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CRACCUM

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PRICE THREEPENCE.

Rehabilitation in Auckland

The task of giving to each of the thousands of our returned men, the good home and the good jobs which they deserve is a difficult one, and will be more so as their numbers increase. We want them to have skilled jobs, but many have yet to be trained, as they went into the forces straight from school or, having left school during the slump, had done only casual work. Many are married and need higher wages than apprentice jobs can give. This is only one problem; Craccum knowing there were many others, sent its reporters along to Rehabilitation to see for themselves.

THE REHABILITATION OFFICE

Men, in and out of uniform, were coming up to the counter and filling in forms. We spoke to one of the clerks—he wore the R.S.A. badge as did many of them—who gave us an account of the work being done and showed that he well remembered what it felt like to be just back in civilian life. We felt it a pity that the men just stood at the counter instead of being invited inside to sit down and talk over the solution of their problems.

We realised afterwards how little adjusted to civilian life many men just returned from the fighting area, were and how they would welcome friendly advice.

We had intended to cover the whole field, but discovered that the farming side of it was enough for one day.

CAN HE GET THAT FARM?

The Farming Sub-committee of the Auckland Rehabilitation Committee meets every Friday, the applicant comes before it to have his eligibility established and to be graded according to his experience of farming.

"A" is the grade given to a man considered fit to take up a farm at once. "B" to a man needing further training, either on a State farm or a private one which the Rehabilitation authorities are satisfied will give him thorough instruction. The "C" grade applies to men who, though without experience, are regarded as good material. This committee—judging by the member of it we met—is as keen to put soldiers on the land as the soldiers themselves are to go. This grading, up to a few days ago, had to be confirmed in Wellington, but now a welcome policy of decentralisation has begun.

STATE ADVANCES—OR DO THEY?

The man with an A certificate must find his own farm. Then he interviews the moneylending agency employed

by Rehabilitation—State Advances, who send out an assessor to the farm. Next the application goes before the Loans Committee, (among the members of which is the manager of State Advances). Here the vendor's price, £3000 say, is set against the State Advances valuation, £2000 say, and in addition, the Land Sales Committee valuation, say, £2500, has to be considered. If the farm is regarded as an economic proposition, the committee authorise the lending of the £2000 which State Advances have named at 4½ per cent interest, while the extra £500 which the Land Sales have laid down, is lent interest free.

But loans for 31 farms only were granted in April—see the figures below:—

THE FLIES IN THE OINTMENT

The vendor is thinking of the high price he had to pay for his land, and he wants to pass it on to the soldier. Also he wants to be paid well for the improvements which he has made.

The money-lenders are thinking of safe interests. Is either of them thinking of the returned men or the future of farming in our country?

Now we are starting to build up the world again, sacrifices and hardships must be faced by someone, but is that someone to be the man whose war effort was most arduous and most dangerous?

SOME FIGURES

Returned from overseas, 23,336.

EDUCATIONAL

Including Accounts prof. Agriculture, General, B.A., B.Com., B.Sc., Medical Int., Wool Classing, which are most popular.

Full-time bursaries	157
Fees and books	205
Miscellaneous small grants	30
Overseas bursaries	4

TRAINING ON FARMS

With private farmers	16
Homewood and Wairarapa	9
Agricultural Colleges	19

REHABILITATION LOANS FOR APRIL, 1944

31 farms	£99,550
18 houses erected	£23,231
71 houses bought	£70,020

APPLICATION FOR STATE HOUSES IN AUCKLAND

Total 476 to servicemen.
 In April, 24 let to all citizens, 13 of these were servicemen. Applications pending, for servicemen 1000. Applications pending for civilians, 13,204.

The Other Side

The 2nd N.Z.E.F. Inc. is an association which has been formed by soldiers who have returned from this war. The Auckland branch has a membership to-day of 4000. The following account of the difficulties of returned men and the inadequacy of the present rehabilitation scheme was given by Mr. Cohen and Mr. McNeill, members of the association's executive.

