

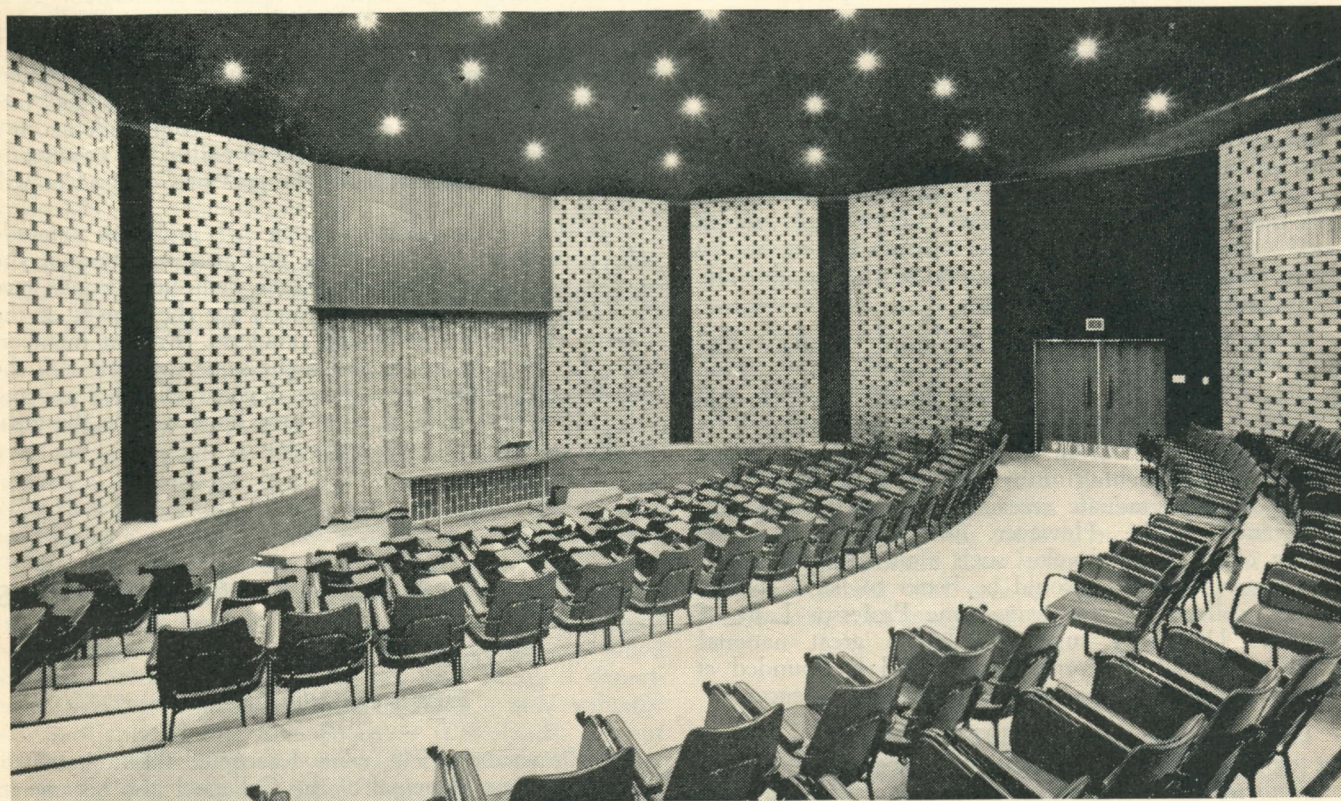
THE CANBERRA UNIVERSITY COLLEGE



GAZETTE

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THE ARTS BUILDING LECTURE THEATRE

A view of the detached, circular lecture theatre forming part of the new Arts Building which was officially opened by His Excellency the Governor-General, the Right Honourable Viscount Dunrossil, on Wednesday, 14th September. The theatre is 55 feet in diameter, fully air-conditioned, and seats 172.

The Arts Building is to be known as the Haydon-Allen Building in honour of the first full-time lecturers in Arts at the College, Professor J. F. M. Haydon and Dr. L. H. Allen.

CANBERRA UNIVERSITY COLLEGE — HISTORICAL PERSPECTIVE

DR. B. T. DICKSON, C.M.G.

