

C r a c e c u m

Auckland University College Students' Paper

XXX—No. 1

Auckland, N.Z., Tuesday, 8th March, 1955

Gratis

U.S.A. CONGRESS

A Composite University

BY "ENJAY"

The University of New Zealand has once again, like Pegasus, landed at Curious Cove. Those who have been might comment that "anything can happen at Curious Cove" — where old personalities returned in force this year — Dr. Currie in his green pyjama suit, Dr. Sutch and his Economic exclamation; the lively force of Miss Smith's feminism disturbing the rest of the male population, bothered again by the spectre of the female challenge.

Capitalist loyalties quivered with apprehension at the presence of a Red menace from Victoria, and, over all, in dining-room and lecture hall, the sanctity of Paul Oestricher's smile hung with the dignity and the mysterious suspension of Carroll's feline phenomenon.

For those who have not been it can best be described as a "must" without which our University life is lacking. For the non-residential Colleges in particular it is the one time that a strong feeling of "Belonging" is awakened.

parallels on a domestic scale the internationalism discussed at such length. The very informality of the atmosphere conducive not only to learning and the urgent discussion of talks and subjects too numerous to cover, but also to friendships and acquaintances which lead to contact between students throughout New Zealand.

Peaceful Co-existence

Congress this year was approached with no special Theme in view, but, as Talks progressed various strains emerging from the lectures and the remarks they produced, became evident. It was particularly so with Professor Prior's excellent address entitled "Some problems of peaceful co-existence" which the scene for Internationalism. "Peaceful co-existence" became one of the catch phrases bandied about the room and was applied as a warning when discussions threatened to become over-heated or when some over industrious person threatened the bread and butter supply.

Feminism

Miss Smith's talk also produced mass quantities of animated discussion long after she had sowed the seed of dissension far into the night—on the hills, the beaches and in the rowing boats. Feminism had come to shatter manly composure.

Dr. Sutch in his "Ten years of world history" was his usual economically

forceful self and his questions of "Why we as University students should expect to be educated" was carried through neatly by Dr. Howard in his talk "Who Knows." Dr. Soper's address was one more concerned with University problems.

Professor Buchanan's was perhaps the finest address given. His incisiveness, his insight into African affairs and his treatment of this theme justified the intensive-ness of the questions he was long besieged with.

Philosophy for the few

Professor Prior on the other hand dealt with his subject "Philosophy" so eruditely that those who could follow him were lulled into academic approval while those not so learned either watched in fascinated silence while the Professor, with an almost magic sweep of chalk on blackboard decreed whether or not Pegasus the Winged Horse should exist or be swept back for ever in his mythical past: and there were those who failing to understand, tried to lure Professor Prior back on the traditional path of Ethics.

We had the pleasure this year of meeting Dr. Dietrich of the German Legation and his family. Dr. Dietrich gave us a survey of German History relating it to present day conditions. The second section of this talk was particularly interesting given as it was by a German, close to the problems existing in his divided country. German re-armament was food for some discussions, and Dr. and Mrs. Dietrich entered the melee fervently.



Curious Cove

Light relief

As a relief to the political side of discussions Mrs. Garland, Mr. John Trevor and the Rev. Peter Cape gave us in Panel discussion and informal talks some of their insight into the world of painting, sculpture, drama and writing. Mr. John Trevor also staged a one-man drama "Rope" played to perfection and with every indication of the reason for its success overseas.

We were privileged to hear Miss Cara Hall, our noted pianist, who rounded off our week's Feast. She not only gave us an excellent address on the French Impressionists, highlighting it with examples and quips, but she played almost inexhaustively on request. The week also had its sporting, social and humorous sides. Mr. Stan Higgins from the Internal Affairs was a sporting humorist. He introduced Archery again into the Congress sports duel on Saturday and although he fostered the athletic life by providing the wherewithal he also fostered a spirit of free enterprise and no coercion so that those with bandy legs rowed. Once again the Marathon runner almost succeeded in burning down the Hall with his fiery torch.

Australian adjectives

The singing was enlivened by the Australian contingent who added some ditties unknown and Australian Rules became a subject much talked about. The Student Forum once again produced its usual hectic resolutions, proposed and seconded with more and more haste as lunch became a force to be reckoned with. Some, however, concerned with German rearmament and Formosa were the subjects of a somewhat slower process put on with diplomatic resource after breakfast.

"All's well"

This year's Congress was rather more quiet than usual. It is hard to say whether it was because there were more families in residence or whether it was because the inimitable Roger Harris with his inexhaustiveness and humour, was absent.

Our thanks for a very successful and enjoyable Congress are due to Lyn Phelan, Mr. and Mrs. Manning and also to the Rev. Peter Cape and Rev. Father Loughlan.

Congress is finished for the year. There is much more to learn and many more hills to climb. For those who have not been there is something in store for you. A composite University in ideally beautiful surroundings.

CRACCUM

The Editor accepts as little responsibility as possible for the contents of this paper, and the opinions expressed are not necessarily those of the Editor nor of the A.U.C.S.A. Executive.

STAFF

Editors	JIM TRAUÉ and DAVID STONE
University News	CLARE LILLIE
Sport	JIM HOLDOM, with ANN LUND
Overseas News	ALLAN TAYLOR
	with
	"ENJAY," "MUGWUMP," and "WOL"
Distribution	ALLAN TAYLOR
Typist	WENDY STRICKETT

Why not politics?

Surely one would have to go a long way to find a people as politically apathetic as the New Zealanders. Both on the domestic scene and in their international relations, New Zealanders are a carefree lot: there are no great internal political issues, no bitterly fought elections, no organised opposition to the Government's external policy. Of course this makes for a sweet and tranquil life but is it really healthy?

We have what we call a democratic state, but even the most ardent advocates of the democratic system are particular in stressing the need for ceaseless vigil, a critical approach and an enlightened mind if democracy is to stay alive.

Is this in any way an apt description of the political outlook of the New Zealander? Or rather is his attitude that of "I couldn't care less"? It cannot but strike the observer that the New Zealander is more than a little complacent in his outlook, takes far too much for granted, and spares little thought for politics except where his stomach is immediately concerned. There are at least two notable events of recent months which only serve to strengthen that opinion.

In the domestic field, the last event of note was the General Election of November. Indeed this is a very fine term for what was little more than a bargain sale on a national basis, with neither side showing the courage of its convictions. Even the entry into the field by the Social Crediters failed to rouse the two major parties from their lethargy.

The total lack of interest in the Government's external policy was exhibited unashamed when recently the Cabinet ratified the *SEATO Agreement without any reference to Parliament*; there was no protest from the Parliamentary Opposition and not so much as a murmur in the daily press . . . not a single editorial, not a jot of protest in the correspondence columns. Is it safe to allow any government a completely free hand in such matters? Is the New Zealander so disinterested that he cares little about his country's commitments abroad?

Now the University student regards himself as an enlightened member of the community, and if anybody should be aware of the responsibilities of citizenship, surely it is he. And yet political discussion is considered not nice in University circles, and enthusiasm just the last thing.

In the domestic sphere, is it too much to expect the University student to think as much about the internal welfare of his country, as about his bursary increase? And, in our international relations, even if the students choose to disregard such things as the mutual understanding of peoples, one would think that self-interest would bring them to their senses. Has it occurred to the men students that in the event of war, a not remote possibility in the light of recent events, a large proportion of them would be among the first to go.

It's worth thinking about.

On the Spot

Dr. Thompson's report on the recently inaugurated Student Health Service has served to bring the University once again into the public view. It has not been favourable notice. Few are spared by the report; but it is to be hoped that the criticism will be taken to heart.

Dr. Thompson is very conscious of the lack of a corporate university tradition. He comments that students are isolated individuals with no

ORIENTATION PROGRAMME

Monday: Meeting of Student Councillors, in Common Room, 8 p.m.

Tuesday: Official Welcome, Main Hall, 8 p.m., followed by Group Social will be held in the Common Room at 8 p.m.

Friday: Freshers' Dance, Men's Common Room, 8 p.m.

Saturday: Gatherings of Freshers at the homes of Staff Members, 8 p.m.

From Wednesday to Saturday the A.U.C. Drama Society is presenting their Orientation Play, "Maria Marten" or "Murder in the Red Barn," starting at 8 p.m. on each evening.

STUDENT JOURNALISTIC CODE

The following "Student Journalistic Code," drawn up by the 1953 Council of the New Zealand University Student Newspapers Association, will be adhered to by this year's editors.

1. The editor should not permit the paper to be used as an instrument of propaganda for any one set of ideas, one group, or one person.
2. No editor should suppress any viewpoint merely because it conflicts with his own or his staff's.
3. Except where published material is signed, it may validly be taken as the opinion of the editor.
4. No criticism of any individual, or organisation, shall be published without giving the individual being permitted the right of reply.
5. All letters to the editor shall be signed by the writer, but a pseudonym may be used in publication.
6. The editor shall have the right to abridge, without distortion, any letter or article; where a letter or article is abridged, the writer should be so informed.
7. The editor shall have the right to exclude any letter or article which is libellous, indecent, malicious, or frivolous.
8. The student journalist shall reveal his identity as a representative of the student body before obtaining any interview for publication.
9. The editor should apologise in print for culpable mistakes.
10. The editor should take note of the existence of the Law of Copyright, and should not publish material without the permission of the owner.
11. The editor should acknowledge the source of previously published material, and should not publish material without the permission of the owner.

BUT . . .

Getting an issue of "CRACCUM" out is fun, but it is no picnic.

If we print jokes, people say we are silly.

If we don't, they say we are too serious.

If we clip from other magazines we are too lazy to write them ourselves.

If we don't we are too fond of our own stuff.

If we don't use suggestions or contributions we don't appreciate them.

If we do use them, the page is full of junk.

Now, like as not someone will say we swiped this from some other magazine.

