

**THE EVOLUTION OF THE
MODERN
CONCEPT OF SCHOOL
DISCIPLINE. THESIS**

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The Evolution of the Modern Concept of School Discipline. Thesis by Quincy A. Kuehner

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QUINCY A. KUEHNER

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EXCHANGE
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The Evolution of the Modern Concept of School Discipline

THESIS

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL OF THE UNIVERSITY OF PENNSYLVANIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

BY

QUINCY A. KUEHNER.



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Abstract.

Thesis: The Evolution of the Modern Concept of School Discipline

Chapter I. The Old Method of Discipline.

A brief account of the use of the rod in former times in the Schoolroom.

Chapter II. The Factors Which Were Operative in Bringing About the Modern Concept of School Discipline.

(a) Individuals.

Presents and sums up the arguments for milder discipline found in the writings of educational thinkers belonging to periods prior to the latter part of the eighteenth century.

(b) Movements

Discusses briefly the influence of social and political changes upon the spirit of the Schoolroom. Finds in Rousseau's writings the foundation of the nineteenth century educational development. Shows Rousseau's influence upon Pestalozzi, and discusses the influence of Pestalozzianism, Herbartianism, the Froebelian movement, the Child Study movement, and other factors, upon the treatment of the child.

Chapter III. School Discipline in the Light of Representative Educational Thinkers of Recent Times.

Presents, Compares and Summarizes views and suggestions, on school discipline, of several prominent recent educational thinkers, and relates them to the movements with which they were associated.

Conclusion: Presents briefly what appears to be most helpful in disciplining a school, as suggested by the educational thinkers consulted.

Bibliography: Contains specific references to the works and parts of works consulted.



The Evolution of the Modern Concept of School Discipline

Introductory Note

No discussion of educational practice can be considered complete if it fails to take into account the question of School discipline. The belief is quite common, among those who are engaged in the work of teaching, that this question does not receive the amount of consideration it should, in treatises on education, in institutes and in other organizations for the improvement of teachers. Probably more teachers leave the profession because of failure in discipline than for any other single reason. Many of the educational leaders of our day speak very earnestly of the doctrine of interest and the love of children, and it is well that these highly important factors are properly emphasized; but we must not lose sight of the fact that, in spite of splendid theory, practice brings us face to face with pupils who need special treatment along the line of discipline. The teacher who knows the practice of successful masters in dealing with such pupils will, in many instances, be able to discipline his school more successfully than he could without this knowledge. These considerations justify a study of school discipline, and a presentation of the methods of discipline suggested or employed by several recent and contemporary educational thinkers.



Handwritten notes:
The old method
of discipline
was to whip
the children
with a rod
or a switch
and to
punish them
for any
misconduct.

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Chapter I The Old Method of Discipline

From time immemorial corporal punishment was the chief means resorted to in disciplining a school. This was considered the proper kind of punishment, not only for breaches of whatever general rules the master laid down, but also for failure in studying the lessons assigned and in doing such other tasks as the master required. The rod was the instrument by means of which the average master sought to maintain discipline in his school. Solomon says in Proverbs, 13:24:—"He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes." History discloses the fact that this maxim has been considered true in all ages. Nations, who never heard of Solomon's maxim, made unsparring use of corporal punishment upon offenders, young and old, in school and out of school. Nevertheless, from the earliest times, even to our own day, the schoolmaster is represented as the "wielder of the rod."

We read that Homer used to be whipped by his schoolmaster, Toilus, who afterward got the title Homeromastix. In his Comedy, "The Clouds," Aristophanes makes "Just Cause" speak of the old Greek education and discipline in these terms: "In the first place it was incumbent that no one should hear the voice of a boy uttering a syllable; and next that those from the same quarter of the town should march in good order through the streets to the school of the Harpmaster, naked, and in a body, even if it were to snow as thick as meal. Then again, their master would teach them, not sitting cross legged, to learn by rote a song—raising to a higher pitch the harmony which our fathers transmitted to us. But if any of them were to play the buffoon, or turn any quavers like these difficult turns the pres-