Chairman of the College Council

This is the last issue of the *Canberra University College Gazette* because in a few weeks the body known as the Canberra University College will become the School of General Studies as a constituent part of the enlarged Australian National University.

The Prime Minister, the Right Honourable R. G. Menzies, announced the decision of Cabinet in favour of organic association between the Canberra University College and the Australian National University after much thought had been given over an extended period to the pros and cons of having two university institutions in what is at present a city of some 50,000 people.

The die is cast and it is confidently expected that the association shortly to be established and developed over the years will result in added strength to both partners in the union. The emphasis is clearly on the future and all efforts will be concentrated on making sure that the School of General Studies will play its appropriate role in its new environment. On such an occasion it may not be amiss to recall some of the background of College development in Canberra since its inception.

In 1926 a committee (MacCallum, Wallace and Giblin) recommended the establishment of a teaching university in Canberra and Cabinet affirmed the principle but postponed action. This was followed the next year by another committee (Garran, McLaren and Rivett) which recommended a teaching university in Arts, Economics, provision for postgraduate research, original investigation and advanced study. However, unless sufficient funds could be relied on to develop such a university properly it was suggested that it would be better to begin with a university college. At the same time Professor Laby of Melbourne University suggested that a great national research and residential university should be founded at Canberra starting with faculties in Arts and Sciences.

The Ordinance passed in 1929 enabled the establishment of the Canberra University College pending the establishment of a University, and arrangements were made with the University of Melbourne for the admission of students at the College to sit for examinations in Canberra for Melbourne University degrees and diplomas. In 1934 the Council of the College reported to the Minister for the Interior on the matter of establishing a National University in Canberra. *Inter alia* it was suggested:

"The Council believes that the time has come when the establishment of a university at Canberra should no longer be postponed."

"That a research university at Canberra would supplement and co-operate with the several scientific institutions in Canberra to their great mutual advantage."

"Consultations with university authorities indicate that there is a real need in Australia for a residential university."

"Canberra is an ideal site for such a University." (The interested reader may consult the appendix to the College Calendar for 1935 for details).

Money was not provided and then the Second World War effectually put a stop to any hope for the development of such plans. But twelve years afterwards, in 1946, the Government established the Australian National University, and it began to function in 1947. It is the only University in Australia which began with so generous a foundation and it has developed accordingly. The College, by virtue of the increase in the student body and the appointment of a highly qualified staff, grew to that stage and status when consideration had to be given to its future. Hence the several committees and the final Cabinet decision referred to at the beginning.

It is worthwhile noting the inclusion in the 1934 Report of the word "National". It is sometimes suggested that the College is a "local" or regional institution. It is, however, located in a city which is the national capital established in the bush with a population drawn from all Australia and therefore highly national in character. There is little doubt that had the College been enlarged into Canberra University it would have attracted students on a national basis. That it will still do so within the new set-up is the confident expectation of the present College Council.

In this short valedictory article it is proper to conclude with a reference to all present and past members of the University College Council. These dedicated people gave their time and thought unstintingly for the benefit of the College in all its aspects and problems. Present members cease shortly to be associated in the same capacity with the institution to which they have devoted their efforts and will become onlookers at what they hope will be the great development of the new institution.

LOOKING BACKWARDS — AND FORWARDS

PROFESSOR HERBERT BURTON

Principal of the College

In November, 1948, when I accepted the invitation to become the first Principal of the College I also became its first professor, and I began duty on a part-time basis in January, 1949. This arrangement lasted during 1949, while I was still head of the department of Economic History in the University of Melbourne. At that time Canberra University College was widely regarded as a night-school for public servants, a rather dim institution with practically no full-time students, and depending for its teaching mainly on part-time staff. The standards attained by its students were generally mediocre, despite the efforts of a competent and devoted staff. Even so it was a creditable achievement that the College survived the difficult years of depression and war.

