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Front Cover: Artist's Impression *by David Thistlethwaite*

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Editorial

APPROVE of the process or not, it is undeniable that Cambridge gives its students certain pretensions. It has also given them the means to fulfil them. For a Cambridge degree, if not the magical 'Open Sesame', certainly prised open the portals of industry and commerce, if your aims at licensed robbery ran that way. If, on the other hand, you wished to continue evading the world, for good or for bad, then there was ample opportunity to become that ogre of establishment myth, the 'perpetual student', that prototype layabout cum conspirator.

In fine, to come down from the pedestal of mockery and prepare to mount that of self-pity, Cambridge has had it very good. But no longer. Some students have been forced to realise that their degree is not an immediate passport to a well paid or interesting job. For the fears of industry which have already affected graduates lacking the Oxbridge cachet have now caught up with us. Recruiting has been cut back, substantially. Many final year undergraduates are still without employment, some have even been told that the job offer they had accepted must be withdrawn, because the firm concerned had made offers to 30% more people than they needed, expecting the usual percentage of refusals. But this year there weren't any refusals.

The effect of such a situation will probably be to push even more students into doing postgraduate work, just as some science graduates have been forced to do this year. So the number of graduates undergoing even higher education will receive yet another boost. Already the prospect of doing a Ph.D. or some such degree attracts those with a real vocation towards research and teaching. It also attracts those who find the values of industry and commerce repugnant and seek to escape them in the academic world. The majority of postgraduates finish up by making a career in university or college teaching, so they are heavily dependent on further expansion of higher education. But the prospects of those graduates who wish to go into industry depend just as heavily on restricting the places available to conform with the manpower demands of the various sectors of the economy. At this moment further expansion seems likely to mean further graduate unemployment.

On such an analysis it seems as if there will be trouble either way. Do you restrict the number of places available and accept that by doing so a number of people will be deprived of the very real benefits of a university education? Or is the answer to change the attitude of society and students towards a degree, so that they regard it not as the mark of an elite, but the inevitable qualification of the many? This would entail something much closer to the American system with a shorter and lower standard first degree, and a high percentage going on to do a Masters degree. To this there are very evident drawbacks. Not only is it very expensive, but it also tends to recreate the problem of graduate unemployment on a larger scale and add to it that of postgraduate unemployment.

Both philosophies have their advantages, both their difficulties, and in their extreme form both could ruin higher education. Vocational schools would fall as far short of the ideal as glorified sixth-form colleges. Whatever the ultimate outcome of such a debate it seems certain that over the next few years an increasingly large number of graduates and postgraduates will be forced to realise that they are not as valuable as they have been led to believe. Such disillusionment could easily turn into very real frustration and anger with society—and this is something of which society should be aware in planning educational policy for the next decades.

R.G.H.

A Christian Reply to Mr. Ensslin

IT was with great interest that I read Gottfried Ensslin's article in the last edition of *The Eagle*. However, I feel compelled to take issue with him, if only to point out some of the inaccuracies and, I fear, the confusion which appear in his essay.

The title ('Is St John's Christianity Christian?') and the opening paragraph lead us to expect an account of authentic Christianity and a critique of how 'what generally poses as Christianity in this college' differs from this norm. What follows, however, is a statement to the effect that college Christianity is 'immune and indifferent' to 'an exciting departure from the old orthodoxy'. Three essential features of this departure are modern revolutionary theology, Christian-Marxist dialogue and Third World analysis. The implication is that here are at least three criteria by which to decide whether college Christianity is authentic or not. On this reckoning the 'old orthodoxy' (how easily ordinary words convey qualitative overtones) fares very badly. The rest of the article outlines the differences between the 'exciting departure etc.' and college Christianity; it concludes that the latter, unless it 'reviews its activities and changes its course . . . should stop and think whether it deserves this name' (i.e. 'Christian').

The underlying assumption appears to be that authentic Christian belief necessarily involves these theological, political and economic positions. This many Christians (not only in St John's) would hotly dispute. Whence comes this modern creed? Not from the Bible, whose authority Mr Ensslin elsewhere in his essay seems to accept. Certainly each tradition and generation of disciples must constantly examine itself to see whether its Christianity is really Christian, but the standard must be more concrete and objective than pious twentieth-century socialism. It must be the standard of Christ himself, given in a historical situation and recorded in the New Testament documents. Paradoxically this gives the Christian both less and greater freedom—a strictly limited amount of material regarded as authoritative, coupled with the right of the individual to his own interpretation. These private interpretations lie open to constant modification in the light of others which appear to do greater justice to the evidence on which all of them are based. Without such an agreed criterion one could only claim, never argue or prove, that 'college' or any other form of Christianity was genuinely Christian. I make no apologies for labouring the point—it is a very important one.

A few mistakes might have been avoided by some investigation. *Really* is alive and well and circulating in Cambridge, not defunct as Mr Ensslin implies. Perhaps he was confusing it with a publication similar in size and price, though admittedly not in content, which reappeared at the end of the Lent Term after some time of absence. He does confuse 'High Church' with 'choral', and in any case sung services are not the only sort held in the Chapel. The traditional concept of sin never has been merely one of commission, as the Old Testament prophets and the Epistle of James bear copious witness. The doctrine of the Immaculate Conception is no part of the literal content of the Bible, and though there may be 'much common ground' between Christianity and Marxism, to speak of 'common roots' is at best misleading and at worst sheer nonsense.

The third and fourth paragraphs of the article reveal some confusion, both about modern theology (one may call it 'radical' if one wishes, but 'revolutionary' is Mr Ensslin's own term) and also about the sources of most Christians' theological education. To take the latter first; while it is true that few Christians in college are as theologically competent as they might be, responsibility for inadequacies in this direction can hardly be laid at the door

of 'the theological teaching in this college'. Inasmuch as it lies outside the Christians themselves, the blame rests rather with the standard of teaching given in local churches and at the meetings of the various religious societies. The few who are reading theology do indeed come into considerable contact with the three theological Fellows, but the latter do not attempt to indoctrinate any particular theological or political position. That is neither their job nor the purpose of the theological tripos; if it were, such study could scarcely be justified in an 'open' university. Where theology is more truly 'taught' and 'learnt' is in the theological college; the university course teaches more a critical attitude to matters theological. (Could it not also be that college Christian opposition to 'progressive change such as the abolition of Guest Hours', or the C.U.'s hypothetical opinion about supporting guerilla movements, is the result of a similar genuinely critical attitude, not of unbending 'conservation and reaction'?) This is not to say that the theologican has no convictions of his own—in this sense some of Mr Ensslin's suspicions are well-founded!—but that in Cambridge at any rate his teaching and research are expected to be as free from personal bias as possible.

On the former point, Mr Ensslin does not seem to have realised that as examples of modern theology, Bultmann and his liking for demythologisation are somewhat *passé*; a younger generation of scholars has realised the extent to which he allowed his Existentialism to colour his theology and his exegesis. The so-called 'New Quest of the Historical Jesus', an enterprise which Bultmann thought doomed to failure and almost irrelevant, is now being enthusiastically and fruitfully pursued, for example by Professor Gunther Bornkamm, one of Bultmann's former pupuls, in his 'Jesus of Nazareth'. Demythologisation as a 'set of new ideas' certainly offers possibilities to the Church, but so do most new ideas—that is hardly the point. The point is rather whether it is appropriate in principle or satisfactory in practice as a method of approaching the New Testament material—and negative answers are increasingly being returned.

Leaving Bultmann behind, then, the Christian continues to lay great emphasis on Jesus Christ as a historical person. In particular he preaches a death 'under Pontius Pilate' and a resurrection 'on the third day', events which he asserts are decisive for man's salvation. While the Church makes such claims, men will rightly ask questions about some of 'the literal content of the Bible. (Incidentally, why are attempts to translate the Bible into 'modern English' 'foolish'? Is it to remain in 'antiquated English', or must we all learn Hebrew and Greek?) I share Mr Ensslin's concern about the Christian's difficulties in communicating his faith; mere reiteration of religious mysteries is, I agree, not sufficient. The answer however is not to abandon all specifically Christian language but to explain it (without destroying its meaning—no easy task) and to bear witness, in discussion and in all our life, to the reality of whom albeit inadequately that language speaks. 'And the Christian objective' is more than a vague 'transcendence' or improvement on the status quo. The words of Jesus are far less comfortable: 'Be perfect as your heavenly Father is perfect . . . Love your neighbour as yourself . . . Go into all the world and preach.'

Lack of space prevents me from discussing the Christian-Marxist dialogue (is it known that Rudi Dutschke's wife planned to come to the Divinity School to hear Professor Mackinnon lecture on Marx?); the 'incredible sexual repression preached by the church in the past'; the nature of 'St John's Christian community' (a more varied phenomenon, and less of a cosy corner, than Mr Ensslin allows); and that curious final reference to Jeremiah. I write as a mere 'undergraduate theologian' (although not the anonymous gentleman mentioned in the article) with an allegiance both to the Chapel and to the Christian Union—qualifications which Mr Ensslin disowns as cheerfully as I admit lamentable ignorance of

politics and economics. Were it otherwise, there would be a great temptation to write an essay 'Is the Left Lunch really Left?' . . .

It might also be objected that I haven't myself faced up to the original issue—is St John's Christianity Christian? Not 'Is St John's Christianity perfect?'; if it were, the answer would be simple, for it is no secret that Christians are not perfect, although some seem closer than others. The question under discussion turns upon the nature of authentic Christianity. If that involves, as I believe, not certain theological, political or economic doctrines but primarily repentance and faith in Christ, the answer must be 'Despite many failings, yes'. Does the debate continue?

NIGEL WARNER

Fans Folded in the Shade or The Unlikely Prospect—

A TALE FOR GRADUATES

THERE was little correspondence worth reading in Soraya Pacini's escritoire, but Lysander, with unusual consistency, was leaving no envelope unopened. Beneath all these multi-coloured relics of a convent education, some scarlet indiscretion—connected with the American cruiser's recent visit to Levuka Bay, perhaps—might reward a ruthless search. Six trying weeks as personal secretary to Lord Stonechat (whose travel reminiscences, 'Drinks On Me', were as circular as the world, and a misery to type) had taught Lysander the value of conversation diversions at meals.

The sound of a British butler clearing his throat (Levuka is on one of the smaller islands in the Fijian Group) startled him. And the little note which he had to take from a brass tray on a level with his eyes—for he had reached the bottom drawer—reminded him further of English houseparties where there had been nothing to do all weekend but make faux pas after faux pas. The piece of paper had been ripped from a Bridge scoring pad by angry, scented fingers, and read, 'Stop reading my letters and (here the words 'get out' were crossed through) help Jim and Jam to put out hoops'. From experience of Soraya's lunch parties Lysander had assumed that the striped deckchairs on the terrace supported a tableau vivant of drunks. But how dare she order him about with the servants! In the first sharp flush of embarrassment, Lysander became petulant. 'Wasn't and shan't, tell her that!'

Biggs could be trusted to paraphrase, he hoped as he watched the fête galante of variegated expatriates on the lower lawn. Colonel Farqueson was distributing mallets. Jim and Jam were quarrelling over the hoop positions. Soraya made them wear very tight, thick flannel, blue trousers (with a broad tangerine stripe), and it was a continual surprise to Lysander that the boys survived each day. What an arriviste witch she was!

Never would he come again, he decided. Nor could he expect an invitation, which was sad because the interior of the Palazzio Pacini had great charm. Long cream-coloured corridors led like Roman roads through the house to useless, brown and green pantries, and provided a cool contrast to Lord Stonechat's bungalow, where Lysander had spent a hot morning indexing the friends his lordship was making in chapter six, 'Moroccan Memories'. Though always generous in money matters, Stonechat was developing peevish idiosyncrasies as the days grew longer.

The Palazzio Pacini was the old Levuka Boat Club under several coats of white paint. The facilities which Levuka Water offered for boating and swimming had been exploited by the BEF in the past, but now only the fresh vegetables that 'made' Soraya's lunch parties induced her fellow exiles to approach 'the Swamp'. Lysander liked the notice boards with L.B.C. in green capitals; every time he came to lunch he would break a finger nail easing out another rusty drawing pin.

He laid a perspiring palm affectionately upon his reflection in the hall mirror, (which faced the double doors and never failed to surprise visitors). His second self became bewildered, and then disappeared as forty square feet of glass in an Edwardian rococo frame (irreplaceable) slid slowly to the left, before smashing itself forcefully across the polished table which club members had used for whistles, whips, and little messages. From the same hook came a very heavy carved club with metal attachments (confiscated by a shocked lady missionary in the Gilberts forty years previously, and now used for closing warped windows) which stove in the flank of the only grandfather clock in the Koro Sea, now lying on its side in a jangle of nerves and untidy machinery. Lysander said aloud, 'The hook must have just come out, I think', but nobody heard his suspicion or saw him hare frantically down the dusty drive.

Teatime is the Café Ceresoli's 'heure exquise', though this converted garage is a-hum from dawn until the police batten it down at midnight. It no longer overlooks working fountains, but at four o'clock Sigrid and Louise still unfold heavy linen tablecloths, fat Blanche counts out red paper napkins, and Alessandro Ceresoli-Petinella (known as Alex Rumbold in Somerset House), as fresh and smily as a debutante in new tennis clothes, scatters ex-liner folding tables across Ceresoli Square. Alessandro spent the war playing a piano in a Hong Kong brothel, and there's nothing he can't tell you about entertainment. He only has to smile and flick a napkin and all flies vanish. Life at the Café Ceresoli is still so gay and colourful that some residents conceited about their reputations stay away in the evenings, and miss quite respectable Scottish dancing.

Lysander, breathing hard and near to tears, found that very few tables remained unoccupied. He had to sit facing into the sun, and since the back of his chair was broken he flopped tragically on to folded arms. Everybody was shrieking to make himself or herself heard, if not understood, above Alessandro's new record.

'Oh what a GLORIOUS thing to be,
A grown-up, healthy, busy busy bee.'

Lysander missed the remaining lines because some old things at a nearby table were screaming about the small size of the world, and were making their chairs squeak. A gust of talc, and a smack on the back which winded him, told Lysander that Alessandro had brought his iced lime juice. 'And how's our Cambridge BA today?' quipped the ex-pianist before bounding away to be nuzzled by an aging actress who had garnished herself in refracting stage jewelry at the next table.

