

THESIS.

Subject, John Locke

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On Aug. 29, 1632, was born in England one of the most celebrated of all philosophers, John Locke; and it is this mighty vortice of the educational world, who is discussed in these few brief lines.

In reading Locke, one is early given to know that he is no mean figure standing before the world.

Locke never showed himself to be an enthusiast, having a desire to become a famous renovator or reformer of the human race; as Rousseau, Pestalozzi, and others. He was a man of candidness and good sense, one who readily perceived that no set of thinkers can ever monopolize the whole truth in regard to the education of the race.

No one can deny that very great material advancement was made through the centuries succeeding the dark ages. Schools were numerous in nearly every important country. Education was rife, at least among the higher classes of people, but the great question of public education was far from being solved. The common people had not yet learned its benefits.

The aristocratic class, mainly, were educated. The tutor system was deemed most practicable. Locke seeing that it worked very well, and indeed better than other systems, private and public, followed it himself.

It is known that Locke was

reared in a well-to-do home; being accustomed, from his earliest days, to watch the progress of great events, and to listen to the discussion of great and stirring questions;

He entered politics in early life and connected himself with Lord Shaftsbury. He was a student in Christ Church College where he carefully watched Parliament and many other important movements of Cromwell's time.

The political affiliations of Locke and Shaftsbury are shown by their governmental codes. They at one time prepared what is known as the "Grand Model" for the American colonies; but it did not work under the democratic and

and liberty-loving settlers, and was abandoned. So we are not much surprised that Locke was much opposed to one master being the teacher of a considerable congregation of pupils. We will not misjudge him. The work, that in his theory, the tutor was to perform is that which in our time is done by the parents, while we leave the instruction in higher mathematics and the classics to some one appointed to the position as teacher of the school.

Locke's theory resolved itself into what is now known as the correct method in securing to the child a cunning hand, and a cultured brain.

He laid down a specific list of ten rules concerning diet, clothing, exercise, manners, etc, which he saw were absolutely essential for the welfare of the children of aristocratic people. He said that "self-denial is to be got and improved by custom - made easy and familiar by an early practice. The practice should begin from their very cradles"

It was very common for him when he was thinking about education to write down what he found, for his own eyes only. He finally wrote his "Thoughts on Education" which was concerned with the rearing of gentlemen who were in turn to become tutors.

The tutor having charge over all the affairs of the pupil, the "Thoughts" were directed to more than 190 specific points to be observed.

Locke's wide spread celebrity was affected primarily by his taking to himself the bearing of a critic. It is now considered evident was much needed everywhere. The student of learning was given only such as would prepare him for the University and nothing practical, nothing substantial was given him.

Locke was an advocate of the hardening system. This element in his work was due to his study of medicine. He asserted that the authority of the parents should begin early

Lockes Essay on the Human Understand-
ing" is based upon his psychology of
sensation and reflection, and brought
about his specific regard for the
precedence of those subjects that
pertain to things in contradistinction
to those things that concern ideas.

C. F. Burroughs.

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