

The Oakland Observer

STUDENT PUBLICATION FOR MICHIGAN STATE UNIVERSITY OAKLAND

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Rochester, Michigan

EC STATUS IS CLEARED

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Representative Of The Students

BY JULIE BECKER AND TONY HAMMER

After a period of rumor and conjecture as to the status of student government at MSUO, Gary Wright, chairman of the Exploratory Committee, last week told an assembly of the students "The Exploratory Committee is your committee, truly representative of you, and we hope you will take an avid interest in the formulation of our constitution."

Wright began by outlining the purpose for which the Exploratory Committee was originally set up by Dean Alexander's office. It was given the power, which originated with the MSU Board of Trustees, to "explore" the various ways and means of student government.

The committee is then to present one or several constitutions to the students for their approval.

Stressing that the Exploratory Committee was not a government in itself, Wright stated emphatically that once a bona-fide student government is set up, the Exploratory Committee will dissolve itself. There were some complaints voiced that the group has "usurped" power not legally delegated to it.

The committee has written to more than one hundred colleges and so far has visited five campuses in an attempt to develop

what committee members hope will be a "top notch" constitution. Seven sub-committees have been formed to present plans to the students. Both a council form and a form similar to the national government reportedly are being considered.

Wright asked students to voice their opinions and questions. A group headed by Dave and Pat Welsh and Fred Pung previously had submitted a proposed constitution. They were the first such campus group to go before the committee. In brief, the plan consists of a committee of ten members from each of the potential four classes. This group would not have any power to initiate legislation but would consider petitions from the student body which were signed by at least fifty students. The committee would hold open hearings on the petitions to obtain students' views.

(Continued on Page 2)

Describe Future College

Chancellor D. B. Varner will speak before the Association for Higher Education at its Fifteenth National Conference on Higher Education on March 8. "Platform for Higher Education: Guide Lines for the Sixties" is the theme for the 1960 conference which will be held at the Pick-Congress Hotel in Chicago March 6-9. Because the conference will take place at the beginning of the new decade, the Association felt it appropriate to assess the present posture of higher education and examine the responsibilities that lie ahead.

Mr. Varner will serve on a panel which will attempt to describe the college of the future. He has been asked to highlight the changes from the more conventional ways of organizing a college to those patterns which will enable an institution to more adequately serve the student generation and faculty members of the sixties.

The text of his remarks will be published in the printed conference proceedings, CURRENT ISSUES IN HIGHER EDUCATION, of which approximately 20,000 copies are distributed to members of the association and to other national leaders. Over a thousand leading educators, including professors, deans, presidents, and other administrators attend the conference each year. Because of the broad representation and caliber of the participants, the printed conference proceedings have become a significant guide to current thinking on problems of concern to higher education.

Bulletin

The Observer learned at press time that a petition is being circulated among the students asking for another election for school colors. It further asks that such proposed election be null and void unless the winning color receives a majority of the votes cast.

Announce Selection Of MSUO's Colors

Gary Wright, chairman of the Exploratory Committee, announced last week that the colors of gold and white had been selected by the students as the school colors.

In an election in which only fifty-four per cent, or 288 students, of the student body voted, the winning combination received 77 votes. Red and White and Blue and White were runners-up with 62 votes apiece.

Gold and Brown received forty seven votes and black and white was last with an even forty.

Checking in the "World Almanac," the Observer found two other schools with such a combination. Both the University of Georgia and American University in Washington D.C. have gold and white.

Harvard Study Conducted on MSUO Campus

"What will you be doing five years from now? How is MSUO different from your high school?" These are only a sampling of the questions asked in the recent Harvard Study interviews.

The interviews are part of a national study of colleges and college students to find out what happens when a new college starts. It is also an attempt to discover changes and new trends in the attitudes and opinions of present college students toward basic social institutions such as marriage and education. The results of the interviews will be coded and tabulated by electronic machines. Dr. David Beardslee, who will join the faculty next September as assistant professor of psychology, will handle part of the analysis of this data, aided by a staff of trained workers and other qualified people in this field. The ultimate results will be published as statistical information, but it will take considerable time to process the data. It is possible that MSUO will be singled out because of the uniqueness of its background and character.

The interviews were conducted by a staff of ten interviewers, most of them from Detroit. Many had had previous experience in the interviews conducted at Monteith College, Wayne's branch in St. Clair Shores. The students interviewed were arbitrarily selected by choosing alternate names from an alphabetical list of students. Interviews at other colleges lasted for about an hour, but because of the exceptional response by MSUO students, most of the interviews lasted for more than two hours.