The Government's rehabilitation scheme is good, and it is a pity therefore, that it is merely a myth. Its benefits are as accessible as the prize at the end of an obstacle race when one of the obstacles to be passed through is a 2-inch pipe. The people of New Zealand are to blame, for it is through their apathy that soldiers have returned to an unpractised rehabilitation scheme and to unimproved pensions. In particular, the R.S.A. is to blame for this state of affairs, which, with past experiences to remember, it could surely have anticipated and forestalled. Such was their duty to returned men, but the R.S.A. has been senile for a long time and is still unaroused.

The main objections to the procedure through which a returned man must go to obtain a loan and the conditions upon which he is granted that loan are as follows:

Many returned men do not want to return to their old jobs and many left New Zealand before they had found suitable trades or professions. These men then have a big decision to make and need the help and advice of men who understand them before they can make it. At their rehabilitation centre, however, there is no time for uncertainty. There is no one who really knows how they feel because the rehabilitation officers are not in most cases men returned from this war, and the only advice is the directions on the multiple forms which must be filled in.

A man may be judged suitable and eligible to run a farm of his own by the Auckland Rehabilitation Board, who have the opportunity of questioning the man personally. Yet on written evidence alone another board in Wellington may completely reverse their decision, and against this new decision there is no appeal.

The time taken before Wellington and Auckland boards can come to a decision may run into months, during which time the applicant is in a state of uncertainty.

The interest charged on loans to servicemen is the customary 4½ per cent, and yet the interest which the Government pays to holders of war bonds, etc., is 2½ per cent.

The Rehabilitation Board in Wellington has two members who are officials in the State Advances, and a Department supposed to be the instrument of the Rehabilitation Board thus virtually runs the scheme.

An example of these drawbacks is seen in the case of a soldier who had lived and worked on a farm all his life. He returned from the war to work on his father's farm.

A neighbouring farmer on hearing that he wanted to buy a farm of his own, offered to sell him some land. The returned man applied for a loan and, on the advice of the Rehabilitation Board that they had graded him A, and as the money was a long time coming, he took the offer (which did not hold indefinitely), and began work on his land straight away with the expenditure of £300 for new buildings, etc. Then notice came that the board in Wellington had graded him B. They did not consider he knew enough about farming and so would not grant him a loan. In short, Wellington "wiped" him. This is only one of many similar instances.

The 2nd N.Z.E.F. has undertaken to right these wrongs. Although it is a highly centralised body, all branches of which are controlled ultimately by the main executive, it advocates decentralisation in rehabilitation. It maintains that only men who have an intimate knowledge of this war can understand the problems of the soldier who has to become a civilian again, so that any rehabilitation boards should be formed by returned men. Finally, it feels that the sooner the people of New Zealand accept rehabilitation as their personal problem, the sooner will the well-being of returned men be ensured and the future security of New Zealand guaranteed, for the future of a country depends upon the finest of its young men, and these young men are those returning from this war.

SONNET

Outside these walls perhaps another world.
 Exists, we do not care, our lives are filled.
 With myriad dreams of self; we do not heed,
 Your blunt reminder that our flags are furled.
 We have no banners, and your songs are stilled
 By monologues on what the people need.
 We are the wise, who learn from books how men
 Behave, what they believe and hope, and when.
 Disturb us not with tales of thoughts that flow,
 Untaught and student through the simple minds,
 Of those it would embarrass us to know
 We shield our feelings from the hearty winds,
 That buffet others; if the people moan,
 Or laugh, we do not care. We stand alone.

—DMcC.

W.E.A. CLASSES

This year there has been a great and welcome increase in the numbers attending the W.E.A. city classes. The classes in music, psychology and English Language and Literature have over a hundred members, while all the other classes have an average of about thirty. Particularly of interest to University students are the lecture courses given by Professor Belshaw in Economics, Professor Cooper and Miss Smith on the Ancient World, Mr. A. B. Thompson on Youth and The Present World, and Mr. Airey on Politics and International Affairs.

Starkle, starkle, little Twink,
 Who the deuce you are you think.
 I'm not under the alchofluence of incohol,
 Though some thinkle peep I am.
 I fool so feellish, the drunker I sit here,
 The longer I get.

Write for KIWI! Stories, articles, poems, sketches, lino cuts, photographs. Place your contributions in the CRACCUM Box.

