

an objective, the educative process shall be scored daily by conformity to institution rules. If the program is rich and the human relationships are wholesome, there is no need of always having a large number of boys sitting in their lockers in silence. There is something wrong about a community in which a number equal to one-half of its citizens are receiving punishments every day in the year. I cannot see that keeping a boy on silence for weeks at a time is even good punishment; it must get to be simply a way of life. Yet this was and in too many cases still is the atmosphere of the correctional school. I wonder if we cannot agree to do some experimenting with less punishment. As a matter of fact, the weeks School has already done enough experimenting along that line that it should be in a good frame of mind on the subject.

The boys have various complaints about the marking system but what they were really doing in their meeting with me was pointing out the weaknesses inherent in any marking system. A sample is that a slop on the tablecloth brings a C in one cottage and a Double D in another; that a slop as big as a dime is no more serious in one cottage than one with the diameter of the lead in a pencil is in another. That is the human element; some persons will always be hard markers and some soft markers, whether in the State University or at Vergennes. Another story is that a boy in A Class cannot go to the movies if he happens to be "on line" at the time, while a boy in C Class goes if he happens not to be "on line". That is only one of the human inconsistencies of marking systems. The boys gave me material for a book and proved that any rating system works out about as unfairly as it is designed to be fair. One boy said, "Why should we have to get marks in school? Some kids are bright and some just can't learn". Something in that, too.

Specifically, I felt the boys made out a case against the