



The



Spike

OR

Victoria University College Review



OCTOBER, 1917



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- A. F. MELDRUM (page by Rhodes' Scholar paragraph).

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THE SPIKE

OR

VICTORIA UNIVERSITY COLLEGE REVIEW

(PUBLISHED TWICE IN THE SESSION)

The Editorial Committee invites contributions, either in prose or verse, on any subject of general interest, from students or officials connected with the College. All literary communications should be addressed to THE EDITOR, Victoria University College, Wellington.

Subscriptions (1/6 per copy) are now due, and are payable to Mr. G. O. Cooper, Financial Secretary, Victoria University College.

Vol. XVI.

No. 2

Editorial.



At present there is so much to talk about in the world that one hardly knows where to begin, or rather, where one will end. To follow our own inclination, we would not begin at all, but having evaded our responsibilities once already, we feel that we cannot do so a second time gracefully, and therefore have called to our aid another's wisdom. Fortunately, there are still folk in the Old World with time for writing, and some of us in this quiet land have time for reading; the former clear their minds and the latter fill theirs, and sometimes, as in our case, a little spills over, and in the gathering up, there may be grains of gold. Notice we say *may be*.

"Tot homines, quot sententiae," and never surely has this been more truly evinced than now-a-days with its eager outcries over a thousand "burning questions," and ten thousand wild rumours. Very roughly, people may be divided into two classes—those whose outlook is the present or the very

near future, the "win the war" party (although half are obstructing the other half on the subject of ways and means); and those who look into the future, and see and worry over the post-war problems. The second class is the minority—the heretics—except for a sub-class of the "win the war party," those concerned with the commerce of the future and the anti-German trade policy.

In England, that land where the widest and the narrowest of views flourish side by side, both classes of people are hard at work; here in this quiet land, away from the immediate noise of war, here where should flourish those careful for the future, little is being done—not only in actual work, but in ways of thinking, in preparing public opinion, in self-criticism, or in raising the country's ideals.

We say that we are a democracy. According to Mazzine's noble definition a democracy is "the progress of all through all under the leading of the best and wisest." I need say no more. Our politicians (for we have no statesmen) may be "the best and wisest" available, but as leaders of to-day they are not making the way very easy for the leaders of to-morrow. The training the youth of to-day is being given seems strangely purposeless; he or she is not being trained either as a citizen or as a thinker to cope with the difficulties of the future—of those days when we shall probably be up against some "pacific" enemy, and shall want all our resources and all our intelligence to cope with him. As the Jesuits held, "Control the young mind and you thereby control the future." We wonder what kind of a future our Minister for Education envisages. What can it be when he always seems to be looking backwards instead of forwards? By handicapping further those already sufficiently handicapped; by crowding a little closer their already crowded school course; or else by omitting some subject worth while, he evidently hopes to produce an improved young New Zealand. We do not agree with these methods, and we wonder how he and A. S. Neill would agree together on the subject of education, in which both are so vitally interested. The Dominie says that "education should aim at giving a child a philosophy, and philosophy simply means the contemplation of the important things of life." But of course, there are a

good many differences of opinion on what are the important things of life. In this land the educationalists do not consider it important that young New Zealanders should realise that their Dominion has a history; they foster no traditions; they leave severely alone the story of the country's colonization; the story of the noble lives lived here in "The Early Days"; the ideals and hopes that animated the pioneers. It is not important—they prefer the children to know what happened in 55 B.C., or 1066. What is important here is commercial well-being, so we must have more technical education, more "usefulness" in a monetary sense. There will be more insistence on type and less on individuality. One of the vilest things about the war will be the post-war insistence on rigid organisation and discipline, and consequent loss of liberty, and education will suffer most from this Prussianizing tendency. Education will prejudice young minds more than ever, instead of inculcating open-mindedness. An education that but emphasizes the point of view of yesterday (e.g. Mr. Hanan on Domestic Science) is utterly bad. New Zealand should prepare for the future, she should think of to-morrow. She needs "dreamers dreaming greatly" till "the power comes with the need." Till then we may be prosperous (and our prosperity, remember, breeds covetousness in others) but we shall not be great.

"Ne Obliviscamur"

Bring them again, O western wind
Back to the Kelburn hill;
Loyal and brave and debonair
Promise! Thy hope fulfil.

Not that we grudge their service done,
Nor scorn their manhood's quest
Only we mourn their young lives' loss
Gone to a gallant rest.

Bring them again with eager foot
Where flaunts the gold-flowered broom;
Proud hands we stretch to those who come
Weavers from war's grim loom.

On Active Service.

This list is known to be incomplete. We should be grateful for amendments and additions.

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 Captain E. Corkill, M.C.

Soldiers' Letters

F. A. Delamare writes from France:—I quite see that V.C. must be a "Princess institution. The fact is that France is full of the men-children. Of course, I have lost track of the more recent of them, but I go nowhere without meeting the older brood. In this little camp where I am for a week or two in one of war's backwashes Biss and Cameron (old law students) share the officers' mess. Along the road I run into Salmond every day. Our Adjutant (2nd A.T.B. 1st Brigade) is S. T. Seddon. In Brigade H.Q. when I passed one morning I saw only two men, one was Duigan, the other P. B. Cooke. I had dinner the other night with Duncan Stout, and Con. Strack was discoursing to me on the possibility of divine intervention on the way home. Sergt. Caddick, during the evening, showed me the Annual Report of the V.U.C.S.A. The other night I joined up with my battalion in France, more than a fortnight ago, I made a pilgrimage to a camp a mile away, where I found Cuthbert Taylor asleep. I woke him up to strike hands and doubled back, for I was sharing a tent with the Colonel and Adjutant, and didn't want to keep them awake. So if you think there is nothing of mankind at Salamanca, don't forget that I could whisper the name of a place in France which—in the homely language of the camp—is "lousy" with the renegades. By the way I have found that pay-offices are quite cheery places. At Sling Charles Gamble presided at the desk, and he is now in this vicinity. At ——— B. Egley handed over the hoot—and whether my journey takes me up or down I feel quite certain that the current coin (not paper money—at any rate below). will be handed over with a friendly smile. One of Gilbert Bogle's old company is at our mess. He says the battalion recommended him (the aforementioned Gilbert) for V.C., but that nothing came of it. He says that there was not a more popular officer in the battalion. Arnold Atkinson and Gerald Fell were killed just close to where I was last Sunday week. Archie Bogle was somewhere near, though I did not see him. Dear old Arnold—he was one of the very best—keen in his vocation, and as good a citizen as soldier. Wouldn't be surprised if he were recommended for a decoration, though it is unlikely, I hear, that any will be given. He was

killed going over the top to bring in a man who dropped into a shell hole.

* * *

The following letter from C. F. Atmore, was unfortunately just too late for insertion in our last issue.

Trenches,
27.3.17.

Dear Spike,

This is the opportunity that I have been waiting for to tell you something of our experiences in France.

The 18th Reinforcements came over to the base on 1st February, and joined up with their companies some few days later. Ashley Duncan, N. F. Little, and F. Howard went to 2nd Wellington Battalion; C. H. Holmes to the 2nd Canterbury Battalion; and H. Sanson and I to the 2nd Otagos; so you see we have been scattered to the winds.

I have been in the trenches several hours now, and am looking forward to the more open warfare which the coming offensive promises. The front consists of mazes of trenches which, by day, seem unutterable desolations of silence. Scarcely any sign of movement betrays the thousands who are in them. But at night the scene is one of incessant activity. Then entanglements are laid and defences strengthened. Patrols are out in front, seeking information of the evening's work and intended movements, and all the time machine-gun bullets spray the parapet and warn those over average height to "bob down." Rats have taken up their abode here in great numbers, and also in the billets. In fact if, when making out a billeting scheme you should inadvertently forget to make provisions for them, you will have your billets uncomfortably overcrowded. In the sector there is a huge black cat, who is provided with a fine living from these intruders. Every night she patrols our parapets in search of supper. One exceptionally dark and wintry night a slightly nervous sentry mistook the shadowy silhouette of innocent pussy for the head of a German peering over the parapet. Instantly he raised his rifle and cried, "Halt! Who goes there?" What an unfortunate predicament for poor pussy, for she was a French cat and could not be expected to understand the challenge, even had she known the pass word. So she heeded it not, but fortunately the

sentry's shot was mis-aimed, and pussy leapt into the darkness, unscathed.

The most pitiful sight one sees in these parts is the remains of one-time picturesque villages, now desolate areas of ruined houses and wrecked streets. The one redeeming feature of all this ruthlessness is that side by side with the wanton destruction of medieval art, are destroyed numberless estaminets, the one blemish of French villages. These estaminets are often run by persons of doubtful character; sometimes by spies, always on the alert to pick up valuable information from the lips of unwary soldiers, thrown off their guard by the evil effects of vile and poisonous intoxicants.

A few weeks ago we were billeted in a farm house, where Madame was very anxious to learn something of life in Australia and New Zealand. "Is it true," she inquired of an Australian officer, "that mail coaches are often held up in Australia?" "Ah, yes," was the ready reply, "I often do it myself." . . .

Speaking of food and its scarcity in England reminds me of a notice I saw in a country store close to our N.Z. Camp at Sling. It ran thus: "Wanted two young lads as apprentices to be treated like one of the family." A ration scale no doubt!

One meets V.U.C. students here every day, and among those whom I have seen lately are: G. S. Seddon, A. Scivwright, N. L. Wright, D. Hall, R. St. J. Beere, A. H. Bogle, Jerry Daniell, and others too numerous to mention.

* * *

Extracts from letters of Lieut. A. H. Bogle:—

June 11. We are back about three miles behind the lines resting—a nice peaceful spot too, with trees and green grass. The mines went up early one morning, and at breakfast time we were ordered away to put in strong points. The shelling was very solid; an extraordinary amount of it hits nobody, but it takes the stuffing out of men, and, of course, anything within a hundred yards might hit one. The soft ground saved a lot of lives, as the shells entered a little before bursting and were blanketed by the dirt. Our bombardment was so heavy that a great many of the German garrison probably never moved out of their dug-outs for three or four days before the stunt. Prisoners say that they could get up no rations

or water to speak of. Our guns lay very quiet the actual night before it, and the Germans tried a relief. It was, of course, incomplete when the mines went up, and God knows how many guns opened on the instant. It was still dark, of course, and the flashes were everywhere. Some of the dead lay with their packs still on.

The tanks were absolutely a wash out. One passed me at 4 p.m. over the far side, but that was 12 hours late. They were stuck here, there and everywhere, in all kinds of trouble. They are reported as having done good work, so presumably they got on better in other parts. We are, to all intents and purposes, an intact Division still; and the morale, as they call it, is probably higher than ever. To-night I propose to have a sleep, and to-morrow a bath, and I shall then be fit to eat a Hun, though so far the rations are keeping up alright, and there may be no necessity.