GRADUATION BALL

The Graduation Ball was held as usual this year after the graduation ceremony on June 2nd. The library was used again for dancing after a period of several years and everything went off very well, thanks to the Social Committee. Our special reporter was there to report the dresses. Among those present were:—Moggles, red and yellow check gingham; Maggie Brown, flame coloured bedspread with black girth; Lyn O'Donnell, black smoking jacket—put your cigarette out, Ken; Betty Burbidge, looking bilious in green; Hoody, cerulean blue cheese cloth, looking like Lucrezia Borgia; Joan Sweetman, floral sunporch curtains; Mr. McDonnough, blue zoot suit with measles spot tie; Judy Pharo, blue fish net with two silvery belly bands; Katy Olds said it was ice blue—obviously euphemism for washed-out blue quilt; Philippa Harvey, jet black mosquito net with false pearls; Pat Keane, tennis shirt and mold green racking skirt; Aileen Stanton, assorted colour football jersey with black skirt; Helen Waddell, pale blue girl's nightgown without ermine; Kei's

Piper, clothed funnily enough in a perfectly cut dinner suit; Muriel Blott, black dress with prehistoric coffee floral designs; Mary Rowe, blue microscopic blood test patterned dress; Ginger Grey, tastefully dyed nutmeg hair; Ken Macky, ditto, with coat and trousers; Pam Key-Jones, wall paper pattern tobirco with blue belly band; Mary Sutherland, with victory garden on right scapula; Joy Brown, blue washing silk; Mary McMillan, crimson lake oil silk; Susie Perl, transparent flesh blouse and brown sack skirt; J.E.B., sack cloth and ashes.

LAW STUDENTS' REVEL

WHEREAS the Executive of the Students' Association has been duly notified and IN CONSIDERATION of the sum of FIVE SHILLINGS duly paid to the Men's House Committee, WE DO HEREBY GIVE NOTICE that Friday, June 30th, has been allotted for the COFFEE EVENING.

(Free list entirely suspended)

LAW STUDENTS' SOCIETY.

Report on Corporal Punishment

BY THE N.E.F.
(Condensed)



Resolution: As an immediate practical measure to bring about a great reduction of corporal punishment in our schools, and with a view to its ultimate abolition, the following conditions and regulations be put into operation:—

- (i.) Smaller classes.
- (ii.) Corporal punishment be administered only by the head teacher, and a record be kept of the cases.
- (iii.) No corporal punishment be permitted for faulty school work; it should be limited to serious behaviour offences, and then used only as a last resort.

REFLECTION ON THE TEACHER

In support of the above we offer the following observations:—

Discipline maintained by corporal punishment is based on fear, tyranny and intimidation. Fear and the anticipation of physical pain are the lowest of all motives which restrain the pupil from wrong-doing.

Discipline upheld by force reflects on the ability, personality and vocational aptitude of the teacher rather than on the "badness" of the child. Dr. Malherbe, Director of the Bureau of Education, South Africa: "Corporal punishment is no solution of delinquency. If resorted to in schools, it is nearly always a sign of failure on the part of the teachers and the school. . . . 95 per cent of delinquents in reformatories who had received corporal punishment were recidivists."

PROMOTES ANTI-SOCIAL BEHAVIOUR

Anti-social behaviour, even stealing and bullying, may be caused by an inferiority complex, which in its turn may be engendered by frequent disapproval and punishment.

The application of physical pain is repressive not educative. Learning should never be associated with pain or fear.

THE POSITION IN N.Z.

Although there is a trend towards less punishment in homes and schools, the following shows a comparison between the position in a large secondary school in New Zealand and a similarly sized school in Manchester, England.

Manchester: average number of infractions of corporal punishment over five years, 1934-1938, was 6.6 per annum.

Auckland Grammar School: 126 first term, 1943. This was reported by a special committee set up to investigate the complaint of a parent, and the members of the committee agreed that for the number of boys at the school this was a very satisfactory figure.

New Zealand appears to be the only democratic country whose education

authority has not yet taken drastic steps to control any possible abuse of corporal punishment. The difference lies in permitting its use to class teachers instead of headmasters only, and then only in cases where other methods have definitely failed.

SERICUS PSYCHOLOGICAL HARM

The threat of the cane may be an easy method for a teacher to keep the class in order and urge the pupils to greater efforts, and such teachers may certainly secure "results." Although it may seem to do no harm to many pupils, there are always some who suffer, or might suffer, serious psychological harm.