We did—and so did the magazine we swiped it from—and so did . . .

sense of 'belonging' to the University, that few take part in student activities and that there is little discussion of political, philosophical or literary questions.

Neither the move to Tamaki nor the exclusion of part-time students will automatically bring a revolution in student attitudes. A corporate tradition will not develop easily in Auckland, and it will require much toil and trouble.

We suspect that it will require more sacrifices than many in responsible positions are prepared to make.

A great responsibility for the future lies with the College Council, the staff, the Students' Association office bearers and the students themselves. It is essential that the University has adequate hostel and non-residential facilities, including a Student Union as outlined by Dr. Thompson. This will have to be fought for. Above all the Council must not lose touch with the needs of the students, who have some place in the scheme of the University.

Much of what is best in University life lies in the partnership between staff and students. That partnership, which seems to have lapsed by mutual consent, can be revived. The activities planned for Orientation year will enable both staff and students to atone in part for their omission in past years. But Orientation is only one small drop in the ocean of indifference.

EXEC. NOTES

Into the Valley of Death . . .

. . . with "Mugwump"

Executive meetings during the vacation were held in an even more relaxed manner than during term, for no one ever became emotional — perhaps Brian Horton's sarcasm was the closest.

Meetings were so poorly attended that sometimes they were late in starting for lack of a quorum of five members. At the best attended meeting the President formally, but gently, rebuked Exec.: "I feel this is a very poor spirit considering your responsibilities to the student

complaints

At the meeting of the 29th November, received a letter from the Superintendent of Examinations. It seems that there had been complaints from students that some supervisors had been giving one extra sheet at a time. Obviously this kind of petty meanness can make all the difference during the most important moments.

Degree Ball

At the meeting of the 13th December Barnes told Exec. that After-Degree had a loss of £28. This loss might be explained by the expense of catering for the free tickets given to Blues. But the force of numbers should cancel out the latter factor and the supper was far above "ball" standard. The band was magnificent. Already notorious for its slight life, A.U.C. may soon have none.

Australian Students

On the 13th, Lesley Quinn asked for help in meeting and welcoming a group of Australian students coming here for the official Travel and Exchange Scheme. There was a long pause and the President suggested that she write to individual members and put up notices. A month later, Lesley Quinn met this group of overseas students on the wharf.

Increases

On February 7th, Exec. confirmed a letter from the Principal, Mr. Maiden, stating that the Professorial and the College Council had agreed to suggestion about bursaries forwarded to the Minister of Education by N.Z.U.S.A. and now being received by the Vice-Chancellor of the University of N.Z. For instance it is hoped to increase bursaries from £30 to £50, and Bursaries from £40 to £50 to increase the tenure of National Junior Scholarships.

Orientation

Mr. Marsden gave Exec. further details of his plans for Orientation and if the work done by Orientation Committee is any indication, the week should be a great success. At the meeting on the 21st February, although outwardly tedious, touched on a few interesting matters.

Why the rugby club has a prior claim over all the other sports clubs is beyond my understanding.

Approves in principle

But this delay is slight compared with the eight months wait for the architect's plans finally produced at the February meeting. Already, in November, the delay had cost £5000. And the Council although approving the building of a gym in principle, had been unable, without plans, to state whether or not it will find money for it.

But costs increase

Meanwhile not only do building costs increase, but much of the first enthusiasm has disappeared. Maybe the College Council does have a difficult time with the Government not committing itself to provide finance for hostels or Tamaki, but their attitude is rather inconsistent. For example, Mr. Brown, was appointed as a physical education officer in a college with no physical education facilities, but asked to make suggestions to the Council about the students' needs. Accordingly he presented a report, but has not yet been asked to discuss it with them.

Anyway, now all we can do is to wait for Dr. Thompson's report to make its full impact on the Council (if they read it!).

N.Z.U.S.A. Representation

At this meeting Exec. were reminded that A.U.C. had no representative on the Residential Executive of N.Z.U.S.A. the central University student body for New Zealand. Peter Boag could not remember how often they met, but all agreed that "it is a matter to be reviewed in the near future," and passed on to the next business.

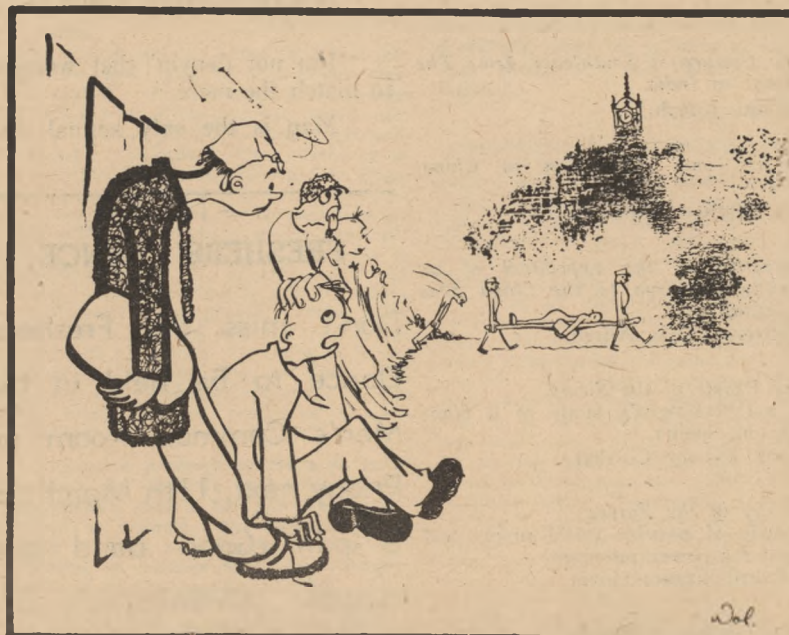
Exec. Room Improvements

Later they discussed new arrangements in Exec. Room—the files already bulging with miscellaneous literature, the new £40 table to spill cigarette ash on, and one wall to be painted red, to show they are broad-minded.

Gymnasium troubles

Finally, they touched on the Gymnasium. This matter has been put back by an application of the Rugby Club to the Council for monetary assistance in erecting a training shed.

The Finance Committee of the Council, which seems to discuss these things before the Council itself, will discuss this month, with the appropriate people the possibility of combining a gymnasium (Mr. Brown prefers it to be known as the Recreation Hall) and rugby training shed (which needs an earth floor?).



They're enrolling only the urgent cases first



Around the College . . . with "Mugwump"

Bon voyage

The congratulations and best wishes of the students go to a Professor and a Graduate of our Engineering School.

Professor George Dalton has been appointed by the Australian Government to the position of Chief Engineer of the Australian Atomic Energy Commission. In his new position he will be one of the officers in charge of the construction of an atomic reactor at Merai, near Sydney.

As Head of the Faculty of Mechanical Engineering he was very popular among the students and will certainly be missed.

Also of the Engineering School, Colin Maiden has been awarded a Rhodes Scholarship. Colin has many friends among us and is, at present, the Engineers Representative on the Students' Association Executive.

We wish him every success in his studies abroad.

Library alterations

Mr. Sandall has written us the following note about the alterations in the Library:

At present more like a skating rink or dance floor, the new deck will eventually be covered with book shelves. Some tables and seats will be lost and students are recommended to use empty class rooms for study when they don't need to use Library material.

A central stairway is to be built to the new area and a balustrade placed along the unprotected edge. Until this is done the more giddy-headed should keep their feet on the ground floor."

Building upwards

There have also been alterations on the roof of the Biology block. A number of rooms have been built for the use of botany honours students. Not only does this benefit the Botany Department, but leaves vacant a room in which a university bookbindery is to be established. Perhaps this is the first stage in the establishment of a University Press.

Both the work in the Library and the biology block has been done with special government grants.

You pay here now

This year there is a further practical result of the devolution of the University. Instead of paying exam. fees to Wellington most students can now pay them directly to A.U.C. With internal examinations, all records are kept here in any case.

Credits

This year has seen a major triumph for Mr. Kirkness; the A.U.C. Calendar was available a fortnight before enrolling day.

ORIENTATION PLAY

It's Moider She Says

For presentation during Orientation Week, and as its first production for the year, the A.U.C. Drama Society has chosen the ever-green favourite of Victorian melodramas — "Maria Marten" or "Murder in the Old Red Barn."

Presented by the Edinburgh Dramatic Society with great success at last year's Edinburgh Festival, "Maria Marten" is the sort of play student casts revel in.

That the play was taken seriously in great-grandfather's day gives new meaning to the cliché "times change." But the joy of this play lies in the peep it gives us into a period long since scorned for its narrowness of outlook, and a second look at the fascinating aspects of an array of trimmings which went hand in hand with the melodrama.

Theatre bills, orange sellers, gas light, theatre managers, and aspidochasms have become part and parcel of the Victorian melodrama. The student production will attempt to recapture some of this Victorian flavour and atmosphere.

To this effect, incidental music has been especially arranged by an accountancy student, Ian Sinclair-Ross. In his arrangement, he has included some themes of his own composition. An ensemble, including Victorian music hall ditties, is being arranged by Noel Lynch, widely known for his singing. He will be assisted by the O'Rourke Hall Music Group.

An architectural student (Harry Turbot) and a Fine Arts Student (Nan Manchester) have combined to give an imposing decor in keeping with the period. Dr. John Wright of the Physics Department staff has arranged special lighting effects. Costume designs are by Yvonne Guy another Fine Arts student.

The story is a simple one—the way it is told is simple too. Maria Marten is a poor innocent country lass living at home with mother and father. William Corder, son of the rich village squire, returns from one of his London jaunts,

and is struck (metaphorically) by Maria. He continues to further his acquaintance at the Galestead Village Fair ("All the arts that flattery can devise I'll use to make her mine!"). His ruse is successful and he escorts her home.

