

the boys and others. With such a group reviewing all cases periodically, good judgment almost has to prevail. If each member of the conference comes to the meeting well prepared in advance to make his contribution, a good professional discussion will ensue and the best solution will probably be arrived at. Mr. Carpenter is seeing boys individually, discussing them with members of the staff individually and striving for the same ends but most executives will hold that no amount of personal effort can be a satisfactory substitute in case work for regular staff conferences and discussion. Incidentally the weeks School is to be congratulated for not attempting to decide parole upon the basis of a marking system, as some schools still do, but it should go further in recognizing the poor correlation that exists between conformity to institution rules and the prognosis for the child's success in the community.

REWARDS AND PUNISHMENTS

I have strong convictions on the subject of punishments. I wish I were not constrained by the limitations of a brief report because punishments is a topic for long and animated discussion. Personally, I think that they do not get us much. The world has given up entirely, or for the most part, banishment, the stocks, the pillory, the whipping post, excessive fines, even capital punishment. Modern penal institutions grew out of the belief that punishments did not reform. For the same reason our public schools have been edging away for a generation from 'stay after school', 'write 500 times', and the rest, including corporal punishment. In the corrective field, we gave up the ball and chain long ago; then we stopped shaving heads and indulging in grotesque exercises and now we are reducing silence, 'on line' and spankings.

I would also challenge what in practice appears to be the measure of corrective education, namely, that because good conduct is