

# CRACCUM STAFF

Editor: Betty Belshaw.  
Sub-Editors: Pat Thomas, June Savage  
Sports Sub-Editors: Sheila Hogben,  
Fred Orange.  
Chief Reporter: Pam Key-Jones.  
Circulation: Peter Ohms.

# CRACCUM

"Craccum" is printed by the Auckland Service Printery, 15 Wakefield Street, Auckland, C.1., for the proprietors, the Auckland University College Students' Association.

Vol 17, No. 3.

AUCKLAND, N.Z.

Wednesday, April 21, 1943.

## LET'S BUILD A UNIVERSITY

### Have You Any Ideas?

Do you realise that this University is really a dull hole? Have you a belief that, if the students and Professors got down to the job, and if the Senate and Councils took a tumble and organised themselves in accordance with a clear-sighted policy, the University could play a valuable role in New Zealand Society? And if you believe this thing, are you prepared to think about it, and make helpful and concrete suggestions, and take helpful and concrete actions?

The Science Departments have done much work to help the war effort. Their staffs have trained essential workers, and have worked long hours in industrial research and in tasks of a military nature. In peace-time, too, some research went on, not only in the Science Departments, but in others too, economics, history, law — research that often received a world-wide recognition. Our professorial staffs do not lack talent. They could produce the goods—if they had the time. Time, money, official sympathy, all were lacking in adequate quantities.

If this University is to become an important institution, it must be more than merely an advanced teaching College, preparing a few professional men and keeping the academic vicious circle in operation.

#### CENTRALISATION, NOT PAROCHIALISM

As a matter of fact, in New Zealand where we have the numbers, and wealth, the facilities for only one University of sufficient standard, we are in effect trying to run six. They are called Colleges, it is true, parts of the same University, but since they all attempt to be more or less self-contained, in effect they aim at being separate Universities. There is a very definite tendency, especially in the unofficial thoughts of some officials, towards the independence of Colleges.

This, in my opinion, is quite wrong and most harmful. No College has the endowments or facilities or staff to be regarded as a big University. In the Departments we have experts in various branches of the subject, but in other branches experts are lacking. For instance, in English, we have a Professor interested in Milton, and a Professor interested in the English language. Victoria has a Professor interested in Shakespeare, but none in Milton, and no such expert in language. This is a nuisance perhaps, during exams, but more so, it tends to lack of balance. To a greater or less degree, this is so in almost every Department.

Why not have the English Department in, say, Auckland, together with the Arts and Commerce; Law and Science, at Victoria; Medicine and Dentistry at Dunedin; Architecture and Engineering, and Fine Arts, at Christchurch. The staffs in each subject would all be together. They would be complementary and supplementary. A student would have

greater choice in his special subjects. Staffs could combine better, and secure greater relief from teaching, and give more to the world in the way of thought and research.

#### REORGANISATION

Such a plan would call for great reorganisation. Reorganisation must come after the war — the balance of power as between Departments must change. There will be a greater demand for social scientists—perhaps a social science degree may be needed. Doctors, dentists will be needed. Scientists will have a great future in the enlightened state. Lawyers may become less and less necessary, and accountants more and more in demand. If the University is to be up to the times, it must re-organise in this field. And if it is to re-organise in this field, it may as well go the whole hog and re-organise from top to bottom in accordance with similarly changed national life.

We need student hostels, playing fields, laboratories, revised curricula, increased bursaries, salaries for married students, scholarships for full-time students.

It is a great task for someone to think this out. In fact, no one person can do it. Everybody must think.

#### PERSUADING THE PUBLIC

And when you've thought out and discussed your ideas with students, the biggest job still remains. YOU STILL HAVE TO CONVINCE PUBLIC OPINION. The greatest mistake the University Senates and Councils have made is that they have attempted to gain their ends without: (1) a clearly formulated policy and clear ideals at which to aim, and (2) convincing public opinion. They meet together in fear and trembling for the established order; they are forced to go slowly because they have not the power to combat the uninformed prejudices of the private press and public bodies, and all the thousand and one powerful forces that react behind the scenes on political men.