That discipline can be maintained by other means is obvious since there are many teachers in New Zealand who do not resort to it. It is sometimes suggested that, unless our boys stand up to a thrashing at some time in their school career, they may become "soft" or spineless or lack manliness. The training establishments of H.M. Forces, where thousands of boys between the ages of 15 and 18 years receive ordinary as well as technical education, do not resort to any form of physical coercion.

POSITION IN ENGLAND AND AUSTRALIA

Wetsern Australia: All degrading and injurious punishments must be avoided. Boxing of ears, etc., of girls over 12 strictly forbidden. Corporal punishment of girls under 12 is allowed only under very extreme circumstances. Whenever a girl is so punished, a full report must be sent at once to the District Inspector. Corporal punishment should, as a rule, be inflicted after school has been dismissed and not in public. Forbidden for trivial offences, inability to learn, or neglecting preparation of home lessons. One cane and punishment book should be under control of head teacher. The Director: "I am assured by the Inspector of Secondary Education that there is no corporal punishment given in high schools, and I myself have been told the same story by individual headmasters."

Manchester: Corporal punishment is permitted, but discouraged by the Education Committee, and irregular forms of punishment are strictly prohibited. Delegated power to inflict corporal punishment must be given by principal in writing and then only to a certified teacher of three years' standing. If more than two strokes, it must be administered by the principal.

London C.C.: Permitted, and entirely under the control of headmaster or headmistress. Since 1939, only one complaint has been brought

to the notice of the Education Officer who infers from this that corporal punishment is very infrequent.

A RELIC OF BARBARISM

Anita Muhl: "Corporal punishment is considered not only useless, but a definitely unintelligent form of conduct in the person administering it. It is apt to have many harmful effects on the person to whom it is administered. Among the characteristics which may develop and become incorporated in the personality as a child grows up are secretiveness, deceitfulness, unreliability, evasiveness, resentment, hatred, brutality, vengefulness, bitterness, fears, spitefulness, callousness, uncertainty, cruelty, cowardice. The tendency to escape all painful situations in later life and to make others suffer instead is a frequent development.

Corporal punishment in any situation and for whatever offence, is a relic of barbarism and unconsciously degrading to both the person inflicting the punishment and to the person receiving it."

FRESHERS' COUNCIL

This Council, an innovation at A.U.C., held its first meeting at the end of last term, with John Blennerhasset, executive president, in the chair. Two other members of the executive were also present. The council is composed of Fresher representatives from each department, who, after the president had outlined the purpose of the council, i.e., to promote more Fresher participation in College life, were not backward in stating the reasons they thought responsible for their alleged apathy in College affairs.

It was pointed out with some fervour that clubs in their initial meetings of the year made for the most part no effort whatever to welcome Freshers. Praise was given to Tramping Club alone for its efforts in this direction, and it is to be hoped that all University Clubs will profit by this criticism.

The general opinion of the meeting seemed to be that the first meetings of all College Clubs should have as their specific purpose the outlining of the aims of the club to Freshers, with some indication of the proposed activities for the year.

The first activity of this council will be the holding of a coffee evening early in the term, which they are hoping will prove more successful in getting people to know each other than previous ones have been.

COME TO THE FRESHERS' COFFEE EVENING

Give your bright ideas on reform to one of the following:—Les Arnold, Harry Dawson, Wyn Barclay, Peter Howe, Richard Savage, Bruce Duncan, Valmai Griffith, Maureen Lamb, Eleanor Myers, Elizabeth Shove, Helen Waddell (secretary).

SCI SOC

On Monday, 13th May, the Si-Soc opened its lectures for the year, with a lecture from the student chairman, Mr. W. I. Taylor. His subject, "Stars And Galaxies," though illuminating, proved abstruse to many. However, we went home with the happy thought that life on the earth would last at least another 10,000 million years.

On the 29th of May, Prof. Worley, the president, spoke on Colloids. His informal chat was amply illustrated with many and varied experiments. All these worked, giving the desired pretty colours and, of course, colloidal solution. Don't forget June 26th. Freshers' lecturettes. All Freshers should attend to support their year. Supper is good. Coffee even better.

