

sity rather than in it. The undergraduates who have matriculated are full members of the college, but not fully members of the university. Those who have the franchise, the full graduate standing, form the university. The undergraduate students form the material out of which the members of the university will be made; nor do they by any means become in all cases members of the university. They are potential rather than actual members. A college might be special or technical, or might teach only one kind of subject. A university must have varied faculties. Even at such universities as Cambridge, the university is not equal to the sum of its colleges, but has a corporate life of its own quite distinct from the life of the colleges. So there might be university discipline as well as college discipline. To university life in many ways the colleges contribute; but universities can exist without colleges, though colleges of the kind I mean must have a university to work in them, to inspire them, and to regulate them, and, where there is a plurality of colleges, to co-ordinate them. Thus, whatever college discipline may be, it will have a different setting or even interpretation according to the view we take of college life and of the nature of a college.

College discipline includes the due subordination of all, whether members of a college or a university, who have not reached adult standing in that college or university: all in the pupil stage.

If the word college is thus interesting, so is the word discipline. I find that discipline implies order, teaching, training and restraint. It really means the state of atmosphere in which a discipulus or pupil should exist. It is the note characteristic of the scholar in whatever grade of the educational arena he may find himself. "Doctrina" is what the teacher gives, and is the atmosphere in which he lives. "Disciplina" is the sphere of the taught. Discipline can be used in a wide sense and in a narrow sense. It may refer broadly to mental and moral training; it may refer to the same matter exactly as the doctrina referred to above; the words as they leave the teacher being doctrina, as they reach the pupil they may be disciplina: something to be received, grasped, learned, and inwardly digested. The word discipline has not generally been so much used of the matter taught; it is used rather of the subordination of the taught, the training to act in accordance with rules—