There is only one way to get action, to obtain results. Think out and discuss in each college, blueprints of the New University. And then get to work and convince the force of public opinion to rally on your side.

#### SENATE SENILE

It is not a job for the Senate—the Senate is old and as far as we can judge by its actions, uninterested in a constructive future.

Nor is it a job for College Coun-

cils—staid bodies, who find it inconvenient to change their methods of doing things. Nor for the professorial boards and staffs, who, though it is in their interests, are too academic to do more than discuss and "make recommendations."

It is a job for the students, to whom the University belongs, for whom the University is run, and who must take the future into their own hands. Have the students that sense of balance, that corporate ability, to do something worthwhile?

It is for you to answer that question.

A. DEMAIN.

#### ALGIE'S PLANS HIS IDEAL POLITICIAN

March 31st.

Went to hear Mr. Algie speak on bringing forward the best candidates for Parliament. He began by a striking comparison between voting and naming an executor for your will. "In both," he said, "someone is put in complete charge of your affairs." Then he asked us to imagine Mr. Churchill expressing this idea in his own Biblical English. Next he suggested that each voter should think for himself of suitable men to stand, should think out himself a piece of his party's policy. (He said if anyone thought to do away with party politics he should remember Canute and retreat up the beach. "No one can stop party politics because no one began them—they just grewed like Topsy"!)

Next he should think out what prevented the best men standing and find a cure. He himself considered the best men were the top men in the professions, and that lack of speaking ability, lack of time, and the meagre salary prevented their standing. He did not think the first should be considered a preventive if the person had other qualifications, and that the second could be adjusted if the House was better run. (If all the members of the House of Commons spoke on the Budget, as ours do, they'd need 35 months a year to carry through their business.) About the third he said that a man earning £2000 a year could not for his family's sake give it up for £450, as a barrister, for instance, would, losing his practice and his high salary if he spent four months of the year in Wellington. His remedy for this was that each electorate should build up a fund from as wide a source as possible to supplement the salary.

I went away wondering how well a Parliament of successful business men would understand the needs and the point of view of farmers, factory workers, shop assistants and all the other non-professional classes.

P. K. JONES.

#### EXTRA-CURRICULAR LECTURES

Judging by the response to Dr. Hughes and Dr. Robb (speaking on sex hygiene), extra-curricular lectures have started with a bang this year. Numbers are large at A.U.C. this year, and there is no reason why attendances at extra-curricular activities should not continue to be large, too. As their name indicates, these lectures are on topics which are—at least as far as detailed treatment is concerned—beyond the scope of normal college prescriptions, but topics which nevertheless have a job to do in informing our minds and enriching our sensibilities.

These ends will be served by the two further series which it is proposed to run this year. Mr. A. J. C. Fisher, principal of the Elam School of Art, is to give three lectures on the drama on June 8, 15 and 22; and Mr. Rodwell, of the department of Economics, will speak on June 29, July 6 and July 13, with "Geo-politics" as his subject. This title requires explanation, and in so doing a further function of extra-curricular lectures can be emphasised. By "Geo-politics" Mr. Rodwell means the inter-relation of geography and politics. Now, although we have a department of History and one of Political Science, and although geography is taught at the college, the three subjects are seldom brought into relation by a college lecturer, and the result brought to bear on the strategic and post-war problems connected with Germany, Japan and Russia.

It is for extra-curricular lecturers to enlist the services of experts to help us relate the facts and ideas which we pick up in the process of unit grubbing. Naturally, in the course of an hour's talk and three-quarter of an hour's discussion one doesn't become an authority on a subject. But at least one can in that time be guided by a skilled mind or by a trained sensibility through a new area of thought, and that new area can't help influencing our attitude to our own specialities (sic). If we haven't any specialities, well, we don't get experts with Mr. Fisher's refreshing vocabulary, or critically informed like Mr. Rodwell, to speak to us every day. So it's up to all of us to give these men the support they deserve.

