

it as an axiom what the writer asserts as an opinion, that the teacher's time would be "much more profitably employed in class work." That is begging the question. Another might *per contra* say, "Your teachers, it seems to me highly probable, do altogether too much of what is called class-room work. The girls would make more real progress and acquire more strength if left much more to their own resources." If within certain limits answering questions with the pen is a better mental exercise than answering them with the lips, then the teacher will do better work by giving less time to the latter in order to give more to the former.

We should be disposed, too, to dispute the position that the best or sole use of an examination is to test the pupil's *real* knowledge of any set of facts. There are other things that it is at least of equal importance to have tested, *e.g.*, the pupil's power of clear thinking, precise expression, orderly arrangement of ideas, etc.

But even as a test of a pupil's real knowledge, we fancy the examination is not without use. In fact we think the experience of that teacher will be singular who has not often found himself compelled, on examination of a batch of papers, to modify very materially and in both directions, his preconceived opinions as to the acquirements of certain pupils. The written examination affords a means of applying a more exact test than can possibly be had in any series of oral examinations, especially of large classes.

The statement that no entire stranger can properly examine a class suggests one of the strongest arguments in favor of such examinations. It directs attention to the well-known fact that every teacher has his peculiar modes of putting things, and is pretty sure to have a more or less one-sided and limited range of vision. Very often the examination by a stranger is very serviceable to both teacher and pupils, as showing that there are other sides to questions, and other points of view from which they may be looked at. No one can be said to have mastered a subject till it has been studied from different points of view and on all sides.

This suggests further that the highest value of the written examination is not in its use as a test of knowledge, or of any thing else, but as a class-exerciser. It compels precision of thought and of expression; it enables each pupil to find out for himself, as well as exhibit to others, the extent and accuracy not only of his knowledge of facts, but what is of vastly greater importance, of his thinking in regard to the subject in its various relations. It is of especial value to the many pupils who are timid and less ready in speech than their companions. Bacon's well-worn aphorism, "Writing makes an exact man," applies with full force to boys and girls in school.

The summing up of the whole matter is: Do not make a fetish of the written examination; do not weary yourself and run the risk of doing injustice to your pupils by attempting the impossible task of giving to every answer its exact percentage of relative value, but, on the other hand, do not fail to put the written examination to its legitimate use as one of the best possible class-room exercises for the pupil, as well as an invaluable aid to the teacher in discovering the weak points both in his own and in his pupil's work.

## Special.

### DISCIPLINE AS A FACTOR IN THE WORK OF THE SCHOOL-ROOM.

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(Concluded.)

But to what extent can a discipline of consequences be applied in the school-room? Is it possible at all in the little world called a school to link together as cause and effect, punishment and offence as is done in the great universe in which we live? The answer is best given by examples. For all injuries to the school property, the natural punishment is its repair. When a boy has replaced the glass broken in a window, removed the cuts or stains from a defaced desk, repaired the palings knocked off from the yard fence, he has done about all that should be required of him. A pupil who has displaced the school furniture or cluttered the school-room floor, has paid the proper penalty when he has restored everything to its former condition. A pupil who plays on his way to school, may be denied the privilege of playing at recess or noon-time. One who idles away his time, and therefore does not know his lessons, may be made to work while his schoolmates are at play in order to learn them. One who disturbs his school-fellows that sit near him, may be assigned a seat by himself. One who is quarrelsome, quarrelsome, or selfish on the playground, may be detained in the school-room at play-time or given a recess by himself. The habit of using profane or vulgar language will be soon broken up, if the teacher require any one who indulges in it to remain apart from his school-fellows, lest his example contaminate them. He can say to one who has erred in his way: "You have used bad language and must remain in the school-room here with me while the other children play, for, of course, I cannot suffer innocent boys and girls to hear such words. I am sorry, but it cannot be helped." In the case of open disobedience to the teacher or incorrigibly bad conduct, it may be proper to resort to force, or to dismissal from school. These examples do not cover all cases of school discipline, nor does what has been said exhaust the treatment that may be proper in any one of those mentioned; but as a whole they will serve to exemplify a kind of school discipline infinitely superior to that in use in hundreds of thousands of schools. It is rare indeed that a judicious administration of such a system will not secure order in a school, and what is more important, healthy moral growth among the pupils.

The advantages of a discipline of consequences over a system which involves arbitrary punishments such as whippings, tasks, and bodily tortures, are beyond calculation. It is the rule of law in contrast with a rule of passion, caprice or blind volition. Such a discipline enables the teacher to remove in great measure his personality from his administration. Instead of a monarch governing according to his own will, he becomes a judge passing sentence according to law. He discards all personal feeling in punishing wrong-doers, but as the head of the school, simply sees to it that those who violate the law shall incur the natural consequences of their acts. The discipline of force often leaves behind it a feeling of resentment. Some of us who were brought up under this old regime still feel the sting of the injustice done us; and it would not be difficult to awaken in our bosoms even now the spirit of revenge we once entertained towards masters who in their way were as arbitrary in their government and as tyrannical as Nero or Caligula. A discipline that makes the government of the school impersonal could not be attended by any such bad results. A discipline of consequences in school prepares the way for a discipline of consequences in life. When a child reaches the age of responsibility he finds himself hedged about by a complicated system of laws. Order must be preserved in society, the state must be governed, and to secure these ends laws must be enacted. To the violation of these laws are affixed penalties designed to be just and to grow naturally out of the offences. Among these penalties are restitution of property, fines, imprisonment, death. The whole system of jurisprudence is, as far as human wisdom can accomplish it, a discipline of consequences. The state establishes and supports the school, and in return the school should train up good citizens. Its discipline therefore should be in accord with that of the state. God rules the universe, and as far as we can see He rules by laws to which are attached as sanctions rewards and punishments. It is