When Lysander felt strong enough to look up again, he found that a neat little man with quite circular spectacles was sitting motionless beside him. He looked as if he knew the exact cost of a mirror five foot by eight.

'Awful din, isn't there?' said the little man stirring his tea. 'Hot, too'.

'Yes, it is rather hot', said Lysander, trying instinctively to tune into the next table's secrets.

'I expect you work indoors, in the cool. I can tell that, you see, because you look rather pale and wan, if you don't mind me saying so.'

'Yes, I'm a writer,' replied Lysander, remembering the novel he had begun. It was to be a modern version of the Narcissus legend, making use of local colour. He knew he had as much chance of completing chapter one, as a child had of finishing up a week-old rice pudding.

'We all were, once,' said the persistent conversationalist. 'I'm in slaves now', he added, examining his cuticles.

'Graves?'

'No, slaves. Buying and selling people.'

'Oh.'

' . . . They have found that the fountain of youth
Is a mixture of gin and vermouth.'

Ill-mannered people banged their tables, and implored Alessandro to play that record once more. 'Righty-ho.'

'I didn't know there were many openings for that sort of thing.'

'There are for graduates. People prepared to do some work on unemployment averages and potential labour markets. Recruitment is similar to British Intelligence, I suppose. A question of not knowing the wrong people.'

The appearances of Signora Soraya Pacini (usually waving a welcoming fan at guests from the top of the Palazzio staircase) always caused a furore on account of her décolleté tropical outfits, but now the gasps were all the more indrawn because of her massive bullwhip. A grinning Jim and Jam, and some interested members of her lunch party were in attendance. Signora Pacini (née Clackett) yelled something about a Limey Lounge Lizard.

'How vulgar,' said Lysander's new friend, putting on a white cotton sunhat. He added that his car was within a minute's brisk walk.

When reporters questioned Alessandro, he said he thought that the mirror vandal was in Interpol, and 'Drinks On Me' sold very well in consequence. But two years later Lord Stonechat said he could not keep Lysander's clothes and typewriter indefinitely. His new personal secretary was whining about lack of space. And as he told the next jumble sale grande dame who rang the bell, he felt quite justified in chucking the lot out because the ruddy climate had made an absolute muck of the typewriter's innards.

—THE END— JULIAN BROWNING

Retrospective

THIS article makes no claims to be an unbiased historical record. It is, rather, an attempt to isolate and interpret a number of themes which seem to me to have been significant during the last three years in Cambridge. This period has seen the statement of fundamental conflicts of ideology which have only been partially worked out and which have only temporarily become quiescent. It has also seen a failure to formulate and push into prominence the question of the profoundly alienating effects of Cambridge education, effects which are only partially consequent on the established ideology and which can also be seen among its opponents.

1968 marked a sharp turning point in Cambridge life. Talking to people who graduated then or have graduated since, one gets an impression of a very different kind of Cambridge, a more traditional, orthodox and quiescent place, much closer to the folk image of Oxbridge. But Michaelmas 1968 and, more particularly, early 1969 saw for the first time since the 1930s the emergence of a strong, united and coherent radical challenge to the prevailing

ideology and structure. Why was this? It was partly, I think, due to the impression made upon students by the events on the Continent and at L.S.E. These were evidence that it was possible to mount effective challenges to the existing social and institutional structure, that there were available genuine alternatives which seemed to offer the promise of a better society where the rhetoric of Western democracy and academic liberalism would be given substance in action. I do not think foreign students played a significant part in 'corrupting English youth'.[1] It was the growth of a strong sense of excitement and unity. Something was happening in which all students were, in a sense, participants. This coincided with a local situation where the radical left and the social democratic left had finally resolved their conflicts in the Labour Club split of 1967–8 and the formation of the Socialist Society. There was also an exceptionally brilliant, and charismatic, radical leadership. The left reached a peak of unity, partly as a result of these struggles, partly because of the calibre of its leadership.

These factors found their expression in the February 1969 sit-in in the Old Schools. The nominal object of the sit-in was solidarity with L.S.E. This struck the chord of excitement and unity which I have mentioned. Something dramatic was happening and Cambridge could be part of it. The sit-in could also be seen as a flexing of muscles on the part of the radical left. The occupation was begun by 20 people; at its peak there were 700–800 people involved. The radicals showed that with the right issue they could mobilise a mass support and seriously move against the University authorities. They also found a backlash. The end of the sit-in was marked by the appearance of a singularly vicious, baying mob of 'moderates' à la Frank Bown. The Proctors ended up protecting the sitters-in from their would-be exorcisers.

The period from then until June 1970 could truly be characterised as one of radical hegemony. The history of that period is one of a sustained radical advance, in the demise of the S.R.A., in the Greek demonstrations, in a host of localised skirmishes with Faculties and Colleges, in the heyday of the 1/– Paper. But paralleling this was the rise of forces which would eventually check it. This is a university where it is difficult to achieve radical change from within. It proved to contain a large body of paper liberals, dons whose needs turned sharply conservative in the face of the reality of their words. The struggles over the foundation of the Social and Political Science Tripos show how a small group of influential dons could filibuster any innovation. Much of the radical programme similarly slipped through the meshes of the university bureaucracy[2]. But the key to the decline lies in the Garden House Affair. While the full story is unlikely ever to be revealed it seems clear that the police were taken by surprise at the success of the demonstration. They were present in inadequate numbers and stationed in the wrong places. There was never any chance of them controlling the crowd. I think it is crediting Chief Constable Drayton Porter with too much subtlety to suggest that he deliberately set this up as a trap. More plausible, I think, is that someone bungled the planning and the subsequent ferocious persecution of radicals was at least partly a smokescreen to cover up this blunder. It is also clear that the trial and the savage sentences had the desired effect of intimidating the left into quiescence. One has only to look at the timorous handling of the Anti-Maudling demo to see that. The prison sentences and the intimidation created a vacuum on the left into which the Communists have moved. I do not really have space to analyse this but I think that the net effect has been to weaken the left.

But the causes of conflict remain. The unequal distribution of power in the university continues. R. D. Jessop offers a paradigm for institutional analysis in terms of the exchange relationship between the centre, those who have power, and the periphery, those who do

not.[3] This exchange may be beneficient, equal or exploitative. I would argue that the exchange between university (centre) and students (periphery) is exploitative. The university has a great deal of power to affect our lives and we have very little power to affect it. We provide the university with its money, its *raison d'être*; we surrender a great deal of our individual civil liberties and get relatively little in return. This has not been affected by the events of the last three years.

This exploitation has further effects. It destroys the quality of lives and interpersonal relationships within its ambit through the alienating conditions which it creates. Jessop defines alienation in terms of powerlessness, objectification, dehumanisation and self-estrangement. Objectification is the process whereby the products of the periphery become an additional means for the centre's control over it. Our intellectual labours become a means for the centre's control through its ability to exercise sanctions of disapproval or rejection against them. Dehumanisation is the degradation of the intrinsic value of peripheral individuals. It's when your Tutor thinks he knows how to run your life better than you do and that you have no opinions worth taking seriously. Self-estrangement refers to the instrumentality of the periphery's contributions to the centre becoming a means of satisfying the centre's demands rather than its own needs. It is the instrumentality of covering the course, clogging for the exams, imbibing the received knowledge, rather than pursuing what is intellectually interesting and worthwhile. Alienation involves the reduction of the self to an object, to the manipulation of others as objects, to the denial of their freedom. It is the inability to create any relationship other than an exploitative one. And, as Hegel demonstrates, the master's exploitation of the slave is ultimately as destructive for the master as for the slave.

This is the problem that has yet to be seriously faced. The radicals exploit each other as much as the establishment. The radical left is half-correct. We must have social liberation. But we must also have personal liberation or we shall only be replacing an old tyranny by a new one. The only group to have seen this seriously are the Womens Liberationists[4] although it can also be traced in the work of the anti-psychiatrists and Fanon[5].

The prognosis. I do not foresee any further large-scale acts of 'violence' in the immediate future. But Cambridge is a traditionally violent society. Since ruling cliques do not usually share power willingly, we must expect further extensive violence before change. For the immediate future I foresee a growing number of acts of petty violence, vandalism consequent on hopeless frustration. I think we must also expect a greater use of drugs. Both these trends are already becoming discernible. '**** Guest Hours'* in weedkiller on the College lawns is a petty protest, pointless violence. The police attempts to crack down on drugs have been conspicuously unsuccessful. Cannabis, amphetamines and harder drugs are more readily available and used than ever I can remember here. But attempted repression can only drive these symptoms underground. It cannot provide a permanent solution.

R. W. J. DINGWALL

[1] T. Blackstone *et al.*, *Students in Conflict – LSE in* 1967 (Weidenfeld & Nicholson).
[2] See the shabby Report of the Committee on University Discipline and Proctorial Duties (*Reporter*, 23 March 1971) for a recent example.
[3] R. D. Jessop, 'Exchange and Power in Structural Analysis', *Sociological Review*, 1969.
[4] K. Millet, *Sexual Politics*. If you must, G. Greer, *The Female Eunuch*.
[5] R. D. Laing, *The Divided Self* and *The Politics of Experience* (Both Penguin); F. Fanon, *Black Skin, White Masks* (Paladin).

* The petty protest recorded by the author was, in fact, rather more emphatically worded (*Senior Ed.*)

To India on Fourpence

THOSE announcements in the Personal Columns of *The Times* of expeditions overland to India for the 'amazing' sum of £90 or so are meretricious as Babylon. They tell of untroubled journeys of romance, completed in three weeks, while omitting to mention the hell of breakdowns and banditry into which they may sink. For breakdowns are inevitable in such terrain as it's necessary to cross to reach Iran, let alone India, and there are still sufficient gentlemen of the road to ensure that not every tourist coach passes freely without let or hindrance. A far cheaper mode of transport is afforded by the local buses which regularly ply between towns and to and from borders. These may proffer no extravagant guarantees, but breakdowns cause less delay when the next bus is soon expected, and who would trouble to rob the cheapest transport on the road? Thus the journey from Istanbul to Delhi need cost as little as £10, and, as it is simple to hitch-hike to Istanbul, the largest single item on the account is the payment to British Rail for the privilege of crossing to Ostend on one of their luxurious craft.

Some may shrink even from this paltry expenditure, but there is ample room for the enterprising on the buses and in the towns of the Middle East. A little forethought may reap great rewards, for every item of value which you possess (and your worn cord shoes from Woolie's are of inestimable value) will be greatly coveted almost everywhere in Asia. Of this every traveller must be aware; for the truly ambitious there are countless other possibilities, not least that of exploiting the weight-consciousness of the Middle East. Jolting northwards through magnificent mountains between Tehran and the Caspian Sea at the back of a vehicle rather like some Dinky Toy construction, a peasant fallen asleep on my lap, his wife fully engaged with the baby, while grandma snored on the floor, I noticed the gentleman in front was clutching tightly to his bosom a large object impossibly resembling bathroom scales. He was apparently moving house (which was wrapped in a carpet on the top of the bus) and business too, for that precious object was indeed scales, which he duly set down on the pavement at every stop, awaiting custom.

A little time spent in the exotic language laboratories would be well rewarded for then it is not only easier to penetrate the bazaars and more especially the local markets (and to exact a fair price) but also possible to converse to some extent with the more fascinating characters encountered, who speak little if any English. I still regret that I was unable properly to thank the Afghan lorry driver who took me from Cabul to Peshawar. The lorries of Afghanistan and Pakistan appear at once foreign and familiar to the English eye, for they are sturdy Bedfords, yet not in the customary drab colours but with gaudy illustrations of fruit and landscapes, and even air hostesses. The top of the melon lorry provided me with both sustenance and a superlative view of the mountains of eastern Afghanistan and the following day, of the Khyber Pass. We stopped for the night in a village where lived relatives of the driver (indeed I can recall no village where he lacked relations) and there I was immediately surrounded by the chattering, pointing inhabitants. One who spoke a little English claimed the curious visitor and I was accordingly bundled into an open truck, packed with villagers, their melons and their rifles, and taken over the arid ground to his home. There I was most cordially received by every male member of the household (the veiled women being in purdah), the giggling boys avid to practise their English ('Mister, you me sleep together tonight, yes?'), the rather more dignified young men and then the older men who pronounced their mumbled blessings. There followed sundown prayers and then an excellent meal. The elders sat together on a carpet where they

ate in silence, then my food was brought separately, a spoon provided in my honour, and all the boys crowded round to observe my reactions. The growing darkness cancelled any reservations I may have entertained. After prolonged mutual interrogation I was at last allowed to sleep—alone—until just before dawn when I was escorted back to the melon lorry. Afghan hospitality, of which little impression is gained at the London embassy, well deserves its fame.

Once in India it is advisable to forsake the tedious buses for the comparative comfort of the train, on which I travelled nearly three thousand miles for a little under £3. Indian railways are beset with the bureaucratic complexities customary in a land where every clerk is confronted with two insurmountable obstacles to efficiency: firstly the (necessary) use of English, his second language, and secondly to endless (and piteously comical) paper chases resulting from countless documents being stacked on large desks beneath even larger fans. Yet, despite these and many other encumbrances, the trains mostly operate efficiently and punctually (who could forget that immortal notice 'Trains running late may make time'?) and the stations provide excellent restaurant service. Your fellow travellers will assuredly be far more loquacious than their British counterparts, asking innumerable questions and also shedding much light upon the changing Indian way of life. Some have great hope for their country, pointing to industrial growth and the agricultural revolution, others still despair; with one I enjoyed conversation about Hindu philosophy, while another declaimed at length on chastity and the evils of sex. All were most welcoming.

Travel within the towns is liable to be rather more haphazard, unless the local language has by then been mastered. The heat is not conducive to any muscular activity and so the weary European entrusts his well insured self to the caprice of a taxi driver, whose vehicle is as likely to be an exposed scooter cab as a car. Haggling over supposedly fixed prices will by now be anticipated, but formerly the destination was a main town and the driver probably spoke some English. The following dialogue may serve to promote the study of Sanskrit.