June 14. After two nights in our "rest" billets I was sent off to arrange to shift back to the old camp in the town where I had the kind and handsome landlady of respected memory. The formerly busy little town is about deserted. All the people with whom we lodged are gone. The Germans smacked it up all one long summer's day, and still send a few shells every day at odd times, and three at least every night. There are still some babies in the village. Every night they wander off to a concrete dug-out in the fields near by. A fair number of the men are sleeping in the fields and roadsides as a regular thing. The weather has been dry and hot now for weeks, an extraordinary contrast with winter conditions. In fact, the summer is very charming, with all the vegetation and the birds. The birds were singing away all through the Messines bombardment—probably the hottest ever yet put up. Swallows have built in dug-outs in the firing line even. I wish we had them in New Zealand. I have been away all day up behind the present front line finding tracks. Ran into the usual three or four shells, of course, and crashed through the undergrowth in mortal terror. Ploegsteert Wood is still full of gas in parts. There are rats dead in every direction. The newspapers are still full of the recent manoeuvres, and the correspondents annoy me with their absurdities. Tales of bands of Australians waiting for a tank to roll out some wire and crying in an

admiring voice "Gosh, that chap's game," while they follow a tank with fixed bayonets, may read well, but no genuine Australian would descend to "Gosh" to relieve his pent-up breast, nor, in justice, would they wait for a tank to cut their wire, nor could they follow a tank with any ease unless they crawled at the rate of one mile in every four hours, and to be accurate, it is extremely questionable whether there was such a thing as a tank on the ridge until all the front seats were occupied. But why worry? As you say, man is a poor creature and given to errors.

July 5. I think I told you I was an Acting-Adjutant. Well, here I am adjutanting as hard as I can go. Under present conditions it is a very soft affair—had there been anything to do, the other chap would not have gone on leave, and there you are. The Division is making arrangements for a lot of sports this week, swimming, boxing, running, etc., for probably three afternoons; so we shall have lots of entertainment. A rest will not do anyone any harm. I was not conscious of any great fatigue, but I feel tired now, and that gas was abominable. A little of it every day for about two weeks—no bon for soldier. I had another motor ride with the C.R.E. into our "town." Nothing much to do there, but the drive was O.K. You never saw such a growth as they have on these French fields—peas, beans, potatoes, corn, silver beet, all and every kind, in plots generally about 100 yards by 50 or smaller, of the one thing; scarcely a grass patch anywhere; no stock and no fences.

I saw old Frog in a German dug-out up near the line a few days ago. He is just the same.

* * *

Extracts from a diary of an old V.C. student:—"Life down at Etaples in the base camp was a dull thing—a village of smells and even this girt about with guards and gates. Many visits as Sergeant of the town picket revealed the paucity of its charms so barely that no informal visit was ever paid.

It is a picturesque dress worn by the elderly fisherwomen (not mermaids these, and grant their vanities may never be wounded by sight of a glass). They have bare feet, stockinged and kilted legs, and with their hard faces look like comedians, but they bear themselves straight as

larches, and are direct of gaze. . . In the middle of our stay here, I went off to an aeroplane school at La H——. My first night I had the chance of a fly, and took it like a bird. It was an observation monoplane, and the business was to read signals from a white and green panel spread on the ground below. We rose to 150ft. at about 81 miles an hour. There were not many sensations in the trip, except once when we struck an air pocket and dropped plumb for 100ft. . . At Yzeux we had a very fair billet, and here is a facsimile of the notice affixed to it: "The Mayor asks nobody here; neither horses nor men, because this house is lived by one very old woman." She looks like the witch of Endor, inspects us and our billets 30 times a day, and mutters each time her sole English, "No Bon, No Bon!"

Roll of Honour

S. Arnold Atkinson
 Gerald Innes Atkinson
 Herman Stuart Baddeley
 Henry Barnard
 R. G. Blackie
 Valentine Blake
 Gilbert V. Bogle
 Stafford Bogle
 Archibald Geoffrey Brockett
 Noel Fletcher Burnett
 William B. Busby
 W. L. Girling-Butcher
 J. G. Calman
 Arthur P. Castle
 H. F. Cotter
 William Thomas Dundon
 Sydney Robert Ellis
 Thomas Fawcett
 G. H. Fell
 Oscar Freyberg
 F. W. B. Goodbehere
 John Harrington Goulding
 H. Gowdy
 Vincent J. B. Hall
 George McL. Hogben
 F. D. Howard
 Athol Hudson
 George C. Jackson

Ian Douglas Jameson
 Herbert W. King
 A. T. D'A. Long
 A. A. Macarthur
 Allan MacDougall
 Donald Eric MacKay
 Malcolm McCartney
 J. E. Miller
 John E. Mills
 William H. Morris
 Kenneth Munro
 Donald K. Pallant
 C. E. Phillips
 W. A. B. Quick
 Reginald P. Quilliam
 Helger Bro. Randrup
 William B. Rule
 John H. B. Saxon
 Henry A. Shain
 W. E. Stevens
 I. P. D. Stocker
 Philip G. Tattle
 R. S. Tattle
 Lionel G. Taylor
 Alister McL. Thompson
 A. L. Webb
 Holloway E. Winder
 Douglas D. M. Yeats

News of Old Students

F. A. Wilson went to Aldershot early in 1917 for a 3-month's course of instruction. When he joined up, he was 2nd in command for a short time, and later was made Major. On July 12th he was married to Miss E. R. Fell, who has been for the past year in London working at the Admiralty.

The Chronicles of the N.Z.E.F. recently held a competition for a New Zealand National song. The competition roused great interest throughout the N.Z.E.F., and a large number of poems were sent in. The judges were the Hon. Sir Thomas Mackenzie, and the Hon. W. P. Reeves, who awarded the prize to Lieut. A. H. Bogle. Heartiest congratulations from The Old Clay Patch! We print the poem herewith, and hope that in the competition for the N.Z.E.F. to set the words to music, the successful composer may also hail from Salamanca.

"FAR AWAY YONDER."

Far away yonder across the dark water
Set like a gem on the breast of the sea
The joy of my heart and the queen of my fancy
New Zealand is calling, aye calling to me.
Others may boast of their cities and temples,
Castles and pedigrees, lands wide and fair;
But give us a glimpse of our clean-running hilltops
And where is the breath like our own native air?
There is the soil that has formed us and fed us,
Streams that we played by, the warm sky above:
And there are the hands that we clung to as children,
The homes of our dead, and the women we love.
New Zealand! my country! the fount of pure freedom,
Where all who are worthy may bear them like men,
May the Lord give us strength to uphold thee in
honour,
And the star of thy destiny never shall wane.

Mrs. F. M. Corkill (nec Lawry), who was married in London in April, is now doing war work at Walton-on-Thames. Her husband, Lieut. F. M. Corkill (formerly of Canterbury College) was slightly wounded at Messines.

Corporal H. D. Skinner, D.C.M., has obtained his discharge from the Forces, and is now at Trinity College, Cambridge, going on with his ethnological work.

Major R. St. J. Beere, who was wounded at Messines, is now recovered, and has been spending leave in Ireland.

A. B. Sievwright has been promoted Captain in the Field, and was in command of the Ruahines at Messines. He has since been promoted commandant of a trench mortar school. At latest advices he was, to use his own phrase, "as fit as a fiddle."

Lieut. (Acting-Captain) Noel Johnson suffered considerable damage from wounds in France on 3rd Feb., through the bursting of a shell. He was hurt in both knees, thigh and face, and had one leg broken below the knee. Unfortunately this has resulted in the amputation of the foot, notwithstanding every effort in Chelsea Hospital to save it.

To my Friends who have Gone

You go your ways, the ways that open lie
To all the many, saving such as I
Who sit beside the hearth-light's fitful gleaming
And smoke the pipe of silence, dreaming, dreaming,
And watch the embers settle down and die.

Nor is it that I do not wish to fly
Chaste breast or quiet mind; that nunnery
Withholds me not, as ever onward streaming
You go your ways.

Strange lands and waters spread beneath a sky
That looks on deeds of wonder, I desery,
And then awake and find it was but seeming
And lost my ships of dream with wakes acreaming,
While, bugles ringing out and pennants high,
You go your ways.

The University of New Zealand

(Notes from a Lecture delivered at Victoria University College by Professor T. A. Hunter.)

“But above and beyond all else, education is the burden of their song. On it vested interests, tradition, and prejudice have for many generations laid heavy and paralysing hands, and yet inasmuch as the child is the father of the work, from educational efficiency or inefficiency must spring the moral and intellectual health or maladies of the community which grows up under its shadow.” (Eclipse or Empire).

The University is but one part of a complex educational system. Because only a small proportion of citizens come directly under its influence, the unthinking are apt to underestimate its significance. Its spirit, however, tends to dominate the system; many of the most influential teachers are trained within its walls and imbibe its spirit; the whole educational system looks up to it and draws inspiration from it. In a well-organised, enlightened State it is probably true that no single institution is capable of so far-reaching effects on national life as a University. According to modern notions the duty of a University is not merely to provide a culture which is a luxury for a few, but, through the professors and the teachers, to mark its impress on the whole mass of the community, and to infuse into every department of national life an ever-increasing sense of the value of scientific ideals and scientific methods, in their application to every form of human activity.

No country can continue to develop on a spirit and civilisation imported from abroad; these must be the product of the work and endeavours of its own citizens. It ought to find in the University one of the most important of the conditions of adequate development. The progress of mankind, industrial, intellectual and social, depends on the initiative of the individual who can break with custom. We ought to ask, therefore, what is the influence of the University on the individual's character and view of life? What is the value of a study of science if it but enables its devotees to grind the face of the poor? Or of

logic if we are to be caught by the sophistry of the first newspaper? Or of morals if fraudulent and honest men present no difference to us? "To have spent one's youth at College, in contact with the choice and rare and precious, and yet still to be a blind pug or vulgarian, unable to scent out human excellence or to divine it amid its accidents, to know it only when ticketed and labelled and forced on us by others, this indeed, shall be accounted the very calamity and shipwreck of a higher education."

The main functions of a University, therefore, seem to be these: First, to act as the centre of the intellectual life of the community. Every seed of free investigation should there find an atmosphere congenial to its germination and development; every independent investigator should there be sure of an appreciative and critical hearing. Second, to aid the advancement of learning and the conquest of nature. Research is an essential aspect of the work of a University. The spirit of scientific method and scientific thinking can be communicated from individual to individual only in the actual practice of it. Third, to be a powerful formative influence on national ideals.