GOVERNOR VISITS MSUO

On Sunday, February 21 Gov. Williams visited MSUO. Shown here are Chancellor Varner, the Governor, Mrs. Williams, and daughter Wendy.

Senate Moves For Minimum Average

BY BILL JACOBS

The Academic Senate met Friday, February 19, 1960 to establish policy governing student academic probation and dismissal.

Using a four-point system (A-4, B-3, C-2, D-1, F-0), they set up the following rules:

1. A student is on probation if his cumulative grade-point average is below 1.6.
2. A student is dismissed from school if his cumulative grade-point average is below 1.0 except that no freshman may be so dismissed at the end of his first quarter.
3. If a student is placed on probation he must raise his cumulative grade-point average to 1.6 or above during either of the next two quarters he is in residence; otherwise, he is dismissed from school.
4. To become a junior a student must have a cumulative grade-point average of 2.0.
5. All academic dismissals are subject to review by the Dean of the Faculty.

The Academic Senate is composed of the Chancellor, the Dean of the Faculty, and other administrative officers of the university, together with the members of the faculty, which includes all officers of instruction bearing the fessor, Assistant Professor, Instructor, or Lecturer (exclusive of title of Professor, Associate Professor, or visiting professors or lecturers.)

It was also decided that all academic credit courses will be assigned four credits. The actual number of hours a class meets per week is at the discretion of the professor or department head.

(Continued on Page 2)

MSUO Story

The yearbook has announced the winner of its recent contest to design a cover for the yearbook. The design submitted by Judy Mitchell has been selected as the winner, but will be kept secret until the yearbook's appearance in early June.

The staff is busily working to have its one hundred pages ready to go to print on April 8. Individual student pictures have already been taken, and photographers are busy gathering candid shots of MSUO clubs in action. Pictures of dances and other activities will be included as well as scenes from daily student life. The "MSUO Story" will also contain a student directory, giving names, addresses, and phone numbers of all students.

The yearbook staff is being assisted by faculty members White and Cusack. Anyone interested in helping, may join the group in room 141, located behind the stenography pool.

And What Are You?

"Are you an elephant or a donkey?" A near-sighted zookeeper's question? No, this is the question which the recruiters from the new political parties on campus ask when they meet someone. These groups should be commended for their dedication and enthusiasm. Those who join show their interest in discovering how their government works, and what they can take to help it function well.

Helping the government function well is important. Especially here in Michigan where we seem to be having a bit of trouble. It puzzles the editors why a Citizens For Michigan Group hasn't formed on campus because of this very same reason. We're sure that it would prove very profitable and stimulating for those who would be interested enough to investigate this facet of Michigan's politics.

Again we offer our congratulations to both the Young Democrats and the Young Republicans!

FRIEND OF THE SICK

"Everything from wrestler's aches to headaches of flu-victims," commented Registered Nurse Margaret Cramer when asked about the recent ailments of the students at MUSO. Mrs. Cramer's work has been greatly increased by the recent influenza epidemic. Since the start of the winter term she has treated 72 students and faculty members for various ailments which were attributed to the common cold. (During the fall term 159 students were treated.)

Before coming to MSUO, Mrs. Cramer was an industrial nurse. She received her training at St. Mary's Hospital in Detroit. For over 25 years she worked for several large firms which include General Motors, Chrysler Corporation, Kaiser Motor Co. and Minnesota Mining & Manufacturing Co. She has also spent part of her nursing career working with the Salvation Army in their rehabilitation clinics.

Many students have shown interest in the booklets recently acquired by the dispensary—topics from babysitting to vitamins. A system similar to that of a circulating library is used for some of the booklets, but many are distributed without cost to the student.

Mrs. Cramer will help in sponsoring small clubs which relate to health education. However, the students must initiate the action in the formation of such clubs.

Students wishing to be treated by Mrs. Cramer should become ill between the hours of 8:00 a.m. and 5:00 p.m. That is when the dispensary is open.

PROPOSED CONSTITUTION

Here the Observer prints, for the convenience of the students, the total proposal of the Welsh and Pung group.