If sufficient people offer there will be a course of three lectures on Nazi Philosophy, Politics and Economics. See any member of the Extra-Curricular Committee—Alan Horsman, Dorothy Winstone, Margaret Kissling—if you're interested.

There will also be a series of motion picture evenings, so watch the notice boards.

For the other sex, equality meant the emancipation of women, which allowed them to be equal to men. For Shaw it mainly meant the emancipation of men which allowed them to be rude to women.—Chesterton.

Write for

# KIWI

Over the Vacation



# LETTERS TO THE EDITOR

(Contributors, please note that letters to the Editor will not be published unless they are signed. A nom-de-plume may be attached for publication. The Editor reserves the right to delete portions of letters received.)

## PROFESSORIAL INJUSTICE

Dear Madam,—

It appears to me strange that the most learned persons are, often the most unreasonable. Take our Professor's attitude to a clash of two lectures. I do not mean to say that they cannot see that a student is unable to attend two different lectures at the same time, simultaneously, together, but that they will not consider that any other department has a claim on his time. It is a simple fact known by everyone that only three units of one's degree can be taken in any one department and that two-thirds of it must be taken elsewhere. But, nevertheless, each department puts out a reading list and essays and exercises and extra lectures and extra reading lists which could only be taken seriously by one who not only had no other lectures, no other activities and duties, but also was disembodied, needing neither food, clothes nor sleep.

Another point—we can all remember as freshers hearing exhortations to think for ourselves, to have our own ideas, to take few, if any, notes in lecture hours, etc., but who does not know that in most departments the highest marks are there for the having any student with a good memory, a good attendance and a working knowledge of shorthand.

"LET THERE BE LIGHT."

## MOMENTS MUSICAL

Dear Madam,—

We have some very clever students at this college, men and women who have the brains and insight to make contributions to the history and learning of the world. Unfortunately most of them seem to have a feeling that, since they are students, they must know everything there is to know about art and literature, and science, perhaps, and even music. They are not content unless they are discussing this learning, reeling off names and dates, telling stories about personalities, describing the most delicate experience of culture in the vaguest and most fashionable terms they can find.

Thank God this culture-mania of the dilettantes is not as bad at A.U.C. as it is at Victoria where a person is hardly a student at all unless he dabbles a little in everything. But now and again it shows itself, more often in writing. Serious writing to A.U.C. students seems to be a lengthy scroll of juvenile opinions, expressed categorically, of experiences that are generally recognised to be high-brow, or at least so delightfully modern.

We can understand young people being serious. We want them to know their world. In fact, it would not be hard to justify the charge that they were not serious enough. But serious thinking does not mean ponderous phrases, lists of obscure names, or cleverly expressed, unfelt emotions. And surely official student opinion should devote itself to making clear this distinction to we, the

unwary, who so often carelessly fall into the trap.

That's why many students don't want any more "Moments Musical." We want readable, controversial matter in "Craccum." We want something enlightening, yet something we can be interested in sufficiently to disagree with, to fight about. I don't think we're interested in opinions about musical events that happened months ago, opinions of people who have not yet learnt to express interesting thoughts. We have our own opinion if we're interested and if we're not, "Moments Musical" was badly edited and aroused so little curiosity as to waste much of the matter that existed in the article. It just wasn't read.

Can you give us better stuff, Madam Editor? And what's more, can you present it better? Or are the students just dumb on paper.

PORKY PORCUPINE.

Dear Madam,—

In your last issue of Craccum I was at first pleased to see an article headed "Moments Musical." I say at first, because on reading it through, my interest in it, musically, received a violent setback, for I was expecting a pleasant little jaunt through the realms of music, when what did I find? Not a description of the Messiah and the musicianship of Ignaz Friedman, but a scathing criticism of several artists, especially Friedman, who should be above such sweeping statements of criticism or praise by critics on a par with S.D.E.D.