Later scenes bring Maria's reproachment by her stern father, and then his forgiveness. Corder, realising Maria is now a burden to him, decides to murder her in the old red barn. To divulge how the play ends would be to spoil the intense suspense of the final scenes.

The wholly adorable Maria Marten is to be played by a graduate student, Patricia Goulding. Graeme Nixon plays William Corder, the most vile of all villains. Gill Davies, who played Mrs. Traill so successfully in *Love for Love* last year, plays the part of a rosy-cheeked country wench, Annie Marten.

Maria Marten will be presented in the College Hall on the 8th, 9th, 10th, 11th and 12th of March at 8 p.m. Admission is a mere 2/6. Seats may be booked at Lewis Eady's (booking fee 3d.) or at no extra cost at the Students' Association office.

Book early, come early, go early.

COLLEGE LIBRARY

Some recent acquisitions

Armstrong, Elizabeth.

Robert Estienne, *Royal Printer*; an historical study of the elder Stephanus. Blunt, Wilfrid.

Italic Handwriting; some examples of everyday cursive hands, selected by Wilfrid Blunt and Will Carter. Brogan, Denis William.

An Introduction to American Politics. Colquhoun, Archibald.

Manzoni and His Times; a biography of the author of 'The Betrothed' (I Promessi sposi). Griffiths, Ruth.

The Abilities of Babies; a study in mental measurement. Le May, Reginald Stuart.

The Culture of South-east Asia; The Heritage of India. Needham, Joseph.

Science and Civilisation in China. Vol. 1. Perry, Mathew Calbraith.

Narrative of the expedition of an American squadron to the China Seas and Japan. Pitt-Rivers, Julian Alfred.

The People of the Sierra. (An anthropologist's study of a community in Spain). Putnam, Palmer Cosslett.

Energy in the Future (A study of possible world supply and demand for power resources). Woodward, Frances Joyce.

The Doctor's Disciples; a study of four pupils of Arnold of Rugby.

TOURNAMENT BILLETS

This year A.U.C. is once again host college for the **N.Z. Inter-University Easter Tournament** to be held in April, when 300 students from the southern colleges will be descending upon the city.

We hope that Auckland will return the hospitality that has been received by your representatives when they have visited the South.

The visiting Tournament teams will arrive in Auckland by train on the morning of **Good Friday, April 8th**, and will leave on the afternoon of **Wednesday, April 13th**.

Would students who can billet one or more of the southern competitors over this period please call at the **Students' Association Office** and complete a billeting form.

Free tickets to all sports and social events (including the Ball) will be given to those who billet visiting competitors.

You will appreciate that the success of this Tournament is dependent upon **your help**. Please do not wait until the last minute before coming forward . . . **the matter is urgent**.

—David Stone,

Billeting Controller.

Quotable Quotes

What men call gallantry, and gods adultery, Is much more common where the climate's sultry.

And malt does more than Milton can To justify God's ways to man.

—A. E. House

A good marriage would be between a blind wife and a deaf husband.

—Montaigne

I'm not denyin' that women are foolish: God Almighty made 'em to match the men.

—George Bernard Shaw

Man is the only animal that blushes. Or needs to.

—Mark Twain

FRESHERS' DANCE

Don't miss the Freshers' Dance to be held in the Men's Common Room on Friday next, 11th March, at 8 p.m. Good band and supper. Admission 5/- single.

takes only a few minutes. You can range for a chest X-Ray at any time without charge, by ringing 49-28 making an appointment. Please call the Student Health Service.

The Student Health Service is open to all enrolled students at the College whether full or part-time.

BOOKSTALL

Second-hand Books bought and Sold at Bookstall in the Tennis Room between noon and 6 p.m. daily.

Student Health Service

The student health service at Auckland is run by medical officers of the Department of Health.

Health is a personal matter, your own affair. The Auckland scheme is a personal service to students. When you enrol, you will be invited to attend an evening at the clinic at Marine Parade, Symonds Street, for an interview with a health officer. This will be different from the usual visit to a doctor, even for a "check-up."

You will be seen by a doctor of your own sex, and the interview results will be entirely confidential between the two of you. This does not mean you are more interested in health than in anything else. He is interested in anything that has a bearing on your health. You can discuss any health problems, anxieties, or problems with him. His job is to get to the bottom of the problem and give you any help he can.

He will also give you a physical check-up and tell you anything that needs attention. You will be given an appointment for an X-Ray, which is also done at the clinic and only takes a minute or two. You need treatment of any kind he will give you a note to a doctor in private practice.

This is not a sickness service. Students in general are subject to various kinds of stress, and the object of the service is to help you to keep your health and prevent illness rather than to cure it.

The average interview lasts for about an hour. Appointments must be staggered throughout the year. Those who join early will be seen first.

Enrolment forms may be obtained from the College Office or the Education Officer.

If enrolments are heavy this year you may have to wait for a long time before being interviewed. The X-Ray, however, is available at any time.

First I . . .
annual inter . . .
ability to ca . . .
place in Uni . . .
has been ta . . .
what you hav . . .
and this occ . . .
ay, and I . . .
chemistry a . . .
However, I . . .
me to addre . . .
I was o . . .
the Univers . . .
which I was . . .
don which I . . .
suppose w . . .
was the acq . . .
livelihood . . .
and had six . . .
of Chemistry . . .
am giving . . .
ms, and if . . .
existence of . . .

EDUCATION

Now sooner . . .
ation, the de . . .
iversity is g . . .
The Univers . . .
her educati . . .
in a trainin . . .
Arts degree . . .
al trainin . . .
cher. The . . .
ion is the t . . .
sity. Seco . . .
age of kr . . .
laeval chu . . .
ark Ages. Th . . .
al facilities . . .
research. . .
of functio . . .
ning provi . . .
by opening . . .
t of . . .
t can . . .
es not mere . . .
thinking. . .
ortant feat . . .
the growin . . .
ults in the . . .
that theree . . .
ocate himse . . .

EDUCATION

Now the fir . . .
iversity, wh . . .
problem . . .
ould there . . .
ence degree . . .
ould enable . . .
ersonal and . . .
y against th . . .
ed against th . . .
es, for that . . .
educated n . . .
blem of ed . . .
concerned . . .
always car . . .
though he . . .
quires durin . . .
iversity a . . .
he problem i . . .
hly concern . . .
so will not . . .
ll not be . . .
ms, and w . . .
ne hack w . . .
cessary for . . .
t such n . . .

Cracum

Auckland University College Students' Paper

Auckland, N.Z. Tuesday, 8th March, 1955

Supplement

F. G. Soper

Some University Problems

First I would like to pay tribute to those who conceived the idea of this annual inter-University camp, and to those who had the courage and executive ability to carry out the idea to fruition. The conference has now a recognised place in University life and constitutes a very real and positive step which has been taken towards the conception of a "university life". I know that you have had many distinguished speakers at your meetings in the past, and this occasions me much concern. For in my case I do not find speaking easy, and I always like to have my script available. A background of chemistry and its teaching is not really a good training for public speaking. However, I am very grateful for the compliment you have paid me in asking me to address you.

I was one of the ex-servicemen of the First War who had to return to the University to pick up the threads, and I don't think that the group of which I was a member was much concerned with problems of general education which now is so much talked about in University circles. In one sense I suppose we'd had our general education, and what we were concerned with was the acquiring of that specialist knowledge which would enable us to earn a livelihood. I was one of those who stayed on in the University as a lecturer and had sixteen years first as a lecturer and seventeen years as a Professor of Chemistry, the first part in Great Britain, the second part in New Zealand. I am giving you these details because I want to talk about University problems, and if my own experience is any guide the general awareness of the existence of University problems is a comparatively recent matter.

The problems have been there, but not the awareness of them. Probably this is due to the greater proportion of the population which now attends the University, and accentuates the problem, bearing this out is the fact that there is greater awareness of University problems in the United States where the fraction of the population attending the University is greatest.

DEFINITIONS

Now sooner or later in such a discussion, the definition of function of the University is going to arise.

The University, of course, provides higher education, and that has come to mean a training for the profession. Even an Arts degree has become the professional training for the post-primary teacher. The provision of higher education is the teaching aspect of a University. Secondly, it keeps alive the heritage of knowledge in the way the medieval church kept it alive in the Dark Ages. Thirdly, it provides methods and facilities for extending knowledge and research. So much for the description of function. From that University training provides an added richness of life by opening windows through which the light of new knowledge and new thought can enter. Further, it provides not merely information but a way of thinking, and probably its most important feature is that the training in the growing point of self-education, in the student taking away with him that thereafter he can continue to educate himself.

PROBLEM ONE—GENERAL EDUCATION

Now the first problem which faces the University, which I want to discuss, is the problem of general education. Would there be, for example, in a science degree course something which would enable the graduate to see the personal and national problems of today against the background of the past and against the problems of other countries, for that is what we expect from an educated man. Of course the real problem of education in the sciences is not concerned with the brilliant student; it always can look after himself and though he may be a specialist he acquires during his four years at the University a general education as well. The problem in the training of scientists really concerns the not so good students, who will not be in the top flight, who will not be the leaders of research, and who may well tend to become hack workers. Such men are necessary for scientific work today, but such men and women not have

had fuller and happier lives if during their University years they had been encouraged to see their specialisation against the wider background of scientific advance as a part of history?

STAFFORDSHIRE SOLUTION

Now the standard required in any particular subject today for a pass in the Final stage—a matter I shall return to later—is such that any addition aimed at extending the breadth of training must result in addition to the time required for graduation. We cannot, in science at least, add anything more to the course unless simultaneously we extend the course for the B.Sc. degree to four years. This extension to four years has occurred as part of the programme of studies at the new University College at Keele in Staffordshire. The course is aimed at giving the student some appreciation of the interconnection of the main branch of knowledge. All students, whatever their ultimate aim, take the same general course of study in the first year. It consists of three main themes. One of them is Man and his Environment and consists of an indication of the physical sciences, of geology and of living organisms and their evolution, of man and his geographical environment leading to a consideration of the relation of man to society. All this is attempted in 100 lectures in the first term.

