how close was he from dying, and that the lessons were useful in every way. He admitted she was

not evil in the end and began to like Ms. Lupescu, even agreed on having other lessons with her (Gaiman, 2018, p. 95). When Silas returned, Bod praised Ms. Lupescu to him, telling him how much he learned, and agreed on meeting with Ms. Lupescu again the other day (Gaiman, 2018, p. 98).

3.3.6. Summary

Although Miss Lupescu's lifetime goal to fight evil sounds noble, she was also partly evil herself. Mostly in her behaviour towards Bod during her lessons, in which she was using corporal punishments, forcing him, disrespecting, and insulting him. There is no explanation given, why would she acted like that, but it might possibly be caused by her age, since she was immortal. Her teaching methods did not make the topic interesting, and although Bod remembered the things later, it was only repeating and memorizing without any logical continuity, which did not make her a good teacher, as she could use different approach to make the topic interesting, or at least not insult and disrespect her only pupil. Bod did not like her lessons, her attitude towards himself and could not find out how the learned things might be useful for him. He hated Miss Lupescu for most of the time because of her behaviour. She could not be a role model for Bod in any aspect, since Bod would not look up to somebody he hated. Nevertheless, she saved Bod's life from almost certain death and began to like Bod more too, which depicts her a bit better as a person. Later, Bod started to like her too, and she might have become his positive role model in case of fighting the evil.

3.4. Comparison of the analysed teachers

3.4.1. Based on all Parts of the Analysis

Based on all aspects of analyses combined together, the most evil teacher from the group of three would be Bartemius Crouch Jr. as Alastor Moody. Firstly, his connection to evil is undeniable as are his villainous motives, and although Snape was a Death Eater too, Barty Jr. chose it completely by himself, while Snape was highly influenced by his childhood and bullying. Secondly, everything he did that might have looked good was only an act to keep his disguise and was not meant in a noble or honourable way, while Snape was doing these things to help either his beloved, or Dumbledore and later Harry to defeat Voldemort. And despite Barty Jr. as Moody might have been a more likable person at Hogwarts than Snape, he was revealed as an evil person in the end, which was the opposite of Snape's revelation.

In the second place of this comparison, we would like to place Severus Snape. His connection to evil, although it was in the past and later Snape switched sides and fought against the evil, had cost many lives, and helped Lord Voldemort to become stronger, while Ms. Lupescu was not connected with evil at all, and was in fact fighting evil. Snape's decision to switch the sides also came only after Voldemort denied his request to spare Lily Potter, the only person he loved. It is worth considering, that his behaviour was strongly influenced by the events and bullying he went through in his school years. However, his behaviour during his years as a teacher might have influenced a significant number of students to dislike the subjects or whole process of education. Snape was in the end undeniably a better person than Barty Jr., considering everything he had suffered from and had to sacrifice. In the end Snape was not definitely an evil person, but he did choose the evil path, although influenced by many factors, Miss Lupescu did not, and never wanted to, as she wanted to fight the evil to repay the gift of being a werewolf, which puts her on the least evil place.

The least evil teacher of this group is Miss Lupescu. In general, not evil as she was fighting evil herself. However, her act of teaching, forcing, insulting, and usage of corporal punishment makes her partly evil too. On the other hand, she is the one saving life of the main hero Bod, and apart from her methods of teaching, there is no evidence of her doing anything evil, which is the main reason her being better than Snape. Although Snape's last years of his life were better and he managed to protect and probably save many students including Harry, there is still evidence of him being evil and causing people being tortured or killed.

3.4.2. Based on the Analysis of Teaching

The second comparison is focused on the analysis of teaching and behaviour towards students. We found this way of comparison interesting to mention, because the results might be different from the first comparison.

Based on this comparison, the most evil person would be Miss Lupescu. She refused to teach her only student in a way that would be enjoyable or interesting to him. Which would be close to Snape's Potions teaching. However, Snape as a Defence Against the Dark Arts teacher taught his subject differently, engaging students into practising spells and making the lessons probably more attractive to them. And although Snape was favourable and unfair towards Gryffindors, he never used corporal punishment as a method of punishing for misbehaving or failing. Mainly this factor sets Miss Lupescu as the worst among these three in perspective of teaching.

The second place in this comparison would get Severus Snape. Because of his already mentioned favouring, unfairness and hate towards Gryffindors, and Potion classes, in which he did not care about students, and judged their skills and potential only based on their outcomes. This, in comparison with Barty Jr. as Moody, who engaged students into the subject, worked with them on skills even beyond the curriculum, and was mostly preferring practical method of teaching, was considered as worse way of educating. If Snape was teaching Potions in a same way he did his Defence Against the Dark Arts lessons, it would probably put him on the same level in this comparison as Barty Jr.

The least evil teacher according to this comparison would be Barty Jr. as Alastor Moody. His classes were useful, although he showed young students the worst curses, which, however, could be debatable in every subject taught at Hogwarts, since almost every spell could be used in a bad way. As mentioned before, he went beyond the curriculum when he tried to teach every student how to defend against some of them. His teaching was not considered to be bad in many aspects. He did an acceptable job educating students in problematics he had to and was not even that hated as a teacher among the students. He made his classes enjoyable and interesting to students.

