

C r a c c u m

AUCKLAND UNIVERSITY COLLEGE STUDENTS' PAPER

XXIX—No. 4

Auckland, N.Z., FRIDAY, JUNE 11, 1954

Gratis

Graduation Address, 1954

Delivered by **DR. G. A. CURRIE**, Vice-Chancellor U.N.Z.

Man's Right to Knowledge and the Free Use Thereof

This year Columbia University in New York is celebrating the hundredth year of establishment, and it has asked universities over the world to join with it in studying the theme "Man's right to knowledge and the free use thereof." We in New Zealand are glad to join in considering this theme which must be a part of all universities in the western world.

Columbia University which today has some 25,000 students and 3,300 members of the teaching staff, was established in the early days of New York in 1754 with eight students in a small town in down-town New York, and with a staff of one. Dr. Daniel Johnston, who was both teaching staff and President of "King's College" as it was then called. The College had a charter from George II, and it did not exclude from its courses any person of any religious denomination whatever.

Most of you will recall that the royal Georges became somewhat unpopular in the Colony a little later on and that a regrettable part of the Colonists estranged them from the Mother Country. At twenty-odd years after King's College had been founded, it was not difficult to understand that the name "King's College" should have been changed later to "Columbia University" and by the name on the Morningside heights in New York it has gained world fame for advanced scholarship in many fields. It has, I think, the largest number of post-graduate scholars associated with any university.

In 1950 when the world's universities were first asked by Columbia to join with it in contemplating the theme named, it was a certain Dwight D. Eisenhower, then the chief executive officer of the university, who sent the letters of invitation so that you will understand that Columbia indeed something special in the world of universities when it can count on its presidents so distinguished a soldier and statesman. I comment later on the irony of which has now placed him at the head of the world's most powerful nation during a period when the right to knowledge and the free use thereof has become a more acute issue in the stress of the times than it was four years ago when he announced it.

Columbia—Gem of the Ocean

Columbia is a federation of Colleges, mostly graduate, and of these, Teachers College, with some 6000 students, is the largest and one of the best known for its progressive programme of training and research. The School of Law nourished the Presidents Roosevelt and many Prize winners and other notable scholars have studied or taught in the walls of Columbia. The university has over 200,000 living alumni who exert a powerful influence on affairs of state as well as on the University. The library, one of the five biggest in the university, has numbers some 2,700,000 volumes. Amongst its students are nearly 2,000 foreign students from 60 nations. Its biggest undergraduate College is Columbia Liberal

Arts College of some 5000 students, and its course in "Contemporary Civilisation" has gained world fame. From Columbia we have received recorded addresses on the chosen theme by the English historian Toynbee, the philosopher statesman Radhakrishnan of India and other world-famous scholars. Any New Zealand university college or other institution can get them for hearing. Columbia is also supplying an exhibit of 60 panels illustrating the theme and they also will be available for later distribution to interested organisations.

Many of the quotations which I use in this talk are culled from the literature that has been sent out with the recordings and the panels.

The theme itself is of course concerned with freedom of enquiry and of teaching, both central to the proper work of universities as we understand them. It appears to be quite unnecessary for us in New Zealand to discuss such a question since "Man's Right to Knowledge and the Free Use Thereof" is taken for granted and is not, so far as I am aware, under challenge by anyone here. We have an excellent record here of freedom of enquiry and of speech, and we have a vigorous rugged democratic sense of fair play and fair dealing which I feel would resist any attempt at suppression of freedom of any kind. The history of our times, however, shows that the stress of both domestic and international events can alter the attitude of a nation so that when strong emotions are aroused especially on social and political subjects, some sections

of the people call for suppression of this or that philosophy or idea which may not conform to their own feelings or opinions.

When stresses come as they do in the "cold war," the universities are particularly apt to become targets for criticism or even abuse, since they must continue at all times to act as "islands of independent thought" in the community, and independent thought is something which is not appreciated by those who come under the stress of fear or other strong emotion. It is just during times of stress when balanced judgment and critical thought and discussion are most needed that freedom of utterance is in greatest danger since some will hold that the stress itself justifies suppression of unpopular ideas.

The pressure of ideas

Universal education and the rapid diffusion of news by the papers and radio constantly bring the problems of national and international affairs into the ken of a bigger and bigger proportion of our people who are required to make judgments upon them. This demands more critical thought, mature judgment and steadiness in our democracies today than was ever required of large masses of men in the world's history. Under stress it is easier for men to follow the easy path of unchecked opinion or follow a demagogue or give way to easy emotion than to think things out objectively or to seek truth by close study of evidence.

Any authoritarian or dictatorial system which denies "man's right to knowledge," weakens, we believe, the individual human being even if it may give great power for action to the State. In the University, as in our democratic community and as indeed in Christianity itself, we believe that fundamentally the strength of the nation depends on the development of the mind and will of the individuals comprising it, and that the individual develops his powers best in an environment where he is free to study what he likes, to discuss what he likes, to express his beliefs freely and, within the limits of laws which he helps freely to frame, to choose his own mode of life.

The individual and the State

Of course our attitude to "Man's right to knowledge and the free use thereof" raises the age-old problem of freedom on the one hand and order on the other. This conflict will be eternal in man since, unlike the ant colony, his drives are not wholly of an instinctive pattern, he has the power to think out new solutions to his problems. In our democratic community (in the making of which we participate) for the regulation of internal affairs and security, and to a lesser extent commerce, education and health, but we like to retain freedom of mind, speech, assembly, doctrine and publication. A balanced



... the universities are particularly apt to become targets for criticism or even abuse ...

reconciliation between authority and freedom lies in the conscience of the people and the people can only be of good conscience if well informed.

There are two areas of knowledge today that bring the problem of the freedom to enquire and freely discuss into sharp focus. One is atomic energy and the other is "statism," and theory such as Communism or Fascism which defies the state and debases the individual.

The H bomb has very properly brought the world's conscience up with a round turn since the destructive powers of the new weapons make it possible for highly industrialised wealthy nations to challenge the survival of life on the earth. When we of my generation were taught science in our university days we held that scientific knowledge was international and that the gifts of science were there for all nations freely to enjoy. Atomic energy has changed all that and now physicists, chemists and engineers with special knowledge of atomic physics cannot move freely about the world nor discuss their knowledge freely. They are men apart. In the interest of national security these atomic scientists cannot be given freedom to use their knowledge freely if they have gained

(Continued on Page 8)

CRACCUM

Auckland University College Students' Paper

The Editor accepts as little responsibility as possible for the contents of this paper, and the opinions expressed are not necessarily those of the Editor nor of the A.U.C.S.A. Executive.

STAFF

Editor ---
Sub-Editor ---
Literary and Arts Editor ---
Sports Editor ---
University News Editor ---
Distribution Manager ---
With Jenny Hilford and Clare Lillie.

PETER BOAG
JIM TRAUZ
DAVID STONE
JIM HOLDOM
JULIA McMAHON
ALAN TAYLOR

A UNIVERSITY . . . ?

Full-time or part-time; internal or extra-mural; Oxbridge or Redbrick; residential or non-residential; university or institute of technology? These are the perennial questions that face the administration of any university, and should continue to do so so long as that university has any semblance of life.

They have concerned New Zealand particularly, and both sides have been discussed extensively in the past, but the everlasting question has been raised again, and once again hundreds of words have been written attacking and defending the present system.

Enough has been said on this latest occasion to warrant some full discussion on the whole subject of part-time and extra-mural students, and indeed on the purpose of the university itself, and, in particular, the University of New Zealand.