Mother: "I told you if a sailor asked you for a kiss, to say 'no'."
Daughter: "But mother, they don't ask."

Bob Burns: "There'll never be any real progress in prison reform until they start sending a better class of people to jail."

So far, ONE contribution to KIWI! What are YOU going to do about it?

OPEN FORUM

Madam,—

I entirely agree with "Venus" remarks in Open Forum about the 10th May issue of CRACCUM, in that it was a jolly good one, but surely her following cutting remarks about the Odd Pairs Almanack are a little misplaced. If anyone is so lacking in sense of decorum as to take offence at a piece of harmless fun like that—well, Varsity's not the place for them. No one wants CRACCUM to degenerate into a society rag, but surely there can be no harm in one small paragraph like the "Odd Pairs." I wonder could "Venus" find any valid reason for condemning Astrub's masterpiece—or is it just sour grapes?

—PLATO.

Madam,—

While endorsing "C. C. Musce's" opinions regarding the frightful standard of lewd stories now circulating around the college, I wish to point out that this is the sole activity of students which prevents them from being completely apathetic to all things outside lecture notes. Many of our educationalists deplore this only too prevalent spirit of lethargy. Surely your correspondent does not wish to remove the single activity by which students can claim they are not entirely apathetic. Surely he or she does not wish to impoverish the students who do not indulge in lewd songs through forcing them to buy an enormous quantity of soap which could be better used for other purposes.

I propose that we should divert this one activity into better channels. Let us form a committee (the present executive would do) to compile a list of songs and stories suitable for all occasions. We must bear in mind that a story is funny, in spite of its crudeness, not because of it.

Hoping to hear better and brighter stories,

—TUSITALA.

Madam,—

In this College there is becoming prevalent a practice which can only be described as despicable: that is, the habit of sheltering, presumably through false ideas of modesty, behind pseudonyms and initials in place of full signatures at the foot of letters and articles written to this paper. I would suggest, to those who have so disguised themselves, that they put themselves in the same category with members of the public who contribute to the daily newspapers under the titles: "Father Of Six," or, as the case may be, "Mother Of Ten." If a correspondent intends his letter to be, not a guessing competition of an inferior kind, but the expression of an opinion he thinks too valuable to be lost to the readers of CRACCUM, then he should be prepared to subscribe his name to it. If he does not, it is only possible to conclude that he lacks moral courage. And want of that quality has, I think, the effect of robbing his opinion of any value it might otherwise have. In other words, an opinion which its author is not prepared to back personally is not worth printing.

—P. H. MONTAGUE.

We deplore the growing tendency in this College to hand in copy for CRACCUM in the most indecipherable scribble, often in pencil. We know you haven't all got typewriters, but you can all write legibly, in INK, on ONE side of the paper only.

NEXT ISSUE: JULY 12
COPY CLOSES: JULY 4.



Report on Community Centres

(Abridged)

Introductory: This report recommends that steps be taken to encourage the establishment of Community Centres in New Zealand as an important aspect of the development of adult education after the war.

On more than one occasion in the past, adult education has played an important part in reconstruction after crisis. The economic reconstruction of Denmark, when the reorganisation of its agriculture was necessary, would have been impossible without the spiritual and cultural rebirth through the Folk High Schools. The Czechoslovak Government recognised the importance of adult education, and the Workers' Educational Association did much in the United Kingdom and some British Dominions after the last war to develop the cultural interests and extend the economic and social knowledge of many who had been denied the advantage of higher education. The W.E.A. developed in response to definite needs.

When the present war ends, adult education can again play an important part in reconstruction, provided that it is redirected in recognition of changed needs and that the adult educational movement is reorganised to meet new circumstances and extended demands. For some time this movement has been in a state of transition, and country work especially has suffered because it has been arranged by travelling tutors who cannot stay long enough in a community to know its people or discover its problems. This method of organisation is not satisfactory, because the assistance given is too casual and because groups of students are too isolated and lack adequate guidance. Moreover, many of the growing list of activities in which people are interested cannot be catered for without a building, which provides a centre of communal life. This applies also to the city.