Of course, we can all appreciate criticism; it is an essential factor in all walks of life, but the general tone of the article left me with rather a sense of awe, as I could not understand how we came to have such an eminent pianist and super-critic at the A.U.C., for such is the impression that the writer gave me about himself. It is obvious that the writer must have some musical knowledge, even though he pads it up a little, but the cool, precise, confident manner in which he describes Friedman's ability is, I think, rather cock-sure, to say the least. He may have done this purposely to create sensation (and in this he succeeded somewhat), while, on the other hand, perhaps he should have signed himself "Little Sir Ego." Whichever it was I cannot say, but I do know that if I do not stop I may get worked up and do too much criticising myself.

G.T.D.

## MR. OLSEN'S NEW ORDER

Madam,—

From your report about Mr. Olsen's lectures at the International Relations Club, I see that Mr. Olsen thinks that Nazi Germany has given to Europe an order that was greatly needed. Sound economic units had been built up, production had been rationalised, and custom barriers removed. Europe had become a more integrated and workable unit than before.

The "sound economic units" of

Europe of to-day consist of subjugated nations whose wealth is exploited by the Germans. Production has been rationalised to help this exploitation and to deliver goods to Germany which it needs to carry on the war, custom barriers have been removed to make it easier for these goods to enter Germany and to make it easier for Germans to take possession of the enterprises of the conquered nations. The political development of Continental Europe since 1918 was under the sign of the liberation of small nations from the yoke of political and economic oppression of dominant nations. There were surely points which needed improvements—as there are in every nation—but as a whole Continental Europe's political status has improved tremendously in comparison with 1914. The new order which Germany instituted during the last four years means reverting progress back to 1914 and making the conditions prevalent at that time even worse. Economically there was nothing wrong with any other parts of the world. In judging European economic conditions, we should never forget that the last economic crisis originated not in Europe.

If Mr. Olsen and some writers think that Germany has given to Europe an order that was greatly needed, then they should have the courage and think this argument out to its bitter but logical end—that Germany may give an order to the world which is greatly needed. The writer of these lines thinks that such an order—and the conditions in Europe prove him right—would be the beginning of the millenium for Germany, but it would be the order of the grave for the other nations.

F.E.M.

## FRESHERS' MUG

"The Secondary School Curriculum is Adequate."

Pat Thomas presided over an attendance of thirty. There were 12 speakers, and Mr. Rodwell and Miss Morrell were the judges.

It was encouraging to see so many Freshers willing to stand up and speak for seven minutes. It augurs well for the future of Debating Club.

Pauline Pole was easily the best of the speakers. She gave the impression that she really meant what she said—a feature lacking in most of the other speakers. She had a pleasant voice, did not try to make too many points, and used definite examples. It was refreshing to find a competitor who did not speak entirely in generalities. The entire lack of notes was another point in Pauline's favour.

Sheila Webb was placed second. She made an attempt to define a standard and to discuss the subject in terms of that standard. Her method of approach and presentation was good, although she might have used her voice to better advantage.

Third in order of merit, Glen Nicholson spoilt a concise and clear argument by introducing an entirely unnecessary story about a pig called "Wuffles." However, she did show clarity of thought and expression.

J. Spencer's speech lacked both argument and colour. Also, his attempts at humour were not put across in the most convincing way.

Barbara Bell was disappointing. Reports of her ability had preceded

her to college, and the audience was expecting something really outstanding. Barbara certainly showed that she had had practice in speaking, but she obviously had not prepared her speech sufficiently, and her long pages of notes were not impressive. She will probably make up for it next time.

R. Stone exemplified another common fault. He was casual and condescending and annoyed his hearers. His matter was irrelevant during five of his seven minutes. He should learn the basic rules of debating before making another exhibition of bad manners.

Isobel Baker did not quite seem to know what she was talking about. She should try to be a little more dignified and serious in future.

It was interesting to see just what the speakers would do if they could revise the secondary school curriculum. Some of the more exotic subjects such as Sculpturing and Oratory were given quite a prominent place, and the methods of teaching English literature were heavily censured.

## U.S.A. IN THE EAST

"These are the views of a young man of 26, not of the U.S. Navy," said Lieutenant Hartnett at a meeting of I.R.C. on April 5th. With charming ease of speech he made a masterly survey of his country's policy in the East, in the last war, and in this war. He described the two curves, one of expansion after 1850 and the other of isolation after 1898.