'Taxi!'

'Sahib?'

'The Eagle Hotel, please.'

'Eagle Hotel, sahib?'

'Yes, the Eagle Hotel. Do you know it?'

'Do-you-know-it Hotel, sahib?'

Heat notwithstanding I walked.

The location of the Eagle Hotel remains a mystery, but for the tourist there is no shortage of accommodation in Indian towns; many of the inhabitants dwell on the pavements. It is quite possible to tour the 'attractions' and so avoid all squalor, but once the tourist disregards his glossy brochure and begins to wander down narrow lanes, he is able to perceive that which underlies the apparent filth as the true attractions of sight and scent and intriguing sound lure him on among the various moods of temple, bazaar and river bank. For the cool temples breathe a soothing fragrance of sweet incense and of petals strewn upon the images by constant worshippers; outside, the humid street vaunts a bright and clamorous bazaar, feverish in its industry. Lively too is the atmosphere on the steps down to the Ganges, where all assemble to bathe, to worship, to wash both clothes and body, or simply to sit in hope beside a begging bowl.

Fascinating as I found the cities, I also hoped to see the Himalayas, and so, despite repeated advice to the contrary on account of the monsoon, boarded the train to Darjeeling. The prophets of rain proved correct, but I doubt whether I should have become much

better acquainted with the scenery below the railway on a perfectly clear day, so great was the bustle on the little train. And I mean 'on' as much as 'in' the train: only the underneath was entirely free of passengers. At one stage when the toiling Glaswegian engine could pull no more, all passengers had to walk the rest of the gradient while steam was regained. This was by no means the sole inconvenience: was it sadism or penury, or maybe both, that inspired the maker, master craftsman, of the seats to substitute slats of wood, generously spaced, for the usual integral planks?

'Darjeeling? That is where the tea is, isn't it?' I thought so too until I entered the first café in the town and requested a pot of their celebrated brew. 'Sorry sir, no tea. Only Nescafé.' Amazement overwhelmed me until I recalled the cartons of Darjeeling tea in an English grocer's windows and soon realised that the only such tea I could taste in Darjeeling itself would be from the black market. This disappointment was sufficiently compensated, however, by the hills, which surpassed all expectations in their beauty. The pockets of mist suspended in the trees of the valley after a cloud-burst, the thick green foliage abounding in vociferous fauna, and above all the occasional view of the Himalayan peaks, another 20,000 feet above, were all quite paradisiacal to one who had just arrived from the plains. The works of Tibetan art displayed in the shop windows were also most impressive, for refugees, particularly lamas, have brought many priceless possessions across the border. Prominent among these are works of religious significance: especially memorable is the Wheel of Life depicted not on a scrap of paper, nor in the dust, but on fine silk, exquisitely illustrated and adorned.

All this was sadly left behind as the Michaelmas term drew nearer and the long journey homewards began. I had by then acquired many precious possessions, including silk from Benares, which alone could have justified the trip, and yet more impressions, some deep, otherslessso, none entirely worthless, of lands and peoples virtually unknown to me before, impressions which I trust will endure at least until the opportunity arises to return, duly equipped with bathroom scales.

STEPHEN BARTON

Pseud 23

1 The Lard is my Sherbert I shallot wart.
2 He maketh me an eiderdown of Greek passports. He leereth me astride our Jill Waters. He restoreth my undercarriage.
3 He leaveth me in the path of Elliot Ness or his namesake.
4 Yeah, though I warp through the value of the shrapnel of death, I will veneer no speedboat. Pop art with me: his rude and general staff encompass me.
5 Thou preferest Mable before me for the nonsense of mine eloquies. Thou pollutest Minehead with oil. My cud cheweth over.
6 Shirley, Gladys and Percy shall follow me in my daily strife, and I will smell in the scouse of the Laird formica.

O. M. P. JONES

I received your letter this morning
and
came with the sun to seek an answer
came to the waterside
the rotting grass and wood of a winter's storms
trembling
in the last breath of coldness
it shines
despite the cold
i feel a warmth a hopefulness
that the widening of your flame-red smile
uncopied
will blot out this awful vision of unending
like the seagull freckled tide
i want to rest upon the harbours of your being
i want you
many a night and day i haven't sat
and wondered
recently I saw the roads of England
perfectly diseased with good intention
through the smoke kindness tentatively came to mind
sometimes
it almost didn't vanish
it was cold
so cold you could have felt the warmth drain within you
and i felt the warmth drain within me
i felt the tarmac'd emptiness humanity suitably arranged
i saw this lonely world
its people at the crossing-places nakedly
ashamed of you and me
i'm afraid I couldn't stop
not every time
but I passed
the day with you
so if by any chance you find
yourself upon this shore
look among the debris of the latest tide
i'm waiting there.

MIKE SMITH

She sat in the train. Fourteen perhaps.
A large rip down the front of her tights
And most self conscious of it.
Embryonic beauty—blond, pallid,
Ah! She knows I'm looking . . . yes,
She's learnt the curtain-of-hair technique.
Looking out the window now—ah, but flowers
To you are things on print dresses
Your mother: armfuls of infant, shrieking
Mother-face hardening, fortyish; bites her
sausage roll aggressively.
Hurry, not appetite. Son, nine, sits next her,
First pair of long trousers, best behaviour.
Today, perhaps everyday, the man of the family?
Authority, then. Amazingly, bites fingers
of squalling infant. Dickensian remedy: effective.
And you sit four seats away from this kitchen-sink drama;
Recoil of an adolescent soul from turmoil?—but you'll learn
To come to terms with embarrassment. Your eyes now, though,
A frightened vacancy. The view does not enchant you.
How you wish your mother wouldn't call to you
With some banal request . . . wish that my eyes
Wouldn't keep straying on to you with such evident fascination.
Even wish that you didn't have to be seen to go to the toilet
At the end of the corridor.
See?—You break out of your cocoon yourself. I needn't
Accuse myself of trying to break it. Ah—I'm sorry though

K. C. B. HUTCHESON

A Closing Fragment

I feel you in me,
the smell of your body
in every crease of my flesh,
in the sudden heaviness
that aches and remains
knotted in the centre
of my body, a light
that will not go out,
kindled by tears,
shaded in laughter.

A pain that tingles memory
of two other people, making
brief contact, momently
defeating space. And for that time,
blindly driven, the rounded mind
held in hands and lips,
search, strive, fight as we may
together, we know the kiss,
however deep, and embrace, fall
into an emptiness
the heart cannot fill.

And since it must be so,
who can say we were wrong?
When looking back now,
and the weight having
softened, in remembering
we wish only that we
could cry more easily,
and walking away, laugh less.

A. FULLWOOD

Autumn

'Autumn comes bringing death in peace and golden brown; for that fair maiden spring became as callous summer and now has left him sorrowing to expire ere winter's storms are upon him.'

I sit amidst a world of smells
that waft about, upon sweet air;
Upon its face the clock breathes out
the stealthy tread of our life and care.
I poise my head and sniff aloud.
A fragrance, fair, dwells all around
and peace and quietude bide there,
marr'd merely by times fearful sound.
I sit enrapt by dreams so still
that time seems but a transient grace,
My head sinks down, my eyes now shut
no more may look upon its face.
Grave pageants pass in colours full
and smells so dear my soul enfold.
My senses dull, no more I hear
the birds shrill song, but tunes of gold.
My mind awakes, my body not
It rises through a veil of wings,
a love enclosed in timid blue
a lullaby for wind and strings.
They swirl around, I swoop and fall
to rise again, like moon by day;
A noise so fair, a soft refrain
that tolling mute that is so gay.

Ode to Charles Ives

Your movement
was lyrical:

    your ear
    questing for
    the grail contained
    within the white plane of the old
    barn door

    even
when you wriggled your
fingers like a child at me through the bars.

JOHN ELSBERG

A bat flies by—A tender sky,
A mocking cry—A lullaby,
A face awry—A question Why?
and when and if all dreams must die
Or dying dreams or dreams of death
If life no more might me suppress
Is this a death and end of bliss?
Of sanity, love . . .

. . . a tender kiss

I start, my face looks up, and eyes
that are still shut see, with surprise:
she is returned who left me then
but now she's come too late, for when
she touches—stumbles back in shock
I lie—cold rock

A smile upon my lips which tells
of passing on to nether hells,
and in so doing to her says
all memories of future days

She won't forget, I neither can
repent and live, once more a man.
The time has come when I must rest;
I sat, but panicked—failed my test.

R. ANGUS GOUDIE

Receptions

the most telling cut
the Germans ever suffered

was when the French young women
began inserting blades

into the recesses of their playtime

JOHN ELSBERG

Sunday, while walking on Coe Fen near Newnham Road

Just gazing into the shallow bywater,
The bottom of the ditch full of leaves,
I saw the shape of a bottle;
Its end was broken, the bottom had fallen out.
The sharp, jagged, razor-edge of the glass
Could not be concealed by the mud.
I thought of the ingenuity, the marvel of
a bottle. An ordinary beer bottle.
A symmetrical shape of coloured translucent glass.
The designers, the chemists, the makers, men
Had taken much trouble over it. But it is fragile.
People who used it probably had not made it.
The sudden impulse that threw it in the
ditch perhaps had no idea,
Of its value.
Still, the workings of weather and water had done their best,
A coating of silt softened the stark outlines,
But no coating could cover the sharks teeth ends.
So eventually in some millions of years the bottle,
Might sink in the mud—become part of
The rock until time heals the shattered and jagged ends.

Lord, men make some wonderful things with your materials.
But others just don't know the cost—
and the final product becomes as ugly,
as the original was beautiful.
Is not that the way we have treated your world, Lord?
You made it, we had no idea,
Of the care, the design, the fragility
We carelessly treat it and throw it around
Like a bottle into a ditch.
But you in your wisdom left safeguards;
Time, and remoulding of the present can yet, through you bring us back to rights.

A. D. MCPHAIL

Back
(and in another sense)
where I am

Hey, here I am sitting here again
It's been so long since I was here in this sense
Sideways that is, yes its been shorter downwards
But who nailed the sky that colour? here
All the buildings been planted upside down and jagged
and I wish I was home (in that sense again)
before,
where the mushrooms breathe the right shape
and it always greys on Saturdays
and the trees are more low pitched and resonent
but here, I will have been there someplace soon
(don't you think?) anyway . . .

PAUL A. KERRY

The Poet

(to V.B.)

Alone
He ponders the passing
of the capital letter.
He thinks of verse
Bereft of Alexandrines
And contemplates the
spacing
of
his lines
on
the page.

CHRIS JUDSON

At the Cliff's Edge

The eye stings with ocean-salt. We stand far back,
For fear of falling—here, at the cliff's edge,
It is a dangerous place: where a gull's shriek
Can pierce the sky, and let all time engulf
This single sudden moment of its cry.

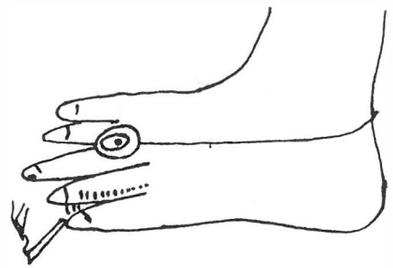
Below, the waves are whispering to stones
Of what occurs beyond this hard horizon
The wind uproots the grass. We grip the earth,
And feel the land recede. Only rock can bear
The pulse of wind and sea: the soil dissolves,
And what remains is but bare memory.

The scream that splits the sky is a voice
That hurts the mind: these gulls have flown from lands
Beyond the seas we know. We turn toward
Known comforts: the warmth of casual words,
And hands that touch the surface of the skin;
To eyes that hang like mirrors on the wall,
And hold this night as their horizon.

CHARLES BOYLE

The many people who responded to our appeal for contributions for this issue may have felt that there was a special urgency. They were right; but in fact there is always a special urgency. So we hope that those for whose work we had no room will be encouraged to try again (Editorial Committee).

ALFRED
'Alfred soon grew into a little old man'



SIR HUGE FOOT
'He became a leg-end in his own lifetime'

The Jasper Lazzam Column for Spaced-out Trendies

Hi there kids, wherever you may be in our wunnerful galaxy. I've been like real screwed up trying to get my quill together with the parchment for the past few days. Man, I've been trying to sychronise my personality with the cosmos, and crystallise my psyche in space-time. My thoughts haven't been working themselves together, but it would be really sort of beautiful if you stones out there can phase in with my beat.

So, last evening, I was like really making it with these freaks in a cave somewhere in our concrete jungle. These real human beings were really tuning in, and zonking their brains with the best babe. We were smashing our minds 'cos we were free. There was one chick projecting her feeling in an aura, a universal statement of humanity's collective sub-conscious. She like really moved me. Ya, y'know, it was really like kinda, y'know sorta good man, ya good. Yeah, we really knew we would go on for ever, like a ray of light through infinity. Nothing could bug us, we had no bag. We were just ourselves, baby, manifesting our human truth in the interstellar continuum. We saw the light there. We discovered that

NOWHERE IS EVERYWHERE

Well people, look after yourselves for me.
I'm always with you. We are one.
JAS.

O. M. P. JONES

Reviews

L. A. Thompson and J. Ferguson, eds., *Africa in Classical Antiquity: Nine Studies*. Ibadan University Press, 1969. Pp. x and 221. Paper, price not stated.

In so far as it is concerned with the past, Middle Africa is concerned to show not only that it can display ancient indigenous cultures worthy of admiration but also that it has not been as cut off from the cultural developments of Mediterranean antiquity as people have always supposed. The School of Classics at Ibadan University, under John Ferguson and more recently Lloyd Thompson, is making a big contribution to this line of thinking, and these Studies illustrate what can be done and point to what needs to be done.

