



craccum

auckland university college students' paper

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ACADEMIC FREEDOM

U.S. Students Define Rights

At a time when Academic Freedom is a much discussed question, both in this country, and in the United States, and when governments are attempting to limit the powers and responsibilities in a democracy such as ours, the following is of more than routine interest.

It was the declaration adopted by an American body of students—"Students for Democratic Action"—at their Sixth Annual Convention at the University of Pennsylvania.

A democracy cannot exist without free thought, discussion, and the opportunity to hear opposing opinions and philosophies.

The threat of totalitarianism is jeopardizing our basic liberties. This totalitarianism may manifest itself either as military imperialism, or in the guise of an economic philosophy, or as a hysterical reaction supposedly protecting us from this imperialism and/or philosophy. Totalitarianism must first control and suppress free thought before it can enslave a free people.

Freedom in our schools and universities is essential to the dissemination of different ideas and free thought. Freedom of conscience and freedom of dissent are necessary to maintain a society in which the people are sovereign.

Students for Democratic Action favours free exchange of ideas and our opposition to Communism and fascism in no way qualifies this position. A spoon-fed educational programme prepares American students poorly for participation in the real world of competing ideas. We are certain that totalitarian dogmas can be exposed openly and fairly without curtailment of the political liberties of the proponents.

Freedom of information

We oppose the censorship of ideas and other educational materials. Secrecy for scientific data is necessary only so far as it assures national security.

Academic rights

We oppose the continuation of legislative and college administrative witch-hunts aimed at suppression of teachers' rights.

We demand that a professor sign a non-communist oath or a similar pledge is to deprive him of his rights as a citizen in a free society. Teachers who are often especially qualified for civil leadership should in no way be denied the opportunity to participate in off-campus political activities.

Although employment re-hiring, tenure of faculty members should be primarily upon their qualifications to teach and research their particular subjects, nevertheless, a teacher who misuses his classroom or who has relationships with his students which are responsible for espionage, sabotage or other such overt criminal acts is responsible as an individual for the violation of professional principles and the law of the land, as the case may be. Such a teacher should be dismissed provided his guilt is established by evidence adduced in a proceeding in which he is given a full measure of due process.

and the college curriculum are properly the province of the faculty, rather than of the non-academic elements which are often in control of college policy because of their financial influences.

Dismissal should result only after the accused is tried publicly by his faculty colleagues, if such public trial is requested by the accused.

We subscribe to the rights of teachers to full academic freedom of research and publication and to the promotion of full and free discussion in the classroom. We affirm the rights of teachers to organise freely in their own interests, to join and participate freely in political groups of their own choice, to strike, to bargain collectively, and to form unions and to speak freely on any subject they may choose, both on and off campus.

Religious instruction

We are in favor of the constitutional guarantee of the separation of church and state.

We oppose current efforts to establish sectarian religious instruction in public schools whether on "released time" or any other basis. We feel these efforts to be both a violation of academic freedom and a contradiction of the American tradition of separation of church and state.

Religious services and sectarian colleges should be voluntary rather than compulsory.

We are in favour of courses in comparative religions and in the academic study of religion within the public school systems, but we are opposed to religious prayers in non-sectarian and publicly supported schools.

Student rights

We view with apprehension the increase of unwarranted restrictions placed by many college administrations and state legislatures upon the rights of students to organise groups, to hold off-campus meetings, and to publish, sell and distribute newspapers, magazines and literature.

Students are entitled to clear public statements from their college administrations concerning their rights in the above matters and should resist infringements on these rights by any groups.

We believe that the actions of many administrations and boards of trustees are unwarranted restrictions upon the rights of students to hear speakers of their own choice, restrictions which take the form of prohibitions of speakers under indictment or candidates for public office and of discussions of controversial issues. We believe that this is an unhealthy trend and must be discontinued.

We are alarmed at the increasing tendency of college administrations to apply newly-founded technical requirements and regulations in order to suspend student and organisations who subscribe to unpopular views.

(Continued on page 8)



"Secret societies may, of course, be prohibited or regulated. . . ."



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

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 with **CLARE LILLIE, JENNY HILFORD, JOAN FROST, JOHN MCKENZIE, and FOXGLOVE.**

WHAT FOOLS THESE MORTALS BE

He who presumes to sit in judgment on his fellow men, must risk being himself, in turn, judged.

It was said by Benito Mussolini, erstwhile dictator of the Fascist state that was Italy: "Democracy is a kingless regime infested by many kings who are sometimes more exclusive, tyrannical and destructive than one, if he be a tyrant."

We in New Zealand live in a democracy, and our particular system is, one would venture to say, probably about the nearest approach, in a working form, to a pure democracy. That is not to say that our system does not have its faults, but rather that it does have its virtues in so far as the people have come to realise that they have in their own hands the power with which they may correct any transgressions that can be attributed to the workings of this man-made machinery.

When, in the opinion of the Government, therefore, some fault in our system needs correcting, it has been the practice to set up a Commission to investigate the matter. Such a Commission, usually endowed with the prefix "Royal", has then toured the country, gathering evidence on all sides. After this spree of "fact-finding" and linen washing, a report is then drafted which the Government may or may not decide to act upon.

In this manner numerous investigations have been made, with the Railways Department and the Licensing Trade notable examples in recent years. Such organisations have, no doubt, benefited from periodic inquiries, and apart from possible waste of time and money, it is hard to see how such procedures could do much harm.

The process of a people becoming aware of its powers in these directions is a slow one, but once realisation has dawned, the development follows rapidly. For, as always, the draught of ultimate power is a heady one, and intoxication is never far away.

When confined, as intended, to considerations of faults of the system, this practice harms no one and provides an endless source of amusement for many. But when those "infesting kings" see in it a panacea for all the ills of mankind, they become, indeed, "more exclusive, tyrannical and destructive." We have, in the past, been tolerably amused and interested in the activities of Commissions, but now, with the latest development, amusement has turned to amazement and even horror.