REVISED P. & W. GOVERNMENT PLAN

- I. There will be a Committee consisting of not more than forty members.
 - A. Representation will be divided equally among the Freshmen, the Sophomores, the Juniors and the Seniors: each class having a maximum of ten representatives.
 - B. The representatives will be elected by the students.
 - 1) Any student desiring nomination, must submit a petition bearing the signatures of twelve students from the class he will represent.
 - 2) A student may not sign for more than one nominee.
 - 3) After all the nominations for each class have been submitted, each class will then vote for its own representatives.
 - 4) In each class, the ten nominees receiving the highest number of votes will hold office on the Committee.
- II. The Committee cannot initiate any action by itself.
 - A. All action will be initiated by members of the student body.
 - 1) The committee can consider only suggestions that are accompanied by the signatures of fifty students.
 - 2) A student representative on the Committee may not initiate or sign a petition.
- III. The Committee must hold hearings on each petition.
 - A. An agenda of each meeting must be posted in a prominent place one week in advance.
 - B. At the meeting, any student may present his views to the Committee concerning the petition.
 - C. One week after the hearings, the Committee will vote on the amending, the approving, or the disapproving of the petition.
 - D. In order for a petition to be amended, or approved, it must receive an absolute majority of the votes of the Committee members.
- IV. If the petition is approved by the Committee, it will then be submitted to the Administration.
 - A. If the Administration does not veto the petition, it will be put to a vote of the Charter Class.*
 - B. In order to adopt the petition or to veto the petition, two-thirds of the entire voting class must vote.
 - C. In order for the petition to be approved, it must receive a majority of the votes cast.
- V. Any petitions which are adopted and which are of legal nature must be enforced by the students themselves.
- VI. The Revised P. & W. Government Plan may be amended.
 - A. An amendment may be initiated only by a petition bearing the signatures of ten per cent of the student body.
 - B. The petition will be submitted to the Committee.
 - 1) The Committee will hold a hearing, the date of which will be posted one month in advance.
 - 2) The Committee will vote on whether to amend the amendment, approve the amendment, or to veto the amendment.
 - 3) For an amendment to be approved, it must receive a vote of four-fifths of the entire Committee.
 - C. If an Amendment is approved by the Committee, it will then be put to the vote of the entire student body.
 - D. For the amendment to be approved by the student body, fifty percent of the students must vote. The proposal must receive two-thirds of the votes cast.
 - E. The amendment will be subjected to the approval of the Administration.

*After graduation of the Charter Class, this article will apply to the Senior classes which follow.

The Senate

(Continued from Page 1)

In the future, the Senate will discuss various devices to motivate students to work to their fullest capacity. For example, if a student was getting C's and all his aptitude tests showed him to be above average, he might be temporarily expelled or, Professor Pearson's old favorite, "rusticated."

This is approximately the same system which Amherst college initiated this past fall. There, any boy who is attaining an average appreciably below that which his academic adviser and professors feel him capable of, is given a vacation from school. After a semester or even a year away from college work, the student is allowed to return in the hope that, during his absence, he has either matured or has decided to pursue his studies with a more serious intent than before. One of the weaknesses of the system might be that such a plan may require an inordinate amount of conferences between the student, his adviser, his parents, and his professors. In any event, it is felt that with more and more serious students applying for fewer and fewer places in colleges and universities, there is not any room for the "under achiever."

Other points to be brought up for discussion and vote in the Senate are the number of credits that should be required for class standing and graduation, and whether or not students must pass a comprehensive baccalaureate exam in addition to successful completion of all courses in order to receive a degree from this institution.

Tells of EC's Work

(Continued from Page 1)

Dave Welsh said "It is a good proposal because it lays the responsibility for operating the student government on the shoulders of the student body."

"The procedure for passing a bill," said Pung, is such that it discourages the introduction of inconsequential bills which are forever clogging the legislative processes, not only of university governments but also of the national government.

"The plan assures there is some interest on the part of the student body for any proposed legislation before such legislation

can be introduced to the committee."

Following the announcement two weeks ago of more strict rules regarding conduct in the Student Center, the student body has taken a greater interest in the formation of a student government. When Wright threw the meeting open to discussion, there were questions about the committee's powers, the voting on school colors, the school seal, and the possibility of holding public meetings of the Exploratory Committee. All were answered by either Chairman Wright or members of his committee.

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Phd. Oopes Sez:

A translation of an old cave man stone scroll of the year 404 B.C.* written by a Pono Nono Ztirf king of kings, ruler of the Students, king of MSUO, most honorable power loving monarch of the world, and infamous law giver. This is a translation of his most famous set of laws from volume 6, article 3, section 5, page 550, paragraph 2. By present day lawyers he is considered their Moses, and his works their bible. The laws of Pono Nono Ztirf were to his age as Emely Vanderdestructions are to our age. His philosophical system, though it is false and proven such, some left wing conservatives still blindly and ignorantly believe in these rules. These laws are those of properly cave-gentlemanly and cave-womanly conduct.