It is important to get the limits clear. To the Greeks and Romans directly-known Africa meant Egypt and Cyrenaica and then Libya, Tunisia, Algeria and Morocco from roughly Tripoli to Rabat. In this latter, Western sector the first great power was Carthage, which brought the Semitic element into North Africa; and then over the whole large area Roman government and Helleno-Roman culture came to dominate, and Christianity established itself as the dominant religion, until the Arab conquest. A good deal of interest is being exhibited nowadays, in ordinary 'classical' ancient history writing, in the survival of 'submerged' cultures, which include the Punic and Berber elements in north-west Africa. All this means that Classical studies about Africa need not necessarily have any relationship to the problem of cultural contacts south of Egypt and the Sahara, and some of the Studies in this volume do not have any such relationship but might have appeared with equal appropriateness in any standard Classical periodical: Mr Hands on the consolidation of Carthaginian power, Professor Kwapong on the constitution of Cyrene, Dr Mary Smallwood on the Jews of Egypt and Cyrenaica, Professor Ferguson on Christianity in North Africa, and a particularly good essay by Professor Thompson called 'Settler and Native in the Urban Centres of Roman Africa'.

The way beyond lies through the Sahara and the Sudan. This is where Classical Scholars and Africanists, linguists, historians, archaeologists and anthropologists must try to pool their work—in the scanty references in Classical literature to explorations, merchant ventures, military reconnaissances and place-names, in the traces on the ground, the cultural analogies and the linguistic parallels. And they need to seek help from historians of later periods, of the European Middle Ages and Islam especially, for in this field there is not going to be the same massive ditch cut across history by the fall of Rome. The first two Studies draw together the background material and sum up the existing state of knowledge and conjecture as a prelude to further advance; the third attempts a forward exploration. Professor Ferguson, who took western North Africa, deals with the 'periplous of Hanno', the Tassili frescoes, the Garamantes, the monument of Tin-Hinan, and some recent archaeological work in Northern Nigeria; Professor Thompson, who took eastern North Africa, traces the history of the great Sudanese kingdom of Meroe, of the Blemmyes, and of Axum (old Ethiopia) right down to Byzantine Christian times, and he too has a 'periplous' to make use of, that of the Erythraean Sea, with its description of ports right down to Rhapta on the coast of Tanzania. Dr Denis Williams is an authority on iron techniques, and from study of the types of smelting-furnace used in the western Sudan and in West Africa suggests that they are likely to have been influenced by Mediterranean prototypes.

There has always seemed to be that strange kind of barrier on this stretch of the frontier of knowledge, that however hard you peered across the fence into this no-man's-land there was absolutely nothing to be seen. Part of the trouble was that there was nobody peering over the border at the other end. Now there are many pairs of eyes scanning the territory from both ends, and fragments begin to appear. Some of them will be mirages, and it will be a long time before the interconnexions become traceable beyond mere conjecture. But the prospects are exciting, and these Studies provide a useful introduction to them. J.A.C.

C. W. Guillebaud, *The Role of the Arbitrator in Industrial Wage Disputes*. James Nisbet & Co. Ltd., 1970. 35p.

In his Preface Mr Guillebaud modestly disclaims 'anything specially outstanding' in his personal record as an arbitrator; but the plain fact is that few people in this country today can be better qualified by their personal experience to write about industrial wage arbitration. Herein, one need hardly add, lies the great value of this monograph: the author is able to draw liberally on his own fund of past experience, so that the text is interspersed with illuminating examples culled from actual disputes, some of them celebrated, in which he was himself involved.

Probably the public in general have a rather hazy idea of the considerations to be taken into account before making an award in an industrial wage arbitration (and it may even be that some of those who first embark on this difficult task are none too clear either!) But all are fully set out here and thoroughly discussed. In the end, of course, the arbitrator's decision must depend on the weighting which he decides to attach to each of the (often conflicting) considerations, but, as is rightly emphasised, he must always endeavour to ensure that the terms of his award are sufficiently acceptable to both sides to make it a real settlement. Disappointment may be inevitable; bitter resentment must be avoided if at all possible.

No attempt is made by the author to oversimplify the problems facing the arbitrator. There is for example a carefully balanced discussion of whether an arbitrator should state the reasons for his award, which is particularly welcome in view of the rather dogmatic assertion in the Report of the Donovan Commission that arbitrators should 'give reasons whenever they can' (1968, Cmnd. 3623, §287).

Although the title confines this monograph to *Wages* Disputes it would be a mistake to assume that the principles discussed do not have wider application. Indeed there can be little doubt that all who have occasion to be concerned with industrial arbitration of any kind will derive enormous benefit from this little book and will be correspondingly grateful to its author.

J.C.H.

Theatre

Romeo at Last

When the Lady Margaret Players were reactivated three years ago they wanted to put on *Romeo and Juliet*, but for long they were frustrated: it seemed that their ambition was hopelessly star-crossed. However Fate was only waiting until Miss Mary Allen was available to play Juliet. The project has at last been realised, and most successfully too.

It is pointless to try and say anything new about the play. We all know it by heart. We go to it simply to see what a new company can do with it, as we go to *Lucia di Lammermoor*. For though the rewards offered are enormous, so are the technical challenges. The play is so completely a matter of lyric poetry, of word-music, that it can only succeed to the extent that the actors have mastered the art of Shakespearean *bel canto*. They must be skilled performers of poetry as Mme. Sutherland is a skilled performer of Donizetti. In a word, they must be not just actors, but artists, as, in this production, both the lovers were—especially Juliet.

No nuance of her part escaped Miss Allen, not even the comic touches—it was she who made the early scenes with the Nurse amusing. She spoke beautifully—her face was exquisitely expressive—she will be remembered. The character of Juliet was realised in every detail.

Romeo, though well-delivered, was only sketched, in broad, strong lines. Mr Jones missed, for example, the tenderness and humour in the parting from Juliet ('How is't, my soul? Let's talk—it is not day') when for the first time we feel that Romeo may be capable of growing up into a good husband. This was a whole-heartedly romantic performance, with more of the real adolescent intensity in it than any other Romeo I have seen, whether amateur or professional.

I cannot say much for the second eleven. Mercutio banged his way through the Queen Mab speech, apparently seeing nothing in it but a dull passage in which Shakespeare needed all the help he could get. I suppose there is nothing to be done with the tedious and innumerable puns on the word 'prick', but Mr Magee's earthy insistence on their fun made matters worse. I did not need his middle finger sticking up to get the point, and nor, I imagine, did any one else. But Mr Magee is an actor: he died beautifully. 'No, 'tis not so wide as a church door' was true and moving. Friar Lawrence and the Nurse threw away their parts because they did not know how to give or take cues.

Almost everything else depended on the director. Most of the lesser players were, predictably, somewhat overburdened by their parts, but Mr Reynolds helped them to make the very most of themselves, which is high praise for all concerned. Two did not need help, but gave it—as dangerous, red-lipped a Tybalt as one could wish, and a memorable snapshot of Friar John by a visiting Fellow, Mr Rory Hands. For the rest, Mr Reynolds deserves great praise. When the Players put on *Troilus and Cressida* in the Michaelmas Term (my review of which apparently got lost in the post) the method adopted by the director, Mr Adrian Edwards, for what is in part a sardonic reconsideration of the earlier pair of lovers was a sort of Pop-Brechtian technique that worked surprisingly well. But anything of the sort would have been disastrous with *Romeo*, and Mr Reynolds, in sticking to an absolutely conventional idiom, pleased by his good sense, while at the same time the valuably sharp contrast with *Troilus* (I did not see *Cymbeline*) made him seem original. However his real success was in his mastery of his craft. His production, by using every square inch intelligently, made the Pythagorean stage look, if not as big as Drury Lane's, at any rate ample for *Romeo*, a play which clamours for space, and which I have seen look pitifully cramped at the Arts. The set was elegantly simple, the actors, whether in crowds, pairs or solo, were capably moved and grouped, the shape of the production was clear, and above all the pace was swift. Only the length of the first act was unendurable: Mr Reynolds did not divide the play until the end of Act 3, Scene IV, which was at least twenty minutes too late.

I hear that one of the Fellows in English sent a bottle of wine to the company as a form of congratulation. It was a compliment well-earned.

VERCINGETORIX

Romeo and Juliet
by
William Shakespeare

Escalus, Prince of Verona, Keith Barron; *Mercutio*, Sean Magee; *Paris*, Richard Beadle; *Montague*, Alan Mackenzie; *Lady Montague*, Jane Pierson-Jones; *Romeo*, Gareth Jones; *Benvolio*, Tony Fullwood; *Abram*, Chris Judson; *Balthasar*, Mark Page; *Capulet*, William Mather, *Lady Capulet*, Jill Wollerton; *Cousin Capulet*, Rory Hands; *Juliet*, Mary Allen; *Tybalt*, Ian Thorpe; *Nurse*, Jane Gingell; *Sampson*, Arnie Skelton; *Gregory*, Charles Callis; *Anthony*, David Murphy; *Peter Potpan*, Richard King; *Friar Lawrence*, Mike Corner; *Friar John*, Rory Hands; *Apothecary*, David Murphy; *Men of the Watch, Masquers*, Dave Llewellyn, Chris Judson; *Ladies*, Jane Pierson-Jones, Sian Griffiths, Daphne Denaro, Penny Baker.
Director, Nicholas Reynolds; *Music composed by* Trevor Bray; *Musicians*, John Walker (flute), Andrew Downes (horn), Paul Stanway (trombone), Robert Cracknell ('cello), Trevor Bray (harpsichord and organ), Stephen Barber, Nicholas Chisholm, David Quinney and Nicholas Reynolds (percussion); *Fencing Master*, Gareth Jones; *Fight sequences*, Nicholas Reynolds; *Dances*, Mary Allen; *Lighting*, Michael Brookes, assisted by David Griffiths; *Set designer*, Nicholas Reynolds; *Set built by* Ian Thorpe; *Wardrobe Mistress*, Penny Baker; *Make-up*, Mary Morgan; *Stage Manager*, Jerry Swainson; *Business Manager*, Dave Layton; *Photographer*, Jeremy Cherfas.

College Chronicle

THE COULTONIANS

Czar: MR BROGAN

The Society has had a busy time since the last report (this one is rather overdue: it is to be hoped that readers will be forgiving). The Czar celebrated his return from the outer provinces in January, 1970, by giving a party for the Coultonians at which Tokay was served: this opened a valuable season. On 5 March 1970 Mr Andrew Porter read a paper on *British Imperialism and its Public: South Africa* 1895–99. It was exceptionally well attended, and a lively discussion followed. On 7 May 1970 Mr David Rock read a paper on *Democracy in Argentina* 1916–1922: *the Political Integration of the Labour Sector*, which, in spite of its formidable title, proved as comprehensible as it was instructive. The coming of a new academic year was celebrated on 22 October 1970 by a meeting in the Wordsworth Room, at which a shrine in honour of G. G. Coulton was erected. It consisted of a portrait of Coulton, with two silver candlesticks (lighted candles) and two bowls of chrysanthemums (some said this was unsuitably popish); a selection of Coulton's books, open at the title pages; a folder of his etchings (lent, like the portrait, by the Library); and various books describing the man and his controversies. At the other end of the room was a bar . . . the Society met again on 25 November to hear a paper from Mr Anthony Williams on *The Military Orders in the Latin Kingdom of Jerusalem;* and on 4 March 1971 to hear Mr Ian Adamson on *Sex, Saints and Scholars: the Scientific Revolution and its Historians*. Both papers were good; the only pity is that there were only two of them.

D.H.V.B.

ASSOCIATION FOOTBALL CLUB

President: DR R. E. ROBINSON
Captain: P. S. COLLECOTT
Match Secretary: A. C. STEVEN
Fixtures Secretary: T. D. YOUNG

Incredible to believe, the long-projected Soccer club tour actually took place and in spite of the Irish themselves who are 'casual' about correspondence and the efforts of Mr Young's indefatigable travel agent, a party of fourteen assembled in Belfast on 7 January and headed thence to Dublin with Jeff Farn at the wheel of a minibus and treating Irish traffic with all the tender loving care to which his wingers are accustomed. A hard fought draw, 1–1, in Dublin was followed by a 3–2 defeat in a niggly match with a partisan referee against Queen's Belfast. Fears that Cash's tackling might spark off fresh I.R.A. violence in acts of reprisal proved unfounded. Finally the team 'came good' and won comfortably by 5–0 against Coleraine. The last stop was at Liverpool where another 3–2 defeat was in store. Despite the two defeats, the goal average was comfortably in the black and in addition to its great social success the tour was an important morale booster for the forthcoming Cuppers campaign.

LENT TERM

The Plate has come to be regarded as an hereditary right of the College and it was felt in some circles that the main opposition to the 2nd XI this year might come from one of the other five Johnian teams participating in the competition. In fact, the Seconds were the only side to qualify from their group, although the Thirds were somewhat chagrined at being eliminated after running up a goal average of 25–1 in only three games. Thereafter the draw was tough at every stage, but, shouted on by the fanatical St John's support, they found themselves playing Fitzwilliam II in the Final after successive victories by 5–2 against St Cat's II and 3–1 against a very strong Christ's II. Perhaps nerves contributed to the indignity of being level at 2–2 at full-time, but thereafter the side asserted itself with two more goals and were denied a third by the final whistle.

In Cuppers the 1st XI enjoyed a bye in the first round, a round which saw the eclipse of the strongly-fancied, Blue-studded St Catharine's team at the hands of lowly Magdalene. A

few appreciative glances cast across the punt-pool! The next round brought Jesus who appeared reluctant to play if more than a handful of Johnian regulars were available, but the team survived by 2–1. Another away fixture was in store at Queens' whom we beat comfortably by 3–0. In the semi-final Fitzwilliam were the opposition on Christ's neutral quagmire. The heavens opened continually and the Fitzbilly defence opened twice to goals from Daves—Barnes and Russell—which proved sufficient. Unfortunately, the ideal ending was not in store, despite the vast and vocal Johnian following at Grange Road. A beleaguered defence held out against Christ's till half-time but shortly after an uncharacteristic lapse in concentration led to a goal. For the first time John's seemed goaded into action, took over the match and were desperately unlucky not to score. A finely glanced header just missed; Dave Russell hit the bar and then had the misfortune to miss a penalty. Gradually Christ's weathered the storm and carried off the cup—on temporary loan only!

As usual we would like to record a sincere vote of thanks to Mr Jim Williams for his continued good humour in providing innumerable excellent pitches at all times, and his unfailing interest and enthusiasm.