Fortunately the College Council was fully aware of the need for a "new deal," and of a positive policy of development to attract full-time students by the recruitment

of full-time staff. It was not difficult, therefore, to persuade Council to appoint professors in charge of departments, as finances and opportunities permitted, and to appoint full-time staff for the great bulk of the teaching of the College. The results have been brilliantly justified by the tremendous improvement in the academic work of the students, and by the growth in status and prestige of the College in the eyes of the community and the academic world. One may be permitted to recall with some pride the words from the Report of the Murray Committee in 1957, "the College is housed in temporary buildings, but it has a highly qualified and enthusiastic staff who could well teach more students, both at the undergraduate and the graduate stages."

When I came to Canberra I estimated that it would probably take about ten years for the College to develop to the stage of reaching full university status. This estimate has proved approximately correct, and it is gratifying to think that the objective has been achieved. The Australian National University Act of 1946 had foreseen the possibility of the College becoming part of the University, though some people believed that independent status as the University of Canberra should be our destiny. However, that issue has now been settled, and it is now for us to do all within our power to see that the College adds lustre to the Australian National University as its School of General Studies. Although the development of faculties and departments in the College is still incomplete, I think it can be claimed that a sound start has been made.

In 1950 the enrolment of students was 350, and this fell just below 300 two years later as ex-servicemen passed out of the College. In 1960 it is just over 900, including a respectable total of 230 full-time students. A similar expansion of academic staff has taken place; in 1950 there were 18 full-time and 25 part-time members. For 1960 the proportions are reversed, with some 80 full-time and about 30 part-time staff. To the eight departments that existed in 1950 we have added five more in the faculties of Arts and Economics, namely, Psychology, Oriental Languages, Mathematics, Classics and Statistics. Last year we added five more in the Faculty of Science and set up a department of Adult Education, which is doing a most valuable job in Canberra and the Southern Tablelands. In our School of Oriental Studies we have established the major centre for the study of Asian languages and civilisation in this country.

Let us remember those who have done so much for this growth in stature of the College, and first I think we must record our debt of gratitude to the University of Melbourne. But for its help the College could not have started in 1930, and we have received constant help and guidance from this source. We must also acknowledge the debt we owe to members of Council who have given so freely of their time and knowledge and wisdom. Special mention should be made of Sir Robert Garran, our first Chairman, from 1930 to 1953, and of his successor, Dr. B. T. Dickson, whose public services were recently recognised by the Queen. Dr. Dickson's service as a Council member dates from 1937, but the record is still held by Mr. C. S. Daley, who gave devoted service to the College

from its beginning in 1930 until 1958. Sir Kenneth Bailey has served since 1946, whilst his colleague, Mr. J. Q. Ewens, has served in the capacity of lecturer, as Secretary to the Council 1935-37, and as a member of Council since 1948. For the last decade he has given notable service as Chairman of the Finance and Staff Committee. It may not be generally known that Sir Roland Wilson also served as a member of Council from 1946 to 1952, retiring only after he assumed the onerous duties of Secretary to the Treasury. The College owes much indeed to the unpaid services of these and other Council members who have served it faithfully, and often for long periods.

I should like to recognise also the sterling services of members of the academic and administrative staff who have made their contribution. In particular I would like to mention Dr. L. H. Allen and Professor J. F. M. Haydon, the first two full-time members of our staff whose names are commemorated by our new Arts Building. Nor must we forget that our Registrar, Mr. T. M. Owen, has now given over twenty years service, and at one time virtually combined the functions of Principal, Registrar and Accountant.

We must also recognise the assistance that we have received from the Commonwealth Government, and in particular from the Departments of the Interior, of the Prime Minister, and the National Capital Development Commission. To the latter we owe the construction of our first three permanent buildings now under way. Though the Commonwealth Government has sometimes failed to recognise immediately the real needs of the College, and how these need to be expressed in money terms, it has not so far failed to do so in the long run. We only hope it will remember, as Lord Keynes said, "in the long run we are all dead," and that enlightenment will come before that point is reached.

The College has had its full share of vicissitudes, as pointed out elsewhere in this *Gazette*, but nevertheless the story of the last ten years is impressive. The achievements of this decade have brought it a real status in the university world, and give us some warrant to face the future with confidence and hope.

THE STUDENTS' FAREWELL TO THE COLLEGE

MR. P. K. E. RYAN

President of the Students' Representative Council

I feel privileged to bid farewell to the College on behalf of the students. In its thirty-year history, I imagine that the College's main achievement has been not only to exist in the face of great odds, but to flourish. Dr. Dickson at graduation remarked on the College's survival of depression, war, many shifts of site, and even fire, and amply illustrated its tenacity.