PENALTIES FOR NOT OBEYING THE RULES

The penalty for not obeying the rules is one of four things: (1) the offender will be thrown in the snake pit, (2) the bad offender will be burnt alive, (3) the horrible offender will be fed to the mad, fire-breathing dragon of Yor, Redaxela, (4) the most horrible of horrible of offenders will be forced to drink the most horrible of horrible of horrible posions known to all as eeffoc.

1) Cave men should not, while eating, pursue such sports or games as dragging cave women by their hair; this sport should take place before or after eating in the prescribed places. This sport should not be done while eating because one cannot eat as much with one hand as he can with two.

2) All clubs must be put in the club rack, and animal skins removed, and feet should not be placed on the floor or tables.

3) Animals should not be brought into the cave, including dinasours and profesours.

*Before Committees.

Catherine Benson
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WOODWARD AVENUE AT SQUARE LAKE RD.

Missionary To Speak Here

Miss Wilma Roberts has just returned from a three-year term of service as a missionary in Brazil. She will be the guest of MSUO's Wesley Foundation on March 9 from 1:00 until 2:00 in room 165 to share her experiences with all students or faculty members that are interested. She will report on her experiences in Brazil, the challenge of Christian missions, opportunities in missionary service, and will show slides taken in Brazil.

During her stay in Brazil she was an English and Bible teacher in the Colegio Centenario, Santa Maria. She had a number of various assignments while at Centenario in addition to her teaching responsibilities. She taught private English classes to various doctors, teachers, and religious leaders. She served as director for Methodist Youth Fellowship and theatre groups, and was deeply involved in the life of the community.

Miss Roberts is from New York Mills, Minnesota where she graduated from high school in 1952. She received her B.S. degree in language arts in 1956 from St. Cloud State College in St. Cloud, Minnesota. During college she was active in the Methodist Student Movement, newspaper staff, and drama activities.

Prior to going to Brazil, Wilma served two summers as a 4-H Club agent in Minnesota and taught in the public schools of Anchorage, Alaska.

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AN EDITORIAL

To be an Egghead or not to be

If Michigan State University Oakland turns out many "eggheads," it will be a miracle. For the most part the students give little regard to their studies, and who would all the other things to do?

All spare time is spent in the Student Center, with the exception of a few students who prefer to gossip in the library. In other college and university libraries the sound of a pin being dropped on the floor can be heard by all. This is not so at MSUO. An exploding bomb would probably be heard by relatively few. The library in this institution has provided a shelter for a stray dog, a meeting place for a few "beats" and their bongo drums, facilities for an experiment to find out if formica will burn, a place to do modern dancing, and last, and least, a place to study.

The prospective "eggheads" of MSUO also congregate in the Student Center. Many students cut classes to check their opponent in chess, play out their sensational Pinochle hand, even the score in ping-pong, play "kiskey face" in the lounge, or to hear one more song by the Kingston Trio.

These "hand picked" students are turning this institution of learning into a social gathering place.

Some students have their finger in every extra curricular activity. There are relatively few clubs, but must one belong to all of them? It is well enough to belong to a few non-academic organizations but one's studies should come first. If a person is a ski enthusiast, works on the student newspaper, explores student governments, and lifts weights, little time is left for the problems of economics and conjugating verbs in French.

We agree with the saying "All work and no play makes Jack a dull boy," but next year when the "Charter Class of MSUO" is slinging hash in the Greasy Spoon it will be too late to correct these mistakes. It is not too late now to realize the importance of studying, but the question is, will the students realize, or will they stumble on out the back door?

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This Week's Freshman Theme by Pat Thompson

THE ROLE OF THE COMMON MAN

There are three good reasons why the common man should be well informed upon the history, organization, functions, and workings of the government which holds the power of life or death over him. The first is that the building up and carrying on of governmental systems is one of the most universal and absorbing of human activities. Aristotle said that man is a political animal; and certainly no one can go far toward understanding human history and achievement without taking account of political organization and life. The second reason for knowing about government is that all of us live under governmental organization of some kind, and that the conditions of our existence are largely determined by the form which this organization takes. Government envelops us as does the air we breathe. It is the government that constructs our highways, builds our schools, lays our sidewalks, guards us against contagious disease, protects us when we travel abroad, delivers our letters, safeguards our lives and property. When a common man votes, pays his taxes, buys a box of cigars, marries, is divorced, goes into bankruptcy, ships a consignment, purchases a postage stamp, deposits money in a bank, he is dealing—though he may not stop to think about it—with government or acting under regulations that government has laid down.