Officials for next season:
Hon. President: DR R. E. ROBINSON
President: REV. A. A. MACINTOSH
Captain: J. R. CASH
Match Secretary: T. W. CLYNE
Fixture Secretary: D. P. RUSSELL

A. C. STEVEN

HOCKEY CLUB

President: MR LEE
Captain: R. J. NEWMAN
Team Secretary: C. HANDLEY
Fixture Secretary: D. LAYTON

The Double, unfortunately, was not to be ours this year. Even so, the 1st XI finished up very creditably in the League, only three points behind the leaders, and we could so easily have won it had our luck been a little better.

I don't think many would deny that a great deal of our success this season has been due to the forward-line. A record total of seventy goals, well over twice as many as last season, speaks for itself. Newcomers Mike Eaton and Richard Hadley combined excellently with the experience of Giles Keeble to produce probably the most formidable inside three in the League. They were supported at all times by left-winger Peter Bowden, and at most times by James Wilson, who achieved immortality by scoring the winning goal in the Cuppers Final and promptly went back to sleep.

But this is not to forget the defence. Considering the abuse they had to put up with from behind, their performance was first-class. When Bob Roseveare was busy playing for the Wanderers Clive Cooke took over at centre-half and turned in consistently good performances. The wing-halves were Chris Bonsall, who has improved beyond recognition over the year, and Dave 'Feet' Layton, well known author and hockey international.

What usually turned out to be the last line of defence consisted of Steve Barton (rumoured to pray for snow before every League match) and Chris Handley, a Medic who usually managed to keep his profession in business.

Possibly the most satisfying match last term was against St Catharine's, this time in the League, when we discovered that by some underhand trick they had rearranged the fixture so that all four of their Wanderers could play. Evidently they were bent on revenge for their defeat in Cuppers. Considering that our only Wanderer, Bob Roseveare, was unavailable that day, we did very well to hold them to a 1–1 draw.

The 2nd XI also had an excellent season, thrashing most of their opponents and finishing clear winners of their Division. This undoubtedly had much to do with the inspiration and energy of their captain, Jerry Batch, whose half-time talks were an entertainment in themselves.

With Cup and League honours behind it, the Club enjoyed a fitting finale to the season when it went on tour at the end of last term. The chosen venues were Chester and Manchester, despite the vigorous protests from South African Clive Cooke, who refused to go anywhere near the Black Country.

As far as the hockey was concerned, we won one match, drew one and lost one, playing quite well, brilliantly and hopelessly in that order. But perhaps there was some excuse for the third result, considering the previous two nights. The hockey was distinguished mainly by fine performances from Donald Furbinger and Solly Sutherland, and also Richard Hadley's amazing ability to beat everyone on the field except the goalkeeper. Ian Simm, as official umpire, managed to tolerate the stream of insults directed at him, and umpired extremely well.

Socially the tour was a tremendous success. High spots included taking over the complete Taj Mahal restaurant at one o'clock in the morning, making a big impression on the Polytechnic disco, and Jerry's novel method of hitching a lift. The minibus was driven superlatively and to everyone's amazement Clive managed to finish the course without knocking down anybody, black or white.

In addition Solly found his true vocation as tie-salesman and master comedian, and John Stevens proved he knows more rugby songs than all the College 1st XV put together. There was also a rumour going around about a dangerous gang of lavatory saboteurs—the Ballcock Gang—but in offiicial circles all knowledge of this is denied.

Looking back, this year has been a very memorable one, and I'm sure the nucleus of good players that will be staying on will mean continued success next season.

In conclusion the whole hockey club would like to express its gratitude to Mr Jim Williams for producing such excellent pitches, without which it is impossible to play good hockey.

R.J.N.

SQUASH RACKETS CLUB

Captain: J. CHOYCE
Secretary: J. B. S. CONNELL

The end of March saw St John's standing alone above the tough, uncompromising, cut-throat rat-race of Cambridge Squash. After an inauspicious start to the season, all the teams held their positions in their respective divisions; however it was only when Peter Gore won a decisive match against Selwyn's Jim Chesney to put us into the Final of Cuppers and the First team found themselves at the top of the first division, that the possibility of anything exceptional became apparent.

The final against Pembroke was only marred by one defeat—that of Mike Greenwood, who would undoubtedly have won had he not tried a number of pornographic shots in preparation for the Danish Open (where, needless to say, his performance was much better). With the match standing at 2–1, Jonathan Choyce threw a spanner into the Pembroke works with a great victory over their second blue, John Cooper.

The results were:
Greenwood lost to Weir 0–3
Choyce beat Cooper 3–2
Connell beat Melbourne 3–0
Gore *v* Cook unplayed
Morton beat Dixon 3–1

We would like to thank all those who braved the Arctic wastes of Portugal Place to support us, and Dr Robinson and the Soccer Club for their hospitality the same evening (or what we remember of it).

As for our League win, much is due to the effort and results of Peter Gore and Hugh Morton, not forgetting the mercurial Julian English, who played to the consistency of the dark rum flowing through his veins. The other teams did not quite match the success of the first team, but we still have the highest placed second, third and fourth teams in the University. With the vast majority of active Squash players still up next year, prospects are very good. Next year's Captain will be Julian English.

We are most grateful to the maintenance department and Mr Jones for keeping the Courts in such good condition. In the depths of his frustration at the 'three gloomy courts' in St John's at that time, that great squash fanatic William Wordsworth would never have dreamed of courts, or indeed squash, of this calibre. As he begins his third century, we must say in all humility, 'Wordsworth, thou should'st be living at this hour!'

J.C., J.B.S.C.

College Notes

Appointments and Awards

Mr W. R. Barnes (B.A. 1967) has been appointed a lecturer in Classics at the University of Auckland, New Zealand.

Professor G. A. Barnard (B.A. 1936) has been appointed a member of the Social Science Research Council.

Mr S. J. Berwin (Adm. 1944) has been appointed Director of the N. M. Rothchilds' Merchant Bank.

Mr R. S. Bivand (Matric. 1969) has been awarded a David Richards Travel Scholarship for 1970.

Mr W. M. G. Bompas (B.A. 1954) has been re-appointed Secretary of the Department of Engineering.

Mr D. H. V. Brogan (B.A. 1959), Fellow, has been re-appointed University Assistant Lecturer in History.

Mr J. C. Burgess (B.A. 1969) has been appointed associate director of Leeds Playhouse.

Mr C. H. Cripps (B.A. 1937) Honorary Fellow, has been elected an Honorary Fellow of Magdalene College.

Mr J. A. Crook (B.A. 1947), Fellow and Praelector, has been appointed Reader in Roman History and Law in the Faculty of Classics with effect from 1 October 1971.

Mr A. K. Dalby (B.A. 1970) has been appointed a Graduate Trainee at the University Library.

Dr S. E. Darman (B.A. 1945) has been appointed an executive director of Arthur Guinness, Son and Co. (Park Royal) Ltd.

The Rev. W. J. D. Down (B.A. 1957) has been appointed Senior Chaplain and State Secretary, Missions to Seamen, Fremantle, Western Australia.

Professor J. A. Emerton (M.A. *Corpus inc.* 1954), Fellow, preached the Mere's Commemoration Sermon on 20 April 1971.

Dr R. E. Emmerick (B.A. 1961), former Fellow, has been appointed Professor of Iranian Philology at the University of Hamburg.

Mr A. H. M. Evans (B.A. 1957) is now a Q.C.

Mr W. H. Griffiths (B.A. 1948) has been appointed a judge of the Queen's Bench Division of the High Court.

Dr D. B. Grigg (B.A. 1956) has been awarded the Gill Memorial Award by the Royal Geographical Society for contributions to agricultural geography.

Mr H. J. Habakkuk (B.A. 1936), Principal of Jesus College, Oxford, has been elected Vice-Chancellor of Oxford University with effect from 1 October 1971.

Mr R. D. Harding (B.A. 1966) has been appointed Senior Assistant in research in the Department of Applied Mathematics and Theoretical Physics.

Mr J. O. Hiles (Ph.D. 1970) has been appointed Senior Assistant in Research in the Computer Laboratory.

Professor F. Hoyle (B.A. *Emman.* 1936), Fellow, has been made Vice-President of the Royal Society.

Professor Sir Joseph Hutchinson (B.A. 1923), Fellow, has been given an Honorary Doctorate of Science by the University of East Anglia.

Professor H. H. Huxley (B.A. 1939) has been elected Visiting Professor at University College.

Mr R. G. Jobling (M.A. 1968), Fellow, has been appointed University Lecturer in Economics and Politics.

Mr R. T. B. Langhorne (B.A. 1962) has been appointed Master of Rutherford College, University of Kent at Canterbury, for three years.

Dr P. A. Linehan (B.A. 1964), Fellow, has been awarded the Thirlwall Prize and Seeley Medal for 1971.

Mr J. A. Lloyd (B.A. 1948) has been appointed a Justice of the Peace for Swansea.

Sir William Mars-Jones (B.A. 1939) has been appointed Presiding Judge of the Wales and Chester Circuit.

Mr M. B. Mavor (B.A. 1968) is at the Northwestern University, Chicago, doing the second year of his Woodrow Wilson Teaching Fellowship.

Mr Edward Miller (B.A. 1937), former Fellow, Professor of Medieval History in the University of Sheffield, has been elected Master of Fitzwilliam College, with effect from 1 October 1971.

Mr J. F. Mills (B.A. 1944) has been appointed to the BICC United Kingdom Cables Group Board.

Mr R. Mitchell (B.A. 1935) has been elected Chairman of the Greater London Council.

Mr M. J. Mustill, Q.C. (B.A. 1954) has been appointed Deputy Chairman of Hampshire Quarter Sessions.

Dr J. A. Raven (B.A. 1963), Fellow, has been re-appointed University Demonstrator in Botany.

Mr H. L. Shorto (B.A. 1940) has been appointed Professor of Mon-Khmer studies at London University.

Mr Z. A. Silberston (B.A. *Jesus* 1943), Fellow, has been elected to a Fellowship in Economics at Nuffield College, Oxford.

The Rev. S. W. Sykes (B.A. 1961), Fellow and Dean of Chapel, has been re-appointed University Lecturer in Divinity.

Mr S. W. Templeman, Q.C., (B.A. 1941) has been appointed a member of the tribunal which is to inquire into matters relating to the Vehicle and General Insurance Company and the alleged leak of official information.

Mr K. T. Thomson (B.A. 1933) has been elected President of the Worsted Spinners' Federation.

Mr M. D. Rosenhead (B.A. 1956) has been appointed Planning and Development Director of Redland Limited.

Mr J. G. Quinton (B.A. 1953) has been appointed a regional general manager of the North-East Region of Barclays Bank.

Dr C. Vita-Finzi (B.A. 1958) has been awarded the Back Award by the Royal Geographical Society for geo-morphological and soil studies in the Near East and Mediterranean region.

Mr C. R. Whittaker (B.A. 1952) has been appointed a University Lecturer in Classics.

Mr D. J. Wright (B.A. 1968) has been awarded a British Council Scholarship to go to Moscow for six months during 1972.

Mr J. F. Wyatt (B.A. 1954) has been appointed Principal of Culham College.

New Year Honours 1971

Knight Bachelor William Aylsham Bryan Hopkin (B.A. 1936) Deputy Chief Economic Adviser, H.M. Treasury.

Knight Bachelor Henry Stenhouse Mance (B.A. 1934) Chairman of Lloyd's.

C.B. Ronald Walter Radford (B.A. 1937) Deputy Chairman of the Board of Customs and Excise, Brentwood.
Knight Bachelor Cyril Thomas Cripps, Chairman of the Cripps Foundation, donors of the benefaction for the erection of the Cripps Building.

Fellowships

Elected Fellows from 1 May 1971:
Michael Thomas Walter Arnheim (Ph.D. 1969).
Peter Frederick Carnley (Ph.D. 1970).
Alan John Grant (B.A. *Trin.* 1966).
Leslie John Kirsch (B.A. *Clare* 1968).
Peredur Michael Williams (Ph.D. 1971).
Re-elected Fellow from 1 October 1971:
Michael Edgeworth McIntyre (Ph.D. *Trin.* 1967).
Elected Fellow from 1 October 1971:
John Iliffe (Ph.D. *Peterhouse* 1965)
Elected Fellow from 1 October 1972:
Mervyn Allister King (B.A. *Kings* 1969).
Overseas Visiting Fellow:
Triloki Nath Pandey (M.A. Lucknow 1963, Ph.D. Chicago 1967).

Marriages

John Ernest King (B.A. 1932) to Helen Cochrane—on 29 October 1970, at Bonnington Church, N. Leith, Edinburgh.
Dr Peter Anthony Linehan (B.A. 1964), Fellow, to Christine Ann Callaghan—on 13 April 1971, at Fisher House, Cambridge.
Chaim Zundel Pearlman (B.A. 1970) to Esther Jakobovits—on 21 February 1971, at St John's Wood Synagogue.
Nigel Francis Smith (B.A. 1970) to Ann Jennifer Buckley—on 3 April 1971, in the College Chapel following a civil ceremony.

Deaths

Alexander Steven Bilsland, Lord Bilsland of Kinrara, Honorary Fellow and a former Governor of the Bank of Scotland, died 10 December 1970.
Canon Frederic Philip Cheetham (B.A. 1912) formerly Vicar of Hartford, Cheshire, died 29 December 1970.
The Rev. Reginald Kingdon Haslam (B.A. 1912) formerly Rector of Pitney-Lortie, Somerset, died 26 January 1971.
Patrick Wilson Holmes (B.A. 1960) field worker with an Algerian Government oil company, died 16 November 1970.

Roderick McFarlane MacAlpine (B.A. 1961) was killed in a climbing accident in Norway, 1 August 1969.
Beverley Alan Miles (B.A. 1959) died 26 January 1970.
David James Mossman (B.A. 1950) author, correspondent and broadcaster, died 5 April 1971.
Robert Paige (Matric. 1920) formerly Chairman and Managing Director, Stalker Drill Works Ltd., Sheffield, died 29 October 1969.
Frederick Richard Parnell, O.B.E. (B.A. 1908) formerly of the Namulonge Cotton Research Station, Uganda, died 9 January 1971.
Francis Bertram Reece (B.A. 1912) a former Metropolitan Magistrate, died 4 April 1971.
Frederick Wilson Spargo (B.A. 1910) a former High Court Judge in Rangoon, died 21 August 1969.
George Aidan Drury Tait (B.A. 1925) died 22 November 1970.
Dr John Walton (B.A. 1920) Emeritus Regius Professor of Botany in the University of Glasgow, died 13 February 1971.
Peter Bartlett Collier Watson (B.A. 1929) Solicitor, died 25 November 1970.