The second term's course is concerned with how this body of knowledge has accumulated. First there is a survey of the legacies of the ancient world, not only in science but in literature, art and philosophic thought. Then there is a brief survey of the Middle Ages in England paving the way for the Renaissance period and the Reformation with the wealth of literature which resulted. Finally, in the third term, there is a discussion of the contributions of science to modern society and its effect on industrial development. This leads to an account of the political and social institutions of today. In this way the student is brought face to face with some of our modern problems, and is given some idea of the developments which have produced them.

A serious attempt is made to introduce the student to branches of knowledge which he has not followed at school. For example, an Arts student is obliged to take a tutorial in science and the science student one in the humanities. As Sir John Lennard Jones, Principal of the College, remarked, and from whose discussion of the subject at the 7th Congress of Universities of

the Commonwealth this description has been taken: "There is a feature of the course which is of particular interest," he said, "All heads of departments participate in it and regard it as one of their important tasks. Even if the course falls in its effect on the students, it will at least have helped to educate the staff."

The second, third and fourth years run on a more familiar pattern, in which two subjects are studied for three years and other subjects are taken to a subsidiary level. The over-riding regulation governing the choice of subjects is that at least one subject must be taken from each of the three main groups of subjects. There are (a) the Humanities, (b) Social Studies, and (c) the Sciences.

AND ITS DEFECTS

The general first year course is the only one of its kind in Great Britain, although such courses are becoming increasingly common in the United States. It is an interesting experiment, and one which will be watched carefully by other Universities in Great Britain. You can see that in this course there is greater emphasis on the teaching side of the idea of a University. I am sure that many University teachers will say, however, that once the textbooks have been written for this first year course, such a course could and perhaps should be given in the schools, and if necessary examined as part of the pre-entry requirement to the University. I confess myself to being torn in two directions. I have no doubt that many students would benefit very greatly by

This supplement, a new departure for "Cracum," is the first of a series to be presented in the first term. With each issue, we shall be publishing one of the addresses delivered at the New Zealand University Students' Association Congress, held in January at Curious Cove in the Marlborough Sounds.

For the first issue we have chosen the opening address given by Dr. F. G. Soper, Vice-Chancellor of Otago University. We fully recommend what we consider to be a realistic approach to some of the immediate problems of the University in New Zealand.

—Editors.

such a course on Man and his Environment. But in general the young University student wants to get on with his special subjects. Moreover, there is a difficulty about the staffing of such general courses. It is hard to recruit the best of the young lecturers into such a course. They feel it is a dead end. Promotion comes these days by being a specialist, at least that is so in science. The general course does not link up with a man's specialist research and it is naturally more satisfying if one can lecture on a field in which one is making some contributions oneself. That at least was the point of view I received when I discussed this matter of these general courses in the United States. The courses in the United States are, however, well established. The schools in America send out their pupils at a lower academic level than those in Britain and probably somewhat lower than we do in New Zealand. The University there has therefore to undertake

some of the tasks which are supposed to be undertaken by the schools in Britain and New Zealand. Further, America realises that parts of general education cannot be completed at school, because certain subjects, e.g., philosophy, need more maturity before they can be appreciated.

HOME OF LEARNING

I think that Sir Charles Morris in a recent issue of the Universities Quarterly (1954, 8, p. 326) expresses what would be generally felt by the staffs of Universities when he says, "Historically and in essence a University is a home of learning and its functions as a place of education must fit into the general picture of a home of learning." The working out of the implications of the term "home of learning", by Sir Charles Morris reveals very clearly the conflict between fostering the life of the intellect and the pursuit of knowledge on the one hand and the conception of a university as an institution for the education of able young men and women on the other. For the able young men and women who come to the University are of two kinds. Those who will teach themselves and who only need access to libraries and laboratories and the occasional guiding word. I have known a few of these and for them the educational duty of the University is small. Yet it is of these that the University teacher tends to think when he considers matters of University education.

AND "EDUCATIONAL INSTITUTE"

That assessment of the position is probably right for the first group of students. But there is the other group—persons not intended by nature to devote themselves to the life of the intellect but who in the future will be administrators, surgeons and possibly politicians. If the University is really concerned with the education of the able young men and women it cannot but help asking itself the question: "What more can we do for these young students in the three or four years they will spend with us?" With members of this group, and it is the larger group, I do not think you can assume that led to water they will necessarily drink. The responsibility of the University does not stop at leading them to water. It is a responsibility of the University to make them thirsty, and if possible thirsty during the many years of life after University days are over.

There is the problem, and the solution is hard to find. It will not come through more spoon feeding. It may be that the conflict will be solved on the lines of the American University, where there is a differentiation between College, which leads to the Bachelor's degree, and the University with its Graduate Schools. It may be that the College is that part of the University where education is continued, whilst the Graduate School fosters the life of the intellect and the pursuit of knowledge.

I hesitate to suggest such a solution for New Zealand, for someone would have to decide the location of the Graduate Schools. Nevertheless, if the proportion of the N.Z. population attending the University at present, now about 1 in 200, increases and moves further towards the proportion in the United States, more general education would be necessary and separation into Colleges and Graduate Schools might have to be considered, the Graduate Schools being national schools and possibly part of the University of New Zealand.

land, whatever might happen to the provincial colleges.
So much for my first problem.

PROBLEM TWO: INCREASING CONTENT

Now the second problem I want to introduce is not unconnected with the first. It concerns the increasing content of the subjects of a degree course. This leaves little time for the relating of one's special field of study to the broader background of knowledge. It leaves a scientist little time to browse in the library even for an hour a week. I may digress for a moment, here is a and to discover say Plato's republic. If book which Plato called "On Goodness" and starts from the questions of two young Athenians who would like to believe in goodness but find it difficult. Then follow the great problems what is goodness, and why men should believe in it, and what is education. These are important matters which every University student should find time to think about and discuss. To be unaware of them, says Sir Richard Livingstone, is to be uneducated.

I have been a professor in this University of New Zealand for seventeen years, during which I have seen a number of changes. The wisdom of some of these changes is now in doubt. The University Entrance Examination was altered from a five subject examination to a three subject examination, at which the subjects were to be at a higher level, but more recently the pendulum has swung back a little to a four subject examination. With higher entrance standards in certain subjects, standards at Stage I must inevitably tend to rise. The admission of students to the University from the Entrance Scholarship level also tends to raise the level of the Stage I examination. Moreover, the existence in a Stage I class of students of such varying prior training in that particular subject makes for special difficulty. Some students may not even have passed the Entrance Examination in that subject, whilst others have performed well at the Scholarship Examination. I would like to refer to my own knowledge of what has occurred in Chemistry as indicative of trends in Science, and I have no doubt that there are similar trends in the fields of Arts subjects.

THE TREND IN SCIENCE

In Chemistry there has been a real increase in the content of the courses at Stages I, II, III and Honours. Nothing of what I taught latterly at Stage III was known to me when I was an Honours student in 1920. Subjects expand, and to reach the present level of a Stage III in Universities throughout the British Commonwealth, more tends to be incorporated into the Stage I and Stage II courses. Now no University can be content with standards at the Stage III and M.Sc. level which are below average. Some Universities are approaching the problem by separating courses into the main course and the subsidiary course. To advance in a subject the student must pass in the main course. Many students do not want, however, to advance in a particular subject, but need it only to buttress their principal speciality. Now the arguments which make it necessary to raise the content of courses at Stages I and II need not apply to the student who is not advancing in that subject, and a more restricted content of the course may suffice, a content which need not increase with the advance of the subject. Such a splitting of course would involve separation of classes and there may be insufficient staff for this to be acceptable. But if subjects, particularly the sciences, continue to advance, some remedy must be found. An essential point is that any remedy to be acceptable must not reduce the standard of the Stage III subject, but if the average student is to have time to develop his general education the load must be lightened somewhere.

The separation of courses into Main and Subsidiary courses is one solution, but it may not be acceptable. I can see objections to it. Dr. H. F. Humphreys, of Birmingham, at the 1953 Congress of the Universities of the Com-

monwealth, said, "The function of a University is not only to teach people how to think but also to teach people how to feel... I do not believe it can be done by stuffing more facts into the already greatly burdened brains of the undergraduate of today. We do not want to cram them with any more facts, whether facts about the classics or literature or anything else. The real duty of universities to their students should be to stimulate their growth, especially the growth of those faculties that are not nourished by the particular discipline in which they are being trained. This entails an introduction to the Arts, and to extract satisfaction from the Arts you need a good appetite and a good palate. Neither is obtained automatically by passing examinations even with first class honours." How can we get time for a good appetite and a good palate? How can we have time for growth? What would happen if one unit were eliminated from present requirements for a degree? Would it lower standards?

SCOTTISH VARIATIONS

In the Scottish Universities the scheme for many science degrees, e.g., for a degree with chemistry as the main subject, is four subjects in the First or Intermediate year, two subjects in the Second year, and one subject in the Final year. Such a degree, in comparison with our own, has two features of interest. First, the Intermediate year is a four subject year, and consequently no subject of that Intermediate is allowed more than three lectures a week. In New Zealand, because the normal number of subjects in the first year in science is three, there may subject. Inevitably the content of a be as many as five lectures a week per five lectures-a-week course is greater than a three lectures-a-week course. The substitution of an Intermediate year of four subjects therefore reduces the content of the first stages of the various subjects, but because of more time later allows of more work on particular subjects in the second and third years. Again, a solution along such lines may be difficult. Our New Zealand students are largely part-time, and we have therefore adopted a system for degrees in Arts and Science involving the passing of so many units. We cannot have an Intermediate year on this system with an Intermediate examination. Moreover, so long as the exempted student and part-time student is part of the system, a reduction in the number of units required for a degree would not necessarily result in a "better appetite" or give more time for development towards the state of being an educated man or woman, since a reduction in requirements might result only in more time becoming available for extra mural activities such as earning one's living.