Some months ago, thanks largely to the efforts of the press, this country was made aware of the presence in its midst of a phenomenon called, for the want of a better term, increasing juvenile delinquency. This fitted in so well with the perennial warnings of the backsliding of the present generation and of the quality of books, films and radio programmes, that a topic that is normally of universal interest became the most widely discussed in the country. Even Parliament, with, it hoped, its finger on the pulse of public opinion and its eyes on the incipient elections, finally considered the situation. Convinced that "something should be done", it finally acted, but only along well known paths.

We were amazed to see a government solemnly appointing a Commission to investigate the morals of the community, and to see a group of "responsible citizens" solemnly taking their places on such a commission. By the time the investigations had produced a report, and the report had set off a train of corrective legislation, amazement had given way to horror.

That any government should ask a number of its citizens to sit in judgment on the behaviour of their fellow humans is bad enough, but when that government later goes so far as to attempt to produce appropriate legislation it becomes incredible.

Despite the impossibility of legislating for virtue, such action

Executive Meeting, September 20th

At this meeting there were a great many matters touched on which seemed good material for argument or indignation, but Executive either did not regard them in the same light as Craccum or went into committee.

Gymnasium Delay

For instance, Mr. Smith's resignation was received, as chairman of a committee set up by the Students' Association to help the College Council in erecting a gymnasium, by raising funds for it. This committee consists not only of students, but of representatives from various public bodies. It has not yet functioned, being dependent for action on the finance committee of the Council. And when the latter committee met a few days ago, it was unable to discuss the gym, because the architect presented his report! It seems infuriating that the University, to build one of its most essential facilities, should employ a firm of architects who are too busy to attend to a matter affecting so many people.

Health Service Reaction

Dr. Thompson waited on Executive to discuss the progress of the Student Health Service. To Craccum the most significant fact was that he seemed very pleased about the numbers who have enrolled and that the response has been better than in other colleges. Yet out of 3000 students, only 300 have joined!

Ski Club Hut

A delegation from the Ski Club was next on the agenda to ask for money to build a £1200 hut on Ruapehu in conjunction with Victoria. They want a £ for £ subsidy for the £220 already raised through subscriptions as well as £160 as gift or loan. -Ski Club said that at the moment their members were paying £215 a year to other clubs for the use of their huts and that there were four other bodies within the college interested in such a hut. Executive however pointed out

itself raises the moral issue of how far men can presume to do what their fellows can do, read, hear or see. The proper study of Man is Man, but that surely does not imply the right of Man to deprive his fellows of the opportunity of choosing themselves from among the products of other human intellect. "But man, proud man, Drest in a little brief authority, Plays such fantastic tricks before heaven, As make the angels weep . . ."

... AVE ATQUE VALE!

In this, the final issue of Craccum for 1954, although we bid farewells are always tedious, we feel some gesture in this direction should be made before this Volume is lost to sight among the papers. Despite the blood, sweat and tears involved, participation in some form of student endeavour is always worthwhile and brings its own rewards. It is with genuine regret that we take up the editorial pen for the last time, but our successors have already been appointed and, with them, we look forward to 1955, confident that the new year will prove successful and profitable.

We take this opportunity of expressing our heartfelt thanks, however inadequately, to those people without whose help this volume could not have been published. First and foremost to Watson and the staff of Watson's Printing House for their assistance and willingness to help us, however irrational or unreasonable our demands; to the Executive, to all who have contributed and, finally, to our Staff for toil and tolerance beyond the call of duty.

"CRACCUM" EDITOR,

At its last meeting, the Executive considered the Editor's application for 1955. "Craccum" for 1955. applications for the position considered, it was decided the paper should be in the hands of Messrs. James Traue and David Stone, as co-Editors. To them we offer our congratulations and commiserations, and hope that their term of office will prove as profitable and enjoyable to them as it will be to their readers.

that the Ski Club had not asked for a loan elsewhere and said that it had pledged to build a gym." After the term of office of the Committee Brian Horton of them all, is the most serious of their distressing financial problems moved to decline the application for a subsidy and suggested that proposals be made with more of self help.

Maori Marsden seems to be some interesting enquiries made during Orientation Week. At the time freshers have little chance to know one another, and a scheme with one senior student lecturer introducing every Freshers to student life would be received. As they themselves have to help, Executive certainly not go to town over the suggestion could not think of objections.

Sense of Proportion

Joan Frost again brought the matter of an electric mixer to the cafe. When Mr. Postles, Treasurer, brought along to the Executive, finally said there was no fund for such necessities, some members were quite disappointed in making an argument! Craccum was then flabbergasted by the presentation of the Men's Committee Budget, on which £100 was allowed for a billiard table, a grudge healthy mountain excursion, a healthy cafe eating, and even gambling! At least, if the money was going to have a billiard table, women might be supplied with and ladders—perhaps even darts. —"Mugger"

—P.W.

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—P.W.

RESPONDENCE

EDITOR, "M.D.S." in the latest issue of "Craccum" expresses disappointment that the Minutes of the Men's Committee Meetings are not published. Regardless of the arguments for and against the posting of these Minutes in the Men's Common Room, the offer of our committee's Association never to our knowledge upon any of its sub-committee the privilege of publishing its Minutes. Even if an Executive did take such action the decision as to whether that sub-committee should publish its Minutes would still rest with that committee.

had not said that "gym." After the term of office of a former Secretary and this Committee cannot be way clear, as did that one, to have a practice which has not the approval of the Executive.

N.J. Butler, Hon. Sec.

seems to be the last issue for the we considered that all pertinent enquiries should be considered, and frequently we approached Chairmen M.H.C., for his views on the matter, and any other.

is not my wish to enter into an profitable controversy or to cause the present Men's House Committee in any way. However, the criticism of my own Committee leads me to explain the attitude of both myself and my Committee in the matter:

(1) The Chairman of a Sub-committee of the Executive is directly responsible to the Executive for his actions, and his Committee's actions. He is, in my opinion, entitled to take any action without Executive approval provided it is clearly within the aims and purposes of his portfolio.

(2) There have been many House Committee activities which have never been explicitly approved by the Executive (e.g., free Coffee Evenings) which are nevertheless valid from the above point of view.

(3) At no stage did the Executive object to the publication of House Committee minutes, and I felt certain that it would condone the practice called upon to pass judgment on the matter. One of the principles of the Committees had been to inform students of their activities by public means. I believed, as did my predecessor, Neville Wallace, that the publication of minutes was in line with this principle.