THE LADY MARGARET LODGE

The Lady Margaret Lodge, membership of which is open to all past and present members of St John's College, meets three times a year in London. Any member of the College interested in Freemasonry should communicate with the Secretary of the Lodge, Frank W. Law, M.A., M.D., F.R.C.S., 36 Devonshire Place, London, W.1.

THE MIDLAND JOHNIAN DINNER

The Dinner is to be held in Birmingham on 15 October 1971. Details are available from D. E. Roberts Esq., 4 Greville Drive, Edgbaston, Birmingham 15.

R. I. Severs Ltd, Cambridge

The Tutorial System in St John's

I

Background

In February 1967, the Junior Combination Room Committee circulated to all undergraduate members of the College a Questionnaire, which included a number of questions relating to the tutorial system. The answers to these questions aroused interest among Fellows, as being one part of the wider question of the relations between senior and junior members of the College. In the upshot I was invited by a minute of the College Council of 12 July 1968, "to submit a Report on the working of the tutorial system and its relation to the present and likely future needs and circumstances of the College."

In the course of my investigation I received a number of letters from Fellows setting out their views; I circulated a Questionnaire to the Tutors; and I interviewed members of the J.C.R. Committee and of the Committee of the Samuel Butler Room. I wish to acknowledge with gratitude the assistance I have received from all quarters, in particular from the Senior Tutor, and from the staff of the Senior Bursar's Office.

The following passages are extracted from the Report which I submitted to the College Council early in 1969. They may prove to be of interest to future students of the social history of the College as well as to some of its present members.

II

The Evolution of the Tutorial System

There have been Tutors ever since the beginnings of the Collegiate system in Cambridge; but their functions and responsibilities have undergone big changes over the years. From the Elizabethan Statutes of St John's College onwards, and down to some time in the 17th century (historical records are lacking) it was the duty of every Fellow to act as Tutor to a varying but usually quite small number of pupils. The Tutor was responsible for finding them accommodation, often in his own rooms; he watched over the bills they incurred with tradesmen; and acted in a disciplinary capacity[1]. His primary function, however, was to teach his own pupils, sometimes in accordance with the narrowly circumscribed curriculum laid down by the University, sometimes over a much wider range of subjects. But as the College expanded in numbers in the 17th century[2], there seems to have been a progressive decrease in the number of Tutors, with the result that by the beginning of the 18th century the whole College had been divided into only two sides, with one Tutor in charge of each side. This involved a radical transformation of the office of Tutor: from being primarily a teacher, he became much more an administrator, concerned largely with admissions and with the financial aspects of tuition, i.e. with the collection and disbursement of the tuition fees—fees which were paid to him direct and which never went through the College accounts[3]. Although the Tutors continued to teach, they ceased to be able to cope with all the pupils they admitted; and the custom developed of employing Assistant Tutors from among the Fellows, who undertook the bulk of the teaching and who were employed and paid by the Tutors. Even so, many undergraduates found that they did not get all the help they needed, and it became increasingly common, especially in the second half of the 19th century, for men who wished to get a good class in a Tripos examination, to resort to private coaches, who were sometimes men living in the town, but might also be Fellows of the College without any office who sought by this means to supplement their meagre dividends[4].

One consequence of this change was that the office of Tutor became a very lucrative one; and since in St John's it was the Master who appointed the Tutors on his sole authority,

1 In his *Portrait of a College*, Edward Miller notes that of 98 undergraduates who came up in the years 1630-31, two were only 13 years old; while three-fifths of those admitted were 17 or younger.
2 In 1672 there were 373 men in residence, including about 45 Fellows.
3 The size of tuition fees was laid down by the University, but they were collected by the Tutors.
4 Cf. *The Revolution of the Dons* by Sheldon Rothblatt.

this patronage in relation to a much coveted office enhanced the power and influence of the Master in the College. William Cole, a critical observer of the academic scene in the 18th century, dubbed the Tutors "Pupil Mongers"; and it is clear that he did not intend this to be regarded as a compliment. But though no doubt there were some to whom could be applied the remark of Gibbon when writing in his Autobiography of his Oxford Tutor: "he well remembered that he had a salary to receive, and only forgot that he had a duty to perform", there were certainly others (as records show) who did not fail to carry out their duties conscientiously and efficiently.

It was not until the second half of the 19th century, under the new Statutes of 1860, that the Tutor was formally recognised as an officer of the College; and that provision was made for his appointment by the Governing Body (the Master and Seniors), which also determined in what proportions the tuition fees collected by the Tutors should be distributed between the Tutors themselves, and College Lecturers and others engaged in teaching. At the same time the number of Tutors was increased from two to three.

The Tutors continued to handle the financial side of tuition until 1900, when it was decided by a Council Minute that they should be relieved of their financial responsibilities and liabilities, which were transferred to a new officer, the Tutorial Bursar. It was also then decided that that part of the Tuition Fund from which the Tutors were paid should in future be divided equally amongst them, in place of the previous system under which the income of each Tutor depended upon the number of men on his side. It was these changes which W. E. Heitland evidently had in mind when he wrote in his obituary notice of J. R. Tanner in *The Eagle*: "The new tutorial system was largely the result of his [Tanner's] wise and genial direction—and what an improvement it is on the old!" Tutorial incomes continued to fluctuate with changes in the total number of junior members in residence, until 1927 when the Tutors were put on fixed stipends.

When the increase in numbers, following on the end of the First World War, made it necessary to appoint a fourth Tutor, the experiment was tried of making the appointment initially in the form of an Assistant Tutorship, tenable for three years, after which his tenure, if prolonged, would be that of a full Tutor. I was myself the first to be so appointed in 1926; and Mr Boys Smith's initial appointment in 1931, as well as that of Mr R. L. Howland in the same year, also took the form of an Assistant Tutorship. The functions and responsibilities of the Assistant Tutor were identical with those of the full Tutor. Thereafter the experiment was abandoned, and there have been no subsequent appointments to Assistant Tutorships.

During the latter part of the Tutorship of E. E. Sikes, whose tenure lasted for 25 years, he was customarily referred to as Senior Tutor; but the title had no formal recognition until after he had relinquished his Tutorship in 1925. His successor in seniority was E. A. Benians who was then given the official designation of Senior Tutor. From then onwards this office has continued in being, while the responsibilities of its holder have grown steadily in importance and complexity. It was during the Benians Senior Tutorship that the tradition was built up of the collective responsibility of the tutorial body for admissions and for general policy: this was a notable contribution to the working of the tutorial system in this College. Before that time each Tutor had been largely autonomous in the selection and handling of his side.

During this last decade the tutorial system has been affected materially in its operation by two factors: first, the increase in the number of Tutors; and, secondly, by the introduction in 1964 of the new provisions regulating admissions to Cambridge Colleges.

THE NUMBER OF TUTORS

From 1860 to 1880, when there were three Tutors, the number of junior members of the College in residence was of the order of 300; but thereafter there was a decline in numbers; the annual entry fell from 104 in 1880 to 73 in 1900, and only rose slowly after this. Just before the First World War (1913) we had 274 men in residence. In the inter-war period numbers averaged about 450, and a fourth Tutor was appointed. Between 1946 and 1956 there were six Tutors for an average of around 605 junior members—the lowest number in residence in any one year was 535, and the highest 656[1]. From 1957 to 1963, there were eight Tutors for an average of 700 junior members—lowest 676, highest 718; while from 1963 to 1968 there were nine Tutors for an average of a little under 700—lowest 665, highest 703[1]. From these data it will be seen that over the years the ratio of Tutors to junior members of the College remained fairly constant at 1:100, until the increase of the tutorial establishment to eight in 1957 and nine in 1963, when the ratio fell to about 1:70-80. It should however be pointed out that the decline in the ratio in these latest years has been offset to some extent by the much greater frequency of sabbatical leave taken by Tutors since 1957. The increase in the number of Tutors has had both positive and negative effects: from the positive angle it has enabled the size of the average tutorial side actually to be decreased, even with a College of 700; and has thus lessened the load on the individual tutors and made it easier for them to get to know their pupils. Furthermore it has made it practicable for Tutors to take advantage of their entitlement to sabbatical leave: this is of benefit to the Tutor as a person; it is good for the progress of his subject; and it removes what otherwise could well be a deterrent to the acceptance of a Tutorship by a suitable individual. On the other hand, the Tutors have become a less closely-knit and coherent body; except for the regular Saturday morning meetings, it is very difficult to bring them all together at one and the same time; it is both harder and more time-consuming to arrive at collective decisions; and having to cope with eight other Tutors imposes a heavy additional burden upon the Senior Tutor and his secretary. Partly associated with the growth in the number of Tutors, but also partly for other reasons, there has gone a marked decline in the average length of tenure of the tutorial office[2]. This has resulted in some loss of that accumulated experience and knowledge which is so valuable a part of the equipment of a Tutor. Even so, the average length of Tutorships in St John's is longer than that in many other Colleges, and I believe that we have benefited from this, as a College.

THE EFFECTS OF THE NEW ADMISSIONS SYSTEM

Prior to the last three or four years, the College Admissions Committee, consisting of the whole tutorial body, had virtually complete control over admissions to the College. There was no time schedule according to which decision had to be made, and men could be admitted right up to the last moment. Correspondence with parents and headmasters of schools went on throughout the year often in respect of applications for three or four years ahead; and this running correspondence with schoolmasters brought with it a measure of mutual understanding and trust, which was often very helpful in dealing with candidates for admission. Much of this has been changed by the formation of the Universities Central Council for Admissions (U.C.C.A.), which had, as some of its principal aims, to reduce the volume of correspondence, and to restrict drastically multiple applications; while still retaining some freedom of choice for the individual seeking a place in a University. These aims have been largely fulfilled, though not without considerable disadvantages for Cambridge Colleges. One of the main features of the U.C.C.A. scheme is to give recognition to the fact that a substantial proportion of the ablest pupils in the schools wish to place Cambridge or Oxford as their first preference. Many of these come from schools with third year sixth forms, and can present evidence of high achievement at A level fifteen months before University admission is desired. The very strict time table laid down provides for these. Each applicant can express a preference for six Cambridge Colleges (i.e. those belonging to one of the three Groups formed for Entrance Scholarship purposes), but all correspondence is carried on only with the College

1 The lowest, and highest numbers mentioned, represent the average numbers in residence during the three Terms of the respective academic year.

2 Thirteen Tutors, who were appointed between 1900 and 1938, held their office for an average of 15½ years; but in the case of twelve Tutors appointed since 1945, all of whom have since resigned their office, the average tenure was only just over 6 years. Of the nine Tutors now in post, Dr Bertram, the Senior Tutor, was appointed in 1945, but the next most senior of the remaining Tutors was appointed as recently as 1961.

of first preference. The time table requires that all applications for the following year (for convenience take October 1969) must be with the College by 30 September 1968, though entry for December Scholarships could be up to 15 October; and the College is pledged to complete its total entry for October 1969 (other than for graduate students) by 31 January 1969. Now A level results begin to come out in mid-August 1968, with the result that in the second half of August, and throughout September, the Tutors are hard at work dealing with their 1969 applications. Promises of places are sent to many during late September and October; there is then something of a lull until the results of the Scholarship Examinations become available on about 20 December. Then in haste the Tutors must complete their lists, arrange any final transfers, first in the Group pool, followed by the inter-Group pool, and finally the Oxford and Cambridge pool (for all of which there has to be a strict time table), so as to be able to complete all the admissions by the crucial date—31 January. After 31 January, no schoolboy, whether from a school in this country or abroad, can be given a place for the following October, unless he has already had an unconditional or a conditional acceptance. This is what is known as "Cambridge and Oxford getting out of the way": for as soon as this date is past, all other Universities pick what they want from those unplaced in Cambridge and Oxford, and then settle their 1969 entry on the basis of 1969 A Level results and conditional offers already made. Cambridge Colleges too offer, and are encouraged to make, "conditional offers" dependent upon forthcoming A Level results. At St John's, despite all inconveniences, and in order to meet the needs of schools with no third-year sixth form, the Tutors make annually about 30 "conditional offers", in the expectation that about half of them will meet the conditions laid down (e.g. in the case of Natural Sciences one A1, one A, and one B), i.e. they budget for about 15 places to be filled in this way. The extra work involved in September over accommodation is substantial, while the difficult decisions about whether to soften for the man who has just failed to satisfy his conditions, must be made most inconveniently in mid-August, so that he may know whether he comes to Cambridge or goes to a University of his lower choice. In general the tendency towards centralisation is becoming very marked; one feature of this is the setting up of the Cambridge Intercollegiate Applications Office (C.I.A.O.) which acts as a buffer between the Colleges and the demands of the U.C.C.A. mechanism, handles the U.C.C.A. application forms and the cards which must be completed by the College in order to satisfy the requirements of the U.C.C.A. computer, and prepares local statistics, etc. Partly as a result of these developments, centralisation has also proceeded apace within the Colleges themselves. Most Colleges now have an Admissions Tutor, named as such; or else all admissions are dealt with by the Senior Tutor. At St John's we have endeavoured to retain something of the reality of a College Admissions Committee in whose name every individual is promised a place. Until recently, as I have said, all admissions were decided by the whole tutorial body; but owing to the increase in the number of Tutors and to the rigidity of the time table, this is no longer possible. In practice the Senior Tutor and the Tutor concerned with each particular subject usually constitute the Admissions Committee for that subject, together with the Director of Studies when available to help with difficult and borderline applications. Much of the work has to be done in September and early October at a time when Tutors are still coming and going on holiday, or, it may be, attending conferences. One consequence of this procedure has been to increase greatly the role of the Senior Tutor in the working of admissions: he is the only person who knows the relative pressures and standards in the different subjects, and he has to watch over the maintenance of the internal quotas between these subjects. Hence his knowledge and experience are vital for the successful operation of the system. But it remains true that no one is admitted to the College by the decision of one Tutor alone; and the Admissions Committee is retained as being, in the words of the present Senior Tutor, "a most useful shield" against those who urge their claims with excessive importunity. A further consequence of the new

scheme is that there has been a substantial increase in the already large number of schools from which applications are received, many of which have had no previous experience of sending a boy to the College. This means that it is more difficult for the Tutors to assess the weight to be attached to the testimonials of headmasters with whom they have not dealt previously; and also that the reduction in correspondence due to the abolition of multiple applications has been offset to some extent by the necessity of explaining to headmasters the kind of information required by the College to support the candidate's application. Finally, I would point out that the U.C.C.A. system, in its present form, does not detract in any way from the complete autonomy of the College in making its own selection from among candidates for admission: it affects the timing of decisions, but not the decisions themselves[1].