We may therefore test a University by the replies that it can give to three questions. Is research normally a part of your task? Are you the centre of the intellectual life of your community? What influence are you exerting on the life and ideals of the people? My belief is that the New Zealand University is unable to give replies worthy of the place it ought to occupy in this country, and that it would occupy, but for its defective organisation and spirit. Such criticism does not imply that we are forgetful of the good work done, but only that we regret the opportunities lost.

The University of New Zealand consists of a Chancellor, Vice-Chancellor, twenty-two Fellows, the members of the Board of Studies (20), and Graduates of the University. The Colleges are merely affiliated institutions. Members of College Councils, members of the teaching staffs who are not on the Board of Studies, and undergraduates, are not members of the University. In its constitution there is a great gulf fixed between the Colleges and the University—the former teach, the latter examines. The University of New Zealand is merely an examining board—it teaches no one, inspires no one, has

no libraries or laboratories. This condition of affairs, although defended by some, is not the outcome of design; it was brought about by the meanest of motives, and the most limited educational vision. We follow London. London University is the crushed and distorted form of a great conception. Lord Brougham desired that it should be a university for those who were unable to enter Oxford and Cambridge, either because the students lacked the means or were excluded on the ground of their religious beliefs. For this great purpose University College was founded, but the religious intolerance of the day vanquished Brougham, and incidentally the London University. King's College was set up by the Anglican Church, and as a result of denominational egotism, a struggle ensued that ended in the Examining University of London, to which both University College and King's College were affiliated.

The course of events in New Zealand was very similar. In 1869 the Provincial Council of Otago established and endowed a University in its province. In the following year the General Assembly founded the University of New Zealand. The contest in this case was over the site. Otago would not agree to one University unless it were situated in Dunedin, and again the result was a purely examining university—one that is prohibited for teaching. Such an institution is not an aid to real education. The system might have been invented for the express purpose of discouraging wide reading, free criticism, and independence of thought.

The proper function of examination in an educational system is to enable the teacher to gauge the effectiveness of his methods, and the extent to which his students have benefited by his instruction. But divorced from teaching, examination has no educational value. The only argument adduced in favour of the purely external system is its impartiality, but though impartial, it may be most unfair.

Many people are misled, and think that the marks given are a reflection of the appraisal of the candidate's worth. This is very far from being the case. Professor Edgeworth has calculated that in the First Class Civil Service Examination the element of chance

was so great that one-third to two-thirds of the successful candidates were not above the danger of being unsuccessful if another set of equally competent examiners were appointed. The experience in New Zealand is not different, and instances are on record where gross injustices have been done by the present system.

There is no need to labour this point; the weight of expert educational opinion is overwhelmingly against the purely external system; the fact that all the vested interests connected with London University have not been able to prevent the gradual adoption of the internal system is surely significant. But if the opinion of those who have had experience of the system be demanded, it would be easy to provide a whole volume condemnatory of the system as it exists in New Zealand. Let two opinions suffice. President Maclaurin, a student and professor of New Zealand colleges, writes in answer to the question whether we ought to modify our examination system:—"I should answer unhesitatingly 'yes.' It was probably wise to adopt your present system when the standards of the University were wholly undetermined. The conditions, however, have been wholly changed, and your system is now antiquated and entirely opposed to the trend of the best educational practice. You are far too much dominated by examinations, and you must escape from this thralldom or be crippled in all that is of most vital importance to real education." Professor Dendy considers that "the teachers certainly ought to have a voice in the examinations, and, indeed, a predominant one. A man who is not fit to examine his students is not fit to be a professor. I felt this very strongly when I was myself a professor at Christchurch, and my opinion remains the same now that I am an examiner in England for the New Zealand University."

We may therefore note some of the most important consequences of the divorce of examining from teaching, and of the University from the Colleges. (1.) Only such subjects as can be examined by this method are likely to be introduced. The University was founded in the centre of an unrivalled field of study and research, Polynesian languages, customs and myths. Yet the University has never attempted to explore that field. Its fruits have been

gathered by those who worked outside the walls of the University. The neglect of one of the most important subjects in this new land—agriculture—can be traced to the attitude of the University toward it. With a University constituted as ours is, it was difficult for the University to do more than it did—draw up a syllabus—but this impotence of the University in so vital a matter surely calls for reform. (2.) The humanistic side of education becomes narrower. The demand of such a University must be for good examiners, good teachers are a secondary concern. The personal factor in all real education is depreciated, and the importance of character unduly neglected. This can be seen in the predominance of the lecture system. About a hundred years ago Schleiermacher gave utterance to the opinion that a professor who dictated notes to his students had arrogated to himself the right to neglect the discovery of printing, and Adam Smith was but noting an educational commonplace when he said: "No discipline is ever requisite to force attendance upon lectures that are really worth attending, as is well known where such lectures are given." The neglect of libraries, the little importance attached to practical work by the University, and the fact that the Colleges have not availed themselves of the services of men noted for their work, but who could take no part in preparation of students for University examinations, are all signs of the dry-rot that University organisation has helped to produce. (3.) The educative value of University life, outside the lecture room, has been thrust into the background. It is probably true that, under good conditions, students learn more from their fellow students than from their teachers. The dangers of narrow, special training are obviated. If all the schools of a University are located in the same place, there is contact of mind with mind that stimulates thought and broadens the mental horizon. (4.) The system has tended to foster the idea that a University education can be obtained in the spare moments of a few years. The provision of older Universities for extending their worth to those more mature minds who were excluded by the struggle of life from the possibility of a full University education, was a noble conception. The University Extension System and the U.G.A. both give evidence of the fruitful nature of such work. But in New

Zealand the organisation of the University has induced immature youths to engage in an occupation under the idea—directly fostered by the University—that a University education can be obtained by devoting one's spare moments to study. Nothing could be worse for the students, for education, and for the welfare of this Dominion. University education has become an "extra."

These results are not peculiar to New Zealand. Wherever the purely examining University has been held in London, India, S. Africa, as well as in New Zealand, the same dire effects have been produced. Many quotations might be given to justify this statement—one from the "Times" is all that space will allow: "It is the most profound condemnation of the Indian University system that its whole tendency is to sterilise the mind of the pupil, to kill intellectual curiosity, to destroy the critical faculty, and to enslave the intellect to the letter of the printed word."

What ought to be done? I believe that even now it is advisable that a Teaching University of New Zealand should be founded and properly endowed. An area of land should be set aside as a site, and all the schools and faculties be located there. The present buildings in the four centres could be used for the secondary schools and technical institutions that we shall require after the war, if we are not to form the rearguard in the march of civilisation. It is no use pleading that such a scheme is too costly; a fraction of the yearly drink bill or of the war-profits would provide the buildings and an adequate endowment. If we do not do it, it is only because we do not desire it. "In our day," says Lord Morley, "communities and men who lead them have still to learn that no masters so profuse and immeasurable, even from the material point of view as that of intellectual energy, checked, uncultivated, ignored, or left without its opportunity." If a Teaching University for New Zealand is not founded, we should certainly constitute the four Colleges the University, and give it a body and a soul.

War after war—not so much upon our enemies or our rivals as upon ourselves, our own old ways, our own old prejudices and preconceptions, social, industrial and educational, but above all educational, is the only road to future peace, future prosperity, and future power.'

Ireland

The torchlight shimmered on the brows of kings
Whom Earth had bidden to her banquet board,
The minstrels played on lutes and viols of majesty.
I looked for one whose wit and lissom fire
Should startle homage from the mouths of men
And found her not.
But one came limping, laden from afar—
I knew the scarlet lips, the strange bright hair,
The stormy eyes that spake of mutiny—
Leading a ragged train of gay, wild souls
From that wronged land where e'en the nesting birds
From out the troubled furze sing sorrow brokenly.
My fingers dropped the wine-cup, and I ran
In stumbling haste to bend an eager knee
And lay my page ship at her weary feet,
But raising white, defiant lids, she mocked me—
"Lo! I serve."

—E.M.D.

A Nocturne

The old, old placid Lady Moon,
Wrinkles of years on her face,
Walks in her bower,
(Shades of the night,
Her face would show weird at noon!)
Scanning from that far height
Deep unto deep of space,
To-night she leans out towards the earth,
Touching the webs of fine lace
Hung in the trees.
I see where she kissed
The low hillock's pallid dearth,
Under the downy mist
Melting before her face.
How Shuddering—tender were her gleams
There by the ruddier glare
Lit in the streets,
Where wave upon wave
The current below her streams!
Waters of tragedy lave

Regions the moon sees there.
 The old, old placid Lady Moon,
 Wrinkles of years on her face—
 What has she seen,
 (Now hid by a cloud!
 I would it might pass her soon)
 Scanning so silence proud
 Deep unto deep of space?

M.E.H.

A Talk about Poetry

"The morning cometh, and also the night."—Is. 21: 12.

Night was upon English poetry, and under the glamour of artificial light rose Alexander Pope. He was typical of his time. Nature to him appeared but as a painted scene of:

"Roseate bowers,
 Celestial palms and ever-blooming flowers."

A scene whose chief use was to form a suitable background for man. As for man, he is portrayed in the conventional trappings of society with all the point and wit of superficiality. Thus is his true value lost sight of, and he sinks into insignificance:

"Go, wondrous creature! Mount where science guides,
 Go, measure earth, weigh air, and state the tides;
 Go, teach eternal wisdom how to rule—
 Then drop into thyself, and be a fool."

The evening light drew sharp antitheses of light and shade. Now and again the limelight would be thrown on some one characteristic, bringing it into undue and distorted prominence. The whole effect, though not unpleasant, is unnatural—the appeal is transitory. The theatre cannot be enjoyed for more than a limited length of time.

But the night passes, and in those hours before sunrise, when the world appears in shades of black and white, another poet wrote. James Thomson described Nature in a series of excellent photographs:—

"The retreating horn
 Calls men to ghostly halls of grey renown."—

Or again—

"A wood
 Of blackening pines, aye waving to and fro,
 Sent forth a sleepy horror through the blood";

But he has accumulated so many of these (they flash by like scenery from a railway carriage) that no one can sustain the shock of reading all. Thomson was one of the forerunners of romanticism. His duty it was to educate the popular taste away from the perfect freehand drawing of the heroic couplet to the often imperfect model drawing of blank verse—thence to prepare the way for the lyric paintings of the great masters. He treated Nature not as alive, but as a series of exquisite pictures.

But now the sun rises, and in those early morning hours, around all Nature there is an air of mystery, of beauty, of wonder; for life has come to the inanimate. We begin to realise that Nature is not composed of painted canvas. No—nor yet of a series of moving pictures, but “the earth we pace again appears to be an unsubstantial fairy place.” The same life throbs through all; the cuckoo is no bird, but an invisible thing, a voice, a mystery! One spirit sweeps through the dull, dense world, bursting in its beauty and its might from trees and beasts and men into the Heaven’s light. The unknown surrounds our birth, and we must die if we would be with that which we do seek. Shelley sees through the maize of the material to the spiritual reality beyond:

“He can watch from dawn to gloom
The lake-reflected sun illumine
The yellow bees in the ivy-bloom,
Nor heed nor see what things they be
But from these create he can
Forms more real than living man,
Nurslings of immortality.”