The present awakening of the subject started with an editorial in the N.Z. Herald on the question of the rights of extra-mural students. This admitted that there were many arguments in favour of "attendance at lectures" being compulsory for any degree, but then raised the question of those who "find it impossible to live in university centres, especially teachers who are obliged to serve a period in country schools," and then contended that the university was "not entitled to wash its hands of all responsibility for these cases," but should, in conjunction with the Education Department, "examine ways to enable country students to continue their education."

The controversy was taken up in the correspondence columns of the daily newspapers, and apart from one letter from a member of the university was, on the whole, confined to stating the case of those who thought they were not getting enough for their money, nor the consideration to which they should be entitled.

At this stage, "Craccum" summarised the case briefly and published an article by a student who contended that the matter to be decided was not whether extra-mural students were being treated fairly, but whether "degrees can justifiably be taken by those who cannot attend university." He then developed the argument that since the purpose of the university is a two-fold one—teaching and research, and since, furthermore, the only true knowledge is dynamic, any part of the university that is merely vocational, i.e., useful merely because the pursuit of it will enable people to seek higher and better paid positions, must be cast out. This, of course, would do away with, not merely extra-mural students, but also, taken to its limit, the more blatant degree shops—architecture, engineering, medicine, dentistry and the rest.

This, of course, is the extreme view, but in the same issue, the main article, "A University or an institute of technology?" which was written by M. L. Oliphant of the Department of Physics at the University of Birmingham, dealt with approximately the same subject, and came to similar conclusions. In the opinion of the writer, a university was "a corporate body of individuals, whose aim is to preserve and continually review knowledge and culture gained in the past, and aggressively to attack and extend the frontiers of that knowledge . . . and it is difficult to reconcile my idea of a university with the type of vocational training which is given . . ."

The situation in New Zealand is a difficult one. We have on the one hand our curious social set-up of a people grown accustomed to having all its desires granted by a government afraid to thwart the wishes of its constituents, and on the other, a strong national pride and the ambition to have this country providing the best opportunities in as many fields as possible. Nor is the matter made any easier by the University of New Zealand which does not seem to know what it wants and seems to be continually falling between two stools.

The University recognises, as indeed do all who have to do with this matter, that this country will never produce men as qualified as any in the world until it can provide a university which will be able to attract the best scholars, and so come where near approaching the ideal of a university. On the other hand, however, the university in this country is financed by the Government, and, as always, the hand that controls the strings can decide the policy. This may seem rather harsh, but in the light of present circumstances, highly improbable that the Government would attempt to dictate policy to the university, but in what would happen if the university tried to abolish part-time study, to mention but one aspect. No government, mindful of its seats on the Treasury benches would countenance such an action in a country where, in two cities at least, it has become traditional to pursue a university education on a part time basis if possible.

This system of part-time study, although unavoidable in some cases, becomes pernicious when it becomes accepted as the only system, and when the system of a whole college is arranged to meet the needs of part-time students. The ridiculous situation then arises where those students who are required to attend full-time, such as Science students, are regarded as the oddities, the ones who should be pitied, rather than the other way round. Apart from the impossibility of acquiring a university education in the full sense of the word, merely by "attendance at lectures," as the quotation from the editorial put it, without making it a stay at the university, many of the difficulties of general interest in college affairs, and of making such things as College Celebrations have some semblance of spontaneous student life, making, would disappear.

But such speculations are, at present, worthless until a solution to the present situation is found. The problem of part-time attendance is not insoluble, for in those colleges where the majority of students are full-time, students are no worse off than they are elsewhere, nor are the economic positions of their parents any brighter, on the whole, than those of other students.

The problem of providing the best possible education is difficult, for until some attempt is made to create more facilities for the brightest students, New Zealand will continue to be a clearing-house for overseas universities.

With its present population and economic situation, it would be absurd to establish universities of equal merit in all the country, and the alternatives are, either to establish one residential university, say, in the middle of the country, which would cater for the cream of all students offering, or else to abolish the present system of having separate chairs in all four colleges, and to follow the example of architecture, medicine, dentistry, home science, music, etc., and to recognise that the quality of students and staff available is sufficient for only one chair in the country.

It would be, of course, impractical to set up such a university immediately, but if that principle could be followed where an opportunity arose, and if necessary provisions were made for those requiring trade certificates, education in New Zealand would progress, and the university staffs could feel that their attitude to turn out first class scholars, without being wholly concerned with providing culture for the masses, would have a reasonable chance of success.

Executive Notes

PERSONNEL CHANGES

At the end of last term the Executive received with regret the resignation of Barrie Connell, who held the positions of Men's Vice-president and Secretary. This loss will be a severe one to the Association, for Barrie's long experience and the work he has put into his portfolios has made him an invaluable member of the Committee.

No less a loss was sustained at the latest meeting when Marion Solly informed the Executive that she had found it necessary to resign from her positions of Women's Vice-President and Corresponding Member. Marion's long association with the sporting world in particular made her also an invaluable member and one who will be missed.

The vacancies caused by these resignations have been filled by Peter Boag (Vice-President), Jock McGowan (who has been co-opted as

Secretary), Joan Frost (Vice-President), and Brian Horton (Corresponding Member).

Notice Elections

President, Secretary and Treasurer. Nominations close with the Returning Officer on Sunday, 18th July, at midnight.

Executive: Eleven members. Nominations close with the Returning Officer on Sunday, 18th July, at midnight.

Elections: For the President, Secretary, Treasurer, Monday and Tuesday, 19th and 20th July. For the executive, Tuesday, Wednesday, 3rd and 4th of August.

Annual Meeting: Wednesday, 4th August at 7.15 p.m.

June 11,

Message

Health is

The health

personal se

tend one

an interv

the usu

will be

own sex,

results will

two of you

rested in h

er she wil

deal abou

anything an

ing on he

health que

anxieties,

can talk th

is to get t

any help

ed most c

elves, and

outside. H

that.

will also

tical overh

that that

be given

X-ray, v

photo, and

two. If you

he will

or in priva

e who ar

rested in

tents in g

ticular stre

up health

If you

we can

to get th

This scheme

Message to Students from the Medical Officer of Health

Health is a personal matter—your own affair. The health scheme which has been organised in Auckland is a personal service for students. If you enrol, you will be invited to attend one evening at the clinic at Marinoto, 53 Symonds Street, in an interview with a health officer. This will be rather different from the usual visit to a doctor, even for a "check-up".

It will be seen by a doctor of your own sex, and the interview and results will be entirely between you and the doctor. This doctor is more interested in health than in disease. He will want to find out a deal about you. He is interested in anything and everything that has to do with health. You can discuss your health question with him. If you have any anxieties, difficulties, problems, or anything else, you can talk them over with him. He is there to get to know you and give you any help he can. What most of us need most of all is to understand ourselves, and see our problems from the inside. He can help you to do that.

He will also give you a thorough medical check-up and tell you about anything that needs attention. You will be given an appointment for a chest X-ray, which is also done at the clinic, and only takes a minute or two. If you need treatment of any kind, he will give you a note to take to your private practice.

Those who are in this scheme are interested in you as an individual. Students in general are subject to a great deal of stress and are liable to develop health problems of various kinds. If you come forward now we can help you to keep well and get the most out of life.

This scheme is an experimental one—but not so far as you are concerned. It is merely "experimental" in the sense that we have not the resources at present to deal with the numbers who might be expected to enrol in a fully established scheme. But we can give a really good service to a limited number now. It will be your own fault if you are not included in that number.

Appointments will be staggered throughout the year and those who join early will be seen first. So it is up to you.

Fill up a form at the College office without delay. Then in a day or two I will write to you about an appointment. If your name is far down the list I will try to give you an estimate of when you are likely to be seen. This is a health scheme, not a sickness service, so a little delay does not matter—so long as you get your name down now.

One other thing: The health interview takes a long time, the X-ray only a few minutes. But you, or any other member of the public, can arrange for a chest X-ray, without charge, at any time, by ringing 49-290 and making an appointment. So you can do that at once in any case.