—DESMOND HACKSHAW,
Chairman of M.H.C.,
March-August, 1954.

FOR OUR LADY READERS . . .

The H-Look—One Below The Belt

In a pearl grey, upholstered perfumed room in Paris Avenue, Montaigne, the buyers broke into a storm of bravos. Soon the news was pouring out to a waiting world: "Christian Dior to-day dropped the waistline to the hips, flattened the bust and sent women's fashions back to the Jazz Age of the 1920's—Dior has abolished bosoms."

It was the biggest fashion change since the time seven years ago when the same Christian Dior decreed the "New Look." The news was calculated to alarm housewives, delight dress merchants and throw husbands into mumbling despondency. For no amount of patching, mending or letting out, trimming, tacking or tucking, no gusset, gore, or gather could make last year's dress into this fall's Dior mode. In upstairs closets from Spokane to Athens, Copenhagen to Rome, millions of dresses would suddenly become "that old thing," their value destroyed with a swiftness and efficiency that no moth could hope to match.

From the dress and fashion industry's point of view, such a state of affairs was ideal. Cried Ohrbach's Sydney Gittler triumphantly: "The new simple lines are here for keeps."

Downward Sliding.—Dior's dresses were straight and flat in front, straight and flat behind. They dropped undisturbed from narrow sloping shoulders, passed the waist without a flicker of recognition and settled just south of the bottom. Belts sagged low around the haunch, embracing a girl where there is most to embrace. The plunging neckline, an enticing vista down which men had been peering happily for years, was firmly closed over by featureless cloth. Even evening dresses hovered near the collar bone. Fashion editors burred of "straight, flat pull-overs," "old-fashioned middy blouses."

If some U.S. editors still clung to their scepticism, they lost it next day when Jacques Fath followed with his own version of "the boyish look" and the "downward-sliding silhouette." His models walked with their weight thrown back on their heels to suppress bosoms and accentuate their southering belts. There was no blinking it; it was the "debutante slouch" of the '20s. Could beaded dresses and the shrill laugh be far behind?

One tall, bosomy Fath model was roundly applauded each time she appeared. "But it was as if the crowd was making a last stand and

already knew it was licked," admitted the New York Herald Tribune's Eugenia Sheppard.

Cries of outrage swelled into a chorus in the U.S. press, aided by Hollywood's alert press agents, out to defend their clients' stock in trade: "I am not built for any kind of boy's fashions, so why should I wear them?" said Mrs. Joe Di Maggio. TV's robustious Dagmar went on

Brain - washing.—But designers were not so certain that the defiance would hold up. At the very least, what had been artificially cinched up and built out would henceforth be slacked off and subdued, they guessed. Pope Benedict had denounced the 1920 look as indecent. Last week the worry seemed to be that it was so decent that it might affect the birth rate. Despite worry, protest and outright defiance, the ladies would probably do just as they were told. They always had. Designers developed their own brand of brain-washing long ago, and they know just how to go about it.

(Reprinted from "Time".)



"The new, simple lines are here for keeps. . . ."—Fashion spy reports.

AGONIZED APPEALS DEPT.

Now is the time for all good men (and women too)—

"Of the making of books there is no end" . . . However comforting that may be to university lecturers, it emphatically does not mean that Craccum can run without staff.

A university newspaper, to fulfill its functions needs to have a finger on every pulse, an eye to every keyhole, a hand in every pocket, a foot in every door.

In short, Craccum needs staff.

Craccum is your newspaper, you pay for it; and without your active support, the editors, no matter how well meaning and hard working they may be, cannot make it a success.

If you are literate, there is a place for you on Craccum as a reporter. If you are illiterate, you may even end up as editor. Craccum needs reporters to cover club activities, recreational, cultural and political. We need representatives at the School of Architecture, Elam School of Art, and the Engineering School at Ardmore. We feel sure that the extra-curricular activities of the Ardmore students would provide clean healthy reading for all the family. Craccum also needs competent commentators in the fields of film, drama, music, ballet and literature.

Staff privileges, apart from the honour, glory and free issues of Craccum, include use of the new publications room and amenities, abuse of the editor, "social activities," and the chance to travel with tournament teams as a reporter.

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Student Notices

(Clubs and Societies are reminded that all Posters and Notices on College Notice Boards should not be larger than 12in x 18in., and that they should be initialled by an Executive member. Any notices not complying with these regulations are liable to be removed.

LAST DAYS FOR APPLICATIONS FOR CONGRESS

—P.W.

"A Definite Success"

CONVENTION ON INTERNATIONAL RELATIONS

Held in AUCKLAND, 7-13 September, 1954

I welcome the opportunity provided by "Craccum" to make a report on the Convention on International Relations and to express my views on what it achieved. I shared with many of the Organizing Committee doubts as to the success of such a Convention, but with them thought that something of this sort should be attempted.

University clubs and societies, outside the University, having as their object the study of international affairs, must fight against an almost complete lack of interest in questions of this sort. I knew that we would not find it easy to convert New Zealanders overnight to a different attitude, but it was necessary for the attempt to be made.