He uses the X-Rays on Nature, and the material world fades into a shadow of the eternal beauty, love, courage, deathlessness of Infinity:

“The one remains, the many change and pass;
Heaven’s light forever shines, Earth’s shadows fly.”

And Francis Thompson takes up the tale. He begins with this same idea of our interdependence on the spiritual:

“Life’s a veil the real has:
All the shadows of our scene
Are but shows of things that pass
On the other side the screen”;

But gradually does he begin to restrict the meaning, and he writes thus to the Dead Astronomer:

“Starry amorist, starward gone,
Thou art—what thou didst gaze upon;
Passed through thy golden garden’s bars,
Thou see’st the Gardener of the Stars!”

Once more are we to be left with a personal deity?—or has the poet journeyed so far that he can look on tradition merely, as a figure of speech—a personification?

I fled Him, down the nights and down the days;
I fled Him, down the arches of the years;
I fled Him, down the labyrinthine ways
Of my own mind; and in the mist of tears
I hid from Him, and under running water.”

Having reached its zenith, is the sun falling once more towards evening? Certain it is that the sky is flecked with the colour rather than with the magic of words:

“Mark yonder, how the long laburnum drips
Its jocund spilth of fire, its honey of wild flame.”

—E.R.D

Cruel Fear

A Fear came knocking at my lonely heart;
So gaunt and grey he looked, I shook with dread;
His coming stilled my little laughing hopes,
All pale they stood and quiet as the dead.

With trembling hands I sought to bar the door;
My fingers failed, and in the grim Fear pressed;
My little Dreams and Hopes crept past and fled,
Winged by swift fear of my unbidden guest.

And there he stays, a shadow by my hearth,
And watches me with cold, cruel eyes alway;
Though once with groping hands I sought the door
Thinking I heard my little Dreams at play;

But as I went he mocked my eagerness
And Hope went shudd’ring from my lonely door;
The firelight died; the room grew stilly cold —
And there the grey Fear sits for evermore.

—A.O.

Capping

The ceremony of public presentation of the graduates took place on Friday, June 22nd, in the Town Hall, decorated for the occasion with flags and wattle. The gallery was closed to the public, save for one man who sat there, at one critical moment the cynosure of every eye. The weather keeping pace with time-honoured traditions, was exceedingly boisterous—not so the male element among the students, they seem to have lost the art of ready wit as they have the desire (at which we rejoice) for senseless and continued interruptions. The programme followed, was on much the same lines as that of previous presentation ceremonies. The National Anthem was sung as the vice-regal party entered. Her Excellency was presented with a bouquet by Miss Crawford, Vice-President of the Students' Association.

Mr. C. Watson, as Chairman of the College Council, offered the usual congratulations to the graduates of the year. He referred to the fact that over 400 students from Victoria University College had enlisted, and that some 44 had laid down their lives—among them being two of our Rhodes' Scholars—Allan Macdougall and Athol Hudson. The latter, in his will, had left £200 to V.U.C. for the purpose of research work in chemistry. He went on to say that, in spite of the war, the number of students attending lectures at V.U.C. had not diminished to the extent that the Council had thought likely—there were more women students. The men students attended lectures until they were 20, previous to enlisting. The Council expected that after the war there would be a considerable influx of students, and it was sincerely to be hoped that the Government would make provision for the extra requirements thus necessitated. The scientific knowledge of the country had not been used to the full in commercial pursuits. Science ought to be devoted not only to trade, but to the investigation of wider aspects of education, which would lead to the development of higher ideals. In conclusion, Mr. Watson urged that the students, above all things, seek the truth.

The next speaker was the Hon. A. L. Herdman. He congratulated the graduates of the year, and said the occasion was an historic one in that, for the first time, there

was present among the graduates to be presented, one who had fought at Gallipoli. He then dwelt on the fact that after the war, commerce between the Allies, and particularly between different parts of the Empire, would be fostered, while that with our enemies would be discouraged. He considered that there would be a distinct change in Britain's post-war attitude. The aloof, insular, self-satisfied Britain of yesterday, the Britain blind or indifferent to danger, was dead. She, who inspired devotion in those who loved her, jealousy in those who feared her, was now fully conscious that over-sea dominions are assets, and as such must be treated. She was fast realising her own illimitable resources, and there was every sign that a closer intimacy would be established between the various parts of the Empire. Public men from all the dominions would be called on to attend Imperial conferences. Germany had demonstrated the power to be derived from organisation; but the Allies are demonstrating that they can beat Germany at her own game—in three years they have equalled the work achieved by the Germans in forty. The Germans will go down to posterity as great fighters; and as great blackguards. There is one thing about which Britain may be justly proud—her Navy. It may be said that the British Fleet is in touch with all that moves on the face of the waters. In days to come Britain must maintain her naval prestige—men from all parts of the Empire should be sent to be trained for the one Imperial Navy, there where the spirit and tradition of the Navy lives.

Professor Garrow, Chairman of the Professorial Board, then presented the graduates to Their Excellencies, the Governor and Lady Liverpool. Of the twenty-three men students who gained degrees only four from V.U.C. were capped—two of these appeared in khaki and one was a returned soldier. The arrangements for this part of the proceedings were somewhat better than usual, as the audience were given a better opportunity for seeing the graduates as they filed past, but it is still a matter for regret that more prominence be not given to this important feature of the evening.

The Governor then spoke a few words. He mentioned that that day was the anniversary of another kind of capping, viz.—the King's coronation—that he had spoken

recently at a school gathering in Christchurch on St. David, the patron saint of youth, and that it was the Prince of Wales' birthday on the following day. He offered his congratulations to the graduates and to the students, and advised them to keep optimistic.

In the intervals between the speeches the students sang capping songs. Our thanks are due to Miss Clachan for acting as pianiste, and to Mr. F. V. Waters, who undertook to train the students and, at no small inconvenience to himself, attended every practice previous to the ceremony in order to do so. One cannot but regret that many of the students (men students in particular) should not have attended these practices, as it was more than evident that they are not unusually gifted with facility for "picking up a tune."

When cheers had been given for each and everybody, the proceedings closed with the singing of "God Save the King."

Graduates' Association

The entertainment of the graduates of the year by the Graduates' Association this time took the form of a tea, which was held at College on Friday, June 22nd. There was a pleasant assemblage of graduates, both old and new. Mr. Eichelbaum, the President of the Association, spoke first, with his usual flow of humour. The purpose of his speech, apparently, was to set forth the objects of the Association, and to invite all present to become "the subjects and predicates." I have not yet found out what qualifications are necessary for filling the respective offices, but no doubt Mr. Eichelbaum will gladly enlighten intending applicants. One always expects sound advice when one is a new graduate entertained by those of other years, and this was provided by Professor Garrow, who welcomed the new members in a wise and kind speech. The reply was made by Mr. Hall-Jones. He outlined a little of his experience on Gallipoli, showing how strong was the bond amongst students of Victoria College, and how the thought of their College followed them. It was natural that the thoughts of the company should turn to those who had been at similar gatherings in past years, but were now far distant. Mr. Clement Watson voiced

this feeling as he spoke of absent friends, referring especially to those graduates of Victoria College who had fallen in the war. The gathering presently broke up, to assemble later at the evening ceremony of presentation.

* * *

Professor Clark's Lecture

Under the auspices of the V.U.C. Graduates' Association Professor Clark, M.S. Ph.D., gave a lecture on September 5th entitled "University College Life in America." The Gymnasium was well filled to welcome Professor Clark on his first public address, and the subject was one on which he is well qualified to speak, having so recently come from Harvard University. Mr. Eichelbaum, who was in the chair, introduced the speaker and welcomed him on behalf of all the students. The Professor began his address by pointing out the differences between the American Colleges and Universities, a distinction which does not exist in New Zealand. The American Colleges grant degrees only up to B.A. standard, the Universities grant the higher degrees. He also showed the difference between New Zealand and America in regard to the system of conducting examinations—in the latter place the oral examination is largely used, especially in the examination for Doctor's degrees. There are also great differences as regards the teaching staff, in America there are Assistant Professors and Instructors. Professor Clark did much to clear up our ideas in regard to many terms used in connection with American Universities which we have hitherto read of in books and magazines, but only understood in a vague way. He described the four classes of students, Seniors, Juniors, Sophomores and Freshmen, and the hostile attitude of each class to the one above it. The lighter side of College life was also described and illustrated with amusing anecdotes, the "hazing" of Freshmen, the Capping Day celebrations, the humours of residential life (which is unknown in N.Z. University Colleges), and also the boycotting of women students, which goes on at some of the more benighted American Universities. The national sport of America—baseball—is naturally largely indulged in by the students of the Universities, and the great football

match between Yale and Harvard Universities attracts enormous crowds each year, almost any sum being paid for a seat.

At the conclusion, Mr. Clement Watson, Chairman of the College Council, thanked the Professor for his most interesting lecture, and the audience endorsed his remarks enthusiastically.

A Melbourne Rescue Home

There stood a house, square-built, of warm grey stone,
And over it the sky was stainless blue,
While in the dusty garden round it grew
Poor holly-hocks and olives, lanky-grown.
The spirit of the place I thought was shown
By the sad flowers and the grey dust too,
And when the open door I entered through
My soul was heavy and my heart made moan.
But when a mother-face there shone on me,
And when I saw a little sleeping child,
My bitterness fell from me suddenly;
And then a golden, glancing sunbeam smiled
In at a window, and there seemed to be
Hope smiling with it, strong, serene and mild.

—M.L.N.

The Concert

“Capping carnivals” have necessarily shared the fate of many another time-honoured British institution and become impossible “for the duration of the war.” But the V.U.C.S.A. have bravely risen to the occasion and supplied instead most pleasant entertainments, which they denote by the simple, but hardly adequate, name of “concerts.”

On June 21st the musical half of the programme, though short, was delightful, Mr. Wilson’s charming singing and Mr. Watson’s violin playing being properly appreciated by everyone, and the two short plays, which formed the major part of the entertainment were merry little farces, well suited to the powers of the talent available.

