

the origin of the problem lies less in the University than in the community, the homes from which the students come, the schools in which they are educated, and the type of education those schools provide or are compelled to provide. So far as the solution of the problem comes within the province of the University, the following suggestions may be considered:

Firstly, the University could make the requirements for entrance, in particular to a special course, as broad and as cultural as possible. Instead of doing so it seems, either directly or indirectly, to have taken some retrograde steps. The regulations for entrance scholarships have been such for a number of years that it has been possible and in some cases even thought desirable for a candidate to present himself already as a specialist, either in languages or in mathematics and applied mathematical sciences. Consequently, he has begun to specialise in his third year in the secondary school. In a lesser degree the same defect has appeared in the matriculation examination, tempered recently but less than it appears by the system of accrediting. In addition, though not primarily a University responsibility, the choice of those to be appointed to State medical and dental bursaries has been based on academic standing in the preliminary sciences rather than on standing in general education.

Secondly, demanding a pass degree in arts as a qualification for admission to a special course is only superficially a solution. In universities in which that qualification is demanded for medicine, the arts degree may be taken in the preliminary sciences, in anatomy and physiology, and in only one or two small cultural subjects. So a graduate in medicine of an old English University could say truthfully that, if the general subjects taken for the degree in arts were the important feature of it, he had got his for spending one term lying on his back in a punt and reading a short period of history and the Acts of the Apostles. As for the priority given to those who have a degree in arts or science in allotting places in a medical school, that is no more than a temporary expedient to delay approach to an overcrowded medical school and may in fact operate to enable the student to qualify for entrance at the lowest possible level in the preliminary sciences.

Thirdly, the degree in arts demanded by some of the older universities for entrance to a special course represents not only training in the preliminary sciences and one or two small cultural subjects, but also three years of residence as a member of a college community. That suggests the most hopeful solution. The provision of colleges in the true sense in or related to each of the university colleges would do much to solve the problem. Such colleges would have to be true colleges, repositories of learning and culture; not simply halls of residence or hostels. It may be objected that colleges could be provided for only some of the students. That is not a valid objection. No one can be a member of a college community for three years or more without being influenced by it in many ways; and, with only one-quarter of the students as members of college communities, these students can become a potent ferment throughout the whole of the student body.

A PROFESSIONAL course leaves little time or energy for wider studies. During it, however, there may be the opportunity of college residence with membership of a college community, both as an undergraduate and as a graduate, with the unconscious absorption of much that is of value in later life, the reading of English literature and history, and the membership of a small reading circle which may, for example, study some English poets.

So far as the University itself is concerned, it does no more than provide equipment for a pass degree in a professional field. It does, of course, provide classes in many arts subjects, but it does not allow advantage to be taken of them because of the time and energy that must be given to professional subjects. The real opportunities for wider education come from college residence and membership of a college community. That on a background of a broadly based school education and association in it with an enthusiast in English literature or in classics may start a training in literature, history and other cultural subjects which comes not so much from a desire to study them as subjects as from a desire to learn all that can be learned of everything in which an interest has already developed. Such a training develops a broader and longer view of professional work not only in relation to the history of science and of medicine itself, but also in relation to the historical and cultural developments of the past three thousand years. No doubt it is in many ways superficial, but it is helpful and satisfying.

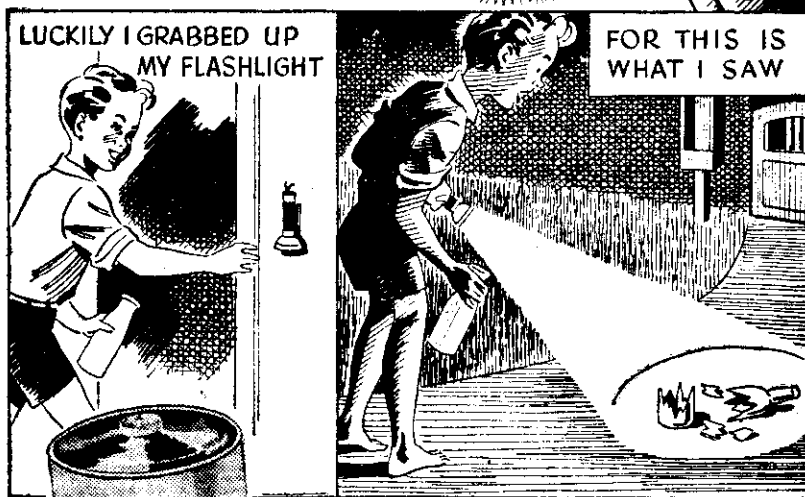
IN so far as a liberal education enables a specialist, in the sense of one who has undertaken a university course with a view to professional practice, to see constantly his sphere of work in its proper relationship with human and cultural development, and provides him with a broad background on which to base his special work, he who has a liberal education is more useful and even more efficient in his technical work than the man who has had a technical education only. The younger graduate who has had a liberal training and education is certainly more efficient in his chosen work than the graduate who has had only a technical education and no liberal education. Later he can usually make a bigger contribution in the more enduring aspects of his chosen work. He certainly finds his work more satisfying to himself and to the community when he has a background from which he can see and guide his work in its proper relationship with history, culture and life.

Some, but not many, have educated themselves in these broader ways since they left the University. Usually, they have had the beginning of that broad education when they left school and before they entered the University, and have taken the opportunity as soon as they have completed their more formal technical training to develop a liberal education as well as to get their advanced technical training. They have realised that an advanced technical training unrelated to wide knowledge and some culture may be a danger to themselves and to the community, and they have developed their knowledge and interest in their special field and in other matters together. They appear to have been more numerous of recent years.

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