THE FUNCTIONS OF TUTORS[2]

(i) First, and in some respects foremost in importance, comes the task of selecting from among the applicants for admission those to whom a place at the College is to be offered; for this is what has made the College what it is as a human institution, and determines what it will be in future.

(ii) The Tutor is concerned with the general welfare of his pupils as well as with the progress they are making with their studies: it is with "the whole man" and not merely with the student that he has to do. Above all, the good Tutor, like the Good Shepherd, *cares* for his flock. I would endorse the apt description of the role of the Tutor, by one of the Fellows in a letter to me, as "a humane mediator between the pupil and the academic system".

(iii) The Tutor has to be available during the periods of residence for consultation, advice, and especially, help where help is needed and can be given. On average, the present Tutors reckon that (apart from the first and last weeks of Full Term) they normally see from ten to twelve of their pupils each week, though this sometimes rises to 20 or more—very few of these visits would nowadays be for late leaves. Probably the most troublesome and worrying of the Tutors' human problems relates to those of their pupils who have psychiatric difficulties; these have recently been on the increase and amount in all to some 20 to 25 cases a year.

(iv) The Tutor assigns to each of his pupils (with a few exceptions, e.g. research students) his appropriate Director of Studies, who in turn assigns him his Supervisor. Shortly before the end of each Term the Supervisor sends to the Tutor separate reports on the work and progress of each of the men he has been supervising. Supervisors are also asked to inform the Tutor at any time of the Term if they have reason to believe that all is not going well with any of their pupils. These Supervisors' reports are of the greatest value in enabling the Tutor to keep track of what is happening to the men on his side.

(v) He allocates College rooms or other accommodation to his pupils, endeavouring in the process to meet their preferences and wishes to the best of his capacity. Individual preferences differ widely, and can mean a great deal to the men: it would be a mistake to regard this as a routine administrative task which could be handled equally well by a central office or officer.

(vi) He enters his pupils for their examinations. Full details of papers, etc. have to be sent in for all men by 31 October to the Registry (where they are fed into the University's computer) leaving subsequent changes to be notified separately before the date of the examination.

(vii) He accepts a responsibility for entertaining the men on his side, either in his home or in a College room, partly as a means of enabling him to get to know them better individually.

(viii) The Tutor's pupils come to see him as a matter of routine at the beginning and end

1 Graduate students do not go through the U.C.C.A. procedure. Their papers arrive throughout the year, and are dealt with individually by the Senior Tutor, a particular Tutor, and the appropriate Director of Studies. Tutorial policy, based on a Council ruling, aims at an annual intake of about 167 schoolboys and 50 graduates a year, including research students, affiliated students and men taking one-year courses.

2 I have thought it well to include in this part of my Report a brief description of the main functions and duties of the Tutors at the present time.

of each Term; and also during residence, to ask for exeats.

(ix) During my own period as a Tutor, which ended in 1956, we possessed certain minor disciplinary powers, which were occasionally though very rarely used, in the form of gating a man or sending him out of College for misconduct. I understand from the present Tutors that they have never exercised these powers, which have lapsed completely in practice.

(x) The Tutors collectively select those junior members, whom they recommend to the Council for the award of travel exhibitions; and also (in conjunction with others) those who are recommended for Larmor Awards.

(xi) The Tutors collectively have to determine the consequences of examination failures.

(xii) Tutors are normally called on to act as referees for their pupils in applications for jobs. A tutorial recommendation can likewise be highly relevant when a man is applying for a research studentship or other similar award or grant; and a recommendation is also needed after the first occasion when a man has been to see the Appointments Board.

(xiii) There is a considerable and increasing correspondence with Local Education Authorities over men's grants and their claims for Additional Vacation Grants.

(xiv) Finally, it is important to bear in mind that the Tutorship is essentially a part-time office. With the exception of the Senior Tutor, whose office is virtually full-time, all the present Tutors are College Lecturers and hold University teaching appointments, or their equivalent; all are also engaged in carrying out their own research work. Thus their tutorial duties, demanding though these are, form only a part of their total activities as teachers and scholars; and they are, apart from the Senior Tutor, a long way from being whole-time professional administrators.

III

The Tutorial System in Relation to Present and Future Needs

A POSSIBLE ALTERNATIVE TO THE EXISTING TUTORIAL SYSTEM

The only major alternative of which I am aware would be the adoption of the practice of many Oxford Colleges, whereby the tutorial role (in the Cambridge sense of the word) is spread over the whole or greater part of the body of teaching Fellows—i.e. College Lecturers. Those who have this duty in an Oxford College are usually termed "moral Tutors". In the great majority of cases the moral Tutor is also the man's Supervisor. How could this system be applied in St John's, where we have 46 Title B teaching Fellows, and some 700 junior members? We would presumably need a Senior Tutor in charge of admissions, supported by one or two other Tutors responsible for most of the administrative side of tutorial work, as well as one or possibly two Tutors for Advanced Students, who number at present over 170. In addition we should need perhaps 15 or 20 "pastoral" Tutors with sides ranging (according to the willingness of individual Fellows to undertake these duties) from a minimum of say 20 to a maximum of perhaps 35-40. These latter Tutors would have to be readily accessible to their pupils throughout the three Terms and the period of the Long Vacation residence; they would be expected to do an amount of entertainment sufficient to enable them to get to know their men really well, and they would have to be prepared to take a great deal of time and trouble over the exceptional really difficult case[1]. Leaving aside the moot question whether it would be possible to recruit and retain, from among the existing body of College Lecturers, the required number of Fellows who would be both willing and capable of undertaking the responsibilities outlined above, it seems to me that a change of this nature would

1 These cases may be exceptional, but as I have said earlier, they do crop up in two and three or more on each of the present Tutors' sides. They are usually, though not invariably, psychiatric in origin; and these are not uniform between the subjects, the incidence being normally greater amongst those reading for Arts subjects.

be open to a number of serious objections. In the first place, in so far as Tutor and Supervisor were one and the same person, the pupil would have only one instead of, as now, two senior members with whom he would normally be brought into close contact. Moreover, in the not unknown event of friction between pupil and Supervisor, it would be more difficult to find a satisfactory solution. I regard the separation of function between Tutor and Supervisor as one of the good features of our existing tutorial system. Secondly, it is highly probable that with so large a body of Tutors divergences would arise between the ways in which some of them carried out their duties, with resulting dissatisfaction among some junior members. Anything like a uniform tutorial practice would seem impossible. Thirdly, some of the more important instances where tutorial guidance is needed arise when a man is changing his subject[1]. To take one actual example: Dr Welford has told me that his whole career was vitally affected by the advice of his Tutor (Mr J. S. Boys Smith) that he should stay for a fourth year to read Psychology; and many other instances could be quoted from the tutorial career of J. M. Wordie. Perhaps a more common case is that of the man who is considering, after he has come into residence, the advisability of combining Part I of his Tripos with Part I or Part II of a different one. It does not seem to me that the "mini-Tutor" system (if I may so describe it) would be well adapted to deal with this sort of matter. Fourthly, the "difficult", especially the psychiatric cases, involve an amount of time, trouble and worry, which a busy teaching officer, desirous of getting on with his own research, and only incidentally carrying out tutorial functions, might well find himself unable to cope with. Fifthly, a knowledge of University regulations, of sources of grants for research purposes and a host of other technical matters, is part of the equipment of our existing Tutors, and is only acquired by time, experience, and a pooling of knowledge within the tutorial body. Sixthly, there are decisions affecting individuals which have to be made, where it is desirable in the interest of fairness that there should be a consistent policy. To take two examples: should A who has failed his examination be permitted to come back into residence; or should B who has got a II(2) in his Tripos be allowed to return for a fourth year to do post-graduate work? At present these matters are dealt with at meetings of the whole tutorial body; but if this were to consist of 20 or more people, there would not be much prospect of arriving at or maintaining a common policy. Furthermore there are a number of subsidiary but important functions of the Tutors, such as the selection of men for Travel Exhibitions or for Larmor Awards, which would be made much more difficult.

In the light of these objections (and they are by no means exhaustive) I do not believe that a proliferation of the number of Tutors on the Oxford model would be beneficial for this College.

I have been impressed by the fact that in my discussions with the J.C.R. Committee and with the Committee of the Samuel Butler Room, and in the numerous letters I have received from Fellows in response to my circular letter asking for their views, the overwhelming majority of the views expressed was in favour of a tutorial system on broadly the present lines, and against any radical change in it. This was true, with only one exception, of a number of junior Fellows who have had recent personal experience of the relationship of pupil to Tutor. With these views I am in complete agreement. I conclude then that the existing Tutorial system is the right one: it has served the College well in the past, and I believe that it is capable of adapting itself, where necessary, to the needs of the future.

I now turn to consider what might be done to improve the working of the system.

THE IMAGE OF THE TUTOR IN THE MINDS OF JUNIOR MEMBERS

Traditionally the Tutor has stood *in loco parentis* to his pupils; and as most of them were under 21, this was more than a mere formality. For example, he has had to keep an eye on the bills they incur with tradesmen; his permission has been required for hire purchase transactions, or (failing the parent) for the carrying out of an emergency operation

1 The Cambridge Tripos system is more flexible than that at Oxford, so that changes of subject are much more frequent.

on one of his pupils, etc. Today, there seems to be a general consensus of opinion that the current generation of undergraduates (or some of them) resent the notion of having an official of the College *in loco parentis* to them, once they have left school and home and gone up to the University; and this is about to be reinforced by the lowering of the adult age to 18. Hence both social and legal forces combine to render obsolete this traditional aspect of the relationship between Tutor and pupil, which in any case has never been other than peripheral. It has now become a matter of importance that it should be made clear to junior members that our tutorial system has in reality a quite different basis and justification. In actual fact the words *in loco parentis* nowhere appear in either College or University Statutes and Ordinances.

The proper image of the Tutor is surely that he is a Fellow appointed by the College to concern himself with the general welfare of those junior members who are his pupils, as also with the progress of their studies. In addition to his administrative responsibilities his role is to act as guide, counsellor and friend to his pupils: to be a person in whom they can have confidence, and to whom they can turn for advice and help if they find themselves in difficulty or trouble, either in connection with their work or with other matters. In one sense, and in one sense only, may the Tutor still be regarded as *in loco parentis*: a parent normally cares for the happiness and success of his children; while for the Tutor his pupils are men whose well-being he has at heart, and for whom he cares to the best of his capacity.

In this general context there are two matters on which I wish to comment. From time immemorial it has been a requirement that an undergraduate must wear a gown when he comes to see his Tutor in his rooms; but I would suggest that the time has come to allow this unwritten rule to lapse. A formal requirement of this nature tends to emphasise a relationship of authority on the one side and subordination on the other, which is scarcely compatible with the image of the Tutor which I have been advocating. The rule is often inconvenient for the pupil, and I fail to see that it serves a sufficiently useful purpose to justify its retention. Secondly, the Tutors, as I have mentioned earlier, have traditionally possessed certain minor disciplinary powers, e.g. gating or sending out of College; but these have not been exercised for a good many years past. I am completely in agreement that the imposition of such penalties should rest with the Dean of College, and that the Tutors themselves should never act as disciplinary officers in this sense. But I think it important that the position in this respect should be made explicitly clear to junior members of the College. Those men, in particular, who have come up from boarding schools, have a natural tendency to identify their Tutor with their housemaster; but the analogy is a false one and needs to be corrected.

THE TUTORIAL LOAD

So far as the Senior Tutorship is concerned, it must be recognised that under present conditions, and especially with the new admissions procedure, this office is virtually a full-time appointment. It might be combined with quite a small amount of College teaching, but I doubt very much whether it is compatible with the holding of a University teaching post. In the case of the other Tutors the load depends, partly upon how many Tutors there are in relation to the number of junior members; partly upon the functions they are expected to carry out; and partly upon the amount and quality of the secretarial assistance at their disposal.

The larger the number of Tutors the smaller will be their individual sides, with corresponding advantages, both of being able to get to know their men better, and of lessening the burden of work falling on each Tutor. In November 1957, a Committee of the Council reported in favour of increasing the establishment of Tutors from six to ten. This was at a time when the number of junior members in residence was around 700. Since then the number of Tutors has in fact been increased to nine, with the result that average tutorial sides have fallen from over 100 to between 70 and 80. I believe that on balance this has proved to be a wise policy, although it has also had some very considerable disadvantages.

The question now arises whether the time has come to appoint a tenth Tutor. This would make possible a slight, but none the less appreciable decrease in the size of the sides of the present Tutors. On the other hand, it would increase by probably more than 10% the burden falling on the Senior Tutor of co-ordinating tutorial business; meetings with full attendance would be still more difficult to achieve; discussions would be more prolonged; and agreed decisions harder to reach. These are some of the disadvantages already experienced through having as many as nine Tutors. I have discussed this question with the present Tutors, and the following represents what seems to be the general consensus of their views: so long as all nine Tutors are in post, the burden of work falling on each of them is manageable and not unduly heavy. But very real difficulties occur when, as is frequently the case, one or other of the Tutors is away on sabbatical leave. It would be a big help if the College could appoint, what might be described as a "stand-by Tutor", who would only function for the Term or Terms that one of the nine Tutors was absent. He would take over for that period the whole of the side of the Tutor in question, and thereby avoid the present unsatisfactory procedure of having to split up that side among the remaining eight Tutors. The stand-by Tutor could be envisaged as either a Fellow who has previously served as a Tutor, or who who recently retired, or as someone who might be considered subsequently for a Tutorship when a vacancy occurs. I am impressed by the administrative and other drawbacks which result from having even as many as nine Tutors, and I would not wish to propose the addition of a tenth at the present time. But the suggestion of a stand-by Tutor does seem to me to make good sense, if this should prove to be practicable.

