

THESIS.

Subject, Locke on Education

Name, Della M. Allison

He however studied medicine and was known as Dr. Locke, although he practiced it but little.

He became the private secretary and a great friend of Lord Shaftsbury, and spent much of his active life with him.

His writings did not appear until he was well up in years.

He lived in a time of great political disturbances, when the people were engaged in the Civil War, the rise of the Commonwealth and the restoration of Charles II. to the throne. Little attention was being paid to education, and the public schools were being sadly neglected.

This accounts largely for the

censure of the public school system.

His idea was to have the child educated at home under the care of a tutor and, as the child was to spend much of his early life with him, it was necessary that this tutor be very carefully chosen.

He believed that while the mind of the child is forming, it was very susceptible to outer influences and therefore the parent should see to it that these influences were good.

A company of youths of all classes, such as one is sure to meet in the public schools, was not likely to wield such an influence, but their conversation would likely be loud and coarse.

such as a gentleman's son should never hear.

Locke did not believe in the education of the lower classes. This may probably be accounted for when we think of the condition of English society at that time. The nobility were at the head of all affairs of state and therefore he felt that there was but little need of educating the masses.

So too, with the education of women; they held such a position in society, that an education, beyond the accomplishments of music, dancing etc., was considered unnecessary.

He took a very strong stand on the side of physical devel-

opment; he says, "A sound mind
in a sound body, is a short but
full description of a happy state
in this world; he that has these
two has little more to wish for;
and he that wants either is but
little better off for anything else."

In order to obtain this sound
body, he advocated what we call
the "hardening process."

The child should be allowed to
be out in all sorts of weather,
to wear very thin soled shoes that
the water might get through, and
therefore his feet become as ac-
customed to exposure as his hands.

This would prevent his taking
cold readily. He should also be
come accustomed to cold bathing,
even when he would have to

break the ice in order to do so.

This inured him to hardship and prevented his taking colds.

Great care should be taken about the diet and health of the boy, as the development of the mind depends much upon the development of the body.

As he grows older, great care must be taken in the manner of parents and tutor towards him. The father should be careful never to let his son see anything in his conduct that is not allowed in his own.

Also his conduct towards the tutor should be very respectful so that the idea will not occur to the child to be otherwise, and he will not have to be reproved for it.

In regard to punishment, this should be deferred as long as possible and after every other means have failed to exact obedience.

Whipping should only be used in cases of obstinacy and disobedience. Then it should be administered in such a manner that the punishment shall lie in the shame, not the pain.

The first wrong doing shall be met with a very severe brow, and it should appear as though it were impossible that such a thing should have happened.

If it becomes necessary to punish by the rod, the tutor and not the parent should punish, as it lessens the respect of son for father.

The father should also treat his son with the greatest respect; taking him into his confidence and telling him of matters pertaining to the estate to which he is to succeed. This encourages freedom and a feeling of love and confidence.

It is well for the parent if he forbid anything to the child to see that it is laid aside, but if the child observes he can do as he pleases, even against the will of his parent and tutor in small matters, he will soon expect to have his own way in all things.

Be very firm the first time, and there will be little trouble afterwards. There are better ways of prevailing with them than

9.
by the rod. By gentle reasoning
such as children understand,
a child is made to feel as if
he were of some account in his
little world.

As regards training the memory
he thinks it is not well to com-
mit whole pages or other peo-
ple's thought which, immediately
the lessons are over, is again giv-
en up to oblivion and forgetfulness,
but it is a good plan to commit
such sentiments or verses from
others as are thoroughly under-
stood by him and these are to
be called to his mind quite fre-
quently and thus his memory
strengthened.

In the matter of accomplishments,
Locke is rather hard upon

music, "which leads ^{10.} into jovial com-
pany" and also painting, which
is sedentary and therefore unhealthy.

All should learn at least one trade
and especially such a one as
can be practiced in the open
air. The last part of the education-
travel - Locke seems to condemn,
not in itself but because of the
time selected which is the worst
time of all, usually between the
ages of sixteen and twenty-one.

This treatise shows us that
Locke's idea was to give the boy a
robust mind in a robust body;
his body was to endure hardship,
his reason teach him self-denial.

All this was to be brought about
by leading, not driving. He was
to be trained not for the University
but for the world.

Bibliography.

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