A. W. S. THOMPSON,
Medical Officer of Health.

Books on Sports

Trampers, Deerstalkers, Skiers and mountaineers of experience will all be familiar with the Handbook of the Associated Mountain Clubs of New Zealand. Those who are contemplating any of these pursuits and have not read this booklet—"Safety in the Mountains"—can borrow a copy from the Physical Education Officer, Hut 6, or from the University Library.

A new venture in instruction books for teachers, coaches and players is a series of illustrated booklets on sports prepared by the Physical Education Branch of the Education Department and printed by the Government Printer. Two books are already on sale at most bookstores—Association Football and Hockey. Others to be available are Rugby Football, Netball, Softball, Cricket, Athletics, Tennis, Swimming. These books are extremely good value both for the material offered and because of the very modest cost.

—P.W.B.

Post (Vice-Chancellor) Horton (C)

ce

ons

and Treas

se with the

on Sunday

s. Nomin

urning Off

, at midn

t, Secretary

ay and

ent students to roam on this

July. The

appears, there is still room for faculty teams. Games last about 40 minutes and are played during lunch hour, i.e. between 1 and 2 p.m. Teams are composed of men and women.

These games are good fun. If you are interested in playing, join a faculty team or get one together and see me about entering the competition. Individuals who aren't sure how to get in touch with a faculty team organiser should see me, Hut 6.

S. R. BROWN,
Physical Education Officer.

**Cath. Soc.
Combined Social &
Study
KNOCKNAGREE
WEEK-END
June 18-20**

**Buses: Friday Night!
Sat. Morning !**

**on Friday, June 18th,
1-2 p.m.**

KYAW THAN
General Secretary of the
World Student Christian
Federation,
will be speaking in the
College Hall on
**THE FACT OF THE WORLD
CHURCH.**

THE NEW LAUGH

Sir—

All communities have faults as well as virtues and, let us admit it, even we in New Zealand have our failings, though few and venial. We have been reproached for having no sense of humour, but I believe this is an unjust charge, based on old-fashioned prejudice. Dwellers on the Continent of Europe find English humour difficult to understand; only a highly sophisticated man can appreciate French wit; and our style of humour which, since everything here is new, I propose to call the New Laugh and which was exemplified by our students during the capping ceremony, may not always appeal to everyone.

It is a natural development of the shaggy dog story; whereas in that kind of narrative, what amuses us is the poverty of the jest, in the New Laugh we are amused by the fact that there is no jest whatever. The New Laugh betrays not only the vacant mind but also the vacant joke. The instruments used to fill the vacuum are bells, derived from the cap and bells of the Middle Ages, whistles from the same source together with our own original contribution, loud, meaningless, and cacophonous howling. Let these instruments, human and subhuman, be employed without regard for the feelings of others, and in defiance of all rules of courtesy and sense, and we have the New Laugh in its purest form.

I have said enough to show that this modern species of fun should interest the anthropologist who is concerned with the birth of humour among primitive peoples, and its flowering in the century of the common man, and that it should not be overlooked by the alienist, or by the stranger within the gates who has not been warned of what he may encounter.

Meanwhile we may cherish and develop this side of our cultural life and admire the natural gifts of its exponents, with the certainty that they will have no competitors in their chosen field.

H. G. FORDER.

NIGHT SCHOOL OR UNIVERSITY?

Our New Zealand University system has come in for a good deal of criticism of late. Most of the adverse criticism has come from people from overseas who do not understand the historical and social conditions of New Zealand. Some New Zealanders who are more fortunate than most have accused the N.Z.U. (and A.U.C. in particular) of being a night school, a correspondence school, "degree shop" etc.

I take the contrary view. I consider that the European residential colleges tend to be post-secondary schools where inexperienced young people who are fortunate in having wealthy fathers are lectured to by people who spend most of their lives in the college and who thus are scarcely more experienced in life than the students. The overwhelming majority of students in these institutions conform to a type fashioned by a few so-called "public" schools. It is true that of recent years some young people from the "common herd" have succeeded in entering these universities but they are often looked upon as gate-crashers."

We differ in our attitudes in our answer to the question, "Education for whom?" I am sure that a comparison of the rolls of A.U.C. and a European residential colleges would show many interesting features on the background of students—racial, class, religion, age and the ratio of women to men.

Most New Zealanders agree that education should be for everyone according to his ability. Each individual should have the opportunity of climbing as high as he is able on the educational ladder and should be encouraged to do so. I am not in favour of lowering standards so that more people can obtain degrees (I consider N.Z.U. standards to be lower than they should be), but I believe that anyone who wishes to devote time (day or night) to improving his education should be encouraged.

How are we to implement our democratic educational ideals? If we were to wait for the building and financing of residential universities we could not expect it within at least one generation. Even if we could have them I believe that everyone would suffer if we excluded part-time students. The diversity of students in our colleges is part of their success. The extra-mural experiences of our students gives greater depth to our colleges. I can imagine the standard of discussion at an education tutorial if the students were all very young and had never confronted a class of children.

If we look at our fellow students in the common rooms and lecture rooms we see people black, white and yellow from Pakistan to Polynesia and from Fiji to Foveaux Strait, the sons and daughters of labourers and doctors from seventeen to fifty. Many have had a practical working knowledge of their own and related subjects before starting to study theories. Young inexperienced students in our colleges are fortunate in having the stimulating contact with their more experienced fellow students.

In Europe there is discrimination against women in higher education and probably the organisation of residential universities helps this discrimination. In our colleges we have mothers attending lectures. If we had only residential colleges they would be unable to study at a university and we would be closing the doors to one of the most important sections of our population.

The more I look about A.U.C., the more proud I become of being a student of one of the most representative and democratic university colleges in the world.

NEW NEW ZEALANDER.

**COPY FOR NEXT
EDITION CLOS**

WED., 16th,

5 p.m.

Exec. Room

LITERARY AND ARTS

AN APPROACH TO POTTERY

Interest in the work of the studio potter in Auckland and in New Zealand is gaining a strong foothold and promises well for the future of this fascinating branch of the arts.

A glimpse into the studio of Leonard Castle, whose name will be familiar to many students, was my introduction to the story of handmade pottery. To begin to understand pottery, a knowledge, even though slight, of the processes involved, is an advantage, and if you are interested even only in its utilitarian value, you will find yourself wanting to find out more about these processes. So much is required of the individual potter who, as a rule, employs no mechanical aid or outside help. He must select and prepare his clay, glazes and pigments, and sees his work grow through the stages of throwing and turning on the wheel, decorating, glazing and firing.

Mr. Castle who started making pots five years ago in the Training College graduates course and also at Avondale College with Robert Field, has been experimenting with different types of kilns and local clays and has produced some very excellent pots which have and are gaining much recognition in the potters' world as works of art, and for household use. Examples of his work may be seen in the Otago Museum collection and Auckland Art Gallery.

His main interest is salt glaze stone ware which is a type of pottery attempted by very few studio potters, perhaps because its possibilities have been largely overlooked. Stone ware is a hard type of pottery in which the clay particles under the influence of high temperature have fused together to form stone.

Some pots, especially those produced in China during the Sung Dynasty have merits that raise them to a status potentially equal to that

of sculpture, and Mr. Castle would like to see studio pottery in New Zealand reach the stage of being regarded as more than a hand craft. Here though, he does not mean as objects of art for contemplation only. To quote George Digby, "... Those pieces which have their roots in established use are often the most satisfyingly beautiful."