The first, “The Quod Wrangle,” is concerned with the sad failure of Bill Jenkes’ effort to escape from the hated

necessity of hard work, by obliging His Majesty's Government to provide him with free board and lodgings as the consequence of a raid upon the nearest butcher's shop. Mr. Cooper gave a most convincing rendering of the worthy Mr. Jenks, though Mr. Nicholls, in making him up, brought into prominence so many traits of primitive, unregenerate man, that wise College committees may well hesitate before making him their treasurer. Mr. Schmidt is also to be congratulated upon his intimate acquaintance with the working of the Police Force, though it might be invidious to inquire how he obtained it, and those of us, who have seen Miss Davies act before, expected to enjoy any play in which she took part. We were not disappointed. If all suffragettes had displayed equal powers of persuasion when dealing with M.P.s, not even a British House of Commons could have been so unmannerly as to require them to own to thirty summers before being able to vote! Mr. Joplin was convincingly "artful" as "Snippy," while the other parts were adequately filled, and the little play went brightly and gaily from start to finish.

It was followed by "Rosencrantz and Guildenstern," Mr. Gilbert's witty parody of "Hamlet."

It is difficult to speak too warmly of the work given to this play by the stage manager and costume designer. The gorgeous setting of Shakespeare's plays to which Mr. Irving accustomed playgoers, made it essential that even a parody, to be successful, should be well staged. But that this should have been done on a tiny stage, and with the few accessories at the command of a college dramatic club, reflects immense credit upon those responsible for it. Miss Richmond's colour scheme was most effective, and when it is remembered that true war time economy had been practiced, and everything produced "out of nothing," one can only offer respectful admiration.

The drill, which must have been necessary to produce so effective a procession as that in the third tableau, must have required much patient persistence on the part of the stage manageress. She is to be specially congratulated upon Polonius' most expressive back.

Miss Hulme's "Ophelia," was marred by a tendency to over-elocution and excessive gesture, but was played spiritedly. If the real Ophelia had but possessed her at-

tractive self-assurance and ready wit, she need never have ended her existence in a "muddy" ditch.

Miss Crawford's performance was naturalness itself. Looking every inch a queen, she did her best with the thankless and uncongenial task of relieving a court made dismal by a gloomy king, and an heir apparent addicted to soliloquy. King Claudius was somewhat colourless, and his lines needed more vigour than Mr. McEldowney put into them, though towards the end of the play, he greatly improved in that respect.

Mr. Evans had evidently studied his part with praiseworthy care, and knew his Shakespeare. He entered fully into the spirit of the play and ranted with fine abandon. The other parts were fairly well filled, Mr. Sheat especially showing promise. The play, however, depends too much upon clever "business" to be really effectively rendered by inexperienced players. Its choice may have been partly determined by its former happy connection with Victoria College, when the giants of old interpreted it according to their lights, and without the hilarious excitement of a suddenly collapsing background.

"Triad."

Laconic Jenny

(With apologies to Mr. Hubert Church).

The boom had run its course and burst,
And, robbed of every penny,
Where others cried and raved and cursed,
"H-ll!" said Laconic Jenny.

The lover, who, when times were good,
Had wooed her, namely Bennie,
Now left her standing where she stood,
"H-ll!" said Laconic Jenny.

And as she went to church to win
The comfort promised many,
She slipped upon an orange skin.
"H-ll!" said Laconic Jenny.

They laid her on a stretcher, slow.
A priest from old Kilkenny
Then asked her where she wished to go,
"H-ll!" said Laconic Jenny.

S.E.

Rhodes' Scholar, 1917

The Rhodes' Scholar chosen for 1917 is A. F. Meldrum, who well deserves the honour he has gained. Educated at Marton and at Wanganui Collegiate School, he entered Victoria College in 1912 with a Senior National Scholarship. He had partially passed his LL.B. degree when, on the outbreak of war, he volunteered for service abroad, and went in August, 1914, with the Advance Party to Samoa. Returning to New Zealand in the following April he passed another section of his degree, and, again enlisting, went with the 13ths as a sergeant in May, 1916. He took part in the Battle of the Somme, where he was wounded, and on recovery joined the mounteds, and subsequently left for Egypt, where he has been granted a commission.

As a sportsman Mr. Meldrum has an excellent record, especially in football, having played for University in the 1st XV. At Wanganui, he also distinguished himself as an oarsman and shot. He represented Victoria College in the inter-University Boxing Tournament of 1914, being runner-up in the heavy-weight. He was a keen tennis player, and excelled at cricket. As a debater he showed promise, having taken part in the Plunket Medal Contest of 1913.

He entered thoroughly into all phases of University life, and it is a fitting tribute to the man, the scholar and the sport, that he should be awarded the Rhodes' Scholarship for 1917.

College Notes

During the later part of the first session, Professor Brown received leave of absence on account of ill-health. Two very serious operations were rendered necessary. His recovery has naturally been somewhat slow, but towards the end of July he was able to leave on a trip to Sydney. We sincerely hope that the change will have benefited his health.

The second session saw another change in the Physics Department—this is the second since the outbreak of war. In 1915 Professor Marsden enlisted, and left in



A. F. MELDRUM
Rhodes' Scholar, 1916

November with the 14th Reinforcements. The last news of him was from France, where he was sound-ranging, i.e., locating the enemy's guns by sound. He still had with him his faithful henchman, G. B. Dall.

Professor Marsden's place was taken by Mr. P. W. Burbidge, who occupied the position until June, 1917, when he, too, went into camp.

The Council were then very fortunate in securing the services of Dr. Clark, who has had a distinguished career in science. Born in Roxbury, New York State, U.S.A., Professor Clark was educated at Roxbury High School, Queonta State Normal School, and, as Gould Scholar (1903-7) at New York University, where he graduated B.Sc. in 1907, and M.Sc. in 1908, and won the Morse Gold Medal in Physics. He was a member of the Kappa Sigma and Phi Beta Kappa Fraternities. From 1903-7, he was Assistant in Physics and Mathematics, from 1908-9 Instructor in Physics at Steven's Institute, New Jersey. In 1910 he went to Harvard University, Camb., Mass., where he was Whiting Fellow (1910-11), and graduated M.A. in 1911, and Ph.D. in Physics in 1914. He was Assistant in Physics at Harvard 1911-14, Instructor 1914-17. During the summer of 1914 he studied radioactivity in Gif, France, with M. Danne. Professor Clark is a member of the American Physical Society, and a contributor of original papers to its proceedings.

* * *

The question of a suitable memorial in honour of those students who have fallen in the war, appears, for the present, to have been shelved. It was the Professorial Board that dealt first with the matter, and two suggestions were put by them to the Council.

(1) That a library wing be added on the piece of land to the right of the College.

(2) That a suitable hall be built, in which College functions might be held.

In either case, it was estimated that the cost would be somewhere about £10,000.

The Council set up a committee consisting of representatives from the Council, the Professorial Board, the Graduates' Association, and the Students' Association, and it recommended that the scheme should be adopted.

The Council agreed to this proposal, but, so far, nothing more seems to have been done in the matter.

The money is to be collected from the Wellington University district, and it seems a thousand pities that the Council should delay making a definite appeal. The question of raising funds must eventually arise, and the students must be prepared to do their part. We should like to arouse interest, and if possible discussions and suggestions on this subject.

* * *

MEMORIAL SERVICE.

The Memorial Service in the Gymnasium on August 3rd was attended by a very large number of students. Professor Easterfield gave a short address in memory of the fallen, emphasising the fact that these men had gone to the front neither for fun nor from love of fighting, and that to many of those most eager to go, the idea of fighting was quite distasteful. Inspired by higher ideals, they fought for their country, and if, through their example, we have learned to strive after equally high ideals, their death has not been in vain. Our duty as survivors is to make our Empire worthy of the memory of these great men to "ring out the darkness of the land, and ring in the Christ that is to be." Our sorrow for these men we knew and loved is tempered by the certainty of a future life.

Bishop Sprott then led the intercessions.

Finally the Roll of Honour was read by the President of the Students' Association.

* * *

The recent heavy rains have wrought havoc around the gymnasium, having on one occasion caused slips behind and a washout in front, the latter carrying away the clay over the tennis courts. We have, however, to thank the Council for coming to our assistance and cleaning away the debris, and we are, in fact, in a better position than previously, for the Council has most generously built concrete gutters round the gymnasium to prevent further trouble. While these works were proceeding, tennis players were anxiously looking on, in hopes that the concreting of the south-eastern bank would be undertaken at the same time. However, this was not to be, but we have

the assurance of the City Engineer (who is on the Council) that when the required labour is available the matter will be taken in hand.

* * *

We had hoped in this issue to be able to strike a happy note in connection with University Reform, and for this reason all mention of the subject was withheld from last number. We must now go into all the details. Early last term, activity originated in the Free Discussions Club with a view to uniting the student body of the University of New Zealand in making their stand for University Reform and more especially for the abolition of the external examination system. It was thought that, the undergraduates above all others have an opportunity of realising the iniquity of this system, and it is they above all others who suffer directly. We felt, therefore, that if the undergraduate body could only be united in their protest, an enlightened governing body could scarcely neglect this opinion. If the present system does not teach those who work under it to make an accurate estimate of its merits, then it stands self-condemned.

Accordingly, a Special General Meeting of the Students' Association was called to discuss the matter. At this meeting it was resolved that the other University Colleges should be circularised with a view to obtaining their co-operation in approaching simultaneously the Senate, the Board of Studies, and the respective Professorial Boards, and it is noteworthy that at the meeting there was not one single dissentient vote or speaker. This fact shows clearly either that not one single student in Victoria University College was found to be in support of the present system, or did not have the courage of his convictions—and he who has not the courage of his convictions we surely can neglect. So far so good. This result was all we could expect—it was what we feel we had a right to expect, and we hopefully looked forward to co-operation with the other Colleges. Imagine our surprise when one College after another replied that they considered that the advantages of the present system far outweighed its disadvantages.

Far be it from us to discuss here the merits of the question. Elsewhere in this issue there is a report of an ad-

dress by Professor Hunter on University Reform, and he who runs may read; but surely we have a right to feel sorry that our labour for the present seems in vain, not because our labour is lost, but because the achievement of our aim is delayed. We feel that the day will come when the three Colleges will share our opinions and, not discouraged by this one failure, we can strive resolutely to bring that day nearer.

“Love is Best”

Oh, what are crowns, and what are thrones,
Empires and kingdoms built with pain,
Rewarding only dead men's bones.

To those who strive and seek to gain?
For love is love, and love is best,
And love is mine—I spurn the rest!

And what are beauty, strength and gold,
Learning and knowledge hardly won?

Lo! all of these with age grow old,
The best is lost ere life is done!

But love is love, 'twill ne'er decay,
And love is mine, is mine for aye!

And what are all the poets' songs

Of spring with lovely flowers new-blown,
Or epic tales of dreadful wrongs,

And heroes slain, and states o'erthrown?
Enough to sing of love divine,
Since love is love, and love is mine!

Why, thirsty soul, seek always more,

And wherefore ever restless strive,
When life for you such wine can pour?