THE HONOURS COURSE

There is another solution to this problem of increasing content of the courses for degrees, namely, the separation of University courses into Pass and Honours courses. The pattern of an Honours course leading to the degree of B.A. Hons. or P.Sc. Honr. may vary so much that to mention it without explanation may be confusing. In the main, there are two types of course leading to an Honours degree. The first is a course which is subsequent to the Pass degree course and corresponds to the New Zealand Master's degree courses, but without our requirements of a thesis. This is common in Australian Universities. It is quite wrong to say that the New Zealand University does not have an Honours Degree course. Our New Zealand Master's degree is very similar to many such Honours Degree courses existing in other Universities.

There is also the type of Honours course which allows of specialisation at a much earlier stage in the student's University course. Possibly the student may start immediately on entry on a specialised course or immediately following a First Year examination.

The object of the introduction of some sort of Honours degree is twofold. By reducing the breadth of studies it will allow of going further in a particular discipline in a given time. Secondly, the exist-

ence of Honours courses allows of University teaching to the boundary of knowledge without subjecting all its students to the ever increasing extension of knowledge in a particular field.

The trouble about Honours courses is that every student, even of average ability, tends to enter for the Honours course. There is such greater distinction in obtaining an Honours degree. Yet one must remember that the Honours degree is achieved at the expense of breadth, and many students, even the best, will be the poorer for having sacrificed the breadth of learning which is part of a pass degree. There has been much criticism of this type of Honours degree in Great Britain. From the University Grants Committee Report of Great Britain, 1930-35, p. 23: "As contrasted with the ordinary degree, Honours are usually taken in a single subject and it is asked whether a graduate may not sometimes have attained even higher distinction, e.g., in Mathematics or Chemistry, French or English, without his ever having received a sufficiently broad training to justify his being regarded as an educated man or a sufficient mental discipline to equip him for exercising an intelligent judgment outside his own narrow field." The conclusion of Lord Eustace Percy (A Plea for University Policy, p. 33) is that the root trouble lies in the English neglect of post-graduate education. "Our whole bent of mind has been to turn out in the shortest possible time compatible with real education, a graduate who can take up his work in the world. It is that bent of mind which has made us pre-eminent in the world as the educators of the undergraduates. But if, as seems certain, the development of natural science requires an ever increasing degree of specialisation, then these demands can only be met by a lengthening of university education both in the undergraduate and post-graduate stages."

A THIRD SOLUTION

Another solution of the Honours degree problem could be a further modification of the two types I have already described. I believe that an insufficiently recognised fact in University planning is that students enter the University at very different levels. A student who enters high up on the University Entrance Scholarship list is fully a year ahead of those who enter with a minimum requirement. The following extract from the Report of the University Grants Committee of Great Britain, 1930-1935, p. 23, will be of interest: "It is sometimes said that winners of entrance scholarships at Universities today display an amount of erudition comparable to that which was demanded of those who took first classes in final Honours Schools a generation ago..." Now if the entrance level in the New Zealand University is regarded as sufficient by the University, it should be possible in general to proceed at the University to Stage I courses and to pass the examination therein at the end of the year. In many cases this step is too great, and pupils are encouraged to stay on at school to go beyond Entrance standard. Then my conclusion is that either the Entrance level is too low or the Stage I level is too high. If in Science a four subject first year was normal, as in the Scottish Universities, requirements at Stage I might be modified, and with some additional collaboration between the Schools and Universities, those pupils from the schools who pass at a sufficiently high level on the Entrance Scholarship list could be accepted for the Honours degree and excused the four units of their Intermediate year at the University. They would still have to take and pass all the other courses required for a degree in Arts or in Science, e.g., five units in Arts or four in Science, including a Stage III and a Stage II, and in addition to passing these units would devote themselves in their third year to their chosen subject and sit papers similar to those now required for the Master's degree.

This plan would have the following advantages:—

- (1) It would reduce the tendency to increase the content of the Stage I courses.
- (2) It would give additional purpose to pupils at school in post Entrance years.
- (3) It would cater for the streams from the schools entering the University at different levels of attainment.
- (4) It would not reduce standards. Three years would still be minimum time required for degree.
- (5) It would not require any separation of classes of separation pass degree students from honours degree students. There would be no extra teaching.
- (6) There would be no loss of breadth in the Honours degree in comparison with a Pass degree.
- (7) It would allow those students of high ability, who travel quickly and have given evidence of that fact at school, to be tended intellectually in the first year at the University.
- (8) Any pass degree student who if acceptable, proceed in a post-graduate year and obtain same degree with Honours.

STUDENT AND COMMUNITY

I wish now to leave the problem of the increasing content of University degree courses and possible methods dealing with it, including the Honours degree, and turn in the few minutes have left to our problem of the relation of those amenities such as Student Unions which could do so much for general education of the student. Student Union is a third facet of the problem of general education.

If we are to hope from a graduate not only knowledge but action, action based on a sense of community with his fellow men, there should be facilities, during University life, which will condition him to easy membership with a community to which he owes a loyalty. And by loyalty I mean desire that a person has to see that community or his institution does work well, and the will to work towards that end. Loyalty is an persistent goodwill. The growth of loyalty is a tremendous stride forward in the development of his character and personality.

Probably more of us than we imagine have our characters formed by living in communities—the large family, one's school or other group. It is a times termed having the "knock off", but it goes deeper than that. Most of us respond to the approval of our fellows and are hurt by their disapproval. And, inasmuch as a close community disapproves of the selfish who worked for himself alone, approves of the unselfish leader, we tend to be unconsciously moulded to take a wider viewpoint by this process of living together. I do not say that approval and disapproval of one's community is the only formative process in the development of one's personality. There are other potent factors, such as the self-censure and self-approbation which may be quite unconscious and falls below or achieves a certain standard of conduct.

But whatever the mechanism, the student who during his formative years is a member of a closely knit community to which he can achieve some feeling of loyalty, has made a great step forward in his potential usefulness in life.

THE STUDENT UNION

I sometimes feel that we are spending the ship for a ha'porth of tar. We have our classrooms, libraries, laboratories and our teaching staff. They are costly. But I am sure we, as a community, are not knit together. We miss an essential part of our education. Most centres need greatly expanded Union facilities, Unions of dignity, comfort, Unions where the student and staff can intermingle, where staff and student can meet "and the sun with talking and send him to the sky."

I trust that Student Unions are taken out of the list of priorities in University buildings and a start made with them as soon as labour materials permit.

additional
ut school in
ears.
for the
e schools ena
ity at differ
nent.
duce stand
uld still be
required for

uire any sep
of separation
ents from b
tudents. Th
ra teaching.
e no loss
Honours dep
with a Pa

those studen
who travel m
e given eviden
school, to be
ually in the
University.

student wou
ceed in a pe
and obtain
th Honours.
MUNITY
e the proble
nt of Univer
ssible metho
ding the Ho
he few min
lem of the p
s such as St
so much for
the student
third facet of
ication.

from a grad
but action
ase of comm
here should
ersity life, e
easy member
which he can
y. I mean
as to see that
stitution does
will to work
ally is an es
The growth
us stride for
his character

s than we im
formed by
—the large fa
group. It is
ng the cr
s deeper than
to the appro
hurt by their
uch as a close
es of the eq
himself alone
fish leader, w
ously moulded

t by this proc
not say that
oval of one's
formative pr
one's person
it factors, se
l self-apprec
inconscious
es a certain c

mechanism
is formative
ely knit comm
ve some feeli
great step for
ilness in life

ON
at we are sp
h of tar. We
aff. They are
re we, as st
nit together
uld be, and
t of our edu
greatly exp
ons of digni
re the studen

nterminle,
an meet "an
and send him

nt Unions
st of prior
and a start
as labour

mechanism
is formative
ely knit comm
ve some feeli
great step for
ilness in life

ON
at we are sp
h of tar. We
aff. They are
re we, as st
nit together
uld be, and
t of our edu
greatly exp
ons of digni
re the studen

nterminle,
an meet "an
and send him

nt Unions
st of prior
and a start
as labour



VERSEAS STUDENT NEWS

... with Allan Taylor

mine

minorities and clubs have been
shed at almost all of the Argen
th Honours. The University of Cuyo dor
nity life, especially with foreign
The University of Cuyo dor
for example, has a restaurant
students.

German National Union of

German National Union of
has also entered the discussion
re-establishment of German
forces. The Union intends to dis
a questionnaire on this topic to
dents on West German and West
universities. However, the cam
has been shelved for the time
vehement disputes have broken
among the various students commit
and associations as to whether the
ons should concern only practical
(study before, during or after
service) or an agreement in
to military service.

their recent meeting, the West
an University Presidents' Confer
voted unanimously in favour of a
tion whereby it was held absolu
—the large fa
group. It is
ng the cr
s deeper than
to the appro
hurt by their
uch as a close
es of the eq
himself alone
fish leader, w
ously moulded

t by this proc
not say that
oval of one's
formative pr
one's person
it factors, se
l self-apprec
inconscious
es a certain c

mechanism
is formative
ely knit comm
ve some feeli
great step for
ilness in life

ON
at we are sp
h of tar. We
aff. They are
re we, as st
nit together
uld be, and
t of our edu
greatly exp
ons of digni
re the studen

nterminle,
an meet "an
and send him

mechanism
is formative
ely knit comm
ve some feeli
great step for
ilness in life

ON
at we are sp
h of tar. We
aff. They are
re we, as st
nit together
uld be, and
t of our edu
greatly exp
ons of digni
re the studen

nterminle,
an meet "an
and send him

nt Unions
st of prior
and a start
as labour

mechanism
is formative
ely knit comm
ve some feeli
great step for
ilness in life

Scientific Society

Fellow genii! This is to make you
aware of the presence of that august
body, the Scientific Society (or Si Soc
to the initiated).