In New Zealand there is an ever-increasing interest in the studio potter's art. There are ten people in this country who are working full time and over a hundred, a number increasing each year, who are interested and active in it as a hobby. Names which will be familiar to enthusiasts are those of Barry Brickell who is producing wood ash glazed stone ware, Pat Perrin, Olive Jones, Peter Stichbury, and Charles Bond-Smith, who is doing interesting work using press moulded methods, mainly for table ware such as condiment sets, soup bowls, jugs and coffee

cups. He has endeavoured to find a method to produce pottery economically and yet retain some of the qualities of hand-produced pottery. Mr. Castle himself is at present experimenting with local minerals and wood ashes as a basis for stone ware glazes using old Chinese and Japanese recipes.

A remarkable fact is the enormous interest taken in pottery even in these last five or six years. Some of the best work is being produced in England by such people as Bernard Leach, Staite Murray, Michael Cardew, and in Japan, Shoji Hamada, Kawai, Tomimoto and Yanagi. Some examples of their work may be seen in the Dominion and Otago Museums. It is only over the past forty years that the Western world has become aware of the long ceramic tradition of the East and that pottery making ranks among the fine arts. It is unfortunate that most Japanese pottery seen in New Zealand belongs to cheap commercialism made to meet certain markets outside of

Japan, and as a result, a large part of the pottery which is imported has the wrong impression of what is good work. Many of the stoneware pots are not completely glazed—the exposed clay of the rim provides an interesting contrast of colour and texture with the glaze and this to the uninitiated may appear as rough workmanship.

If you visit a potter at work you will see him 'wedging,' kneading, measuring out his clay and throwing it on the wheel in five minutes a gleaming wheel will have risen between his hands, the wheel, gently coaxing the clay into such precision and ease that the first thing you will want to try it yourself. The studio potter working through these processes a pot is complete gives his work vitality and individuality which is found in commercial ware mass-produced largely by mechanical means. It is often of a standardized pattern lacking that human and artistic interest characteristic of good pottery. —J.A.H.

* "The Work of the Modern Potter in England."



Above: Leonard Castle at the potter's wheel.

Above right: Samples of his work.

S.C.M. MAY CAMP

The S.C.M. held its annual May Camp over the last four days of the vacation this year, when some hours were spent discussing the communication of the Christian gospel. This wasn't all we did, of course; we tried to build a Christian community in its fullness by doing everything together—including afternoon tramps and river-crossings and dancing in the evenings—all summed up in the corporate worship which is the indispensable basis of any true community.

The theme of the camp had a progression. The first study was of Amos, the burden of which was that he to whom God speaks cannot but prophesy, even when the prophecy means, as it did with Amos, the judgment of those whom God has chosen: the judgment was that they had rested in their election instead of seeing it as an election to the service of men. This was intended to jolt consciences preparatory to talking about evangelism. The tutorial on Jonah pointed the extent of the field of evangelism—the whole world. There is no room for the dated emotion which in its pride finds reasons for the limiting of the Christian proclamation to some men only. Then in the study on Christ's washing the disciples feet and the tutorial on the suffering servant in Isaiah we saw the how of evangelism—the way of the servant; the Christ who is Lord is the servant of men—a paradox

only resolved in personality, that only the personality of Christ. The Rev. Haddon Dixon, speaking of evangelism in new housing schemes, emphasised that the Church must enter these areas as servants, endeavour to build community with those who have no community.

The study on I. John demonstrated that this service is manifested clearly in love for our human brethren. It is this love, simple and unashamed, which restores the individual to its wholeness, and the Church is called to be the instrument of restoration through suffering and love. Suffering is involved in love because of the perversion of the world—a world which could not reject Christ. Where love does suffer, it ceases to be the moral force which alone can redeem.

In a discussion of the needs of students this disintegration of wholeness, whereby students are unable to accept themselves as they are, was brought out, and it was agreed that only the love of one other person especially of Christ—could integrate a life where there would be no need for pretence.

Wholeness is also demanded for the mission of the Church, and Paddy Jansen, from Hong Kong, made it quite clear that where the Church shirked social responsibility, Communism won.

PING

P

Conf

or those

on the ou

e spectac

ve the pu

however, t

ke no ac

ened at

a rat

Processio

ar, and o

we counte

akes. It is

erest of th

ts who are

number of

energy and

a processi

to give up

lectors gat

behaviour

on was g

Book

ng recent

mprententio

the degage

This

recueil is c

one of the

at the

illustrates

an group.

one flips

not but be

relessness

Although

bandy ab

ant apathy

reactionar

ring capit.

It, a large
g impres
Many
not com
clay of
ting cont
with the
nitiated m
manship.
ter at w
ig, knead
clay and
aming we
een his h
axed into
and ear
will want
he studie
ese process
ives his
ality which
ware mal
echnical
ized patter
and artist
of good
H.
Modern Per
"

PING '54

I'm Not As Think As You Drunk I Am!

Confessions of a Local Opium Eater

For those on the inside, Capping 1954 was successful; for on the outside looking in, it seemed much the same as usual, the spectacle of students enjoying themselves failed once again to bring the public to frenzies of delight. One can always be thankful, however, that they at least tolerate students in their midst, and take no active measures to curtail their activities, as was often the case at Victoria.

It is a rather poor collection of poems. The Procession was better than the other, and on the whole, rather good. We counted at least two and a half. It is a sad reflection on the interest of the great majority of students who are prepared to let a number of their fellows put all their energy and spare time into preparing a procession, and are not even prepared to give up a few hours helping collectors gather in the money. The behaviour of students during the procession was good (despite the re-

ports of flinging of flour and slapping of wet fish), which is more than can be said for the audience at the Graduation Ceremony. This event, which is the highlight of the celebrations, should at least be treated with some respect, especially when the speakers included the Vice-Chancellor of the University of New Zealand.

The Ball was its usual sedate self—held once again in the cramped quarters of the College Hall. The sooner the inadequacy of these premises for the holding of a Ball is realised the better.—I. M. Queesy.

Book Review

Among recent books to hand is a unpretentious little volume bearing the *degage* title of 'Farcity'. This slender, unassuming volume is obviously the product of one of the more select literary circles at the University, and as it illustrates all the faults of the human group.

One flips over the pages one does not but be aware of the sense of hopelessness which pervades the volume. Although the contributors may be bandy about such phrases as 'ant apathy' and 'decadent bourgeois reactionary imperialistic war-ridden capitalistic formalism' one

into what one can only describe as a 'second childhood.' One hesitates to affix literary labels, but these 'enfants terribles' surely deserve the title of the 'dyspeptics.'

For all this the volume does merit the attention of the discerning. The contributors are all conscious of working in a well defined tradition, they are not cut off from human reality, there is that primitive soil-base, that awareness of the what T. E. Eliot has so characteristically termed the tradition of the 'humour de toilette' (toilet humour) which reaches back through Rabelais, Boccaccio and the fabliaux to the primitive wall scratchings.

One can say without hesitation that this never descends to the level of pornography, it is art, and as such it is likely to be the victim of the bluenoses and moral reformists who have plagued every artist from Zola and D. H. Lawrence to B. K. Hyslop.

The editors, who for some strange reason wish to remain anonymous, have done a thoroughly workmanlike job. The paper binding may detract from the value as a collectors item, but then the contents hardly justify the expense of an asbestos cover.

Pertinent Facts About Our Reviewer:

Educated in the rough and tumble of hotel bedrooms, he has already at an early age attracted the notice of competent critics, who rank him as an up and coming A. R. D. Fairburn. Among his published works are 'Finnegan's Wake' a novel, 'The Road to the Aisles' collected film criticisms, 'The Wind in the Pillows' nocturnal verses, 'Zombey and Son' science fiction, and 'Stickey-fingers' a social play. He is aged twelve.