Oh! 'tis enough to be alive,
When love is love, and love is best!
When love is ours, who wants the rest?

“A.”

Exchanges

We beg to acknowledge the receipt of the following Exchanges:—The Canterbury University College Review, The Southlandian, The Waitakian, The Otago University Review, Knox Collegian, Kiwi, Wanganui Collegian.

The Sound of the Cannon

(From the French).

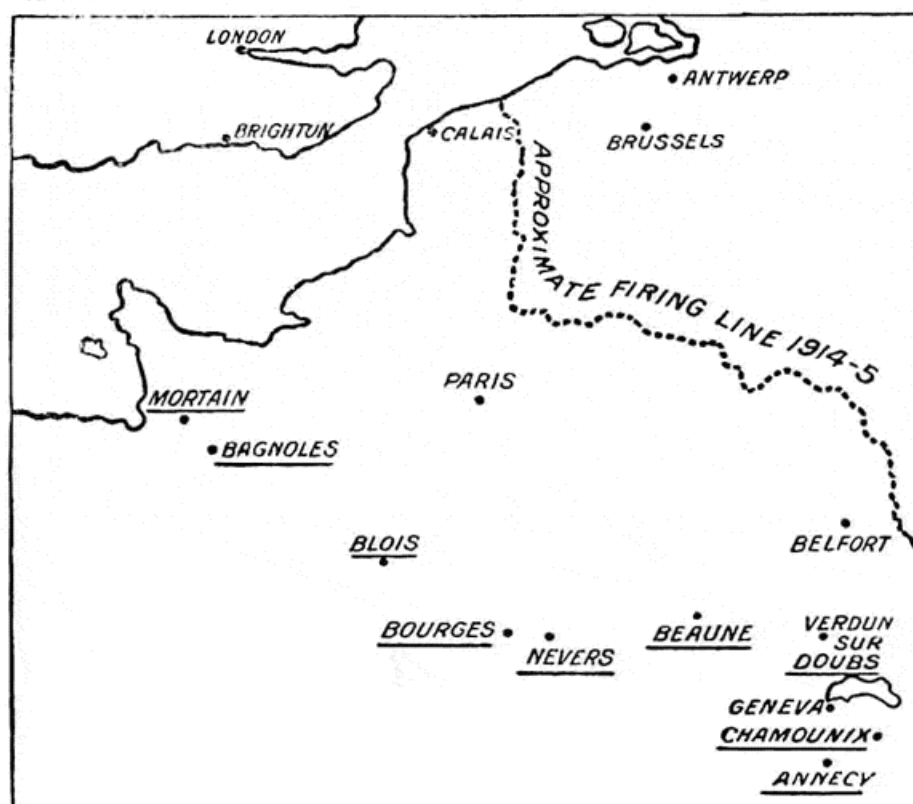
The heavy bombardments in Belgium during the first year of the war have led to interesting investigations on the transmission of sound. Bigourdau, the French astronomer, has drawn an "audibility" map for the French region, based upon exhaustive personal inquiries, and chiefly directed towards discovering the maximum distances at which the bombardments, e.g. of Antwerp were heard along a line extending from the Swiss frontier to the Channel. Similar investigations undertaken in Holland and Belgium under the direction of Van Everdingen director of the Utrecht Meteorological Observatory, revealed the fact, hitherto unexplained, that the cannon of Antwerp, which could be heard distinctly in the extreme north of Holland, were totally inaudible throughout an annular zone of a uniform width of about 37 miles, the inner circumference of which starts at a uniform distance of about 53 miles from Antwerp. In other words, up to 53 miles from the besieged city, the bombardment was heard in all directions, the evidence being detailed and complete except as regards the portion of the circle covered by the sea, with regard to which the evidence is necessarily fragmentary. Then, for a further distance of 37 miles in all directions, no evidence of audibility could be found; but outside this "zone of acoustic darkness," as Van Everdingen calls it, the cannon was again audible up to a distance of some 112 miles (the extreme limit of Dutch territory) in the North, and in France up to a maximum distance of between 180 and 190 miles (Bigourdau). Bigourdau became aware in the course of his investigations of Van Everdingen's "zone of acoustic darkness," and obtained confirmatory results in Northern France.

The attention of Van Everdingen was first drawn to the remarkable phenomenon of his "zone" by the fact that while Antwerp was under fire not a sound could be heard at his own home, Utrecht, while the Dutch newspapers teemed with accounts of the bombardment being heard at localities far more distant. At a later date, when German heavy guns moved 50 miles or so further south, they were distinctly heard at Utrecht, the whole zone of acoustic darkness having shifted. The extraordinary nature of these facts led Van Everdingen, and subsequently Bigourdaud as regards Northern France, to organise systematic inquiries, which have enabled the exact dimensions of the zone to be ascertained. The evidence is complete, except as regards the small portion of the zone falling in German territory.

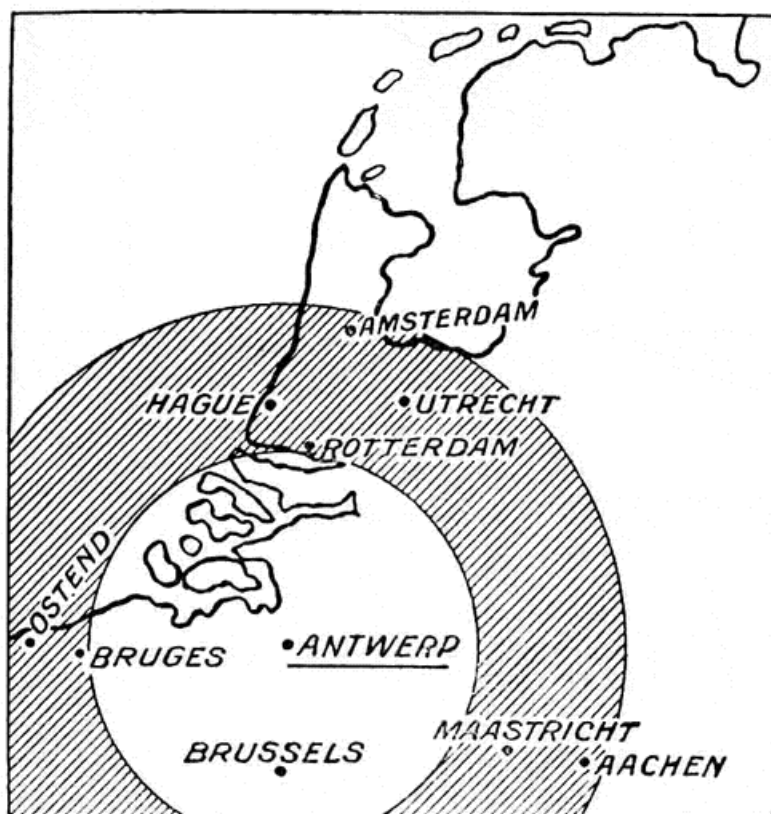
The scientific explanation of the phenomenon should afford an interesting problem for students of physics.

The accompanying sketch plans show:—

No. I.: Zone area established by Van Everdingen. of maximum audibility (for 1914-5) established by Bigourdaud for France.



No. II.:Zone area established by Van Everdingen.
The shadow portion is the area of "Acoustic Darkness."



"Dance and Provençal Song"

A lady whose name we suppress,
(She has excellent taste in quiet dress)
Has written to me
About the T. C.

On a subject you never will guess.

It seems that their manners are bad,
And it makes this poor lady quite sad.

They dance with a swing
And as they dance, sing
When the music has made them feel glad.

They've a habit they call "sitting-out,"
So she has to keep prowling about
Just to turn on the light
To make sure that they're quite
"Comme il faut, which she's disposed to doubt.

So now they've a list of rules made,
And they hope that her fears are allayed,
At some place on a hill
They sing and dance still
(Just music-hall tricks I'm afraid).

HEATHER BELLE."

The Plunket Medal Contest

*"Oratores, oratrices, audias perfundere voces dignas
Cicerone."*—Brown.

The eleventh annual contest for the Plunket Medal was held in the College Gymnasium on Saturday, September 15th. The large audience was in itself a sufficient justification for the decision of the Debating Society Committee to hold the contest, in spite of the opinion of some students that the contest should be abandoned during war time. It was suggested, too, by some, that with so many men students at the front the standard of speaking would necessarily be lowered. We think, however, that this year's standard was not only very much higher than last year's, but even compared favourably with the standard reached in the best of these contests which were held before the war.

Mr. W. E. Leicester, in his speech on Cortes, gave every evidence of a thorough appreciation of his subject, and the language was well chosen. Had the speech been delivered much more slowly, Mr. Leicester should have secured a very high place.

Mr. H. G. Miller, who spoke of John Bright, was somewhat monotonous. His manner of speaking was too quiet for oratory, in the generally accepted meaning of that term. The judges of the contest, however, seemed to prefer a quiet style of speaking

Mr. F. Robertson chose Tolstoi as his hero. Before Mr. Robertson can hope to become an orator, he will have to learn to take his subject and his audience a little more seriously, and to adopt a less truculent manner.

Mr. I. Sutherland, who spoke of John Wesley, made the mistake of devoting too much time to the introduction of his speech. In language and delivery he was clear and forcible. He has undoubtedly the personality and the voice for pulpit oratory. With more experience, he will learn to vary his voice, which, on this occasion, was too even in tone, and now and again inclined to be nasal.

Mr. G. H. Winder spoke of Julius Cæsar. There was real merit in his speech. He succeeded in holding the attention of his audience, and in presenting Julius Cæsar's character in a manner which did not savour of the history book. Mr. Winder, in common with almost all the speakers, made too little variation in the tones of his voice.

Mr. C. G. Kirk made a happy choice when he decided to speak on General Gordon. His speech, had it been more even, would have been the best of the evening. In literary merit it surpassed any of the others. In gesture, in mode of expression, and in sympathy with his hero, Mr. Kirk showed that he has in him the makings of an orator. The closing portion of his speech was in every way equal to anything we have heard at a Plunket Medal Contest. It was a pity, however, that he did not know the possibilities of his sympathetic voice, and its misuse here and there was jarring.

Miss Neumann, in her speech on Florence Nightingale, was obviously suffering from nervousness. From the back of the hall it was almost impossible to follow this speech. Miss Neumann's manner was quiet and restrained. If eloquence is part of oratory, we are unable to understand the judges' action in awarding the medal to this speaker.

We have on several occasions heard Mr. G. S. Troup speak much better than he did at this contest. His subject on this occasion was Abraham Lincoln. Mr. Troup had studied Lincoln's character carefully, and had evidently a sincere appreciation of the man's worth; but his speech was delivered too much in the manner of a recitation. With practice, Mr. Troup will become an efficient public speaker.