United Nations' Experience Used

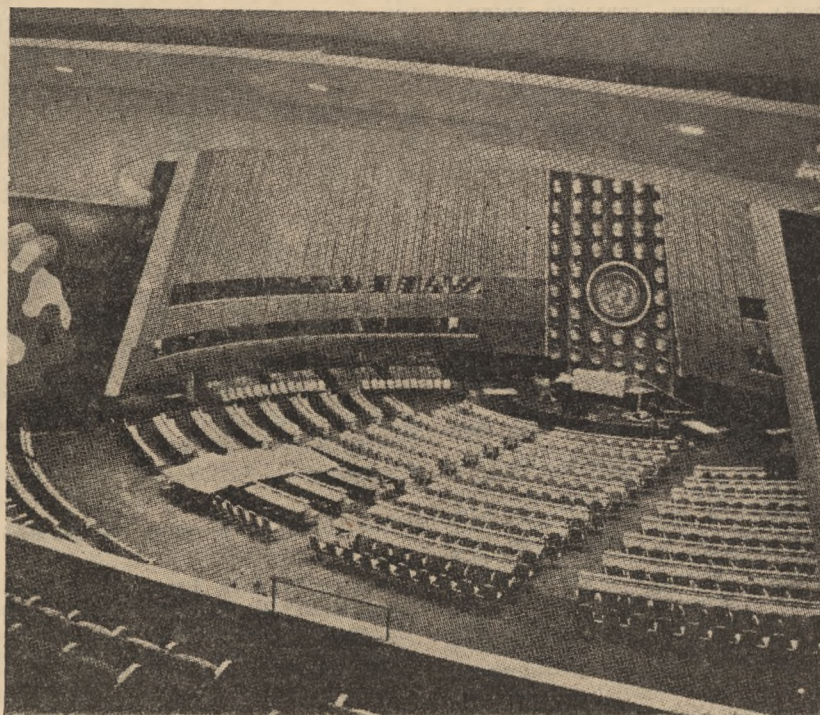
It was decided to adapt United Nations' practice to our needs. This meant that we would open with Plenary Sessions, then break up into Commissions and later re-assemble in Plenary Session for adoption and discussion of Commission reports. The Commission procedure has obvious merits. It permits the making of statements in a more informal atmosphere and achieves much of the give and take of ordinary conversation. It allows all members to state their point of view; many could not do this from a platform.

Agenda Items

The agenda items covered all topics relevant to international tensions. The objects of the Convention was to discover the causes of tension and to decide what could be done to relax them. We therefore decided that the main commission should be devoted to this general question and that the other four should discuss specific aspects of the problem. The topics for the other Commissions were the United Nations, race relations, armaments and the place of the Church in world affairs. Many may take the view that the last hardly deserves the place accorded it, but a partial explanation is found in the origins of the Convention. Many of those responsible for the holdings of the Convention are Ministers of religion.

Representation at Convention

Even if it had not been decided beforehand that resolutions binding on minorities would not be adopted, the representations at the Convention was wide enough to prevent any one group from controlling the Convention and making it serve the interests of that group. But one weakness was apparent. Among the two hundred or so delegates who attended and the hundreds of members of the public who attended the evening meetings, some sections of the community were over-represented while others were not present in numbers proportionate to their size. On the assumption that each of the delegates represented 10,000 of our population, the Returned Services' Association with a delegate if eight could be said to represent the 80,000 members of that organization. But the Christian Pacifists who were represented by an equal or larger number were, on that basis over-represented, as were the Communists. This unbalance, and I am not thinking only of the representation of the extreme left, was perhaps the greatest weakness disclosed by the Convention. It cannot be confidently asserted that the views expressed covered all shades of New Zealand opinion or that proper weight was attached to points made by individual speakers. On the other



Like U.N., a forum for intelligent discussion of world problems.

hand, it is probable that no more reliable guide to what New Zealanders think about international relations has ever been provided. Certainly no comparable Convention has been held in recent years. But it is to be regretted that the Convention failed to attract enough of what the politicians would call the swinging voters those who have not formerly thought seriously about international issues.

Early Impressions

The early meetings were not encouraging. The Mayor's warning at the opening session that we should not seek peace at any price suggested that there was a danger that the Convention might reach conclusions of that sort. The event proved the contrary. Part of the opening statements of those responsible for the organization of the Convention were devoted to answering the criticism that the Convention was Communist inspired or at least was part of the World Peace Movement. I am satisfied that neither of those charges was justified. Most of the organizing committee had no association whatever with either of these two movements and were concerned solely with providing a forum for a frank, full and, it was hoped, intelligent discussion of world problems. Their objects were achieved.

The Returned Services' Association attempted at the opening session to sort the sheep from the goats by moving a resolution affirming loyalty to the Queen and the British Commonwealth. The resolution was ruled out of order, not because it was unlikely to be adopted, but because the Convention had not then reached the point when any resolution, even one as widely supported as this, should be put to the meeting. However, the resolution had the appearance of preparing the ground for future conflicts of opinion.

During the early sessions opportunities were given for short statements from the floor on ques-

there was criticism of certain of the Charter and of the members of the organization. It was clear that, although some of its structure are desirable, it deny the usefulness of the Nations. It was apparent Thursday onwards that delegates caught the spirit of the Convention. Naturally, different points continued to be expressed, but appeared to be more constructive. Speakers were more ready to concede that it was not a black versus white and that the opinions of others called for a re-ation of their own. In the sphere of compromise — or more accurate, of co-operation — agreement were resolved and agreement reached. What tempted to find was the "sense of meeting." But when general agreement was not possible, it was necessary to state both the majority and minority views, as for on the desirability of the banning of atomic weapons. Unanimity was not possible. The issue those opposed to an ban on the putting forward reasons. It was urged that weapons were a factor in the of power, that possession sides made war less and likely and that in consequence of the weapons and the crease the likelihood of war. case it is difficult to distinguish between development of nuclear for peaceful purposes and There was a greater measure agreement on the prohibitions use of these weapons, a quite distinct from the ban destruction of stocks of weapons.

Press Reports

The reporting by the press reflected its attitude towards the Convention. At first, slightly suspicious of those who organized the Convention, but on, when it had become apparent that all shades of opinion were expressed and given equal weight by delegates, the press accounted much more tolerant and sympathetic. Little criticism can be made of the handling of the Convention by the press. It was fair, detailed and accurate. At first there was a tendency to exaggerate the significance of statements, but that is enough. Because the press gave a full account of the Convention, it was inappropriate for space to be taken to its conclusions here. In any case, I saw the deliberations of the Commission and was unable to take the concluding session.

Was the Convention a Success?

Whether or not the Convention was a success depends largely on the dual expectations. Those who thought that the Convention would be dominated by a single group saw their fears were groundless. Those who hoped for a Convention representative of all shades of opinion were slightly disappointed. Some groups were not represented according to their numerical strength, but who expected the Convention to be a sincere contribution to world problems were not disappointed. New Zealanders would agree that the Convention was not a failure. The assembly for a week of such a large number of delegates for the purpose of discussing world problems was a good indication of the concern felt by many over the present world situation and of the need for meeting where the opinions of members of the public can be expressed. Perhaps the lesson learned by most was the importance of individual interest in bringing about improved international relations.