This Year's "Abomination"

The 1954 Capping Review, Charles Zambucka's "Hallelujah I'm Abominable," or "The Snowman Cometh" did much to fulfil its publicity notices in reviving the days of such successful revues as "Smellbound" and "This Slap-Happy Brood." It certainly had more polish than last year's revue, and if the large audiences and continual bursts of laughter are an indication of the public's reception, there should be little trouble in sustaining and building up public support for, and participation in our capping festivities in the future.

The script of "Hallelujah I'm



Butcher yer arms around me honey



Tooloose with a lady . . .

"Abominable" was extremely witty and the cast, for the most part, made the best of it. The outstanding player was undoubtedly Hanno Fairburn as the "loud, crude, rough" caveman, Butch. There was a good deal of humour written into his role, and the player took full advantage of it, entering into the spirit of the role with plenty of vim. In the leading roles of Bid and Wilfred, Leonie Phillips and Rod Bielecki could have been stronger. Miss Phillips' voice, for all its sweetness, lacked the strength to reach all the audience. Her performance was pleasant but without much spark. Rod Bielecki improved as the play proceeded, but appeared rather self-conscious earlier. Denis Pain, again gave a solid performance, this time as Syd. He has yet to miss in a university production. Janice Copeland gave a good performance as Rita Haybague—it was consistent throughout. Ken Loach, if a little quiet, kept in character as M. Tooloose-Tootight.

The chorus improved as the season progressed, and the raggedness which appeared on the first night was con-

siderably reduced by the end of the season. They appeared to be a week or so under-rehearsed.

The ballets under the direction of Paul Gnatt all but stole the show. They were really hilarious, and the "ballerina" and "corps de ballet" have every right to feel proud of their performance. The orchestra too, under the direction of Bill Chessum, was a distinct improvement on last year.

Sets, costumes and "special effects" all showed care and initiative and contributed towards a polished production, for which much of the credit must go to Allan Patton as Stage Director, and to Norman Butler who, as Revue Director, had the responsibility of seeing that the entire production in all its various departments should function smoothly with the ultimate aim of a successful show.

Finally there is the inimitable Charles Zambucka who "has done it again." In tribute to him we can only say we hope to see him back again next year with another script like "Hallelujah I'm Abominable."

—YOSEF.

personality,
ality of
on, speak
housing
Church
is servant
community
community,
in demon
manifested
our human
ve, simple
stores the
and the C
strument
uffering
is involv
perversen
which cou
love does
to the mor
n.

These men share a sense of guilt of the past, some crime, real or imagined, against their fellow men. They can not but notice the feverish packing of the past, the retreat to the attractive world of the '30's to provide remedies for their inadequacies in the face of a hostile world. They detect also a note that has become characteristically that of New Zealand nationalism, not so much in the Pound go further as in the search, and the flavour of childhood nostalgia is all pervasive. All the contributors share this overwhelming sense of the desire to retreat from the difficulties of the present



flour and wet fish

University Students Qualify as Aircrew After Two Years' Training

(R.N.Z.A.F. NEWS SERVICE)

When the powerful German Luftwaffe began its merciless onslaught of Britain soon after the start of the Second World War, a small band of R.A.F. pilots, knowing full well that they might be outnumbered by as many as five to one, flew their aircraft into the skies to meet the enemy. That these pilots held, then mastered and finally conquered such a strong opponent speaks volumes for their character and courage. More important still, their Herculean efforts ensured our way of life.

A large proportion of those pilots who served in the early days with R.A.F. Fighter Command were university students. In peace they had joined a Royal Auxiliary Air Force squadron which was usually identified with their university. When war was declared, university squadrons were mobilised almost immediately. Students who had trained as pilots in the balmy days of peace, became part of Britain's first line of defence.

The Royal New Zealand Air Force is perpetuating the spirit of those university students for it now has its own university pilot training scheme. The first products of this scheme, 13 students (8 full-time, 5 part-time) from New Zealand's universities, were recently awarded their flying badges after a course occupying vacation breaks over two years.

Needless to say, the purpose of this article is to explain and to interest students in this scheme. The proper use of modern aircraft, and their equipment requires a high standard of intelligence, and the university should be among the best, if not the best, source of supply for the pilots and officers the nation needs.

Professor H. J. Hopkins, Professor of Civil Engineering at Canterbury University College, who presented "wings" to the 13 students, made some pertinent comment when he told the successful students how they could play their part as pilots and officers of the R.N.Z.A.F. "The Air Force relies on team work which requires good leadership and good discipline," he said. "In this respect I believe the university man can play an important part. At the university you have learned to exercise your minds; in the Air Force you have learned to discipline them. Cheerful obedience of orders can only be attained by unquestioning acceptance of them. This in turn demands that those issuing the orders should make sure that they are reasonable and sound. You have therefore the qualities of mind which will make you good officers and it is as officers as well as pilots that you graduate today."

SELECTION AND TRAINING

Each year university students are chosen from the ranks of those undergoing compulsory military training—normally students who have already completed this training. Once accepted for the university scheme students are commissioned as acting pilot officers. For the first two short-term breaks after selection students are occupied mainly with ground subjects. The next stage occupies the 12 weeks of the first long vacation when flying training begins in earnest. Each trainee does up to 85 hours' flying in this stage. In the short vacation flying training (up to 20 hours) is continued with territorial squadrons. The final stage is a flying training course of 12 weeks in the second long vacation after the commencement of training. Each student does about 85 hours' flying in this

period. Except for the initial stage, all training is carried out at Wigram.

On completion of his training, a student is confirmed in the rank of pilot officer and is posted to one of the four territorial fighter squadrons which are located in the four main centres of New Zealand. Because the training of a pilot is so expensive, priority for this scheme is naturally given to students who, after completion of their course, intend to live in one of the four main centres.

Briefly that is what the course entails. But what did successful students think of it? The writer interviewed six of them before the graduation ceremony and in the following paragraphs has tried to give a reasonable crystallisation of their view.

On the credit side the students were unanimous that the course was a good one. Of the six interviewed not one had a complaint to make about the syllabus. Amenities, living quarters and opportunities for sport and recreation came in for some enthusiastic support. Most agreed that the course did nothing to interfere with their university work. Perhaps Professor Hopkins summed up the feelings of the students when he told them: "The Air Force has given you something for which you may have looked in vain from the university. You have lived together, you have felt the community of spirit of men striving towards a common goal, and you have partaken of its inevitable comradeship."

MAJOR COMPLAINT

Pay was the major complaint of the students. "Take-home" pay, depending on age, is between £11 and £12 a fortnight. This might at first sight appear to me meagre payment; but when one considers the standard of living quarters and daily rations, the fact that many thousands of pounds are spent to train a pilot while he himself gets paid when training, the "take-home" is by no means niggardly. But one can sympathise with them to a degree. During vacations their friends have worked in factories, on the wharves or in other jobs and on return to university doubtless quote £16 or £17 as their reward for a week's work. On the other hand the university student who becomes an R.N.Z.A.F. pilot has flown about 200 hours while training for his "wings" and, once graduated, he continues to serve with a territorial squadron at a much higher wage rate. In other words he has gained a most useful qualification.

HAVE YOU GOT SORE EYES?

Two constant influences on us are heritage and environment. What can we say of our surroundings—do these spaces exite us and quicken the pulses? Or do Auckland's asphalt acres, together with the relentless traffic dull our sensibilities? Perhaps getting from one place to another absorbs all our energies and the landscape about us is unnoticed.

If you're concerned about such matters the Women's Common Room on a recent Sunday afternoon was just the place to be for a big group of us went into how we look at architecture, that is our man made landscape. This truly concerns us all for we just can't avoid spending our whole lives in surroundings of some sort. In N.Z. it's almost how to look for architecture rather than at it.

The W.C.R. had a very busy appearance on this occasion with models maps and drawings to illustrate the discussion.