The judges (Messrs. C. B. Morison, K.C., C. E. Statham, M.P., and Edward Tregear, I.S.O.) awarded the medal to Miss Neumann. Mr. H. G. Miller they placed second, and Mr. G. H. Winder third. Sir Robert Stout presented the medal to the winner.

To The Editor of "The Spike."

Dear Sir,

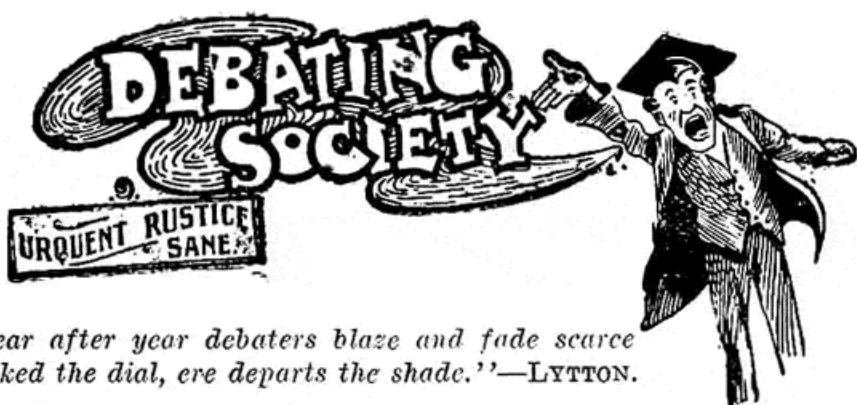
I was present at the Plunket Medal Contest held in the Gymnasium on Sept| 15th, and so much was I exercised over the decision of the judges, that I wish to record some of the thoughts that surged up in my mind.

I have not the slightest feeling against women competing with men in contests of this kind. There are those who warmly assert that women cannot be judged by the same standard as men. I think that those people have very limited critical and rational power. *They* may not be able to judge men and women speakers by the same standard; those with ampler powers, can.

Oratory is not masculine or feminine. It is the power of moving an audience by the force of stirring and heartfelt words, and I submit that the winner of the contest did not display oratorical power. I feel strongly, and so I know, did the majority of the audience, that the decision was made on very narrow lines. We do not doubt the honesty of the judges' decision, but feel that harm has been done, and a handle given to those who object to men and women speaking in contest. Undoubtedly, to my mind, several of the men speakers displayed great oratorical potentialities, and both gripped and thrilled their audience in a way that the "quiet" speakers, though certainly earnest, totally failed to do. Men may well, after such a decision, feel chary of speaking in contests with women, if lack of energy and grip is to be dignified by the name of "quiet sincerity."

I am, etc.,

A QUONDAM DEBATER.



"Year after year debaters blaze and fade scarce marked the dial, ere departs the shade."—LYTTON.

The third regular debate of the year was held on 2nd June. The motion—supported by Messrs. J. J. Sullivan and A. Thomas, and opposed by Messrs. J. A. Ross and W. E. Leicester—was "That Home Rule for Ireland would be in the best interests of the British Empire." The movers contended that Home Rule was Ireland's right, while the opposers put forward constitutional grounds in support of their side, the Ulster question, of course, not being forgotten. A very warm debate followed, several enthusiastic ladies amongst the audience contributing in no small degree to the excitement of the evening. Of the men speakers, some went as far as to libel our leading Statesmen, while others contented themselves with merely exaggerating Ireland's poverty and throwing the blame on England. Several prominent ex-members of the Society also spoke, on which account the debate was considerably more interesting than it would otherwise have been. The motion was carried by a fairly large majority, and the judge (Mr. J. Caughley, M.A.) placed the five best speakers for the evening as follows:—Mr. Sullivan, Miss Nicholls, and Messrs. Watson, Evans and Ross.

During the vacation it had been decided to read two plays, but unfortunately the first proved enough for the unwilling readers, and the second was consequently dropped. It has been decided to place on record a recommendation that those responsible for the selection of plays for reading in the vacations should make certain that the plays decided upon are procurable in New Zealand, as the present year's experience has shown that if this recommendation be not followed chaos is likely to result.

The first debate after the opening of the second term was on the question of raising the age for compulsory education to 18. The movers were Miss Neumann and Miss Woodhouse, and the opposers Miss Norman and Mr. E. Evans. The audience numbered three, all of whom took part in the debate, and when the motion was put to the meeting it was carried by one vote. The judge (Mr. G. G. G. Watson, M.A. LL.B.) placed the speakers in the following order: Mr. Millar, Miss Neumann, Mr. Evans, Miss Norman and Mr. Kirk.

It may not be out of place to remark that this debate was to have been held in the first term, but owing to bad weather, and the absence of the audience, two speakers, and the judge, it was decided to adjourn. When, however, the debate did come on, members promptly showed their enthusiasm by attending the Training College dance, which, as usual, was held the same evening. Need-

less to say, we thoroughly approve of members acting in this way, and think the example is one to be followed.

The next debate was on foreign diplomacy, the motion being "That the present policy of secrecy in the conduct of foreign affairs is in the best interests of the State." The movers were Messrs. Wiren and Ross, and the opposers Messrs. Sheat and Evans. Several speakers from the audience took part in the course of the evening, and the judge (Mr. H. F. Von Haast) placed the five first as follows:—Messrs. Kirk, Sheat, Wiren, Evans and Miss Neumann. Mr. von Haast then proceeded to criticise the speakers, to the evident entertainment of the audience, whom he also addressed in a very interesting way on the motion submitted.

The next meeting of the Society was on the occasion of the Presidential Address, which was delivered by Professor Hunter, whose subject was "The New Zealand University: What it is and what it might be." A full report of the address given is elsewhere in this issue.

Free Discussion Club

"Syllables govern the World"—Selden.

The first meeting of the second term was held on July 20th. The subject was "Conventionality versus Sincerity," and was opened by Miss Braddock. She claimed that conventionality from its very nature tends to promote insincerity. Conventionality is to the group what habit is to the individual, and like habit, is a good slave but a bad master. Authority, fixed institutions, fixed ways of thinking or acting, render the individual unable to think for himself and be sincere and honest in the highest sense. A greater diffusion of the scientific and critical spirit is necessary to promote truthfulness and to do away with the conventional lies which exist in the present state of society.

Discussion followed, which chiefly centred round the question of the so-called "lie of necessity."

At the next meeting (August 3rd) an interesting lecture on the subject of Secondary Education was delivered by Mr. Caughley, Assistant-Director of Education. He defined education in the wide sense as "all the influences which bring the individual into complete and beneficial relations with his environment." This includes pre-school and post school periods. At these times the spontaneous activity of the child or youth along his own line of interest gives development. Therefore the things taught (1) should be of vital interest to the child (2)

should encourage self-expression. These principles, he held, were recognised in the kindergarten and primary schools. In the secondary schools, however, these were *not* the avowed principles. Latin and Mathematics were quoted as examples of useless activity for the larger number of pupils studying them. There should be a wider study of English and History.

In the discussion that followed, Mr. Caughley's criticism of the secondary school was generally agreed to, though in regard to the primary schools, some held that development by the spontaneous activity hardly received recognition. At the close Mr. Caughley was accorded a hearty vote of thanks on the motion of the Chairman, Professor Hunter.

Christianity and War formed the subject of the next discussion (August 17th). Miss England acted as leader. Her treatment of the problem was mainly historical. The Christians of the first four centuries interpreted Christ's doctrine of love as fundamentally opposed to war, either for defensive or offensive purposes. When, however, Constantine, for political reasons, embraced Christianity, the Church lost sight of its early ideals of love and brotherhood. If the world would but realise and reinstate the spirit of the Primitive Church, war, she held, would be no more.

A very lively and interesting discussion followed, some opposing, some upholding Miss England's thesis.

At the fourth meeting of the term on August 31st, the plays of Ibsen were discussed, Mr. Leicester acting as leader. His opinion concerning Ibsen was that he was a realist rather than a moral reformer. "The Doll's House," "Ghosts," "An Enemy of Society," were briefly sketched, and the problems they raised formed the matter for the subsequent discussion. The development of Nora's character (Doll's House), and whether she acted rightly in perjuring herself for the sake of her husband, and afterwards leaving him because he refused to sacrifice himself in a similar manner; and the attitude of Dr. Stockman to democracy were among the more interesting of the problems raised and discussed.

The last meeting of the term will be held on Friday, Sept. 14th, when Mr. L. K. Wilson will lead the discussion on Rationalism.

Library Notes

A correspondent has forwarded the following suggestions:—

Owing to the difficulty students encounter in ascertaining the exact scope and true tenor of the Library rules (the same having existence merely in that mystery of mysteries—the mind of the Librarian), we have looked carefully into the matter, and have come to the conclusion that the following are the principal regulations:—

1. No person shall sing, cry, weep, shout, groan, hoot, cheer, smile, laugh or throw books or other missiles in or about the Library, or otherwise give demonstration of any sensation or emotion.
2. No person shall embrace or otherwise show extreme affection towards the Librarian.
3. No person shall assault, slander or libel the Librarian, even though the same be a moral duty.
4. No person shall look at or upon the Librarian. (N.B.—This rule complies strictly with the requirements that all rules shall be for the benefit of those using the Library).
5. That no head gear be worn in the Library.
6. No person shall use the Librarian's pen.

We cannot but agree that these rules do seem fairly comprehensive, but the following additions would probably be an improvement:—

1. That for the purposes of the Library the Librarian be deemed to be a book.
2. That such book be placed with all due ceremony on a top shelf.
3. That no person shall remove such book or otherwise touch or interfere with it.
4. That students be prohibited from gathering for the purpose of making demonstration on the appropriateness of such setting of the said book.

Christian Union

During the session the activities of the Union have followed more or less closely those of previous years, though the absence of so many of the senior students has naturally had its effect.

Fortnightly general meetings have been held, and have, in the main, been well attended. Bible study groups have met regularly from week to week; and mission study is at present occupying the attention of members. A class for the study of Old Testament literature has been conducted on Sunday mornings throughout the session by Miss England, and those who have attended regularly have been amply repaid in instruction and help received.

Some of the general meetings are worthy of special mention. That addressed by Bishop Sprott, on August 11th, is one of the bright spots in our year's work. It was the occasion of a most masterly treatment of a subject in which we are all interested, the question of the "Divinity of Christ." Dr. Sprott stressed the fact that Christian belief was not the mere belief of what this one or that had said years ago, but a sure confidence based on individual experience.

Miss Gavin, N.Z. Travelling Secretary of the A.S.C.U., has delivered two addresses to the Union during the year, one in each term. Miss Gavin's thoughts are always such as to provoke new thought in those who hear her, and we have found in these two addresses no exception to the rule.