—J. F. North

Whither Agricultural Education

Sir David Smith, Chancellor of the University of New Zealand, commented at length on agricultural education at the recent meeting of the Senate at Palmerston North.

His comments were, I feel, far too restricted in their application being concerned with post-primary and university fields of education. His attitude of mind is typical of that displayed by all interested in agricultural education throughout its development.

In the notable people, from J. G. Wild to L. J. Wild, have been interested in agricultural education throughout the years, and have done much to improve the standing of that particular branch of the education service in the eyes of the community. In my late both have missed the mark by concentrating their attention first on the secondary schools and the university, and then on the technical aspects of agriculture in this country. Always there has been of degree students, diploma officers, diploma courses for teachers, and the like.

I do not think I am sceptical of the less and more made in these directions. Unconsequently more degree students are sent for research and advisory stocks in agriculture, and diploma and courses for young practicing farmers are filling an essential need in the development of agricultural in New Zealand. I would, however, make reater measures needs a scientific training to him to gain maximum production from the land under his control. He needs is a good general education and an enquiring and resourceful mind. He cannot economically maintain and use the apparatus needed to utilize scientific training. This is his job is better left to the hands of those who maintain throughout New Zealand by the Department of Agriculture.

ECONOMIC BACKGROUND

New Zealand's total exports in 1949 were valued at £146,188,409. Of this, 95.0 per cent, or £138,863,000, was earned by our pastoral products. In 1939, the value of exports was £48,030, of which 93.6 per cent, or £45,186 was contributed by pastoral products. Thus we see there has been a slight increase in the comparative importance of pastoral products in New Zealand's export trade. In addition to exports, the terrific volume of agricultural produce consumed in this country must be remembered. This consumption represents 17 per cent of the total agricultural and pastoral production in New Zealand.

Those who would be interested in what pays for our imports? It should be unnecessary to point out that New Zealand's secondary industries rely in the main on imports of basic raw materials from overseas for their continuance. What pays for these imports? Our exports of pastoral products. (Agricultural products consumed internally). Many of our essential goods are not manufactured in New Zealand, but must be imported. What pays for these imports? The exports of pastoral products.

THE MORAL

We can now see just how vitally important to the economy of New Zealand our agricultural and pastoral production is. Not only does it supply us with nearly all our food requirements, but also nearly all the overseas exchange needed to purchase the many and varied things needed in a modern community, and which are not produced in the country.

We can see now why agricultural education should be so important in this country. And we have reason to wonder why so very little is heard about it, comparatively, and why much less is done about it.

VOCATIONAL PREFERENCE

In 1948, 1,825 boys out of a total of 8,246 leaving secondary schools took up farming as a vocation. The proportion is very small, when the importance of farming as outlined above is considered. In addition, many of those entering other vocations assist farming in a variety of ways, either directly or indirectly. But I would suggest that there are far too

never giving a thought to the source of their necessities of life. Why should they? Their parents are not interested in the wider implications of New Zealand's economy, and they seldom meet a teacher who is interested enough to give them the background they require to appreciate agriculture's significance.

As an example of the ignorance of many urban children of the way of life of the farmer, I shall give a recent experience of mine. A nine-year-old in Auckland, who had never been on a dairy farm, was startled when I stated that in my home district, we generally had breakfast before we went to communion, the reason being that we were up at 4.30 a.m., and could not get to a communion service before eleven. He was unable for some time to grasp the fact that I had, for some years, been up in the early hours of the morning to help milk a herd of cows. From his restricted point of view, one got up at that hour only to catch a train, or to follow some special pursuit. He could



Did education cause this?

many people engaged in these 'parasitic' services for the eventual good of the country.

AN EDUCATIONAL PRINCIPLE

A fundamental educational principle is that those things first learned have the greatest effect in later years. In other words, first impressions are most lasting. It follows, then, that if one wishes to interest children in any particular philosophy or way of life, the earlier a start it made, the better.

A FALLACY

In all the efforts made to improve agricultural education, and to create an interest in agriculture as a vocation, attention has been concentrated on the secondary and university levels of our educational system. In the light of the principle stated above, we can see just how fallacious that approach is.

By far the greater number of the pupils in our primary schools live in an urban environment, surrounded by urban occupations, and

even many of those at present farming consider their vocation as one for their children only if said children are considered too unintelligent to follow a 'white-collar' calling. The city is considered the Mecca for the go-ahead, capable child.

Sir David also mentioned the little matter of monetary reward for one's work, and said that the prospect of a substantial income for the degree student in agriculture was very faint indeed. The explanation should be obvious by now. The problem is only another facet of a larger, far more important one.

RURAL TEACHING

OVERSTRESSED

In the past the only school children who have been considered to need agricultural teaching have been those in the rural areas, the emphasis having been on technical vocational instruction. I consider these children need an agricultural education whether aimed at teaching techniques, or at developing desirable attitudes towards agriculture, far less than children in urban areas, particularly in large urban areas such as Auckland, where farming is a very remote thing indeed to many children. And agricultural education in rural areas should aim at developing attitudes rather than teaching techniques or knowledge, because the primary school, or even the high school, can do little about giving the prospective farmer the specialized knowledge and techniques he requires. If he is encouraged to be never satisfied with the present methods, but to be always enquiring into new and better ones, he will have taught the only technique he can economically handle. Practical experience will provide the remainder of the young farmer's training. Short courses at Massey, Lincoln, or Ruakura will help, but they will be of little value if he has not been trained to enquire and evaluate.

TEACHING THIS TECHNIQUE

The aim of all a teacher's work should be to foster this attitude of enquiry and evaluation. It should not be confined only to agricultural periods, but should permeate the whole of his work. The imparting of knowledge alone, without the correct attitude towards it, and to life, has little to commend it.

AGRICULTURE IN THE PRIMARY SCHOOL

If I left this discussion at its present stage, the definition of a principle, I would be doing little more than many other writers on the subject. I shall now, therefore, offer some suggestions as to ways and means of acting upon it.

HOW EARLY CAN WE BEGIN?

The teacher of infants can begin the course, but she can do little more than mention farming as a pursuit, in connection with discussions on animals of the farm, which provide an important topic for Oral and Written Expression.