The Canberra University College has provided the foundation for a great teaching University, and has won the right to share the title of Australian National University. In doing so, it loses its own honourable title

but, on the other hand, it appears to have won academic independence. The excellent services of Melbourne University will not be forgotten, but the change-over is nevertheless very welcome.

The College is the foundation for the School of General Studies within the new Australian National University and its tradition of sound teaching will promote the well-being of the new organisation. I think that the change-over presents a wonderful opportunity to establish a model university for Australia. As a university city, Canberra has great possibilities, and this should help to ensure a great future for the new Australian National University. With its dual structure the new institution presents a contrast to our nine other universities, which are being hard-pressed in many ways, and above all, are facing crises as a result of over-crowding.

A strong point of the College is that its size and the nature of Canberra itself have been conducive to a congenial atmosphere between students and lecturers, and between students themselves, than is perhaps to be found in the larger, crowded universities. This tradition of harmony, which fosters a sense of corporate loyalty, seems assured of being carried on in the new institution.

One can feel sure that degrees from the School of General Studies in the Australian National University will be highly prized; and as the College's part in this will not be forgotten, the change appears to represent its triumphant continuation rather than its end. The change is made possible by the recent change in emphasis from part-time to full-time students here. With 230 full-timers this year compared with 133 last year and 66 in 1958, the trend of rapidly rising full-time numbers is evident. The full-time student is the backbone of a university, and perhaps the increase in full-time members is more important in the life of the College than its change of status. But just as in the new university the needs of research students and undergraduates will both be satisfied, so within what was hitherto known as the College will the needs of both part-time and full-time students be satisfied. This is the task that lies ahead of the School of General Studies.

The building additions already made to the College—the newly-completed Arts Building, the start on the Physics Building and the Hall of Residence—give every reason to believe that the new institution has a promising future. Each of the immediate years ahead seems to show something on the drawing-board: plans are in hand for a new Library and a Union building. It should be exciting for students of the next few years to watch this development.

The Canberra University College Students' Association is to become the Australian National University Student's Association. Few students who gained degrees from Melbourne University by studying at the College have failed, at some stage in their courses, to identify themselves with activities sponsored by the Students' Association. Many have served on the Students' Representative Council; others have taken part in the annual revues and played sports in the College colours, or have contributed articles to *Prometheus* or *Woroni*; in other ways, too,

they have shown themselves as College students outside the classroom. Without this interest in the activities of the Students' Association a graduate would surely have been the poorer.

Universities in English-speaking countries have always been regarded as the corner-stones of civilisation, largely because of the leisure and atmosphere of free inquiry which a university ideally provides. Possibly the most difficult task facing the university student is dividing his time between study, and the *extra curricula* side of university life.

The Students' Association boasts more clubs and societies than has hitherto been the case. The marked rise in full-time members has lent it new vigour. Faculty, debating and religious societies are strong, and there are political and chess clubs. We have outlets in student papers and an annual magazine for literary talent, and sporting facilities are excellent. Unless universities are going to descend to mere degree shops, the students' associations within them need to be strong and active. They alone—and quite rightly in my view—have charge of the development of student life outside the classroom. The Students' Association has an important role to play. To discharge its duties fully, however, student facilities need to be adequate. It is therefore pleasing to see that plans are being made for the building of a Union House.

The change which has occasioned the demise of the College as such has been accompanied by other far-reaching changes in student numbers and the rise of permanent buildings. The prospects facing the College's successor, the School of General Studies, promise a future of which those loyal to the memory of the College may well be proud.

THE ROLL OF GRADUATES

The Roll of Graduates maintained by the College came into being in March, 1954, and since that time 1183 university graduates have been entered as members. Of this number 984 graduates are members of the Roll at the present time.

On Friday, 30th September, 1960, when the College is associated with the Australian National University, the Roll of Graduates will cease to exist and the College would like to take this opportunity of thanking members of the Roll for the interest they have taken in the affairs of the College.