The meetings of this animated body
are held on Tuesday evenings, the first
meeting being held on March 8th when
Dr. Millener of the Botany Dept. will
address the Society at 8 p.m. in the
Chemistry Theatre, his subject being
"A New Zealander at Cambridge." This
lecture will be illustrated by a multitude
of gorgeous colour slides to be followed
by an equally gorgeous supper to be
served by equally gorgeous damsels.

O'RORKE DANCE

A Dance will be held at
O'Rorke Hall on Saturday
next, 5th March, at 8 p.m.
All students are welcome.

Vaccination against Tuberculosis

The percentage of University Stu
dents who have had vaccination against
tuberculosis increases each year. The
Medical Officers of The Health Depart
ment vaccinate large numbers of
Secondary School pupils each year and
many of these come on to the Univer
sity. There is, however, a large group
or older students who have not taken
advantage of this very worthwhile pro
tection against the disease. Although the
opportunity to sign up was provided
during enrolment, the offer is still open.

This year the Health Department
Officers are coming to the University
early, i.e., on Tuesday and Friday, the
15th and 18th March, from 9 a.m. to
6 p.m. Pamphlets and enrolment forms
giving the full information about the
vaccination are available at the College
Office or from the Physical Education
Officer, Hut 6. Students may sign up
right up until the day before the 15th
March.

Students who were vaccinated last
year, whether at College or not, are
advised to sign up for a re-test to find
out if their vaccination has taken. Please
state "Re-test" on the enrolment form.

Scotland

The most exciting event in Aberdeen
University life for a long time occurred
after the installation of the newly-elected
Rector, Sir Rhoderick McGrigor. After
the installation the Rector was hoisted
on the shoulders of some students and
carried through the mass of students.
All seemed well until some policemen
tried to force a way into the procession
and the police denied the entry to a bar
where according to tradition the health
of the Rector is drunk after installation
ceremony. Suddenly the order to use
batons was given and a battle developed.
Some students were injured and some
arrested. The Students Representative
Council gave an official statement, de
ploring the order to the police to use
batons, asking for full investigation and
stating that students cannot be held
responsible for the incident because they
had been provoked by the police.

We are indebted to Mr. Sandall and Mr. Mainprice,
of the A.U.C. Library for this extract from the Chancellors'
and Proctors' books of the library of the University of
Oxford, A.D. 1412.

Of the Library of the University, and the Appointment and Salary of the Librarian, or Chaplain of the University.

Since, by the blessing of God, there
has come to be a library in the Uni
versity, the careless management of
which would cause great evils, the Uni
versity ordained that a Chaplain in
holy orders should be elected in congre
gation to have charge thereof.

He shall be bound by his oath to
deliver up to the Chancellor and Pro
ctors in congregation the keys of the
library every year on the day when the
Bedels surrender their maces; and if
he be deemed fit in morals, fidelity and
ability, the keys shall be again handed to
him, if otherwise, another Chaplain shall
be appointed in his stead.

His salary shall be one hundred
shillings from the assize of bread and
beer, besides the six shillings and eight
pence which have been the customary
payment of the Chaplain who celebrates
the University masses; and the Chaplain
shall undertake the duty of celebrating
these masses as well as the custody of
the library. And, lest the loss of his
stipend should render him careless, the
Proctors shall be bound, under a penalty
of forty shillings, to pay him half
yearly, within fifteen days after Whit
suntide and all Saints' day.

The Proctors at their admission shall
make oath that they will observe this
statute.

It would be absurd that one whose
rank is so high should have less per
quisites than those below him, therefore
the Chaplain shall have robes presented
to him by every beneficed graduate at
his graduation.

In order that the books may not be
injured by the multitude of readers, nor
students disturbed by throngs of visitors,
it is decreed, that no one shall be al
lowed to read in the library but gradu
ates and religious who have studied
philosophy eight years; and the latter
shall make oath before the Chancellor
that they have so spent the eight years:
the privileged persons shall make the
same oath.

No Bachelor, who is not a Master,
may read in the library except in the

dress of his degree.

For the safer custody of the books
all now resident, who are allowed to
use the library shall make oath before
Christmas next, in presence of the
Chancellor, that when they go to read
they will use the books properly, making
no erasures or blots therein, nor other
wise injuring the folios.

That the librarian may not be
overtaxed on the one hand by being all
day in the library, nor the readers in
convenienced by his inattention on the
other hand, it is ordered, that the hours
during which the library shall be open
shall be from nine to eleven o'clock be
fore noon, and from one to four o'clock
after noon, except on Sundays and on
the days when the masses of the Uni
versity are celebrated, and at constant
residence may not injure health, the
librarian shall be allowed a month's
absence during the long vacation.

The library shall be closed at all other
times except those specified above, un
less for the admission thereto of some
stranger of eminence; and, on the oc
casions of such visits, it shall be open,
if required, from sunrise to sunset, if
the visitor be a distinguished person
and not accompanied by a disorderly
crowd. Also the Chancellor of the Uni
versity may at any time during daylight,
visit the library; This concession was
made as an acknowledgment of the
services of Master Richard Courtenay.

A large and conspicuous board shall
be suspended in the library, on which
shall be inscribed in fair writing the
names of all books in the library, with
the names of the donors.

The books, and the windows and
doors of the library shall be closed every
night.

The oftener a gift is seen the more is
the donor remembered; therefore, within
three days after the gift, every book shall
be presented to congregation, and, with
in fifteen days shall be chained down in
the library. The keys of the chains shall
be kept in the chest of four keys, and
with them a list of the books.

MEN . . . MEN . . . MEN

We have a request from four Dutch
girls who want "young men" student
pen friends (Shades of Mazengarb!).

The addresses are:—

Miss S. Meijers,
Rijsdijk 19,
Krimpen a/d Leij,

HOLLAND.
Miss Ada Smit,
Mathenesserlaan, 403a,
Rotterdam,
HOLLAND.

Miss Elly Sutenbroch,
Schonebergerweg 26,
Rotterdam,
HOLLAND.

Miss Bep Wolters,
Claas de Vrieselasm 117 n,
Rotterdam,
HOLLAND.

BADMINTON CLUB

The Annual General Meet
ing of the Badminton Club
will be held on Thursday
fortnight, 17th March, at 8
p.m. in Room 4 of the Arts
Block.

FOR SALE

A Portable Underwood Type
writer in good condition.
Price, £12.—Apply to Mrs.
Chisholm at Stud. Assoc.
Office.

INTERNATIONAL COMMENTARY

Some forgotten facts on Formosa

Formosa is in the news, and is likely to stay there for some time yet. The Formosan situation has brought the world closer to war than any event since the Korean War, and it is one of the major problems in Asia today. An outbreak of hostilities between Chinese and United States troops would be of vital concern to New Zealand. Despite the protestations of the Minister of External Affairs Mr Macdonald to the contrary, New Zealand is committed over Formosa. The Anzus Treaty of the 1st September, 1951, states, Article 5, that:

"... an armed attack on any of the parties is deemed to include an armed attack on the metropolitan territory of any of the parties, or on the island territories under its jurisdiction in the Pacific or on its armed forces, public vessels or aircraft in the Pacific."

United States aircraft and ships are engaged in Formosan waters, and American troops are stationed on Formosa. The present explosive situation could lead to a conflict involving New Zealand.

In the relationship between large and small powers, it is the former who calls the tune. If American troops were engaged in a large action against the Chinese, N.Z. could hardly withdraw into its shell and refuse support.

Our only safeguard is in Article 4 of the Treaty, which provides that action should be taken only in accordance with the constitutional procedure of the countries concerned. In the U.S. this means the agreement of both houses of Congress; in N.Z. there is no need for a parliamentary debate, cabinet can decide. This safeguard appears slim indeed when one considers Mr. Holland's recorded views on the relationship between N.Z. and U.S. policy.

If there is a possibility of N.Z. being committed over Formosa then we should know why we are fighting. "No Annihilation without Representation" should be our motto.

Part of Chinese Empire

Formosa became part of the Chinese Empire in the days of the Yuan Dynasty, 1206-1368 A.D. The island was populated then by tribes of Malayan and Polynesian origin. The islands were fought over by the Dutch and Spaniards in the fifteenth and sixteenth centuries with victories to the Dutch. The oppressive policies of the Dutch led to an uprising in 1652, and the final defeat of the Dutch in 1662, with the considerable help of the Chinese. By the end of the nineteenth century the Chinese population of the islands was around 2,000,000.

Enter Japan

Under the Treaty of Shimonoseki in 1895, ending the Sino-Japanese war, a preliminary Japanese sally in Imperialism, Formosa was ceded to Japan. This led to a revolt of the Formosans and the setting up of a Formosan Republic which lasted three weeks. But the Japanese took six years to pacify the island and in the next twenty years no fewer than twenty-one uprisings occurred. The Japanese were at no stage welcome and in 1945 the arrival of Chinese troops to liberate the island was greeted with great enthusiasm.

China regains Formosa

The Allies as early as 1943 proposed that Formosa should be returned to China and when Chiang Kai-Shek met Mr. Churchill and Mr. Roosevelt in Cairo in December 1943, they signed the following declaration:

"It is their (the Allies) purpose that Japan shall be stripped of all the islands in the Pacific which she has seized or occupied since the beginning of the first world war in 1914, and that all the territories Japan has stolen from the Chinese, such as Manchuria, Formosa and the Pescadores, shall be restored to the Republic of China."