It is doubtful whether Folk High Schools are appropriate to the conditions of New Zealand, but something of their spirit might be captured by the establishment of community centres, round which might be grouped a variety of cultural and welfare activities such as are listed below. In addition, such centres might be expected to help in giving social cohesion and sense of common purpose so noticeably lacking between the wars. Like the Folk High Schools in Denmark they might well provide the "spiritual" foundations of reconstruction.

It is of great significance that the need has already been recognised in many country districts. A centre has recently been established in Dargaville, and discussions directed towards the setting up of such centres have taken place at Hastings, Runanga, Opotiki, and probably at other places. Runanga has already planned to hold a "community festival" as a first step.

POSSIBLE ACTIVITIES AT A COMMUNITY CENTRE

(not necessarily in order of importance)

- 1—Lecture and discussion courses.
- 2—Crafts, hobbies, occupational skills (e.g., home economics, including interior decoration, cookery, dressmaking, diet, and farm and other problems).
- 3—Plunket, child welfare, creche, nursery school.
- 4—Dramatic, musical, films.
- 5—Library.
- 6—Clinic, where centre large enough, otherwise facilities for local doctor and district nurse.
- 7—Recreation and physical welfare.
- 8—Special facilities for adolescents in relation to the above.

INITIATION OF COMMUNITY CENTRE

A community centre must cater for genuine needs, but these needs may sometimes have to be discovered or even revealed to the consumers. The best approach would appear to be as follows: Survey visit by adult educa-

tional officer or other person or persons to a centre or centres where some interest has already been shown, meeting such people or groups as adult educational classes or discussion groups, Women's Institutes and Divisions, Farmers' Unions, local agricultural officers, local schools, dramatic and musical societies, librarians, Plunket Societies, local doctors and clergy, various sports organisations, local authorities, Chambers of Commerce and Rotary Clubs.

Then arrange for subsequent general meeting to explain possibilities, and set up local committees to initiate schemes.

The advisory committee of adult education should make public its willingness to send an officer to discuss the question of a community centre in any district where this is desired.

There should be no attempt at uniformity, especially in the initial stages, since the central points of interest will be different in different localities.

THE IDEAL

would be a centre large enough to employ the full-time services of a man and woman as "Community Directors." Alternatively several lesser centres, close enough to form a manageable group, might be organised.

Such Community Directors would be interested in assisting community endeavours in smaller centres of population, in which in some cases rural schoolteachers might function. The main duties would be to discover needs and stimulate and organise community activities and establish links with local, university district, and national organisations.

EQUIPMENT

Ideally a special community building should be erected, with such facilities as classrooms, discussion, committee, administrative, craft and workrooms, library, small combined theatre, music, film projection and art exhibition room, gymnasium, creche and clinic.

LINK-UPS

1—Local. The system of local administration should envisage a council which links up with local groups through the system of representation, with the qualification that such a council should not be too large for effective action.

2—Functional links. The "Community organiser" would establish the necessary links with instructors or instructional agencies.

3—Regional and national links. Community centres should be part of the broad, national movement, but in such a way as not to sacrifice local initiative, and to ensure a considerable measure of local autonomy. If community centres are separate they are less able to benefit from the advice and assistance of the national movement, and facilities are likely to be duplicated. Alternatively, such separate centres will come under Departmental control and this is likely to make for rigidity and lessen academic freedom.

We imagine, therefore, that the National Council of Adult Education will have the same relationship to community centres as to other aspects of adult educational work, though it might be found desirable to reconstitute the council.

We attach great importance to the immediate appointment of a National Director of Adult Education as executive officer (a) to advise on and plan adult educational activities, (b) to investigate when called upon to do so, (c) to act as a liaison with the University, Government departments, etc., (d) to keep informed on adult educational activities in other centres, (e) to keep district advisory committees informed on the activities of other centres.

Effective organisation at the

regional or university district level would require the establishment of a University District Community centre, which would generally provide a cultural headquarters for the district.

FINANCE

As a general principle, finance for buildings should be a community responsibility, possibly supported by Government assistance by subsidy or loan. Operational finance (e.g., payment of community organiser) should be provided by the Government, through the National Council of Adult Education and the district advisory committees in the various university districts.

HOW IS YOUR SLANG?

If you are kinda crudy on the latest lingo, read this article and get on the beam.