Information on the progress and development of the College in its new role as the School of General Studies of the University will appear from time to time in the *Australian National University News*, which will incorporate features of the *College Gazette*. Any member of the Roll of Graduates who would like to receive the *News* is invited to register his name and address with the Assistant Registrar (Public Relations), The Australian National University, G.P.O. Box 4, Canberra, A.C.T.

NEW UNIVERSITIES IN BRITISH COLONIES AND FORMER COLONIES

SIR ALEXANDER CARR-SAUNDERS

*Former Director of the London School of Economics
and Political Science*

This article is based on a public lecture given by Sir Alexander in Canberra on 17th June, 1959, while he was Visiting Professor at the Australian National University. As the College is about to become part of a new university, this is an appropriate time to publish an article by one who has played so active and distinguished a part in the creation and development of new university institutions.

Since the end of the war many new universities have been founded in the self-governing parts of the Commonwealth — two in Australia, five in the United Kingdom, three in Canada, two in South Africa, nineteen in India and three in Pakistan. It is not so well known that the same is true of the colonial territories, or more strictly of those territories which had colonial status in 1945. The story of the development of university institutions in these latter countries has some features of special interest. Whereas in the self-governing countries the initiative was local in origin, in the case of the colonial territories the initiative came from Great Britain and was prompted by the desire to prepare them for independence.

In 1943 the Asquith Commission was appointed by the British Government; it was asked to advise on the development of university education in the areas which then had colonial status, including the Sudan for which, though not a colony, Great Britain, together with Egypt, was responsible. The Commission surveyed the then existing facilities for higher education, and found only two universities, those of Malta and Hong Kong, each situated in a small island and serving only a restricted population. In Malaya there were two separate institutions, a medical college and a college of science and arts, about the standing of which there was little information since the country was under enemy occupation. At Khartoum in the Sudan there was Gordon College, and at Kampala in Uganda there was Makerere College serving all East Africa; their work had not passed beyond an elementary post-secondary stage. In Central Africa, Nigeria, Ghana and the West Indies there was nothing; in Sierra Leone there was Fourah Bay College, a very small institution whose students could work for certain degrees of the University of Durham.

Much might be said by way of explanation, but not necessarily of excuse for, this rather blank picture. But the Commission was not concerned to carry out an inquest into the past, but to make recommendations for the future. They put forward a scheme which can be summarised under three heads. They said first that university colleges should be brought into existence and so situated that residents in these territories should have access to one of them. Next they proposed that the universities of the United Kingdom should set up a council which would be

prepared to advise the existing universities and the new colleges on all matters when requested to do so. Thirdly, they made it clear that in their view substantial financial help should be provided by Great Britain for this purpose.

Let us now examine in more detail what was in the mind of the Commission when making these proposals. The new colleges were to be autonomous, having a senate or academic board with final responsibility for all academic matters. The Commission were anxious to avoid the mistakes made in Great Britain when founding the earlier of the new universities; therefore the colleges would have sites of ample size, a layout and buildings of dignity and should be fully residential. They should be university colleges, in the British sense of that term, that is to say institutions of full university standing lacking only the power to grant degrees. It was held that, if they granted their own degrees at the outset, the university world at large might doubt the standard of the degrees. Therefore it was proposed that the students should work for the degrees of the University of London, thus demonstrating that their standards reached a level which commanded universal respect. It was emphasised that the university college phase was transitory and that, as soon as might be, the colleges would become universities. To this was added the important recommendation that the University of London be asked to approve syllabuses of appropriate content to suit the special circumstances of each college having particular regard to local language, history, geography, social and industrial conditions. To this the University agreed; it devised a scheme under which it was prepared to take these colleges into 'special relation', as it has come to be called; under this scheme the colleges are able to propose suitable syllabuses, to take part in setting and marking examination papers, though the University reserves the right to have the last word since it thereby guarantees that the standards demanded are those of the University. The scheme calls for close and continuous co-operation between the University and the colleges; members of the University frequently visit the colleges as examiners, and also make visits at other times for purposes of consultation.