On the 26th July, 1945, when the Allied leaders met at Potsdam, they issued a proclamation to the Japanese, Article 8 of which stated:

"The terms of the Cairo Declaration shall be carried out, and Japanese sovereignty shall be limited to the islands of Hokkaido, Honshu, Kyushu, Shikoku and such minor islands as we determine."

These terms were accepted by Japan, and embodied in the document known as the Instrument of Surrender.

The Allied Powers, including the United States, are on record as declaring that Formosa is Chinese territory and shall be returned to the Republic of China.

Chiang Kai-Shek did not wait for the Japanese Peace Treaty to be signed before occupying Formosa. On August 30th, 1945, he proclaimed Chinese sovereignty of Formosa, and on October 25th a Chinese Governor General was inaugurated in Taikohu. There was no protest from the Allies, and to all intents and purposes Formosa was now Chinese territory.

From bad to worse

The early enthusiasm of the islanders for the Kuomintang troops was short lived. The corruption and inefficiency which characterised the Kuomintang on the mainland became even worse on Formosa. Over 70 per cent of industry was taken over by Kuomintang officials as "enemy property." The whole financial and industrial organisation of the island was wrecked. The situation in mid-February of 1947 was summed up by George Kerr, a University lecturer in Formosa before the war, and Assistant Naval Attaché in China who accompanied General Chen Yi to Formosa to take the Japanese surrender there in October, 1945. He served there as Vice Consul and Foreign Service Officer from April, 1946, to March, 1947. He wrote:

"The 6,000,000 Formosans found themselves in February, 1947, infinitely worse off than they had been under the Japanese for half a century. Harsh though they were the Japanese had brought security and order, enlarged economic opportunity and enhanced standards of living. Liberation and the return to China had brought Formosa to the edge of rebellion—Far Eastern Survey, Institute for Pacific Relations, New York, October 15th, 1947.

Revolt

On February 28th, 1947, the people of Formosa revolted against the Kuomintang Government. The rebellion was suppressed, at least 5000 people massacred and thousands thrown in prison. In May, 1947, a new Governor General was appointed and General Chen Yi executed. The island became one of the 35 provinces of China.

The exodus from the mainland as the Kuomintang crumbled worsened conditions. Unemployment reached 800,000 (of a population of some seven millions) in 1949, and many factories had closed down or were working at half speed. T. V. Soong, the Kuomintang financier was sent to Formosa to prevent complete economic collapse.

Continued Formosan opposition

The Formosans organised opposition to Chiang Kai-Shek, and travellers from Formosa reported slogans denouncing the Kuomintang Government chalked on bridges, railway stations, electric light poles, etc. The Kuomintang Political Police was one government agency which did work, and the prisons were filled with opponents of the regime.



Mao Tse Tung

With the collapse of the Kuomintang and Chiang's flight to Formosa in the spring of 1949, President Truman was compelled to make a policy statement on Formosa. He said on January 6th, 1950:

"In keeping with this declaration (the Potsdam Agreement) Formosa was surrendered to Chiang Kai-Shek, and for the past four years the United States and the other Allied powers have accepted the exercise of Chinese authority over the island.

The U.S. speaks

The U.S. has no predatory designs on Formosa or on any other Chinese territory. The U.S. has no desire to obtain special rights or privileges or establish military bases on Formosa at this time.

Nor does it have any intention of utilising its armed forces to interfere in the present situation. The United States

will not pursue a course which would lead to involvement in the civil conflict in China.

Similarly the U.S. Government does not provide military aid and does not support the Chinese forces on Formosa. The U.S. Government proposes to continue under existing legislative authority present E.C.A. programme of economic assistance."

Mr. Acheson, Secretary of State, at a press conference to provide background information to the above statement said that it was not necessary to enter a peace treaty before handing over to China the island of Formosa. When Formosa was made a province of China it was regarded as in accordance with commitments. He further said that the argument that the United States should intervene in Formosa because it is technically regarded as part of occupied enemy territory of Japan is merely a "lawyers' quibble." This quibble is regarded by the U.S. as a "legal" reason for interference in Formosa. The excuse of U.S. security is bluntly by the ugly name of "military necessity."

Change of face: 1950

On June 25th, immediately after the beginning of Korean hostilities, President Truman issued a statement that:

"... the occupation of Formosa by the Communists would be a threat to the security of the Pacific area, and to United States forces performing their lawful and necessary functions in that area."

"Accordingly I have ordered the Seventh Fleet to prevent any attack on Formosa. As a corollary to this I am calling on the Chinese Government on Formosa to cease all air and sea operations against the mainland. The Seventh Fleet will see that this is done."

"The determination of the status of Formosa must await the restoration of security in the Pacific, peace settlement with Japan, or consideration by the United Nations. The Formosan settlement which has been accepted by the world for four years is now declared null void by the U.S. because it suited the U.S. that year."

Within a week of Mr. Truman's statement discussions were in hand for the defence of Formosa, with U.S. assistance. After discussions with General Arthur and promises of military assistance Chiang restored his blockade of the China coast and his bombing of the mainland, despite President Truman's statement of "neutralising" Formosa.

Who's whose government

The critical question is of course, who is the Government of China, the Communists or the Kuomintang? The main Chinese regard U.S. interference in Formosa as aggression, and Chou En-lai appealed to the Security Council to demand the U.S. with aggression against China. Their argument is that the People's Government of China is the true Government since it controls the mainland of China and that Chiang is the rebel. Dr. C. Barton speaking on Lookout last year supported this contention. Further claim that the future of Formosa has been settled by the Cairo, Potsdam and Truman declarations already quoted, that Formosa is a part of China.

In that case U.S. assistance to Chiang is an interference within the internal affairs of a country, condemned by international Law and the United Nations Charter.

If Formosa is not part of China, it is strange that the U.S. should maintain there the man whom they regard as the enemy of the Chinese state.

WAKE UP, STUDENTS ALL!

course which
t in the city

Students of Congress

Students at Congress showed a very
aid and ad-
on Formosa
proposes to
to earn that recognition than talk.
lative author-
spent a wearisome Sunday morning
ing to a lot of wrangling, by a few
ents, over remits to College Execu-
tary of State
and NZUSA. Students complained
these bodies would take no notice of
ove statements.
Why not? Because they are too
cessary to
etic to follow up their hot air of
e handing re-
gress with activity at the Colleges.

When Congress was held at the end of
vince of China
ordance with
ary. Yet in this issue, over a month
ther said that
we have no correspondence on the
nited States
ect-matter of the gathering. Last
because it
we did not receive any.
ed as part
ory of Japan
not care what happens? Must I
ble." This la-
the inevitable conclusion that they
for the sake of talking, and mostly
the U.S. ob-
the U.S.
tommy-rot while they are about it?
they really not very interested
the U.S.A. interferes in Formosa
Do I reach the conclusion that
are not really concerned whether
any is rearm-
ed, that the problem
have little effect on world politics
the participation in I.U.S. not really
ment that:
great matter? Perhaps it would be a
on of Form-
thing!

950
mediately after
ostilities, P
ment that:
great matter? Perhaps it would be a
on of Form-
thing!

Students really interested

How often do we receive letters
University matters? Or is there
wrong here? Perhaps the Cafe-
is run on ideal lines. I have prob-
mis-heard when I thought students
complaining about the long queue,
the quality of the food, or the cost.

Common-room organisation is unexcel-
it seems. There are no improvements
could be effected. Students have
voiced (verbally) complaints about
all they have done is talk. (Talk means
act of expelling hot air.)

Students have perfect lecturing

Or so it seems. There have never been
complaints. So I must presume, because
students go into print on the subject.
Craccum is a wonderful paper. It pro-
just what the student body requires.
least we never receive any suggestions
even complaints.

Is the move to Tamaki a proposed "act
wisdom"? Possibly it is. If students
doubtful, they never air their doubts
the student newspaper. They most
think it is a good thing.

This University, all that it contains,
all that goes on within it, are open
criticism. It will (or should) welcome
constructive comment. No wonder it is
the People's
and. It is never shaken up. That goes
the Government too.

Students don't deserve help

Because they do not help themselves.
more than 50 per cent of the students in
College do not deserve bursaries,
because they are not prepared to help
themselves. They are dull, placid, apa-
thetic, disinterested. Proof is on all sides.

Am I wrong? Are they not all
things? Will they prove me wrong?
pages of this paper will decide that,
very shortly too.

—J. Holdom.

This article is from a tract first published in 1777, from copies of the Sermon, two of which are in the British Museum, and a third in the Bodleian Library at Oxford, written by Ashmole himself on the back of a letter dated 1629.

A Sermon on the Word MALT



The Rev. Dr. Dod, fellow of Jesus College, who lived for nearly 100 years (1549 to 1645), was in the habit of riding out from Cambridge to Ely each week to preach, and in his sermons often commented upon the irregular behaviour of some of the students at the University. On one of these weekly visits to Ely he encountered several of these young "bloods" who decided that they would divert themselves by compelling Mr. Dod to preach them a sermon in the stump of a hollow tree nearby. To this insistence Mr. Dod objected, saying that it was "highly unreasonable to require a man publicly to deliver his sentiments upon any subject without first giving him an opportunity to ruminate the same in his thoughts in private." But said the students, they could not bear the thought of a denial, and Mr. Dod, seeing himself thus beset, asked "What is the subject I am to handle?" The answer was "MALT—and for want of a better, here, Sir, is your pulpit."

Thereupon the venerable man mounted the rostrum and addressed his hearers in the following manner:
BELOVED,

I am a little man, come at a short warning—to deliver a brief discourse—upon a small subject—to a thin congregation—and from an unworthy pulpit.
Beloved, my text is

MALT

which cannot be divided into words, it being but one; nor into syllables, it being but one; therefore, of necessity, I must reduce it into letters, which I find to be these:

M—A—L—T

M—my beloved, is Moral
A—is Allegorical
L—is Literal

AND

T—is Theological.