Such discussions are fundamental to the S.C.M. which is concerned with thinking thru the insights of Christianity into all knowledge to discover the meaning of vocation in every intellectual activity. Worship in hymns and prayer was a prelude to the discussion.

Dr. Toy, the speaker, first explained the display as part of an exercise in planning being an analysis of an existing village with preliminary suggestions for a new layout.

Then we were introduced to the notion of contrast as basic to expression in the arts. Music was used as an example with the primary contrast of sound and silence, secondary contrasts are pitch, tempo, tone, etc., and there are contrasts in detail.

Architecture is based on contrasts too but those of three dimensional objects in space, against a background. The architecture of towns and villages involves whole communities and clarifying the major contrasts requires much co-operative effort. Dr. Toy next described Otatau, the village being discussed, its situation south of Waiuku on land above former swamp, and the people who lived there. The village serves farms around it as well as the villagers.

It was made clear to us that designing a village requires humility, a respect for persons, for this is a joint creation of clients and architects and both need respect for the land they build on. To produce clear forms, clear contrasts in feeling, importance and function must be distinguished. It's a matter of deliberate choice—a freedom kept by exercising it. Without clear contrasts there is the chaos of traffic and buildings in central Auckland, whereas the new southern motorway is clearly defined in function and hence form.

In peace the R.N.Z.A.F. is striving to become an efficient nucleus on which a wartime force could be readily trained and expanded. Because, for economic reasons, the peace-time R.N.Z.A.F. cannot be a large force, much of its support is concentrated on the territorial squadrons which would be mobilised soon after the outbreak of a war. The R.N.Z.A.F. wants only the best pilots and navigators for these squadrons; it is confident that a large proportion of New Zealand university students, like those from the English universities in the Second World War, would be among "the few" if and when the occasion arises.

To the north of Otatau is a road as distinct from local roads hence Dr. Toy's first suggestion that the cheese factory be close to this main road. The good traffic access, indicating the economic basis of Otatau, and the work place from other villages. As well the factory buildings on less valuable land and dominate other village buildings. Then Dr. Toy sketched the interior areas of the village on higher ground. A contrast here is that between road traffic and pedestrians. And we are made to walk and really use our surroundings. The story of a friendly place for exchanging and ideas was related closely to a pedestrian area, to the village hub and hospitality centre village.

The school with recreation for children and adults was left present site, i.e. opposite the centre, but extended in area housing area was placed close to hall and store. The two churches important to the district are grouped together near the common buildings.

Dr. Toy said that the whole personality ennobling surroundings encourage is well worth having requires planners themselves whole persons. And of course whole person is a religious person.

This ended Dr. Toy's talk; he then took over to discuss the panel consisted of Mr. M. J. Rev. J. J. Lewis, and Dr. Toy. The first questioner asked about the placing of the churches Dr. Toy's scheme. As a preliminary J. J. Lewis described the churches the unifying influence, the unity which gives meaning other activities.

Referring to his blackboard Dr. Toy explained the placing of churches did not imply undue attention but defined their function contrast with the other buildings. Mr. Middleton emphasised the inter-connection of all the buildings and then wondered how much church buildings in a community create religious feeling there.

A question raised was how architect can ensure his clients aware of the essences of towns and of the architect's proposals. The formal part of the session concluded at this point but the discussions carried right on the sandwiches, savouries, carrot cakes, fruit and tea. So that all we had something to chew on.

This S.C.M. session made a beginning by seeing how an approach a problem in design much more needs consideration is the nature of art (i.e. all the for instance? Is it true that greatest art has always been by religion? Is this a lack in today arts?

Theologians rarely give us an all picture of God, man and the verse and we badly need a Christian map of knowledge that Christian thinkers from the ised fields while rejecting the tion of their conclusions by the ians can yet unite with them lating these conclusions to a gical understanding of human This would work towards an tural synthesis for the 20th with unity in its theological but differing from Scholastic that the specifically theological tions of such a map will not mine non-theological sections.

SPO

Must V
Champ

organisation
tournaments
Why the
in tennis
is suppo
had onl
they manage
other word
a champion
best player
the F
oked on.
et, each
es. They
teams. I
were high,
justification
(the reas
for each
opinion, th
and imme
would resu
If one-d
there would
to play all
maintain bet
ker teams.
played in
tournament
having to
fore Easter
to miss e
Varsity to
Organisat
be reduc
back to
e tennis a
y is ample
playing thr
would then l
meet each of
each playe
a (singles,
bles), and
as much
er ranked 1

Rugby

To the

any student
led for sor
asis given
ecum." Th
are the
in "Crac
we hope t
will contr
of "Cracc
page will
are.

MY

the 1954
five tear
are mor
join in o
the serio
only to
on's thirst
watch th
'Cafe' fo

of place
the seas
who af
against C
our prais
raise suc
ators, ar
that Van
was aptl

SPORT

Must We Have a Champion?

Organisation of some sections of the tournament need some explanation. Why the need to have a champion in tennis and cricket. This is supposed to be a teams' event in tennis, the lower ranked players had only three matches, they managed to win one of them. In other words, the tennis was a championship tournament, the best players got all the tennis, the poor unfortunate ones were left out. In the football, each team played only one game. They did not meet all the other teams. If the standard of play were high, there might be justification for two-day matches (the reason for only two matches for each team). In this opinion, the standard is not as high as it should be. If one-day matches were played, there would be time for each team to play all the others. This would maintain better interest among the teams. Also, the cricket played in the normal span of a tournament, instead of one day, it would be played in the normal span, thus causing the teams to miss extra lectures (we are Varsity to get degrees, you are Organisational difficulties). Organisational difficulties should be reduced. It is back to tennis. Why not have tennis as a 'teams' event. It is ample to put through a playing three sets to win. All the teams would then have the opportunity to meet each other (an important point). Each player would get nine matches (singles, doubles and com-bines), and the points gained would be as much the achievement of the ranked players as the top players. A tournament should be held as a 'teams' event as possible. The emphasis upon a champion is not good for Universities. It restricts the lower ranked players too much.

Rugby Notes

To the Editor

Many students have been disappointed for some time with the emphasis given to sport in Craccum. The Rugby Notes are the first to be published in "Craccum" this year, we hope that other sports will contribute to each edition of "Craccum" so that a page will become a regular feature.

MYLES B. HYNDE.

The 1954 season sees Varsity only five teams competing. Surely there are more chaps who would join in our games. We cater for the serious player and those who only want to work up a Saturday afternoon's thirst. If you are interested, watch the notice board outside the 'Cafe' for practice and come to the place in this our first season. The season must go to the players, who after their inspiring performance against Grafton rightly deserve our praise. Seldom do club players raise such enthusiasm among spectators, and the pride that we felt that Varsity shared in this was aptly expressed by Pat

Fox's gesture at the club rooms after the game.

Merv Moihl seemed to strike form again, and showed us some of the drive that he exhibited in earlier practice games. But to give the laurels to any one player would be wrong, as each and every member of the team toiled throughout, so as to give this well-merited victory.

It is to be hoped that we see more of this football in the typically secondary school spirit from the seniors as there is still time to capture the championship.

The 2A team made a promising start at the beginning of the season, but during the last few games they have seemed to have lost the thrust necessary to win their games. Individual players are good; in fact we must congratulate Grant Keene, Brian Arthur and Rod Sheeny on their selection for the Second Grade Trials. The latter, Rod Sheeny, was successful in making the rep. squad. However more than four spectacular players, are necessary for a team to be in the winning run. With the return of the regular members after the vacation we hope that the play will improve.

