

What's wrong with this picture?*

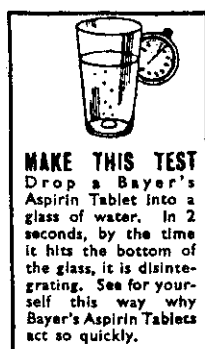


Do you pride yourself on your general knowledge? Here is a chance to test your accuracy. No need to work up a headache over it (although Bayer's Aspirin Tablets will soon fix that!) because the answer appears below... but study the picture before you read it.

It's plain to see that the jockey has a headache. That's definitely wrong. He could so quickly get relief by taking two Bayer's Aspirin Tablets with water. It's the amazing speed with which Bayer's Aspirin Tablets dissolve when swallowed that accounts for the almost immediate relief they provide in all cases of headache.

The mistake in the picture is not so easily seen as that. What is it?

* Answer: The bridle has no throat lash.



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ONE UNIVERSITY, OR FOUR?

(continued from previous page)

their labours fruitful to themselves and of value to the community at large. I know of no university where it is more difficult for the university worker to put his ideas and specialised abilities into practice. It takes two years at the minimum to introduce a new book or a fresh item of study and a change becomes effective only after what the vice-chancellor has called "the whole ramshackle machine" of administration has ground to an end.

What should be done? There are two possibilities. Separate universities could be set up, going their own ways and developing the potentialities of their staffs and their individual areas, and the University of New Zealand could quietly pass out of existence. If the University of New Zealand is to remain, its stranglehold on academic policy must be relaxed, by incorporating more academic members into the governing body and by making the organisation of prescriptions, examinations, degree courses and the like the direct responsibility of the academic staff.

Either course would have the result that the University institutions in the various centres would develop individuality and independence, subject only to the world-wide traditions of university education and the national needs of the Dominion.

Separate universities, I think, is the real solution. The only problem is whether we should separate immediately, or have a transition period during which we are in fact separate, but in name are members of the University of New Zealand. So far as the members of the Academic Board are concerned the shorter the transition is the better.

PROFESSOR F. W. MITCHELL,
(Professor of Education, University
of Otago):

THE pursuit of knowledge, as of freedom, is a fundamental characteristic of the human spirit and needs no justification in a modern world. Neither do the specialised institutions dedicated to this vitally important, exacting and highly skilled task—the universities. Consequently, the merits of the case and the evidence of history justify the highest possible measure of freedom to the universities, and the principle of university autonomy is rarely questioned.

Differences may arise, however, in regard to the conditions under which it should operate, and the forms of organisation best suited to its proper functioning. In particular, the question of federation or separation has been prominent in this country from the very beginning and is once again in the forefront. But the question is limited and deals with the manner in which university autonomy is to work, and its solution lies in organisation rather than principle. The guiding motive in determining the right kind of organisation should be that of finding the means most suitable to fulfilling the aims of university life.

The idea of a federal university is not new, nor is it in itself objectionable. The universities of Oxford, Cambridge, London, Toronto and Wales have developed successfully under it. But its operation under New Zealand conditions has been marked by difficulties and deficiencies. The federal university tends to be complex, inaccessible, and slow moving, and the relationships of the Senate to the life

of students and staff tend to lack vitality and intimacy. It is generally conceded that a non-researching, non-teaching university concerned mainly with the conduct of examinations cannot possibly be a living, stimulating influence.

The need for maintaining standards is generally given as an argument in favour of federation, but a uniform standard is not necessarily a high one. Indeed, a small autonomous university generally seeks to safeguard its reputation by high standards, and recent experience of autonomy in examining Stages I and II seems to justify its extension.

The administration of the Special Schools raises special difficulties. Under federation they tend to become dissociated from full participation in the university life of their particular centre to the detriment of all, but safeguards would also be needed under separation.

The record of history shows there is ample room for improvement in the present system, and suggests, general agreement in favour of eventual separation. But how soon, and in what way this can best be done is a matter for those who thoroughly understand New Zealand conditions, for I am not in a position to judge.

The time is ripe for the progressive development of autonomy in the colleges within the existing framework, in preparation for the time of their eventual separation into independent but co-ordinated units.

**F. H. SAGAR (Lecturer in Physics,
Auckland University College):**

TO divide the University into four autonomous universities with limited charters would bring about the following immediate benefits:—

1. The administration of each college becomes a local matter. It is now flexible and elastic. Necessary changes can quickly be made, while local needs can be considered and met.

2. Greater freedom in teaching may be enjoyed. Examinations can be made subservient to teaching instead of the reverse as in the past. With each teacher his own examiner, other means of assessing a student's ability are available; thus the main function of a written examination is now to encourage a student's powers of thought and expression. Gone would be the days when a teacher's first anxiety was to equip each student with a definite body of examinable knowledge.

3. With each departmental head now able to decide his own syllabi, research and teaching will go together. The effect on the teacher himself must not be minimised. To preserve vitality and to maintain interest in his subject, he must be enabled and encouraged to do research. If he does this, then in turn the student is more likely to become interested and to be inspired to do good work.

4. University aims and ideals can now be more closely allied to the life of the community. Provincial pride, freed from suspicion and jealousy, can be harnessed effectively when each main province has a university of its own to cherish and support. To bring the community into immediate contact with university control and administration, representatives of civic and provincial bodies can be elected to university controlling councils. And local industries can help financially to support the departments which undertake applied research on their behalf.