4. Conclusion

To sum up, in this thesis there were analysed selected villainous teachers. All those teachers were not completely evil, every one of them had their good sides, however, the evil one prevailed in them.

In case of pupils' opinions, the most hated teacher is Severus Snape. Although, Slytherins liked him, other Houses disliked or even hated Snape, mainly because of his favouring, unfairness and his past being a death eater. Miss Lupescu was hated for most of the time too, but in the end, Bod began to like her, after his life was saved by her. Moody was liked by a few pupils, and hated by some Slytherins, but generally pupils did not share their opinion about Moody since they were scared of him.

After analysing every teacher individually, the general comparison showed, that the most evil teacher is Barty Jr. as Moody, because he decided to be evil on his own and all his good sides were only to stay disguised. The second place in this comparison belongs to Severus Snape, as he was influenced into being a ruthless evil person. However, he switched sides later and fought the evil as a double agent, and later defended students and Harry, until he sacrificed himself for good side to help him defeat Voldemort. The third and least evil teacher of these is Miss Lupescu. Generally, she is not evil, and fights evil her whole life, however, her methods and deeds were evil and, although she later saved Bod's life, is considered being partly evil too.

The second comparison is based on their teaching methods and behaviour towards pupils. The results are a bit different from the first comparison. The most evil teacher based on this comparison is Miss Lupescu. Her strict teaching methods and punishments including corporal punishments are the reasons for her being on the first place. Severus Snape filled the second place, as he was favourable towards his House and unfair to others, especially to Gryffindor. However, this behaviour is a result of Snape's childhood and bullying, which influenced his adult behaviour strongly. The least evil teacher in the second comparison is Barty Jr. as Moody. He was not hated, he was helping students and practiced the spells with them and went beyond the curriculum and tried to teach his students one of the advanced defences, as he found it to be useful to them. However, we must still consider the fact, that he was doing good only to stay disguised and all his evil deeds were revealed in the end. Interestingly, the most complex and more dimensional character, Severus Snape, ended in both comparisons in the middle.

Bibliography

Primary sources

GAIMAN, Neil, Margaret ATWOOD and Dave MCKEAN, 2018. *The graveyard book*. New York, NY: Harper, an imprint of HarperCollins Publishers.

ROWLING, J. K. and GRANDPRÉ Mary, 2000. *Harry Potter and the Goblet of fire-book #4*. New York, NY: Arthur A. Levine Books.

ROWLING, J. K. and GRANDPRÉ Mary, 2005. *Harry Potter and the half blood prince*. New York, NY: Scholastic Press.

ROWLING, J. K. and GRANDPRÉ Mary, 2007. *Harry Potter*. New York, NY: Arthur A. Levine Books, an imprint of Scholastic, Inc.

ROWLING, J. K. and Mary GRANDPRE, 2003. *Harry Potter and the Order of the Phoenix. Harry Potter*. New York, NY: Scholastic.

ROWLING, J. K., 1997. *Harry Potter and the Philosopher's Stone*. London, Great Britain: Bloomsbury.

TAYLOR, Jeanne Zanussi. *The symbolic Order of the Phoenix: The fracturing of the family romance and the quest for the real in J.K. Rowling's "Harry Potter" series*. Ann Arbor: Tennessee State University, 2011. Order No. 1497846. ISBN 978-1-124-83030-8.

Secondary sources

CANTRELL, Sarah K. "I solemnly swear I am up to no good": Foucault's Heterotopias and Deleuze's Any-Spaces-Whatever in J. K. Rowling's Harry Potter Series. *Children's Literature* [online]. 2011, vol. 39, s. 195-212,312. ISSN 00928208.

DICKINSON, Renée, 2006. *Harry Potter pedagogy: What we learn about teaching and learning from J. K. Rowling*. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* [online]. vol. 79, no. 6, pp. 240–244. Retrieved from: doi:10.3200/tchs.79.6.240-244

Harry Potter and the Goblet of fire by J K Rowling – Review, 2014. *The Guardian* [online] [accessed 2022]. Retrieved from: <https://www.theguardian.com/childrens-books-site/2014/apr/28/review-j-k-rowling-harry-potter-and-the-goblet-of-fire>

CHANG, Tsung Chi, 2015. I am nobody: Fantasy and identity in Neil Gaiman's "The graveyard book". *Journal of English Studies* [online]. vol. 13, pp. 7–18. Retrieved from: doi:10.18172/jes.2787

KOKORSKI, Karin, 2011. I want more! the insatiable villain in children's Literature and young adults' fiction. *Global Perspectives on Villains and Villainy Today* [online]. pp. 147–154. Retrieved from: doi:10.1163/9781848880528_017

KOKORSKI, Karin, 2012. Villains but no criminals?! selected heroes and villains in fantasy fiction for children and young adults. *The Real and the Reflected: Heroes and Villains in Existent and Imagined Worlds* [online]. pp. 141–150. Retrieved from: doi:10.1163/9781848881068_015

MULLAN, John, 2005. Review: Harry Potter and the half-blood prince by JK Rowling *The Guardian* [online] [accessed 2022]. Retrieved from: <https://www.theguardian.com/books/2005/jul/23/booksforchildrenandteenagers.harrypotter>

NILSEN, Don L. F. The Graveyard Book. *Journal of Adolescent & Adult Literacy* [online]. 2009, vol. 53, no. 1, s. 79-80. ISSN 10813004.