Talking of Japan, he remarked how popular their first Diplomat was, though he forced a treaty on them, since a popular theme in Japanese literature was the dilemma of the spy falling in love with Harris, whom she had been set to watch. He also pointed out that the Japanese are fond of tying up political and military coups with National Festivals. It was 84 years to the day since their first treaty with U.S.A. that the attack was made on Pearl Harbour.

The activities of U.S.A. in China, he reminded us, were guided by a policy of equal rights—U.S.A. would not tolerate any of the Western Powers having exclusive rights in any port.

The policy of Isolation came in after the Spanish-American War partly through a new strain of Idealism, partly through internal possibilities of trade.

He gave the reasons for this breakdown of Isolation in 1917, then pointed out the big psychological blunder Wilson made when, after being supported through the war by both parties, at the conclusion he moved over to the Democrats, ignoring the Republicans and sending only Democrats to the Peace Conference.

He marked out the different regional groups in U.S.A. at the beginning of this war—the New England group allied to the British point of view, the southern jingoistic and the Mid-Western Isolationist.

The meeting stooped rather than finished in the middle of question time with the appearance of Mrs. Burns.

He who is unable to live in society, or has no need because he is sufficient for himself, must be either a beast or a god.  
—Aristotle.



## SPORTS CLUBS

## FOOTBALL

The first practice was held on Saturday, April 12th on the Grammar School ground. In spite of the clash with the Secondary school sports, 55 players turned out, which augurs well for a successful season. Our 1st XV. will probably play in the Senior Second Division, and although the team will be a young one, it will certainly provide strong opposition for the other clubs. Besides the seniors, two more teams at least will take the field, a Junior and Third Grade Open being most likely. Matches will commence early in May.

## HARRIERS

The year's activities have now commenced and judging by the large attendance at the opening run the season should prove a most successful one.

Runs will be held throughout the vacation, so watch the notice boards.

Harriers offer the ideal sport for students who wish to keep fit, but would find difficulty in attending the regular practices which most other sports demand.

It seems very likely that there will be an inter-College tournament this year, and since most of last year's team will not be available, there are plenty of opportunities for keen new members to make the representative team.

Whether you are a tried distance runner, or whether you merely don't know what to do on Saturday afternoons, come along to Harriers for a maximum of enjoyment and healthy exercise.

## MEN'S HOCKEY

Those who view with regret the absence of an Easter Tournament this year will be pleased to know of the tournament organised by Victoria College to be held in Wellington during the May vacation. It is hoped that women's hockey and basketball teams will take part, but there will definitely be men's hockey teams from Auckland, Victoria, Canterbury and Otago competing. All the colleges are enthusiastically supporting the tournament, and though the trip may be strenuous, it will certainly be most enjoyable if Victoria live up to their reputation as hosts.

Auckland should be represented by a fairly strong team. Win Smiler, Auckland rep. and an ex-tournament player, will be turning out; Owen Jaine comes from Auckland Grammar with a big reputation as a goalie; and it is hoped that Henry Cooper, Auckland rep. captain, who has been a mainstay in 'Varsity cricket and hockey teams for years, will play.

Although the Seddon Stick will probably not be competed for, the tournament should certainly be a jolly good show. Dates are May 14-17, early in the season, and as the team will have the benefit of only one competition game behind it when it travels, training should be started in earnest right away.

## ROWING

For the past three years the rowing club has been virtually extinct, but this year signs of definite improvement are evident. The equipment, consisting of three fours, three eights, and a possible pair of single sculls, is now in good condition, thanks to the combined efforts of several members.

Thus the Club is now at a stage where all that is required is an increase in membership.

Those students who are reticent about joining the Club because of inexperience, need have no fears on that score. The Club is fortunate in having a number of experienced secondary school rowers who will be on hand to coach the inexperienced.

If the Club can acquire sufficient membership it is hoped to hold Inter-Faculty Rowing sometime towards the end of November.