In Standard One, much more can be done, the aim being mainly to elucidate the way of life of the farmer, and to contrast it with the way of life of people in other walks of life, and in other countries. The Revised Syllabus in Social Studies, at present on trial, for the first time makes recommendations for the teaching of Social Studies in Standard One, the basis theme being 'The Home.'

One home which can be discussed is that on the farm. Always, the approach should be through the activities of the children in the home. To this end, I have this year written (Continued from page 6.)

AGRICULTURAL EDUCATION (Continued)

stories based on my own home, and illustrated them with annotated wall-charts using pictures from agricultural magazines. I made the stories fairly technical, and I think they have gone across successfully. Certainly, a teacher friend of mine, with a composite Standard One and Two, used these stories and wall-charts with considerable success. And she had practically no knowledge of life on a dairy-farm.

LATER YEARS

As the child goes up through the school, the scope of the discussion can be enlarged. Mention can be made of the different types of dairy-farming, especially town-milk supply, which has a significance for the urban child. He will be very interested in where his milk comes from, and what happens to it after it leaves the farm and before it reaches the crate in his classroom, or the table in his home. Here is one early example of the integration of farming with other pursuits, and its importance in his life. The same technique can be followed with butter and cheese.

VISIT A FARM

At any stage, a visit to a farm is the ideal to aim at. If such is not possible, correspondence with a school in a rural area will prove of inestimable value, not only in conveying information, but as an incentive for Written Expression, and perhaps the forming of lasting pen-friendships.

Now let us look at Social Studies in Forms I and II. It is here that the teacher can really demonstrate the integration of agriculture with other industries and activities.

Imagine a Form II class has just completed a visit to a dairyfarm. There they learned a lot about the organization of the particular farm, and that the milk produced there was manufactured into cheese. But how is it made, and who makes it? Oh! It's made at a cheese factory by men trained in the manufacture of cheese. Another occupation! Are there any other kinds of dairy factories? Yes, there are factories making butter, casein, milk powder, tinned milk. How do all these products get to us? By rail, road, perhaps ship. Who handles them? Truck drivers, railway workers, cool-store workers, the wholesale merchant, the local grocer. Heavens, what more will we discover!

We mentioned casein earlier. What is it used for? I wonder how many things we use are made from it?

Mr. Brown said that he sends most of his calves away as bobby calves to the freezing works. His cull cows, too. I wonder what happens to them at the works? You want to know? Who would like to visit a freezing works? All of you! Who would like to write to the manager to ask him if he could show us over his works?

So the class visits a freezing works. There, they find that many more animals than calves and cows are handled. But where does all this meat go to? England, in the main. How does it get there? By rail and ship. These freezing works are rather important places, it seems.

When we were at the farm, Mr. Brown told us he used artificial manures, mainly phosphate and potash. I wonder where he gets them from? What effect do they have on the pastures? Shall we use some of them on the lawns here and see what happens. (Nature Study).

Mr. Brown had a wide range of machinery on his farm. Where did it come from? Who made it? How did it get here? Where does the money

Orientation Week

It is proposed to provide Freshers next year with an ORIENTATION SCHEME much fuller than we have had in the past.

We require as many SENIOR STUDENTS as possible to act as "Counsellors" (about 70 needed).

Being a Counsellor will entail "taking charge" of a number of Fresher Students for Orientation Week, and—

1. Explaining to them the activities of the College system once they have enrolled.
2. Ensure that they know about and will take part in the programme for Orientation Week which is being organised at present, and will be as full and as comprehensive as possible.

The purposes of this Orientation Week are, not only to inform the new

come from to buy it and bring it into the country?

Quite a large amount of specialized rubber was used in the milking shed. Where did the rubber come from? Where did the money come from to but it and bring it into the country?

Mr. Brown has milk cans to take his milk to the factory. Were these cans made in New Zealand? They were. Perhaps we could visit the factory where they were made. We could even visit the factory where the rubber was treated.

And so it can go on. Already, we have covered farming, associated industries and secondary industries, transport, trade and marketing. Also economics. There are many other aspects which can be included. Exactly the same approach can be used with a sheep farm.

AN OBJECTION

I have written enough, I hope, to demonstrate the feasibility of teaching agriculture in the primary school as I think it should be taught. What was that? Not many teachers have the background of agricultural knowledge required to teach as you have suggested. The query is legitimate, but it would be surprising if there were not at least one teacher on the staff of a largish town school who was interested in farming. Let him take the Geography, which is where agriculture is taught in the main, and other teachers take his art, music, and so forth, because most teachers have at least one weakness in the teaching subjects.

SPECIALIZATION JUSTIFIED

I do not agree with too much specialization at the primary school level, but it is justified when special aptitudes or interests are necessary for successful teaching, as in Geography, Music and Art.

RESTATEMENT

In conclusion, let me restate my point of view. Firstly, begin agricultural education as early as possible, that is, in the Infants. Secondly, teach attitudes rather than specialized knowledge. Agricultural education of any type will never make any headway in New Zealand while the community at large does not realize its paramount importance.

J. HOLDOM.

students of what happens at the College, but also to generate, thereby, a greater interest in University life and in the activities of the Stud. Ass. and of the Clubs and Societies.

This is being organised by the Executive not in the interests of any one club, but in an endeavour to promote all the clubs and societies of the Association and to draw a greater number of students into the academic, student and social activities of the College.

A meeting of all Students interested in assisting in this scheme will be held in the

Men's Common Room

Thursday, October 7th at 7 p.m.

Please see Notice Boards and put your names on the sheets provided or leave them at the Executive Room. Textbook Scheme

Mr. P. Brewster, of the resident executive, who has been investigating the possibility of an N.Z.U. textbook scheme, outlined a new proposal to the N.Z.U.S.A. Council. Under this, N.Z.U.S.A. would try to get the University of New Zealand recognised as an educational institution (curiously enough, it is not recognised as such) so that a 10 per cent reduction on textbooks could be obtained for university students on similar lines to that now enjoyed by Training College students. This plan although providing for a less attractive discount than an overall indent scheme, has the advantage of requiring little or no organisation once recognition has been obtained. Mr. Brewster received a directive from the meeting recommending that he continue his investigations and approach Whitcombe and Tombs upon the subject.

