

ence to the whipping of undergraduates at the butlery hatch of the college, and I am not certain that these statutes have ever been formally repealed. It is known to me that within the last two or three years the dean of a college at Cambridge did give an undergraduate a caning in lieu of exacting a fine, and this at the request of the undergraduate himself. This may have been pleasing to him, but it did not satisfy the college authorities, who promptly called for the dean's resignation. The incident shows that possibly the old flogging enactment is still unrepealed in the letter. The undergraduate of this story was like many boys who would choose the swift, sharp stroke rather than a more tedious form of punishment. It is not in my province tonight, though it is allied to my subject, to discuss the question of corporal punishment; but I may be pardoned for saying that after twenty-two years' experience I would say this branch of punishment should be in the hands of the head master alone, and that he should very rarely, if ever, exercise his prerogative. Strong and kindly and faithful admonition will cause tears even sooner than blows. What we want to produce in the refractory is penitence, not pain. It is just as likely by this form of punishment that we shall harden our pupils as that we shall break them in. To some natures it seems to do no harm, for Bishop Hannington, the heroic martyr of Uganda, is said to have been caned at school as often as ten times a day. Again, at Winchester college, founded by the benign and learned Wykeham, even in our own day the practice of tunding (*tundo*, I beat, I strike repeatedly, I produce a contusion) has been permitted, I believe, to the prefects or monitors as a means of disciplining the younger boys. These methods do not approve themselves to me, even when defended by such champions as Bishop Ridding.

Is it not the more excellent way that in the true training of the child, so soon as some one who cares for the child (for no one else is fit to be an educator) can show that child that his wrongdoing or moral shortcoming is a source of mental pain to himself and of injury to the child, then there will be little need to inflict physical pain upon the child. Infinite trouble must be taken in the training and corrective process. And just as we would minimize physical punishments for younger pupils, so would we minimize all punishments for college students tending to degrade or