But there is a third and stronger reason for knowing

about government. In the United States and most other parts of the world today it is the people who govern. It is for the common man himself to say, directly or through his representatives, what laws shall be made and who shall make them, what taxes shall be levied, how the revenues shall be spent, how large an army shall be maintained, what regulations shall be imposed upon commerce and business, whether officers shall be subject to popular recall, what powers the state governor and the state legislature shall have, whether the foreign-born shall be allowed to vote before they are naturalized. Government is, in most countries, what the common men together make it. If is wasteful, corrupt, arbitrary, the masses can no longer lay the blame on a king, or on his ministers. They themselves are the rulers. They do not ordinarily, it is true, make laws, administer, and judge directly. But they frame, or assent to, the constitutions under which governments are organized, and they choose the law makers and many of the administrators and judges. The fundamental object of knowing about government is, therefore, not mental training, nor yet the mere acquisition of interesting and valuable information, but the promotion of intelligent and responsible citizenship.

The position of the common man in relation to the state and to the government is now easily brought into view. The general enjoyment of liberty requires

the existence of a restraining force. This force is the state. All individuals who compose a given state have surrendered to it their separate wills, and as against it they have, legally, no rights whatsoever. So far as is physically possible, the state can control in the smallest detail every act of every person who is subject to its jurisdiction. It can take away the property of every citizen, without compensation; it can make wearing a bead a capital offense; it can legalize murder or require all citizens to worship a graven image. If it (the people who compose it) wants to do these things, what power is there anywhere to prevent it from doing them? Having established the ultimate legal right of the state to do anything that it wills, the next matter to note is the perfectly obvious fact that no people which has advanced far enough to attain statehood has any desire to make actual use of all of the powers which statehood confers. Nevertheless, by accepting and living under the arrangements that are made for him, the common man becomes the ultimate, even though passive, author of his political condition. The common men still compose the state; they can rise in their might and make whatever new arrangements they desire.

The nature and range of the authority thus directly or indirectly conferred upon the government are regulated in or by a constitution. Every govern-

ment is conducted in accordance with a constitution.

In many foreign countries, and in a considerable number of our states, the common man has four main functions: (1) to pass judgement upon proposed constitutional amendments, (2) to vote on ordinary legislative measures, and in some cases also to originate or propose them, (3) to elect executive officers, members of the legislature, and frequently judges; and (4) to wield more or less influence upon the actions of these official representatives through "public opinion."

There are three principal methods for defining and guaranteeing the rights of the common man. The first is specific enumeration in a written constitution. This is distinctly the American method: our national constitution and most of the state constitutions contain either formal "bills of rights" or articles of an equivalent character. The effect is to place the rights or liberties enumerated entirely beyond the power of the government to curtail.

A second plan, is to put into the constitution a broad guarantee of individual rights, yet to endow the government with power to introduce such definitions and restrictions as experience shows to be desirable.

Other governments make little or no attempt to define an individual's rights in any constitutional document.

The state sets up and maintains government as a means of promoting the well-being of the

common men, and it has the same object in view when it guarantees individual rights as against governmental authority. In return, the common man has obligations and duties. Three practically cover the ground: allegiance, obedience, service. That the common man owes allegiance to the state of which he forms a part hardly requires argument.

Obedience is also an obligation. Practically, this means, of course, obedience to the government; for it is through the government that the state speaks. Obviously, there can be no effective government unless the laws are obeyed and the decisions of officers and courts are carried out.

The third great obligation is service. Legally, the state has a right to demand of every common man any kind, and any or she is capable; and, under varying limitations fixed by constitutions or other fundamental laws, the government has the same right. Personal service is in many forms: service in the army or navy; office-holding (which has not always been considered a privilege or honor); jury service; and payment of taxes.

All constitutional governments are limited; they have only such powers as have been conferred upon them by the common man, or, at all events, have not been taken away from them; various "rights" remain to the individual, not strictly against the state, but certainly against the government.

With This Issue . . .

THE OAKLAND OBSERVER

Ceases Publication For This Quarter

It does so because half a dozen of the 535 students in the University carry the full load. At the start of the spring quarter a student meeting will be called to learn whether enough students are interested in working to justify the resumption of publication.

OBSERVER STAFF