Do you know the current American college slang? Maybe you would like to know our Allies' latest lingo. Then what say we creep up behind two American students who are campus fiends on the latest dope? Let's listen to their conversation. Ah, from the way he speaks, one of them seems to be rather annoyed about something.

Butch: This graveyard shift is strictly for the birds. It gives me the clanks.

Bob: Yeah. But you're a ragadrop.

Butch: Plut!

Bob: You ain't a ragadrop just in order to do some goop. In fact it's breezed about that you're pretty snuffy. Who was the beetle you were promoting last night?

Butch: Oh, that beetle's crudy. I gave her the brush off. She's only a cold bottle.

Bob: Zat so!

Butch: Yeah. There was I, time on my hands and on furlough. So I drowned my sorrow in Little Joe. Then who should come in with a black whale-tail but Marge. I always thought that she was a bar polisher.

Bob: Dim bulb! That black market meat was her brother, and any way she isn't a bar polisher.

Butch: Heck-a-brick! If I'd known I'd have offered to convoy her next Saturday night. Now I've dated Blondie.

Bob: In my opinion, that's shark's a void coupon. We were river banking some time ago but she's a crudy. So I gave her the brush off.

Butch: Look at the time! I've got a flight. Beat feet.

Bob: Roger, Wilco.

Well, are you puzzled by that conversation? If you are, read this translation:—

Butch: This 9 a.m. lecture is not so good. It gives me the jitters.

Bob: Yes, but you're a midnight-oil burner.

Butch: Plut! (Expression of disgust).

Bob: You aren't a midnight-oil burner just in order to study. In fact it is rumoured that you are a pretty smooth worker. Who was the girl you were making an impression no last night?

Butch: Oh, that girl is not so hot. I dropped her. She is only a wet blanket.

Bob: Is that so!

Butch: Yes. There was I, time on my hands and without a date. So I drowned my sorrows in a chocolate cake. Then who should come in with a Navy Air cadet (men's point of view) jerk but Marge. I always thought that she was a girl who dates only officers.

Bob: Nit-wit (one who doesn't catch on quickly)! That drip was her brother, and any way she isn't a girl who dates only officers.

Butch: How annoying! If I'd known I'd have dated her for next Saturday night. Now I've dated Blondie.

Bob: In my opinion, that wolfess is an uninteresting girl. We were necking some time ago but she is not so hot. So I dropped her.

EYES RIGHT!

What sort of eyes have you?

If you yearn to know something about yourself, perhaps this will help you.

Here's what Emerson has to say: "Some eyes threaten like a loaded and levelled pistol; and others are as insulting as hissing or kicking; some have no more expression than blueberries, while others are as deep as a well into which you can fall."

And Thackeray says: "A pair of bright eyes with a dozen glances suffice to subdue a man; to enslave him, and to inflame."

According to Hawthorne, "men of cold passions have quick eyes." Longfellow remarks, "I dislike an eye which twinkles like a star. Those only are beautiful which, like the planets, have a steady, lambent light."

Then here's a word for those with small eyes.



"Little eyes must be good tempered, or they are ruined. They have no other resource. They are made for laughing and should do their duty." —(Leigh Hunt).

And now for the colour of your eyes.

"Blue eyes are pale, and grey eyes are sober,

Bonnie brown eyes are the eyes for me." (Woolson).

"Eyes of most unholy blue." —(Moore).

"Men with grey eyes are generally keen, energetic, and at first cold, but you may depend upon their sympathy with real sorrow." —(Leask).

"Black eyes with a wondrous witching charm." (Cary).

"A woman with a hazel eye never elopes from her husband, never chats scandal, never finds fault, never talks too much, nor too little—always is an entertaining, agreeable and lovely creature." —(Saunders).

"Dark eyes—eternal soul of pride!" —(Leland).

And finally—

"A grey eye is a sly eye,
And roguish is a brown eye,
A blue eye is a true eye,
Mysterious is a dark one,
A black eye is the best one!"

Sir Thomas Beecham says: "America is a country of widows, who, having killed off their husbands with canned food and overheated houses, marry their gigolos and drink themselves to death."

