

citizens. I believe we sometimes destroy a boy's respect for law by permitting him perpetually to break laws with impunity. Ordinances of the state, or of the school committee do not at once change the nature of children, or the customs of society. And then I think it will be a long time before children will be so much wiser and better than full-grown men as to need no compulsion to cause them to do their duty. Is a record of punishment required? and do you fear the effect of the record? My advice is to make history first, and write it afterwards. Know your duty;

do your duty; and then, if necessary, tell what you have done. More than this,—the neglect of one punishment often causes four; if not by you, by a more conscientious and less timid teacher into whose hands the unpunished pupil subsequently comes.

Authority should be a powerful means of discipline in school. Authority should be enforced by sufficient means. And yet, authority should be a constantly decreasing force. Authority should be so blended with other means of enforcing discipline as to be felt less and less by the pupils — *Education.*

SOME WAYS IN WHICH COLLEGES MAY HELP SECONDARY SCHOOLS.*

ISAAC THOMAS, PRINCIPAL OF HILLHOUSE HIGH SCHOOL, NEW HAVEN, CONN.

THE facts of the situation stated:—

(1.) There has lately been much talk by college instructors about the work in Secondary Schools, as they are pleased to call them. In some way or other it was found out that the average college graduate was too old to begin with advantage the active pursuits of life, *i.e.*, bread-winning of some or another kind. The fault must lie somewhere and with somebody, and, since the college could not but be all right, the lower or preparatory schools must be the place where, and their managers the persons upon whom, to lay the blame. No claim has been made that the schools do not meet the requirements made by the colleges themselves; on the contrary, the work is even better done now than before. But it must be done sooner. At the same time the requirements of the college have been in-

creased in amount so that the problem at present is, not how shall the schools do better work or the same amount of work as before in a shorter time, but how shall they do a much larger amount in a shorter time?

(2.) No thinking man in the full possession of his senses would try to maintain that the work in the preparatory schools is in a satisfactory condition, nor would he deny that much time and effort are lost in the attempt to carry side by side special preparatory and general courses of study. He would admit that these courses have no intimate relation to one another, that they do not grow out of the schools below them or into the colleges above them. We are working on the "block" system, with gaps between the blocks.

(3.) The question often heard by preparatory teachers, "What have you for us this year?" reveals more than a long discussion might of the relation that has existed between the schools and colleges. It has been a market

* Read at the meeting of the Connecticut High School Teachers, Hartford, February 27, 1892.