The moral is set forth to teach you
drunkards good manners; therefore

M—my Masters
A—All of you
L—Listen
T—to my Text.

The allegorical is when one thing is spoken, and another is intended; the thing expressed is MALT; the thing signified is the oil of MALT, which you Bacchanals make

A—your Apparel,
M—your Meat,
L—your Liberty,

AND

T—your Text.
The literal is according to the letter
M—Much
A—Ale
L—Little
T—Thrift

The theological is according to the effects it produces, which I find to consist of two kinds.

THE

First, Respects this life.

THE

Second, That which is to come.

The effects it produces in this world are, in some,

M—Murder,
in others,

A—Adultery,
in all,

L—Licentious Lives,
in many,

T—Treason.

The effects consequent in the world to come are,

M—Misery
A—Anguish
L—Lamentation
T—Torment.

Thus, Sirs, having briefly opened and explained my *short* text, give me leave to make a little use and improvement of the foregoing

AND

First, by way of exhortation,

M—my Masters
A—All of you
L—Leave off
T—Tippling

OR,

Secondly, by way of commination,

M—my Masters
A—All of you
L—Look for
T—Torment.

Now to wind up the whole and draw to a close, take with you the characteristic of a drunkard.

A drunkard is the annoyance of modesty.
The spoil of civility.

His own shame.

His wife's sorrow.

His children's curse.

His neighbour's scoff.

The alehouse man's benefactor.

The devil's drudge.

A walking swill bowl.

The picture of a beast.

And, monster of a man.



SPORT

As we would like . . .

During 1954, with the support of a small number of sporting clubs, CRACCUM built up quite a good Sports Section. The quality of this part of the paper, however, was depressed because so many clubs did not send in reports of their activities.

To increase the appeal of this section, we must have the support of all clubs, and we appeal to committees to send in short resumés of club activities as frequently as possible. If we can get one report from each club at least every other issue, much greater interest will be aroused, and sporting clubs can expect a greater interest in their own activities.

Remember, Sports Clubs, this is your section of the paper. It can only be a success if it has your support.

—J.H.

A.U.C. Swimming Championships

These will be held at the Mount Eden Baths on Thursday, March 10th at 7.30 p.m. All events are open and in addition there will be a 100 yards free-style championship for both men and women freshers.

Entries are to be made in the notebook attached to the Swimming Club's notice board in the Cloisters.

The present titleholders are:—

Men

100 yds. freestyle: M. Francis.
220 yds. freestyle: G. Taine
440 yds. freestyle: P. Heim
100 yds. backstroke: P. Heim
100 yds. breaststroke: T. Eagle
220 yds. breaststroke: T. Eagle
100 yds. medley: T. Eagle

Women

50 yds. freestyle: Joan Hastings
100 yds. freestyle: Joan Hastings
100 yds. backstroke: Nanette Cox
100 yds. breaststroke: Ann Lund.
100 yds. medley: Ann Lund

We are endeavouring to arrange a special feature event, probably a race for the club's vice presidents. A relay—Staff versus Exec. or vice-presidents has been suggested. There are also the inter-faculty relay championships, the mixed medley relay A.U.C. versus Training College.

The championships are the trials for selection of the Easter tournament team of ten men and six girls, including two divers. All those wishing to be considered for the team—and there are plenty of vacancies, especially for girls and divers—should compete. Anyone interested please contact the Secretary, Trevor Eagle, phone 564-702 or either of the Club Captains, Murray Francis, phone 84-306 and Ann Lund, phone 71-233.

—A.L.

Tennis

Cost

The sum of five shillings entitles Freshers to full membership of the Lawn Tennis Club for the remainder of the season.

All students to use the courts from Monday to Friday (not Saturday) throughout the whole season. This is a special concession to students who can't or don't want to become full members.

The money can be paid to any member of the Tennis Club Committee, or left in a sealed envelope along with name and address in the letter box of the Secretary near the Men's Common Room.

Loan Gear

Racquets and balls can be borrowed from the Physical Education Officer, Hut 6. There is no charge.

Coaching

Students who would like to receive coaching should see the Physical Education Officer. This offer is primarily for novices or beginners but the Tennis Club has people who can help competent players to improve.

Tramping

Tramping Club takes this opportunity of extending a welcome to all Freshers and wishes them every success in their studies at Auckland University College.

The Club, which is one of the strongest organisations in the College, aims to provide pleasant outdoor relaxation from University work, to enable people from different faculties to get to know each other through the medium of tramping, and to see and enjoy the beautiful scenery of New Zealand on organised trips. The Club emphasises care and responsibility in its activities, and above all a spirit of co-operation and comradeship.

Day and weekend trips are arranged, the latter usually based on "Ongaruanuku"—the home of the wise men—in the Waitakere Ranges. During vacations, trips further afield are held; May vacation—Hunua Ranges south of Auckland, August vacation—National Park for skiing and climbing, After Degree tramp—Coromandel or Great Barrier Island, and Christmas Vacation—South Island which offers the best scenery, and good tramping and climbing from Nelson to Otago. Trip reunions and other social activities are arranged which are usually held during the vacations.

Freshers are especially invited to *Freshers' Tramp*, an easy one-day trip held early in the first term, and to *Freshers' Hut Weekend*. Both of these will be fully advertised later, so watch the notice boards. Tramping Club has a fair stock of equipment for hire, such as packs and sleeping-bag covers.

Any information about the Tramping Club may be obtained from:

The President—

Mr. M. G. Segedin (Maths. Dept.)

Room 9.

Club Captain—Rae Musty

Secretary—Peter Aimer

or any of the following members

Dorothy Ehrlich—Phone 83185

Helen Lyons—Phone 62-013

Brian Davis—Phone 78-654 or C/o

Chemistry Dept.

Notices of all Tramping Club activities are posted on the notice board in the cloisters outside the cafeteria.

Shooting

The Club holds shoots at frequent intervals during the year and competes in many matches with other local rifle clubs. The most important match of the year is the Frank Albert Memorial

match which is part of the Easter supply four players and one umpire each game.

There is no charge, but teams supply their own balls which may be second hand. Three racquets may be borrowed from Mr. Brown.

With Tournament in Auckland this "Craccum" is in need of additional help to provide an adequate coverage of various events, and also N.Z.U.S.A. meetings. If there are any students who would like to assist, would please leave a note in "Craccum" at the Executive Room door, with their address, telephone number (if any) and sport they are most interested in. We would, however, that we require people can assist wherever we most need it.

For details about the shoots and transport arrangements watch the club's notice board in the cloisters.

—D. B. HOYLE,
Club Captain.

Inter-Faculty Tennis

An inter-faculty competition will begin in March. The Physical Education Officer, Mr. S. R. Brown, Hut 6 (behind the Students' Block), is organising the competition and will be glad to receive entries from those wishing to form teams, or to join one.

Games will be played in the lunch hours on two courts and every effort will be made to grade teams according to ability.

Any number of teams may be entered by any faculty, but each team must

Students may play for one team. White tennis gear is not necessary.

Although called an inter-faculty competition, it is, in fact, open to any description whatsoever.

Tennis club members are asked to organise teams, not among fellow members, but from among students in their departments or from among friends and acquaintances.

Non-club members should show initiative and make up teams also. Individuals may apply to be allocated to a team.

It is growing late . . . enter

Rowers at Lake Rotoiti

The Rotorua lake district is bright and festive at Christmas. Making it was made even more so by 16 A.U.C. oarsmen recently. Making headquarters at Chris Waddington's lakeside house at Okere Falls, the Rowing Club held its first Christmas training camp. The success of the venture exceeded everyone's expectations—so much so that it may become an annual event in the Club's activities.

During the past few years the A.U.C. Rowing Club has been trying to achieve something more than winning Easter Tournament—which it has now done for four successive years. The Club has been seeking titles in Auckland Provincial Regatta rowing—in 1953 it won the Auckland Provincial Maiden Eight title, in 1954 the Junior Eight title.

The object of the Camp at Rotoiti was to develop fitness and combination earlier than in past years. The Club has the disadvantage of starting training two months after other clubs because of examinations.

Members hurriedly constructed a truck rack for an eight and four skiff and departed for Whakatane on the 26th December. On Boxing Day the Club competed in a Regatta there with mixed success. Crews attended dances in the evening at Ohope Beach and Whakatane. Training began at Lake Rotoiti on the following day and lasted until the 9th January. During this period the eight rowed 175 miles—and whenever the lake was calm enough there were long rows toward the end of the lake and back without stopping—a distance of about 16 miles.

IF YOU WANT MORE EXERCISE . . .

An appeal is being made by the Rowing Club for more members. There are opportunities this year for the first time for new members to compete in the tournament four. Since Auckland is host college this year there is no fixed limit on the number of crews that may be entered in the one mile fours event.

Those interested should communicate immediately with Peter Irvine, phone 21-612 or call at the Clubhouse at the Tamaki wharf at Panmure.

Those wishing to row for the first time for the rest of this season or for the coming season should make themselves known now.

Vol. XXX—

The qu

ly before t

minating i

printer for

erer", by S

summing-u

judicial uti

Justice Coc

A jury

minutes broug

Members of t

two companies,

are individual v

publishing v

del.

The verdict y

very real impo

the two con

is of import

the minds and i

ay worlds for

for our amuse

importance to

and, in addit

importance in r

the future generati

their knowledge

acted from:

Your verdict

upon where th

erty and th

think as the sp

which is an af

we are all, eac

Today's test

The test to

decision of 186

is this: What

matter is to d

whose minds ;

influences, and

ation of this

is to decide w

endency of the

whose minds

immoral influ

the book may

year, when it

country, or ne

that.

Considering

approach from

not uninteresti

course of the a

the rhetorical

can be more o

publicly exhibi

the Dulwich C