Hermann Goering is not only addicted to a change of costume; he likes perfume, too, and changes his smell (scent, if you prefer it), as often as he changes his uniform.

Butch: Look at the time! I've got a lecture. It's time to leave.

Bob: I will comply.

Well, gentle reader, are you on the beam now? If you aren't, you must certainly be a dim bulb; no kidding. —Elmer.

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LET HERESY BE THE BASIS OF THE NEW ORDER

The Allied Second Front opened on June 6th. Military victory has become a possibility for the near future and post-war reconstruction a problem of more urgent importance. Reconstruction in the post-war world will take two main phases. First, the rehabilitating of peoples who have suffered at first hand the destruction and strife of war, and second, the laying of a broad basis for a lasting peace and a world of co-operation.

The emphasis is almost surely to be on the first problem, but difficulties here will be relatively easily dealt with, being almost entirely a matter of organisation. The objective is concrete, problems of food and shelter, problems which may be overcome by practical organisation. There is little doubt that nations will learn much about co-operation, that spirit which is necessary for a lasting peace, but there lies in this necessary work a great danger, the danger that when this immediate objective is gained, nations will revert to the pre-war order.

The problem of laying a broad basis for a lasting peace does not lie entirely in practical action: there is a necessity for a change in outlook. Individual conservatism, the clinging to the present ideals of Democratic Nationalism, the condemnation of untried new political creeds are greater

dangers to progress than the most fantastic heresy. The existing order of social structure is haphazard and deficient. Democracy is just a term used to describe what is in existence, Nationalism is an immature stage of the world's social growth. While the reader may not agree, it must be admitted that if it were true, Democracy and Nationalism are ready to be discarded.

Nationalism has its foundations in the social relationships between individual men. The first such social unit was the family—when families found that the action of other families encroached on their freedom they joined forces and agreed to recognise the rights of each other. These families in concert were called villages and in turn villages developed into States and States into nations. Towns and cities are a parallel growth dependent on the economic advantages of dividing labour processes into many smaller monotonous actions. Townsfolk lived there to enjoy more comfort and more luxuries.

The world to-day is reduced in size by technical progress in transport and communications. Nations which were formerly isolated now tread on each other's toes and the time is now ripe for the final treaty and definition of rights. The nation as a social unit is, and must eventually give way to the world State. This is the stage through which the nations of the world are now proceeding and all that which may retard progress must be replaced by something new: Is this thought heresy?

The barriers to the new world of co-operation and lasting peace include most of what is precious to the conservative. Language, national customs, racial superiority, class distinction and even religion, all things that glory some men at the expense of others. The slogan for the new world is not Liberty, Equality and Fraternity, but Privilege and Humanity. Sentiment built on decadent nationalism, institutions erected to perpetuate the same must be forever discarded, while sentiment for truth and humanity must be reinforced.

anity must be reinforced.

According to a dictionary, Democracy is government by the people. To the writer, Democracy connotes all things which are idealised yet unattainable by so-called democratic peoples. It also denotes that state of political existence with which people are perforce to be satisfied, because more would mean a sacrifice of their own good to that of someone else. Democracy is therefore the thesis of all self-seekers. In religious matters intolerance prevents unification. Each religion believes in its own superiority and by its very nature must propagate its beliefs and teachings. The result is inevitably strife. Let us abandon religion as a social institution and let those who would believe retain it as that which it is, something precious and personal.

Conservatism is the sin of man, its son its procrastination and they are the enemies of progress. Join the ranks of the heretics! —L.S.L.

A prof will scoff at the mention of graduation after all the ball was just a fling for the younger generation and what matters it one whit if lectures go on till five the student will thrive on such stern measures and learn to subjugate his pleasures to the lecturerian whim what matters it to him who turning with another snore says drowsily well after all the Grad. ceremony would have been such a frightfully excruciating bore. . . .

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DEBATING CLUB

CRACCUM tenders a sincere apology to Debating Club for our failure to include their last write-up in the previous issue.

ORCHESTRAL SOCIETY

This society can be revived if sufficient players are forthcoming. Those interested see notice-board or leave a note in the letter rack.

Keith Preston: "If there's anything homelier than the old masters; it's the old mistresses."

Remember!! We want to publish KIWI at the beginning of the third term. Contribute now!!!

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