For the first time, O'Rourke has entered a separate team in the competition. I think they may be aptly described as a society group with team spirit. It has been this team spirit that has given them their two good wins of the season. Two members of the team, Nat Uliviti and Neil Doull were selected for the Second Grade Trials. All in all, they have many promising players; Roger Brewster is a fine flanker who with training could become a top player. Another one is Mick Morris, who believes that the bigger they are the harder they fall. As a team they have been unlucky with several narrow losses but providing such events as Balls, and 21st birthdays, do not intervene they should finish the season with a creditable record.

With their present unbeaten record, and as leaders of the Third Grade Competition, we must congratulate 3A on their fine exhibitions of football. Last week's 60-0 win over Cornwall was a very fine effort, especially as the team was without Morris Goodwin who was otherwise occupied on the sideline.

The return of Norm Brown and Gordon Chandler made an appreciable difference to the backline, although the team seriously handicapped as it was, played well without them.

John Graham as captain has played no small part in the creditable record of the team so far. He hounds the forwards along, and is not frightened of showing his team mates just how to put the "Ho! Ho!" into work.

Co-ordination and team work are the keys to this team's success. Even so there still is a tendency for inconsistent play, which the game against Grammar at the Showgrounds demonstrated.

Again this season, 3B suffers in having a different set of players each week. However more interest is being fostered in this team and with players of the calibre of Rowe, there is no reason why they should not produce better results.

Finally it seems as if Varsity teams lack spirit and determination in many phases of their play. Surely if the game is worth playing, it is worth playing well; so next Saturday let every member put some fire into his play and see if the results improve.

MYLES B. HYNDE.

Tramping Club

At this stage, after a number of weekends and a major trip to Te Aroha, an accurate assessment of the Club can be made. Statistics show that numerically we are as strong as ever, comparing very closely, in fact, with last year. Fifty-five turned up for Fresher's Tramp at the beginning of the term, compared with fifty-nine last year. More important, however, is the larger number of new faces this year, and as a pleasing corollary of this trend is the greatly revived interest in tramping among the fairer sex. This means that the Club is more evenly balanced as well as strong. Ah, yes, wafted from O'nuku, bell-like feminine notes will ring more clearly in the wind as it sighs through Simla's pines this year.

Those who are shouldering the main burden of responsibility for the year are:—

President: Mr. M. G. Segedin.

Club Captain: Dick Walcott.

Committee: Rae Mutsy (Vice-Captain), Nancy Jenkinson, Peter Aimer, Dave Chandler, Brian Davis, Struan Ensor, Neil Small.

Badminton

The season for badminton is in full swing now with the activities of the Club at its peak. Inter-club competition begins on the 10th June and this year we have two teams in the Auckland Badminton Association competition.

A friendly match against Pitt Street Methodist Club resulted in an overwhelming victory for the Club although we had no women representatives from our Club. During the coming mid-term break a trip to Hamilton has been arranged, to play the West End Club of Hamilton. Trips to other centres have also been arranged, including one to Ardmore Training College.

The highlight of this year's events is centred upon the Club Championship Tournament which begins in a fortnight's time. Entries close with the Secretary on 12th June. The tournament will be open to all members of the Auckland University College. The events include men and ladies singles and a handicapped-doubles. This tournament will act as a guide to our selecting a team for the Winter Tournament and this year we hope to field a strong team.

A provisional ranking of the Club members is as follows:

Men—1st Ten	Ladies—1st Five
S. P. Chee	P. Brooking
D. C. Light	W. Strickett
W. L. Hew	R. Dickson
Y. C. Chin	J. Oakden
T. Gan	M. Heenan
J. Holdom	
J. Mitchell	
E. Yoong	
I. George	
A. Baba	

In spite of our over 30-strong membership we still require a few lady members to fill up the vacancies for inter-club matches. No previous experience is required but as long as you are keen to learn, we'll provide all the necessary coaching and training you need. So roll along to the meeting place, Parnell Library Hall, on Saturday mornings, 9 a.m.-1 p.m. and Tuesday nights at Remuera Library Hall, 7-10.30 p.m. Remember! Badminton trains your eye-sight, judgment, agility and keeps you fit.

T. GAN,
Club Captain.

Rifle Club

Competition for the Glynn Shield, held at Ardmore on the 24th of April.

The Competition was between eight other teams from Defence Rifle Clubs and Services.

This match was for five-men teams of which a maximum of two may be A Grade shots. The conditions were particularly tricky at 500 yards when each shot had to be called on the wind. In such company, 'Varsity did quite well, especially as only two of the Tournament team were available. Roy Larsen was among the leading riflemen of the day with 91 points.

Results: Auckland City, 451 points. Morrinsville 432 points. Akarana 431 points. A.U.C. 426 points.

Ski Club

The University Ski Club held its fourth Annual General Meeting on Tuesday, April 6, with an attendance of about fifty of its members.

In his annual report the President, Mr. H. Hookings said: "The year 1953 was a successful one for the Ski Club, with a membership of 82. Architectural members of the club, especially Mr. Bill Alington, did a fine job in preparing drawing and plans for a hut on Mount Ruapehu. This was included in a report submitted to the Students' Association Executive and on their recommendation to the College Council we do not yet know how it will receive our suggestions for financial assistance in the project.

The Trips Committee organised some very successful excursions to the snowfields. The weekend trip of 26-28 provided good sport as did the Midterm Break. In the first week of August vacation Ruapehu turned on better conditions, than Egmont, when the N.Z.U. Tournament was held. Due to bad weather and icy conditions, no ski-ing contests were ultimately held, as on the last day, two of the contestants were injured in falls down the icy slopes. One was a member of our men's team, Ben Climo, but fortunately neither accident was serious.

Our teams consisted of:

Women: Wynne Lennard, Susan Leonard, Judith Tompkins.

Men: B. Climo, A. Smillie, B. Tidmarsh, G. Wilson.

On the social side our activities were most successful. A well-attended Coffee Evening was held early in the first term, while the reunions at the home of Mr. and Mrs. Gair were most popular.

Our sincere thanks go to Mr. and Mrs. Gair for their wonderful hospitality, and to our social committee for their work, especially Miss L. Williams.

Mr. Hookings thanked the retiring Secretary, Mr. Douglas Bates and the retiring Club Captain, Mr. Quentin Pilling for their able support over several years, and wished all members of the club the very best ski-ing. Several members moved that the decision for the site of the new hut, which is near the Tararua Hut, be reviewed by the committee. It was now felt that with the coming of the chair-lift the initial disadvantage of the lower site, its distance from the main ski-fields, would be overcome. Cartage of materials was also much easier to the lower site, and this is worth consideration as much of the labour on the hut will be done by members themselves! The committee decided to review the position.

It was also decided that the annual levy be 15/-. This levy more than justifies itself by comparison between

(Continued on Page 8)

Ski Club

(Continued from page 7.)

the cost of club trips and that of individual ones.

The club's membership has now grown in three years to more than 80 members, and hopes to increase its membership this year.

The following officers were elected:

President: Mr. G. Hookings.
Vice-Presidents: Messrs. Thomas, Leys, Farley, McComish, Mason. Club Captain: Mr. G. Judd. Secretary: Miss Leslie Quin. Treasurer: Mr. H. Thompson. General Committee: Miss Pat Barnes, Miss Judith Tompkins, Mr. P. Martelli. Trips Committee: Mr. B. Howie, Mr. B. White.

Cont. from page one.

MAN'S RIGHT TO KNOWLEDGE

it as officers of the state. Atomic knowledge has become state secret.