GRADUATES FOR PUBLIC SERVICE

The value of suitable university graduates for administrative posts in the N.Z. Public Service is fully realised by the Public Service Commission, and under a recently inaugurated scheme holders of degrees may enter the Service in other than purely technical or professional positions.

With the responsibility of staffing forty-odd State departments, the Commission is always in search of well-qualified recruits to train for high administrative posts. The United Kingdom system of recruiting only graduates into an administrative class would not be acceptable in New Zealand; but the present scheme sets out to use suitable graduate recruits to reinforce the numbers of those training for administrative posts.

Selected graduates will be given three years of planned training, including tours of duty in various departments and courses conducted by the Commission. They will not be expected to stay in one department, but may regard the whole Public Service as an available field. After a few years' experience they will be

Every week-day lunch group of strangely and in garbed students slide past Park, streak furtively past, the Station and, having carefully the Wellesley Street pedestrian ing, vault into a rubble-filled. Thereafter ensues a debacle or so minutes' duration. This forms, to some degree, to the of Netball which, a casual has remarked, could have signed by the Marquis of berry.

This strange behaviour be provoked by the joy of living the delight of vigorous unarm bat against an alien tribe or A list of these faculties reads: istry I., Zoology, Botany, Chemistry, Geology, Geography, Physics, istry II., Mathematics, Tramping Club (always well ported), Society of Independent intellectuals, English, Classics.

All were competing during second term. Five teams out of the third term competition exhausted.

Three teams emerged from second term conflict with battle ours fairly intact.

Botany	5	1	4	1
Geol.	6		5	
Maths.	6		5	1

None of these teams played other. An attempt to sort out superior team did not come Botany could not muster a the third term. Most of its have taken to the bush, it has rumoured.

A recent game between and Maths resulted: Maths, 11; ogy, 18. Readers may pick own winner—the organizer is the teams concerned to worry the trophy which is a hambone sent in a moment of gracious by Chem. III.

The staff-student match late last term, resulted in a victory for Staff: 10-2. The were granted "terms" as com

Results of the 3rd term competition will be published later. guess is that Ron Player will He plays for nearly every team.

Interfaculty Netball

Go

At a recent entitled Fr. Mac ling New address of the light of tl

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God and the Atom

At a recent meeting of the Catholic Society D entitled "God and the Atom" was given by Fr. Mackey, M.A., Dip.Ed., who will shortly be leaving New Zealand on a Fullbright Scholarship. His address concerned itself mainly with a discussion of the impact of physical science on the thought of the last two centuries.

It was well known, the speaker began, that the dominant attitude of the nineteenth century was one of certainty and optimism. This feeling was rooted in the power which applied science had given to man, who had come to feel that he was "master of his own fate."

The application to everyday needs of the scientific method had produced marvellous results. Empiricism and the reliance on sense had given extraordinary increases of knowledge under the methodology flowing from Newtonian physics, a methodology based itself on the assumption of the universal validity of the principle of causality.

The successes of science, Fr. Mackey continued, had lain in the application of material phenomena, which had proved so fruitful, man, this natural tendency to order things under one all-embracing principle, had come to consider that everything could be explained in terms of material reality. Philosophy taken on a positivistic bias, and it had been the reconstruction of the universe on absolutely mechanistic lines. Out of Galileo's discoveries came Newton's in the next generation, there had evolved a mechanistic universe in which all things had explanation in terms of forces, masses, tensions, oscillations and so on. The discovery that living cells were made of exactly the same chemical substances as inanimate matter, the discovery that life itself must be governed by the same natural laws as led men to ask why the atoms which composed living beings should be exempt from the laws of causation. Thus it came to be maintained that life itself must be a mere mechanical process, a mere resort to prove to be mere mechanical in its nature. Such a view since it left no room for the free will, had led to a loss of all basis for morality. As Fr. Mackey put it, "Each extension of the law of causation, and each success of the mechanistic interpretation of the universe made belief in free will more difficult. For if all nature is governed by the law of causation, why should life be exempt?"

Of all this, said the speaker, had arisen the mechanistic philosophies, and their natural reaction, the idealistic philosophies which rejected them. Science appeared to be a view which saw the whole world as a vast machine. The mechanistic view, on the other hand, regarded the world as the product of thought, and so as conscious of thought.

of Modern Physics.

Nevertheless, said Fr. Mackey, further discoveries had shattered the foundations of classical physics. With the discovery of radio-activity, the atom had proved to be no longer the stable substratum of material existence. In addition to this, doubt had been cast upon the absolute and universal validity of the postulate of causality. The break-up of radio-active substances like radium had given the impression that causality was not always valid. Though scientists cannot determine the number of atoms which

will decay in a given time in a given amount of radium, they are unable to predict just when a specific radium atom will break up.

The speaker then passed to a discussion of modern discoveries concerning the nature of light. Throughout last century light had always been considered a wave. But in 1900, Max Planck had formulated a law stating the relationship between the temperature of a heated body, and the amount and wavelength of the radiant energy given off by it. In his study of photo-electric effects, Einstein had made use of the new approach to light opened up by Planck's law. Einstein knew that when light fell on a metal electrons were ejected, and that the velocity of those electrons was proportional not to the strength of the light, but to its wavelength and the nature of the metal. The fact that the speed of the electrons was independent of the strength of the light could not be explained on a continuous wave hypothesis. To explain it Einstein formulated a theory of photo-electric effect which regarded light as "quanta," or particles of energy. But, said the speaker, other experiments suggested that light consisted of waves; a fine hair, for example, cast no shadow, because light apparently bent around it. Thus it appeared that light could behave both as waves and as particles.

In 1915, Fr. Mackey continued, de Broglie had discovered that matter, which had been considered to consist of particles, behaved in some respects as waves. E.g., a beam of electrons shot through a small hole spread out in a manner similar to a beam of light. Thus the rigid distinction of the old science between matter and energy had come to have a considerable amount of doubt thrown upon it.