One way of lightening the load of most of the Tutors would be to hand over the whole of the admissions procedure, including correspondence with schools and parents to the Senior Tutor, acting in conjunction (for purposes of selection) with Directors of Studies. This would leave the other Tutors with more time to devote to what are sometimes termed the "pastoral" aspects of their office. A variant of this would be to have the Senior Tutor and two or three other Tutors responsible not only for admissions, but also for the whole of the administrative work now performed by all Tutors. The remaining six would in fact be Assistant Tutors, whose major responsibility would be to keep in close personal contact with the men on their sides. I do not look with favour on either of these proposals, each of which would result in most of the Tutors having no part in admissions. Under the present system the Tutor will have been in correspondence with the school, the parent, and sometimes the boy himself, before he comes into residence. Hence the Tutor already knows a good deal of his background and is in a better position to help him with advice when needed. Moreover, the Tutor who has had a direct share in the admission of the men on his side, has a certain personal involvement in their progress and well being, and this is a not unimportant factor. I believe our present practice is a good one, and that it would be a mistake to divorce responsibility for admissions from the normal duties of all the Tutors. The suggestion that the administrative functions of Tutors should be concentrated in the hands of a few Full Tutors, looks attractive at first sight, but it does not stand up to closer examination. Such matters as the allocation of rooms, entries for examinations, late leaves and exeats, financial problems, etc., play an important part in the gradual process by which a Tutor gets to know his pupils. In practice it is not possible to separate the administrative from the "pastoral" functions of a Tutor. Moreover, the more centralised administration becomes, the greater is its rigidity, and the less the scope for taking individual and personal needs into account; yet it is precisely this latter requirement which constitutes a large part of the *raison d'être* and justification for the tutorial system, under which the Tutor acts as "the humane mediator between the pupil and the academic system". Finally I doubt whether it is desirable, in principle, to have two grades of Tutors, apart from the Senior Tutor. The distinction between Full Tutor and Assistant Tutor can become invidious, both for the Tutors themselves and for their pupils.

COMMUNICATION BETWEEN PUPIL AND TUTOR

I attach great importance to the accessibility of Tutors, i.e. that they should be available for consultation in their rooms at times which are convenient and sufficiently frequent in the week to meet the needs of their pupils. The present practice is for each Tutor at the beginning of the week to put a notice outside his door, and also at the Front Gate, stating the times when he will be in his rooms to see his pupils during the coming week. In some cases these times vary from week to week. I asked the J.C.R. Committee and also the Committee of the Samuel Butler Room for their opinion on this matter, and was informed that so far as they were aware, tutorial times were adequate apart from the rush periods at the beginning and end of Term.

I am clear that availability is a matter of major importance; and I recommend all Tutors to keep this under review, and to be prepared to increase their times if they have any reason to believe that these may not be fully adequate. Both the J.C.R. Committee and the Committee of the Samuel Butler Room, put forward a plea for longer hours during the first and last weeks of Full Term. Some of the Tutors do operate successfully an appointments system; but where this is not done I consider that rather more extended hours or more frequent times should be provided, so as to avoid a highly congested waiting room. I might add that although pernoctation, in the sense of having a Tutor sleeping in College every night in Term, has ceased for a long time to be part of tutorial duty, the Tutors have a weekly roster for responsibility at night, which is known to the porters; and when there is an emergency the duty Tutor is called out by telephone.

It is sometimes contended, in the words of one of the Fellows in a letter to me, that "the chore of absits and occasional exeats seems, to the outsider, to be beneath a Tutor's level of intelligence". But, as I have already pointed out, these occasional visits do afford a Tutor an opportunity for discussing more general matters, and they help to increase his knowledge of the man. So far as the pupil is concerned, it makes no difference to his trouble whether he goes to his Tutor or to some other administrative official. In any case the elimination of late leaves has meant a big reduction in the volume of applications for this purpose. The new rule is very popular with junior members; and while it is true that it has reduced the number of contacts between the Tutor and his pupils, it has also left him with more time to devote to tasks of greater consequence.

Entertainment can play a valuable role in the process by which Tutors and their pupils can get to know one another better, and can meet in more or less informal surroundings. The Tutors have informed me that in present circumstances their entertainment allowances are in fact adequate. I have been impressed by what I have learned of the amount of time and effort devoted to this by the Tutors and by their wives in several cases. The most rewarding kind of entertainment is certainly the small luncheon or dinner party in the Tutor's own home; but it is also much the most time-consuming, and imposes the greatest burden on the Tutor's wife. The sherry party or, which has now become more popular, the wine and cheese party, tends to be the more normal form of entertainment. Some of the Tutors invite the men of each year, and also their research and graduate students, separately; while others mix the different years together. Talking to the J.C.R. Committee, I found that they showed a decided preference for the mixed type of party. I can see advantages and disadvantages in either kind: for one thing there is a natural tendency for men of the same year to congregate together, and unless the host can break up these groups much of the point of mixing the years is liable to be lost. I have no doubt at all that the smaller the number invited on any one occasion, the more successful is likely to be the party in achieving its objects: two parties a Term to smaller groups would be more than twice as effective as one party a Term to a large group. I welcome the practice of some Tutors of inviting two or three Fellows to their parties; and I believe that a number of Fellows, including some who are senior (and even retired), would accept such invitations if they were asked. It is the case, moreover, that each Tutor has on his side men reading a limited number of subjects; and it would

make conversation easier if Tutors would consider the possibility of inviting Fellows in one or other of these subjects. Visiting scholars attached to the College, e.g. the Commonwealth Fellow, might also be drawn in. In these ways junior members of the College would be brought into contact with more of the senior members, while the strain on the Tutor himself would be eased.

One indirect but none the less important form of communication as between Tutor and pupil consists of the Supervisors' reports which the Tutor gets at the end of each Term, and which (as I have pointed out earlier) enable him to keep himself informed as to the progress his pupils are making in their studies. These reports form an indispensable element in the operation of the tutorial system, which owes part of its success to the separation of the functions of Tutor and Supervisor or Director of Studies. This latter feature of the system was one which I found received strong support from the members of the J.C.R. Committee. In some of the letters which I have received from Fellows who are Supervisors, I have been told that on occasion they have found themselves being consulted by one of their pupils about personal problems which might well be regarded as belonging to the sphere of the Tutor rather than the Supervisor. There are in fact four different senior members of the College to whom a junior member can normally turn for advice and help if he finds himself in difficulties: he can go to his Tutor, or to his Supervisor, or to the Chaplain, or to his Director of Studies if he is not his Supervisor. It will depend upon the man himself, and upon his personal relations with these senior members, which of the four he will choose; and this multiplicity of channels for advice is surely something that is to be welcomed.

I am glad to take this opportunity of paying a strong tribute to the services rendered by the Chaplain, who plays a highly important and indispensable role in helping with psychiatric and other difficult personal problems of junior members of the College. The feet of the young men ascend his staircase more often than that of any other senior member.

It is sometimes queried whether a Tutor, who has as many as 70-80 men on his side, can get to know as large a number as this sufficiently well. But in practice, so far as the undergraduates, who form the bulk of his pupils, are concerned, this is really more manageable than might appear at first sight. The Tutor will have an entry of say 25 new men each year. By the time these have reached their final year, he will have been in personal contact with this small group at intervals for three years. Judging from my own experience, I would say that by the end of the third year the Tutor does find himself in a position to give from personal knowledge a proper assessment of the character and personality of these pupils.

In my opinion there is a certain amount of mystique about the frequently expressed desire of junior members that they should have more frequent opportunities of social contacts with their Tutors. Apart from a massive increase in entertaining, to which there are obvious practical limitations, it is not apparent how this could be brought about. In any case an undergraduate's natural social intercourse is with his contemporaries and not with men of an older generation. Junior members have their own reserve and reticences; and I doubt whether they would necessarily welcome initiatives by the Tutor which might appear in the light of a desire to pry into their private affairs. If an undergraduate has a problem, he comes (if he so wishes) to his Tutor to talk about it; but if he has no problem, he stays away and carries on with his normal pursuits. The real function of the Tutor in relation to his pupils, is to be there in reserve to give advice and help when these are needed.

It will be remembered that the answers to the J.C.R. Committee's Questionnaire, circulated to undergraduates in February 1967, gave the impression that there was a good deal of scepticism, even among those in their third year, as to the value they had derived from their Tutor's advice on such matters as careers, academic affairs, etc. But it must be borne in mind, first, that some of the questions asked were open to differences of interpretation. Secondly, that no one replying to the Questionnaire had kept more than seven terms by residence; but it is during the final stages of a man's course that questions as to his future are most likely to arise. Thirdly, a substantial proportion of undergraduates will have had

their academic course well and truly mapped out from the beginning, and will also know what their future occupation is going to be, e.g. law, medicine, engineering, natural science, etc.; for such men there is often little need to seek advice on these matters from their Tutor.

THE ADVISABILITY OF A SEPARATE TUTOR FOR ADVANCED STUDENTS

The majority of Cambridge Colleges have found it convenient to appoint a separate Tutor to be in charge of Advanced Students. The main reason for this would seem to be that many of the problems of graduate students are different from those of undergraduates. In the case of research students there is a good deal of correspondence with Secretaries of Degree Committees and with the Board of Graduate Studies, and a rather specialised knowledge of regulations is required. Graduate students are often married and have problems of accommodation, etc. Although there is less routine administration, graduates have needs of their own, including sometimes difficulties of finance when they come from abroad.

Before considering the desirability in principle of having a special Tutor for Advanced Students, it is well to have a look at the numbers and categories which would be involved in the case of this College. In October 1968 there were 157 post-graduate students here; and in addition there were 19 affiliated students reading for triposes, making a total of 176 graduates, of whom 105 were registered as research students. Now it seems to me that 176 graduate students would be too heavy a load for one Tutor to handle satisfactorily, and I would rule this out on grounds of practicability. If the new Tutor were to take only the 105 research students, this would make a more manageable side; but it would be open to the serious objection that it would include 54 men, all of them graduates of this College, who would have to change their Tutor on becoming research students; and there is a strong feeling among the Tutors, which I share, that a break in the continuity of the tutorial relationship is undesirable, and should be avoided whenever possible. This objection, however, would not apply to the 51 "external" research students—i.e. those whose degrees were taken elsewhere than at Cambridge. If to these there were added 11 external graduates taking one-year courses, this would make a group of 62, which would be homogeneous at least in the sense that none of them had previously been a member of the College.

On an important issue of principle, it can be argued that the advantages referred to above of having a Tutor for Advanced Students, would be offset or more than offset, when account is taken of the fact that to treat Advanced Students in this way only serves to emphasise their separateness from other junior members of the College, whereas what is needed is that they should be integrated as much as possible with the life and activities of the College as a whole. This is an objection which would apply with special force, if those coming under this Tutor consisted only of external students. I found almost complete unanimity amongst both the J.C.R. Committee and the Committee of the Samuel Butler Room in favour of adhering to the status quo. It is clear that there are advantages and disadvantages either way. My own conclusion is that, on balance, and especially having regard to the present composition of the College, it would be wise to continue as we are, and not to appoint a separate Tutor for Advanced Students.

By way of conclusion, it seems to me that there are three outstanding characteristics of Cambridge as a University: first, that it is based on membership of residential Colleges, none of them being excessively large. Secondly, the formal University teaching by lectures or laboratory work is supplemented by a comprehensive system of personal tuition, based mainly on the Colleges. Thirdly, every junior member is assigned to a College Tutor who, in addition to important administrative functions, has a personal responsibility for the welfare of his pupils as individual human beings. It is with the third of these characteristics of Cambridge University life that I have been concerned in my Report; and it is the one that is least generally understood, even by academics themselves. It is my hope that what I have written may lead to more accurate appreciation of the role of the tutorial system in a Cambridge College.

C. W. GUILLEBAUD

LIST OF TUTORS OF ST JOHN'S COLLEGE FROM 1861 TO 1968

1861-71	J. S. Wood	1926-56	C. W. Guillebaud
1861-64	J. B. Mayor	1931-40	J. S. Boys Smith
1861-65	A. V. Hadley	1931-65	R. L. Howland
1864-83	S. Parkinson	1939-46	S. J. Bailey
1865-67	H. R. Bailey	1945-	G. C. L. Bertram
1867-69	J. V. Durell	1945-49	F. Thistlethwaite
1869-77	T. G. Bonney	1949-50	W. A. Deer
1871-1900	J. E. Sandys	1949-56	A. G. Lee
1872-76	F. C. Wace	1952-63	J. R. Bambrough
1877-89	E. Hill	1950-56	E. Miller
1883-93	W. E. Heitland	1956-63	F. H. Hinsley
1883-95	J. T. Ward	1956-64	J. A. Crook
1883-1902	P. H. Mason	1956-68	A. T. Welford
1883-84	A. F. Torry	1958-61	B. H. Farmer
1884-93	W. F. Smith	1958-63	R. A. Hinde
1893-1905	D. MacAlister	1961-	J. C. Hall
1895-1905	C. E. Graves	1960-66	R. E. Robinson
1900-1912	J. R. Tanner	1963-	C. T. Smith
1900-1925	E. E. Sikes	1963-	R. H. Prince
1905-1916	L. H. K. Bushe Fox	1963-	J. P. Stern
1912-19	R. P. Gregory	1964-65	D. H. Northcote
1918-33	E. A. Benians	1965-	K. J. Pascoe
1919-25	B. F. Armitage	1965-	H. S. L. Harris
1921-23	E. Cunningham	1967-	R. N. Perham
1923-52	J. M. Wordie	1968-	A. G. C. Renwick
1925-31	M. P. Charlesworth		

Note: The "Committee of the Samuel Butler Room", referred to in the Report, consists of the elected representatives of those Junior Members of the College who are graduates of this or other Universities.