We also hope to hold Trial Fours throughout the year. Hence, during the winter, although the demand by football will be heavy, it is hoped that members will attend at least one practise per fortnight which will enable them to more or less keep their hand in until serious conscientious rowing begins in October. Practices will be held throughout the winter on Sunday mornings at 10 a.m., and Wednesday afternoons, from 1-5.

The Club Fee has not yet been finalised, but it will be announced at the next meeting of the club to be held in the week preceding Easter. Any further information about the club can be had from: W. McLean, C. Reid, G. Porter, K. Buckley, J. G. Brown.

## FENCING

All students are welcome to join this club, but must be prepared to obtain foils and undergo a rather lengthy training.

On April 7th, 1943, the Fencing Club held its annual and general meeting. The election of officers resulted as follows:—President (from staff), Mr. A. Odell; student chairman, Pat Newcombe; secretary-treasurer, W. T. Earle; committee, J. Lowe, J. Prendergast.

Mr. Odell, and later the Rev. Mr. Naylor, addressed the students present on the general points of fencing. The members who were prepared to fence then practiced the fundamental work.

## CORN OR JIVE?

## RED-HOT RHYTHM ON THE PREMISES

Do you think that going to town is merely an excuse for cutting a lecture? Are you on speaking terms with Mrs. Dorsey's two boys, James and Thomas? Can you tell the difference between a manx and a hep? Did you know that Bing had a brother who kept cats too? If so, do you know what kind of cats they are? Can you discriminate between Glen Miller and Gin Millar? Do you think that Tuxedo Junction is the place where you change trains to get to the Chicago Loop?

IF your answers to the above fall b. flat, it is obvious that YOU, as a deep-thinking young 'Varsity student, require tuition. And the answer lies in the rhythm produced by the newly-formed 'Varsity swing band. There are still vacancies in the band for those who know one end of the scale from the other. The band is one of the most exciting things that has happened round the college yet, not excluding Aubrey de Lisle or even Ian Reynolds, whatever the architectural faculty may say.

Said combination, when it has acquired a bit more of that mysterious something commonly known as polish, will be available for all coffee evenings requiring that extra zing so sought after by the young and yearning.

ing. Clubs and societies who wish to get in touch with the band are advised to contact Lew Campbell as soon as possible, as it is rumoured that Professor Hollinrake has already approached them to assist in his Sunday afternoon recitals, and their engagements are liable to become very heavy. So, get that corn out of your system and support your own swing band.

## PROF. DAVIS QUOTES MAE WEST

Whether due to Kathleen Olds' snappy poster or merely to beginning-of-term enthusiasm, there was quite a numerous throng in Hall to hear the first Debate of the year—Staff v. Students—as to whether "the retreat into the sciences had been of benefit to mankind?" After Mr. Rodenwall's introductory propaganda, Prof. Davis opened the argument for the opposition in Gillie Potter's-ish vein. John Blennerhasset, who had risen from a bed of pain, replete with bottle of cough mixture, replied wittily, if somewhat inaudibly. Mr. Blaicklock carried the war into the enemy's camp with satiric references to "A Brave New World." Pat Kean rather feelingly brought forth the problem of the manless woman, and scored several hits on professorial dignity (with her eyes demurely on her notes). Professor Keys next strayed neatly from the point, and told a lovely elephant story. Bob Robertson's repartee was good, though a little uneven. We liked the coy way he said, "Our Society never mentions legs." John Blennerhasset's summing up was adequate, and he at least made some attempt at refuting the opposition's arguments, a point which seemed to escape the Professor's attentions. The honours of battle, however, undoubtedly went to Prof. Davis, for his helpful suggestion to Pat Kean—"Come Up and See Me Sometime!" Incidentally, the Profs. won on the show of hands.

## MOMENTS MATRIMONIAL

At the first meeting of the Modern Language Club the audience was presented with a picture of French domestic life as it really is, as distinct from the representations of it in handbooks such as "Les Français en Menage." It was an enlightening experience and, as Dr. West would say, thought-provoking.