The problem of "freedom of knowledge" in countries devoted to "statism" is still more difficult. We know that books may be suppressed, news by radio or press may be suppressed or slanted and that the ruling authority acts in such a way that its power may be maintained. The regime may be firmly convinced that this suppression and slanting of knowledge is for the good of their people but we as free people must believe with Jefferson that "To avoid being deceived the people must be instructed." It is well said that "the best test of truth is the power of thought to get itself accepted in the competition of the market place." If we believe in that proposition, and I believe that New Zealanders do just that, it means, I think, that we trust the bulk of our fellow men to decide and act rightly when they have all the knowledge before them necessary for a sound judgment. Certainly the university is committed to the belief that students, given a good training in critical thinking and with the accumulated knowledge of mankind available to them for study, will be worthy to take their places not only as professional men but as good citizens of their country.

In his inaugural address as President of Columbia University, while advocating the study of philosophies of living different from our own, President Eisenhower said "If we as adults attempt to hide from the young the facts in this world struggle not only would we be making a futile attempt to establish an 'iron curtain' but we will arouse the lively suspicion that 'statism' possesses virtues whose persuasive effect we fear."

Today in that great country which was born of a struggle for freedom and in Lincoln's words "Dedicated to the proposition that men are created equal," we are disturbed to read such reports as that published in "Time" magazine of April 5th. In this report it was stated that a study programme sponsored by U.N.E.S.C.O. was dropped from Los Angeles schools because of right wing pressures. The Los Angeles Mirror polled 250 teachers of History, of Political Science and of Social Science about their attitude to freedom of teaching in schools. The results are alarming. 53 per cent felt they were not so free to discuss social problems, history, political science and international relations as they were five years ago. 30 per cent said they were cautious about the books they read. 40 per cent said they avoided topics like the new deal, public housing, Communism or McCarthy. 17 per cent said they were afraid of being spied on by local investigators.

Now this sample of opinion must be used with the greatest caution and not too much read into it. The United States is a very large place and its 160 million people have many different attitudes on these and other mat-

ters but it does suggest that a certain feeling of insecurity, even of some intimidation, had been created in those particular teachers by the fears induced by the cold war.

The same man who gave vent to the liberal ideas when President of Columbia in 1948 is at the head of the nation in 1953, so we see from developments in the interval that the choice of the Columbia bicentennial theme was by no means an idle one. I'm sure the President himself has the same attitude to freedom of knowledge as he had then but at least some of the citizens of his nation have changed in the intervening years. The effect of the challenge of Communism in one of the best educated, most generous-hearted peoples in the world, as suggested by the survey quoted from "Time" and the "year of the oath" at the University of California gives us furiously to think.

Could our New Zealand love of fair play, learning and tolerance for conflicting opinion be successfully challenged by the stress of modern times? Could intolerance happen here?

Our real belief in freedom of knowledge is being tested constantly and eternal vigilance is necessary for the maintenance of that freedom as indeed it is for the continuation of our democratic way of life. I believe most firmly that our universities, nourished in traditions inherited from the Holy Land, from Greece and Rome from France and Britain are reservoirs of great strength in the constant fight for access to knowledge and the free use of that knowledge for human betterment.

I think too that this country of ours is a sound nation where freedom is a plant of sturdy growth. True there are some timorous souls who fear that others cannot be trusted with knowledge they themselves may safely possess, who would suppress this or that if given the power to do so. But I feel sure they are a small minority and that the knowledge that "if the bell of intolerance tolls for one it tolls for all" is widely felt in our community.

On you who are graduating rests a special responsibility to stand strongly for the right of free enquiry and for the free use of the knowledge gained by man in his long history in the service of your fellow men. It goes without saying that knowledge must be wisely and humanely used, that a sound moral integrity is even more necessary to our people than the knowledge itself, but that, although all important, is not the special theme of this address.

In all humility as befits our Christian background, our graduands must demonstrate to the community they seek to serve that educated judgment is of much greater value than mere personal opinion. They cannot but believe with Shakespeare that "Ignorance is the curse of God, knowledge the wing wherewith we fly to heaven."

Orientation of Overseas Students

The Executive of the Students Association has approved the setting up of a Committee for the Orientation of foreign students to this university. The function of this Committee will be to,

1. Form a liaison with the Internal Affairs Dept. in order to determine the date of arrival of students under the Colombo Plan.
2. Meet the student on arrival in this country and extend a welcome.
3. Arrange board where students have no prospective accommodation.
4. Arrange a social evening for the benefit of these students.
5. Contacting Overseas students Associations with a view to determining the number of students likely to come to this country to study.

It is proposed that one student from each race, as far as is practicable, be elected to this committee as liaison with students of his or her own race. Watch the board for announcement regarding the first meeting.

All those interested in helping are urged to attend.

Math. Soc. A.G.M.

The A.G.M. of the Mathematical Society was held on Wednesday, 28th April. Professor Forder in his presidential address discussed some aspects of Modern Logic. As this is best treated abstractly he illustrated the abstract method of reasoning by consideration of a system involving some strange symbols, a mysterious axiom and some surprisingly familiar results. It was hinted that these symbols have a secret interpretation which is closely guarded.

Professor Forder then wrote some more symbols, four axioms, two definitions; and told us that from these all traditional logic could be deduced. This symbolism was invented by Peano who also examined the fundamentals of arithmetic.

Arithmetic, it seems is a game where results deduced are merely the result of playing the game well. However we were told of some games that no one has yet played either to win or to lose.

More surprising still is the fact that there is a game we can play to prove that there are other games which we cannot play! Furthermore we can play a game to show that we cannot play a game to show that there is not a game which proves something inconsistent with another game.

Officers elected were, President, Professor H. G. Forder; Vice-Presidents, Messrs. M. G. Segedin and S. L. Strack; Student Chairman, J. C. Butcher; Secretary-Treasurer, M. A. Thompson; Committee, Messrs. R. W. Quealy, L. M. Delves, I. H. McKenzie.

Women's Hockey

Memo to players: Firstly — don't forget special keep-fit classes on Tuesday, 2-3 p.m. and Thursday, 1-2 p.m.; secondly—please turn up for matches!

Thought for the week: A team's best defence is attack.

Basketball

The Committee for the 1954 season has begun flying start. Tournament will be quite successful and even though we did not succeed in winning championship our players have had a valuable experience.

On the Saturday competition club has entered only two teams against last year's four, but less enthusiasm is not lacking. Previous years some of our players have been ex-university students. This year we have restricted membership to those attending university and to those past students still eligible for tournaments. We have done this to enable the best players to come on, to have a bit of getting in a good team and to gain experience by playing against better players.

The first team is in the first grade and although some of our son's best players have left, a great deal of promise is shown in the new players. Rayma Tilly is prominent forward third, and has an average of 15 points from tournament. In the second grade we have a newcomer, Oram, who is quick and strong. Defence third is well organised. Special note must be taken of Gibson who is always on the court. The second team is in the second grade and here too we have some players. With a bit more practice they should have quite a strong team. Notable players are Marjorie Barbara Berghan, defence, and Calvert and Gail Carpenter, forwards. From the forward third, Simpkin and Ruth Armour.

The Travel and Exchange Office

a problem

Under the New Zealand Travel and Exchange Office, A.U.C.S.A. expects 90 students to arrive here in a week or so before Christmas (1954). In order that our students may enjoy their sojourn in New Zealand to the full the Travel and Exchange Officer hopes to be able to offer Billets for a few days.

(ii) A schedule of club and dual groups' activities during long vacation in which visitors might like to participate. Tramping, ski-ing, canoeing, gress, etc.

The Travel and Exchange Officer humbly beseeches you to consider your earnest consideration bearing in mind that the more you might expect yourself to be in Australia, under similar circumstances should be the least you can do for our visitors. If any of you have suggestions or feel you could in any way whatsoever please contact the Travel and Exchange Officer C/o Exec. room immediately.

Students who are interested in travelling to and from Australia, reduced rates are reminded of a meeting in the executive room on Tuesday, 8th June, at 6.30 p.m.

—M. F. P. FRANKOV
Travel and Exchange