Such was the procedure by which the Commission proposed to fill the gaps in the provision of facilities for university education in the territories in question. The plan threw a special responsibility on the University of London, but the Commission was anxious that the universities of Great Britain as a whole should assist by advice, not only the new colleges, but also the existing colonial universities. Therefore the Commission recommended that the universities should set up a body for the purpose. The universities readily accepted the proposal and instituted in 1946 the Inter-University Council for Higher Education Overseas. The membership includes one representative of each United Kingdom university, the vice-chancellors of the colonial universities and persons co-opted by the Council. The functions of the Council are purely advisory, but its advice is tendered in the light of the very intimate personal knowledge which its members possess of the situation and problems facing each overseas institution. They obtain this knowledge in various ways; members of the Council visit the institutions, either singly

or as members of deputations organised by the Council; they may go out at the invitation of the colleges or of the governments to report on specific matters; they may go out in their capacity as members of the governing bodies of the colleges to allocate one or more places on their governing bodies to members of the Council. Thus within the membership of the Council there are persons who have full and up to date personal knowledge of each overseas institution.

The help of the Council has been invoked in respect of a large number of matters. One of the most important ways in which it has helped has been to find candidates for teaching and administrative posts. At the request of a university or college the Council advertises vacancies, appoints selection committees and transmits the views of the committees to the university or college which retains full rights to make such appointments as it pleases. There have been times when the Council was engaged in attempting to find candidates for over a hundred vacancies. Another important service relates to libraries. The Council has a library officer who visits the institutions and is prepared to help by procuring books, microfilms and by tendering advice over library problems in general. The other matters concerning which advice has been asked relate to choice of site, architect and lay-out, to salary scales and superannuation, to constitutional problems and a host of other matters. Finally the Council plays a part in finance. The British Government has set aside some thirteen million pounds for the capital needs of the institutions. The Council advises on the allocation to be made out of this sum to each institution.

So much for the Asquith plan. Let us now take a brief look round the territories to which the plan applied. The Universities of Malta and Hong Kong have been assisted. As to Malaya, where conditions were unknown to the Asquith Commission because of enemy occupation, the recommendations of a commission sent out in 1947, were accepted; the college of medicine and the college of science and arts were fused into the University of Malaya, having its seat in Singapore. In 1958 a branch of the University was set up in Kuala Lumpur to serve the Federation, and it is expected that it will shortly become a separate university. Sudan and East Africa presented similar problems; each had a college doing some post-secondary work; the task was to raise them to university level. Gordon College, Khartoum, became a university college in 1946 and a full university in 1956, while Makerere College, Uganda, became the University College of East Africa in 1949. A very recent development in East Africa has been the conversion of a technical college in Nairobi into a university college for Kenya. Elsewhere, apart from Sierra Leone, where Fourah Bay College reached the rank of a university college in 1959, there was need for new foundations. In these cases the ground was clear, and it was possible to choose sites and establish colleges unhampered by existing restricted sites and unsuitable buildings. For Nigeria the site chosen was at Ibadan, some 90 miles north of Lagos, where an area of four square miles was acquired and a very fine group of buildings constructed. Legon Hill, some six miles from Accra, was selected as a site for the University College of Ghana,

and here an area of five square miles was obtained and an impressive range of buildings was planned. For the University College of the West Indies a magnificent site was found about seven miles from Kingston, Jamaica, with the Blue Mountains in the background, vying with Peredinya, Ceylon, as the finest position for a university in the Commonwealth. The site of the University College of Rhodesia and Nyasaland is within the city of Salisbury, but it is ample in area and offers good opportunities for development.

Thus under the Asquith scheme there have come into being, in addition to the Universities of Malta and Hong Kong, a new University in the Sudan (now independent), and seven university colleges, three developed out of small institutions and four being new foundations. The intention was that these institutions should have spacious layouts and dignified buildings — that, in other words, as far as material conditions go, they should be first rate. And this has been accomplished though in respect of already existing institutions the full realisation of these ideals was somewhat hampered by small or poor sites and inadequate buildings. Thus from the colonial period the territories will inherit university institutions, designed by outstanding architects, of whose material aspect the other members of the Commonwealth may well be envious. The colleges are fully residential, students living in halls of residence on the college site; the staff houses are also usually within the college precincts, and the servants may also be accommodated within the college area. Staff, students, and servants, including wives and children, may reach large numbers, amounting in the case of Ibadan to well over 10,000 housed on the site.