NOLI, Olivia, 2017. The Graveyard Book. *Children's Book and Media Review: Vol. 38: Iss. 10, Article 52.* [online]. [accessed 2022]. Retrieved from: <https://scholarsarchive.byu.edu/cbmr/vol38/iss10/52>

NYE, Lesley. Harry Potter And The Sorcerer's Stone / Harry Potter And The Chamber Of Secrets / Harry Potter And The Prisoner Of Azkaban / Harry Potter And The Goblet Of Fire. *Harvard Educational Review* [online]. 2001, vol. 71, no. 1, s. 136-145. ISSN 00178055.

PUGH, Tison. Sobbing over Severus Snape? Sentimentalism and Emotional Ethics in J. K. Rowling's *The Lion and the Unicorn* [online]. 2021, vol. 45, no. 1, s. 46-61. ISSN 01472593.

ROBERTSON, Christine. "I want to be like you": Riffs on Kipling in Neil Gaiman's The Graveyard Book. *Children's Literature Association Quarterly* [online]. 2011, vol. 36, no. 2, s. 164-189. ISSN 08850429.

ROWLING, J. K., 2016. About. J.K. Rowling [online]. [accessed 2022]. Retrieved from: <https://www.jkrowling.com/about>

SHEPARD, John P., 1962. The Treatment of Characters in Popular Children's Fiction. *Elementary English* [online]. vol. 39, 7, pp. 672–676. Retrieved from: <http://www.jstor.org/stable/41385357>

THOMAS, M'Balia, Alisa LaDean RUSSELL and Hannah V. WARREN, 2018. The good, the bad, and the ugly of pedagogy in Harry Potter: An inquiry into the personal practical knowledge of Remus Lupin, Rubeus Hagrid, and Severus Snape. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* [online]. vol. 91, nos. 4-5, pp. 186–192. Retrieved from: doi:10.1080/00098655.2018.1483152

V AŠÍČKOVÁ, Zuzana. *Educational aspects in the literary work of Neil Gaiman*. 2012, 88 s. Diplomové práce. Univerzita Palackého, Katedra anglického jazyka. Vedoucí práce Andrea Hoffmannová.

WALLACE, Faith H. Harry Potter and the Half-Blood Prince. *Journal of Adolescent & Adult Literacy* [online]. 2005, vol. 49, no. 3, s. 250-251. ISSN 10813004.

Resumé

Tato bakalářská práce je zaměřena na analýzu vybraných záporných postav učitelů v novodobé literatuře pro děti. Podle provedených analýz a následného porovnání těchto postav mezi sebou jsme došli ke dvěma závěrům. Prvně, po porovnání analýz jsme určili pořadí učitelů od nejhoršího, a to ve znění: Barty jr. jako Alastor Moody – Severus Snape – Miss Lupescu. Také jsme ale porovnali analýzy způsobů a metod učení těchto učitelů, kde se výsledky lišily. Opět od nejhoršího: Miss Lupescu – Severus Snape – Barty jr. jako Alastor Moody.

Annotation

Jméno a příjmení:	Jakub Hrbáč
Katedra:	Ústav cizích jazyků, PdF UP, Olomouc
Vedoucí práce:	Mgr. Barbora Bačíková
Rok obhajoby:	2022
Název práce:	<u>Záporné postavy učitelů v novodobé literatuře pro děti</u>
Název práce v angličtině:	Villainous Teachers in Modern Children's Literature
Anotace práce:	Cílem práce je analyzovat vybrané zlé učitele v novodobé literatuře pro děti. Teoretická část je zaměřena na ukázání typického zloducha v dětské literatuře a na uvedení do děje jednotlivých knih a jejich recenzí. Na konci této části je metodologie analýzy. V praktické části je provedena analýza každého učitele samostatně podle metodologie a poté shrnutí analýzy každého učitele. Poslední kapitola porovnává všechny učitele dohromady podle celkové analýzy, a z pohledu analýzy jejich učení.
Klíčová slova:	Harry Potter, The Graveyard Book, Rowlingová, Gaiman, Moody, Snape, Lupescu, zlí, učitelé
Anotace v angličtině:	The thesis aims to analyse selected villainous teachers in modern children's literature. The theoretical part is focused on introducing a common archetype of a villain in children's literature and on depicting selected books related to these teachers with plot summaries and reviews. In the end methodology of further analysis is given. In the practical part, we analyse each teacher individually according to the methodology and then summarise each teacher's analysis. The last chapter compares all teachers together in the perspective of the general analysis and in the perspective of analysis based on their teaching.
Klíčová slova v angličtině:	Harry Potter, The Graveyard Book, Rowling, Gaiman, Moody, Snape, Lupescu, villainous, evil, teachers,
Rozsah práce:	41 stran
Jazyk práce:	Anglický