Early in the first term Professor Easterfield spoke to the Union, taking as his subject the College motto. This address was in the Professor's usual excellent style, an unfolding to his hearers of some of the seldom realised implications of our "*sapientia magis auro desideranda*."

The Union is at present looking forward with keen interest to an address which Professor Hunter has promised to deliver on the subject of the present social situation.

The Annual Conference of the Student Movement in New Zealand is to be held this year at Marton, commencing on December 28th. There are reasons why students, in making their plans for the long vacation, should not overlook this gathering. It is a gathering at which all

students are welcome, and it is, moreover, at the present time, the only opportunity afforded the students of the four colleges of meeting together, and of exchanging ideas. For this reason, if for no other, Conference has a claim on the consideration of every student.

This year we are looking forward to hearing at Marton J. McKellar Stewart, Ph.D., Vice-Chairman of the Australian movement, who has been for some time past one of the leaders of student thought in Australia. It is hoped, then, that all students will consider the question of Conference—not only members of the Christian Union, but all who are in any way interested, for this is a Students' Conference where a thoroughly representative assembly is one of the essentials of success.

Chess and Draughts Club

We regret that this term, owing, of course, to stress of work, our activities have resolved themselves into an occasional game or so.

Members will, however, be delighted to learn that a series of fortnightly Club nights has been planned for the coming vacation, when it is hoped that all will resume play. Meanwhile the following problem might be worthy of consideration:—

White: K at Q3, B at K5, R at QKt2, P at QB6.

Black: C at QR8, Q at QR2, B at QKt sq, P at QB2.

Solution of problem in last issue of "Spike":—

White.

Black.

1 R to KRsq.

K to R2 (a).

2 R to R7ch.

K to Kt sq.

3 K to Kt 6, and wins.

(a) Any other move and White would mate with Rook.



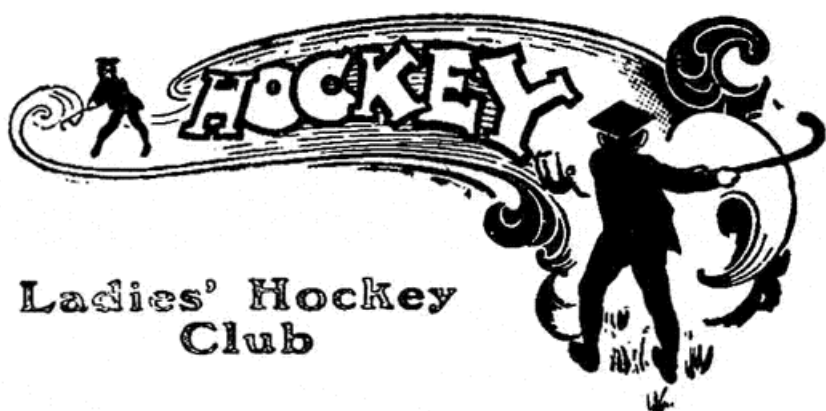
"God giveth speech to all; song to the few."

Our Club is making great progress, and is keeping up a record attendance, even now that examinations are very near. Members are still very enthusiastic, and we may safely say that ours is one of the keenest clubs in the College.

At the beginning of this term we held a concert and dance for the purpose of raising funds for new music. Judging by the complimentary remarks made by various outsiders as to the quality of the singing, the concert was a great success, and, of course, the dance was enjoyed by all.

We have not yet given a concert at Trentham this year, owing to the difficulty about the train services, but we are arranging for a motor-lorry to take us out, and hope to hold a concert before this number appears.

Other concerts this year will be at the Returned Soldiers' Club, at Porirua, and our own Annual Patriotic Concert on the last night of the term.



Ladies' Hockey Club

Although we commenced with every prospect of a successful season, the promise has not been fulfilled. We entered two teams for the Senior Cup Competition, but owing to the continual rain we have not been able to play the usual number of matches. We lost to both Ramblers A, and Girls' College A, thus losing our chance of being even runner-up for the Cup.

This year only two of our members—R. Murphy and T. Wallace—were chosen to play in the Wellington Representative Team for the September Tournament. Two other members, D. Bingham and E. Hoare, were emergencies.

All old players are requested to note that the Women's Hockey Club is now incorporated in the blazer scheme, and that past students may be awarded the blazer on the recommendation of the club.

Past representative players are asked to send in their names, with an account of their record, to Miss J. Park, V.U.C., or Miss T. Wallace, Secretary Women's Hockey Club, V.U.C. For the information of past students we quote clauses III. and IV. of the blazer scheme.

Clause III.—The students to whom such University blazer is awarded must be:—

- (a) A member of the College Students' Association.
- (b) A member of the particular club concerned.
- (c) His or her names must be on the books of the College for that year.

Clause IV.—Retrospective. Past students shall be awarded the University College Blazer by the Students' Association on the recommendation of the club concerned.

The candidate must be eligible according to the tests laid down by clause III. hercof, and shall himself or herself provide the blazer and badge, and shall affix same and emboss the name of year.

Basket Ball Club

A meeting of women students was convened on August 15th, when it was decided to form a Women's Basket Ball Club. Great enthusiasm has been shown by the members, of whom there are already over forty. Practices have commenced, and for this term, are being held on Tuesdays at 4 p.m., and Thursdays at 8 p.m. It is hoped that this Club will fill a long felt gap among the women students, and help to maintain a keen college spirit; for its aim is to provide suitable recreation for students who can spare only a short time from study.

The officers appointed are as follows:—Club Captain: Miss Maclaurin. Committee: Misses Mackenzie, Pope and Harle. Secretary and Treasurer: Miss Salmon.



"He's home with a broken ankle and the nose knocked flat on his face; We used to think him a smart young lad, but now he's a sore disgrace; He calls himself a forward—What that means I cannot say But he was jolly well paid for his forwardness when they carried him home from play."

Since last issue football has been very satisfactory, but we have throughout the season been handicapped by successions of wet Saturdays, and a correspondingly small number of games, and as a result it is probable that the championships cannot be finished. We have now one match to play (against Petone) which, if we win, will place us level with Old Boys and Petone for first place on the championship ladder, and the advanced stage of the season will not permit the further games being played off. If we lose, we are, with Old Boys, runners up.

During the season Jackson, Aitken and Morton have played regularly for the Wellington representatives, and the first named has captained that team.

The following is an account of the matches played:—v. Athletic won 45—0. The score speaks for itself; v. Petone lost 27—3. This was played on the Saturday after Capping festivities in the mud and rain at Petone. We played one man short and every man tired, and in spite of the sterling efforts of Aitken and Jackson, could not prove ourselves a match for Petone; v. Oriental won 15—6. Played at Duppa Street during the vacation, when some of our team were away. We managed to secure a win after a very ragged game, mainly through the efforts of the forwards. Jackson, Wilson and Adams scored, all tries being converted by Morton; v. Wellington won 19—8. In the first spell we held our own in an up and down game, and managed to secure a score. Until well into the second spell there was no further score. Cohen, Wellington, as the result of two forward rushes, crossed our line twice in quick succession. The score stood against us, 8—3, until

almost the end of the game, when Charles scored from a scrum near the line, and Morton converted. At this stage Aitken made some very fine efforts, and scored three times, thus making us the winners by a considerable margin; v. Wellington College lost 12—8. This was a fast, open game, in which the result was not decided till the call of time. During the first spell we had decidedly the best of the game, and were unlucky in not putting on more points. Two tries were scored, one by Jackson and one by McRae, one converted by Morton, which left the score 8—3 at half time. Thence, from the kick off, College attacked vigorously, and we were forced down, but play for the rest of the spell was of a very even nature. College kicked a nice penalty goal, bringing the score to 8—6, still in our favour. The score stood at this figure till almost the call of time, when College twice crossed our line, once as the result of a nice passing rush, and once by clever working of the blind. Although we probably had the best of the game College put up an excellent fight, and deserved their win; v. Oriental, won 26—3. This was a very easy win, the only feature being the interesting game going on on the next ground; v. Old Boys, won 18—11. This was a fast spectacular game, in which both sides played to a standstill. From the kick off we attacked for a short time, and then for a large part of the spell were hemmed in our own twenty-five. During this stage Old Boys registered two scores (one converted) 8—nil. We then rallied, and after several unsuccessful efforts managed to score, Jackson touching down. Morton converted, and this score was unaltered at half time. Early in the second spell Porter scored for Old Boys, making the score against us 11—5, and from then we took our share of the attacking. Well on in the second spell the ball came out of the scrum at half-way. Morton beat his man and passed out, and the concerted work of Aitken and Jackson resulted in a brilliant try by Aitken, Morton goaled. From the kick off we again attacked. Jackson put in a good run, centred, and Aitken, by means of some clever foot work, beat the full-back and scored. This put us in the lead 13—11. Old Boys rallied, and for a short time we were hard pressed. However, some good work among the forwards carried the ball to the other end. From a scrum Morton worked the blind, passed to Lusk, who beat his man, and passed to Wilson, enabling the latter to score an easy try. Morton converted, and shortly afterwards the whistle sounded. The whole team played excellently in this game, and it is scarcely possible to single out anyone for special praise. Still, undoubtedly, it was to Aitken that we owe the game, but he was well seconded by Morton and Jackson, and, indeed, all the backs. O'Regan's line kicking was a feature, and Morton has proved himself a place kick second to none in the competition. The forwards, one and all, played hard and well throughout, Charles and Adams being particularly conspicuous, while Wilson put in some specially good work in getting on to the opposing half.

Answers to Correspondents

J. A. R--ss: Your action in using the Librarian's pen was certainly "most unwarrantable." We are surprised that you were not put under arrest, but we are glad to see that the pen in question is now locked up during the Librarian's absence, so that a repetition of your offence is unlikely.

J. Sh--t: You say that you now prefer "L'Allegro" to "Il Penseroso." We think the lines you are referring to must be,
*"Come and trip it as you go
 On the light fantastic toe."*

Miss M--y B-k-r: As you say, it is a difficult matter. Nazol and Fluenzol both have their followers. Why not read up the subject in "Medicine for the Home" or write to the makers for a list of testimonials.

Pr-f. M--k-nz-e: We are sorry that your advertisement for a chaperon has met with no response. Perhaps if you were to advertise your lectures it would be an inducement. "The Psychology of Love," including "Women as they are Wooed," "Men and how to Manage Them," etc.

Miss W-ts-n: Your little work "The Pre-eminence of Punctuation" is to hand. We heartily recommend it to all young essayists.

Scotus: We have found the apt personal description of the genial professor you refer to roaming the halls of his own Alma Mater. It is not in Gaelic, as you supposed, but in simple Sassenach, and that is its only fault:—

"For when, in studious mood, he paced
 "St. Andrews' cloistered hall,
 "His form no darkening shadow traced
 "Upon the sunny wall."