Professor Keys showed characteristic verve and versatility in his interpretation of the part of M. Hochpied, alternating between the heavy-handed husband stunt and winning amiability towards Mme. Hochpied (Elon Burton). We didn't know Elon had such a naughty temper. We advise her to study the ponderous principles laid down by Dr. West as M. Lafeuille concerning the necessity for diplomacy in married life. Incidentally, diplomacy seems to be equally valuable at bridge-parties, French or otherwise. One of the nicest moments in the play was Joan Sweetman's horror on discovering that for the past fifteen years she had been married to a monster, viz. M. Lafeuille. Personally, we don't blame her.

However, we do think that the bodily violence might have been made rather more convincing, if less genteel. From the point of view of the audience it was, after all, the highlight of the evening's entertainment.

## SEWELL ON SPACE-TIME

On Wednesday, 13th April, Professor Sewell interpreted before a group of Architectural Society members, the theory of space-time in relation to Elizabethan Drama.

Any appraisal of this talk, informal and easy as the latter was, must of necessity resolve itself into scattered impressions as of a conversation. Nevertheless, the main trend of the speech followed a clear and general postulation of the theory of space-time and developed its application to the dramatist of the Shakespearean Theatre. The latter, explained Professor Sewell, frequently introduced a side play of even the briefest duration into his theme, and by its contrast conveyed a suggestion of the passage of time and change of scene, thus revealing a clear analogy of a climax by the introduction of a minor point of interest. Thus, by its creation such by-play constitutes a momentary rest for the eye in its progression toward the ultimate dominant of a composition.

But interlaced with this main context were innumerable vistas of side issues each fascinating in itself. For example the inherent traps and fallacies in one of the principal tools of trade of the draughtsman—perspective drawing, the basic difficulties of rendering space-time relationships of solid and void in plane projection from a single fixed viewpoint. Again, the contention that basically our appreciation of rightness in design finds its origin in our biological make-up was propounded and discussed.

A point which Professor Sewell made clear throughout the whole of his lecture was that in no form of art did he consider space to exist as a separate entity unallied to time. But that the rhythms and forms suggested by plastic composition or painted canvas were as much dependent for their comprehension upon the time movement of the eye and mind, as upon their actual configuration.

Again, in his analysis of Shakespearean drama he introduced a topic which has a fundamental bearing on present-day architecture. It is the question of irrelevancy in design. From the clarity and freedom from superfluity in Shakespeare's work, Professor Sewell was able to demonstrate the beauty inherent in truth, in the unencumbrance of the artist's mind from all fussiness, in simplicity tempered with a live wit—the very antithesis in fact of the confused minds which have cluttered up our cities and cultures with so much irrelevant nonsense.

These and numberless other topics once raised, stimulated vigorous discussion, and the conclusion came through exhaustion of time rather than subject.

—I.B.R.

The earth is an oyster with nothing inside it,

Not to be born is best for man,  
The end of toil is a bailiff's order,  
Throw down the mattock and dance  
while you can.

—Auden.

To be outmoded is to be a classic if  
you have written well.

—Max Beerbohm.



## THE UNIVERSITY COACHING COLLEGE

22 FERRY BLDGS., AUCKLAND

The College specialises in Personal Tuition (Day and Evening Classes) for University Entrance and Degree Subjects. Coaching by Correspondence is also given for University Entrance, and certain University Subjects. The following personal tuition courses, conducted by experienced tutors, will be of special value to University Students:

Phonetics  
Greek  
Botany for Medical Intermediate and Pharmacy B.  
Pass Degree Mathematics.

The Principal will be pleased to advise students, or Prospectus will be forwarded on request.

**D. W. FAIGAN, M.A.**

(Honours in English and French)

PRINCIPAL

Phone 44-271



## THE ARCHITECTS IN LIGHTER MOOD

Well, well, m'deah! Such unseem-leah behaviour! Right under the Women's Common Room, and on a Friday night too.

To think that the Men's House Committee had to have their charming little singing B so vulgarly violated by those rood architects.