Material conditions are not all, though the influence on students of spacious and dignified surroundings should not be underrated. Great emphasis has been placed on libraries; the two new West African colleges have each nearly 150,000 volumes, a remarkable achievement for colleges which have existed for little more than a decade. Care has been taken to equip laboratories for research. The qualifications demanded for members of the teaching staff are those which prevail for any British university. It was the intention from the start to bring these colleges within the family of Commonwealth universities, and everything possible was done to ensure that European teachers who went to serve in them should not feel that they were accepting exile and should in fact have as much opportunity as teachers at home to apply for, and be considered for, posts elsewhere. These efforts have met with success; large numbers of members of the staffs of the colleges have been promoted to posts at home, which, while a tribute to the standing of the colleges, has inevitably been embarrassing for them. The proportion of expatriate teachers is steadily declining as local graduates for posts become available, but it will be some time before the need for European members of the staff comes to an end.

It remains to say something about the standards of work, the range of subjects taught and the contribution made by the colleges to the territories. The standard of the degrees is guaranteed by the fact that they are London

degrees and that London examiners have the final word in their award. Where schools have not developed to the point at which students can matriculate with full London requirements, London has permitted matriculation at a lower level, provided that these students study for an extra year and so make up for deficiencies at entry. As regards subjects, the policy has been to provide for the basic teaching in arts and science and to add professional education in accordance with the needs of the territories. All the institutions have medical schools, whose qualifications are recognised by the General Medical Council of Great Britain, except Rhodesia and Ghana, where medical schools are projected, and Fourah Bay. Agriculture is taught in Malaya, Khartoum, Makerere, Salisbury, Ibadan and Ghana, and is projected in the West Indies; engineering at Malta, Hong Kong, Malaya, Khartoum, Ibadan, and is planned elsewhere. A number teach law and veterinary science. The study of economics, commerce, business administration and social conditions is well provided for in the faculties of arts. Thus the special needs of the territories for graduates with high professional qualifications are much in the mind of those who direct the educational policy of the universities and the colleges. The number of students is growing rapidly, nearly 2,000 in Malaya, over 1,000 in Hong Kong, Khartoum and Ibadan, about 1,000 at Makerere and under that number elsewhere. Hitherto the deficiencies in school education have kept down the number of candidates for admission who have the necessary qualifications; but these deficiencies are being rapidly overcome, and there is urgent need to enlarge the existing institutions and in some territories to found additional colleges.

Behind the whole scheme were three objects, to educate graduates who would possess the knowledge and skill necessary to render the responsible services upon which

the functioning of modern independent communities depends, to build up centres which would serve as depositories of knowledge and as foci of research, and to foster the rise of nationalities informed about their position and problems and conscious of their responsibilities. Enough has been said about the way in which it is sought to achieve the first object. As to the second, it is indispensable for these emergent nations to possess intellectual centres of high quality; only if they do possess them, can these people deal with their special problems, and at the same time stand on a footing of equality in the world-wide community of intellect. The third object needs some elaboration. These new nationalities are not based on a common heritage of language, culture, religion or tradition. What is happening is that groups of people, diverse in very many respects, are jointly assuming the political authority over areas hitherto exercised by Europeans. The students of a college may come from up to a hundred tribal groups, may speak as many languages at home, and may bring with them very different traditions and modes of life. In the colleges they are taught in English and perforce use that language as a medium of social intercourse. To the building up of informed, coherent and conscious nationalities the colleges can and are making a great contribution. The colleges may be said to be undertaking two tasks; the first is to provide western knowledge which it is the great ambition of these peoples to acquire; the second is to foster all that is best in the local cultural traditions. In that way it is hoped that they will help to create nationalities fully armed with the resources arising from western knowledge, and at the same time to foster the growth of local cultures. Perhaps the attempt to do this began rather late, but the attempt deserves to evoke the interest and sympathy of the whole Commonwealth.

CONTENTS

	Page
Canberra University College—Historical Perspective	54
Looking Backwards — and Forwards	54
New Universities in British Colonies and Former Colonies	57
The Arts Building Lecture Theatre	53
The Roll of Graduates	56
The Students' Farewell to the College	55