You should've seen them—in they reeled, filling the air with the fragrance (cf. Music Club) of beer and Cottage Pie, completely ruining Cecil's aria. Anyway bouquet to "Gin" Millar for rising to the occasion with the recital of a few broad stories (in our honour?).

And talking of beer (who wouldn't) did you hear about our Picnic. You did? Well, here it is again. Ingredients: 60 mixed architects, one 3-gallon keg, plus 3 hangers-on, 1 fine day last month. Directions for use: mix thoroughly in a ferry to the tune of House Committee songs; sprinkle on Oneroa sand, with sea water to taste; add liquid refreshment at intervals and introduce a little beach sport (a friend of ours). Spread out in sun to simmer and finally float to a finish some hours later. Pleasant results guaranteed.

Note: Any similarity between our picnic and that of the Swimming Club, held the same day, is purely coincidental and most unlikely.

By the way do you remember that Coffee Evening of ours that you went to a few Fridays back? Good show? Good. A happy memory no doubt—providing of course you weren't

trampled viciously under foot by Geo. Porter, our road hog. Incidentally, congratulations to M.C. Keith Piper, for creating a precedent. He cut Aub. de L. out of the Monte Carlo—cad!

Anyway, for further information about this Coffee Evening, don't go to Ross Ritchie; he says he doesn't remember a thing about it—amnesia, we don't think.

And so it is with the memory of this Coffee Evening, with its ice cream, and be-smocked hosts, that we say farewell dear reader(s), knowing that we will meet again at Studio Stam-pede.

## COW LORE

Advice on Cows for Young Persons Eager for the H.O. Life and the W.O. Spaces

There are all kinds of cows, but mostly old cows and young cows. The young cow is apt to kick out backwards (or sideways). This needs to be guarded against by a keen watch-out, and not tucking the leg-rope down with your thumb. The

senior high-producing cows arrive early, choose out their own special bail, and cause no trouble (ah, Lizzie, Fox-glove, Nipper, Clara, I'll always remember you with affection) unless you have the urge, when the monotony of milking becomes overpowering, to drive them into each other's bails. This provides a good diversion. Most cows pretend they are right in the bail when they're not, so that after you put the chain up they step casually forward and the chain dangles round their ankles. This, as they know, makes you look silly. Leg-roping is dangerous. The boss reckoned that you never got kicked if you stood alongside parallel with the cow, but I did twice.

It's a sad thing that the kindest cows are often the most trouble. Take Goldie, she was always anxious to please, and always hurried into her bail, but she could not resist the swamp. Twice every day she arrived covered with evidence of her explorations; and how can you be fond of a cow that takes ten minutes to wash!

Some say that all cows are such placid creatures, but these are people that have never chased three cows round a large paddock while the rest of the herd is sauntering up the road.

I'll tell you all about bringing the cows in next issue, that is if you'd like me to.

Happy Thought—

There is no place in heaven for you. We can't have heaven crammed.



## GEORGE COURT'S

for quality goods at lower prices

We invite you to share in the advantages of this great store . . . advantages that we have perfected over 55 years of trading . . . an unfailing courtesy, a cheerful atmosphere, a fine sense of service, and the unquestionable quality of everything we sell. Come to George Court's always for quality goods at lowest prices . . . for all college needs.

GEORGE COURT'S  
KARANGAHAPE ROAD

## FERGUSON'S FLORAL STUDIOS

PHONE :  
43-529 (studio)  
60-076 (res.)

FLOWERS FOR ALL OCCASIONS

CARNIVAL WEEK

GRADUATION

ALL COLLEGE SOCIAL EVENTS

FLOWERS BY WIRE

FLOWERS BY AIR-MAIL

FLOWERS BY MESSENGER



## FERGUSON'S

(MISS J. F. MCGREGOR)

Second Floor

Dingwall Building,

Queen St., Auckland, C.1.

## FOR FINER FURNISHINGS

Consult the furniture Specialists . . .

# ANDREWS & CLARK

QUEEN STREET, AUCKLAND