All this had been a preliminary to the researches of Heisenberg, who in 1925 formulated the principle of uncertainty which bears his name. Imagine, he had said, a microscope big enough to spot an electron—but since an electron is smaller than a light wave, it would be invisible unless illuminated by radiations of shorter length, e.g., gamma rays. Now it is known from the study of photo-electric effects that ordinary light disturbs electrons. Gamma rays therefore would really knock them about. Also, since light and gamma rays are radiations that can behave as particles as well as waves, a beam of such a radiation cannot be split up indefinitely until it becomes so weak as not to disturb an electron. Thus it is impossible to observe the position and veloc-

ity of an electron, for any attempt to observe an atomic system results in a disturbance of that system.

Therefore there was in the universe a margin of uncertainty, which, Heisenberg had discovered, was always a function of a mysterious quantity (0.6624×10^{-27}), which Planck had arrived at in formulating the law previously referred to, and which was known as Planck's constant h . This minute constant had proved to be absolutely uniform throughout the entire universe. Yet the fact that a margin of uncertainty, or play, or loose jointedness of any type whatever prevailed in the universe destroyed the case for absolutely strict causation. "Quantum physics," the speaker quoted from Barnett, "thus demolishes the two pillars of the old science, causality and determinism . . . One product of this is a new argument for the existence of free will. For if physical events are indeterminate, and the future unpredictable, then perhaps the unknown quantity called 'mind' may guide man's destiny."

Science and the Ordinary Man:

The speaker then passed to a consideration of a most interesting aspect of the present situation, which, he suggested, was to be found in the changed popular philosophical attitude to science. This, he said, was in its opinions about fifty years behind the attitudes of the scientists themselves.

When the age of machinery began, drove of human beings who now found their employment not in craftsmanship but in turning handles had been ready to receive the impression that a set of eternal unalterable laws governed the universe, and that existence was a great loom without calling on us for any assistance. Then came the "Origin of Species" and a great change came about in the popular mind. All mechanism yesterday, it was all evolution today. Evolution could be applied to every department of experience; civilisation was evolving, freedom was evolving, thought was evolving religion was evolving. Instead of the dreary confidence that nothing changed, we had the dreary confidence that nothing ever remained the same. As Ronald Knox had put it, "We were back at Heraclitus' difficulty; all was flux, and we were part of it."

Metaphysics and Science.

Fr. Mackey then proceeded to an examination of the scientific method. The physical scientist, he said, was rather like a punter with "Best Bets." Generally the physical sciences were trying to state relationships of speed, time, and distance. The scientific method was ultimately the observation and measurement of the phenomena of nature as received by our senses and ordered by our mind. Science was a constant growth of approximation in knowledge to the way nature worked. Therefore, as Professor Oliphant had said in his address in the Auckland Town Hall, "Science has no place for dogma."

Further, science was intimately concerned with predicability. The speaker quoted Boronowski, "The aim of science is to describe the world in orderly language, in such a way that we can if possible foresee the results of those alternative courses of action between which we are always choosing . . . Our purpose is always to predict."

The metaphysician, on the other hand, saw things from a different view point. There was no real conflict between him and the physicist, because they dealt with different questions which had different answers. The scientist represented reality to himself in mathematical terms, while the metaphysician represented it to him-

self in metaphysical terms. They did not meet, and there was no reason why they should.

Catholicism and Science.

The speaker then gave a brief account of the bearing all this had on the Church. The work of the Church, he said, was to continue the mission of Christ: "I have come that men may have life and have it abundantly." This was the life of grace, the supernatural vocation of all men. Since it was above and beyond nature, revelation was necessary. As Cardinal Newman had said, "Life is not long enough for a religion of inferences . . . Life is for action. If we insist on proofs for everything, we shall never come to action . . . To act you must assume, and that assumption is faith."

Nevertheless, the functioning of this supernatural life was done through and on the natural structure. The supernatural was not a separate entity from our human nature, but our human nature modified by further gifts. Therefore maladjustment in natural values would adversely affect the supernatural entity that is ourselves.

The Church therefore was interested in nature in an indirect way. Through the revelation which had been entrusted to her, she knew with certainty what was not of nature. Also, the Faith, with its insistence on the intangible realities of the supernatural, transformed the nature of material reality. For material reality, when looked at with the light of the faith, was not the whole of existence, but just one part of the whole order of things.

With these remarks Fr. Mackey concluded his address, and the meeting adjourned to supper.

—M.J.F.

Literary Club Poetry Competition

The A.U.C. Literary Club's offer of a prize of five guineas for a group of five poems brought nineteen entries. The judges—Professor Musgrove, Messrs. Allen Curnow, and Keith Sinclair—were unanimous in awarding the prize to C. K. Stead.

In his comments on twelve of the entries, Professor Musgrove referred to Mr. Stead's "Night Watch" in the Tararua's (shortly to appear in "Landfall") as "the outstanding poem of the competition . . . an addition to one's experience." Other poets who were highly commended were P. M. Temm and Lily Trowern.

The Literary Club wishes to thank the judges for the work they put into reading and judging the ninety-five poems submitted.

All entries have now been handed over to the Editors of "Kiwi" who will select the best for publication, while a copy of the winning entry will be submitted to the Borestone Mountain Poetry Awards in the United States.

"Kiwi" will appear early next Varsity year; short stories and prose articles are still required (addressed to the Editors, "Kiwi" and placed in the "Craccum" Box in the Executive Room.

Poems entered in the Competition and not suitable for "Kiwi" will be returned via the student letter racks.

Comments on all poems submitted for the poetry competition will be made by Professor Musgrove at the A.G.M. of the Literary Club. Those entries not required for publication in "Kiwi" will be returned at the meeting.

(See notice boards)

—P.G.R.

(Continued from page 1)

We, therefore, affirm our support for the following **Student Rights**:

1. The policies of every college in relation to student activities outside the classroom should be set forth in definite terms, with support from the college community. The students should be informed through proper channels of any change; such changes not to be effective until after such notification and no punishment or restrictions to be ex-posto-factor.

To insure democratic procedures, interpretation of the precise policy should be made by a body of equal number of elected student and non-student representatives.

Individual rights

2. No student should be expelled from nor should any student be required to withdraw from the college that he is attending, or the course he is following for any reason other than failing to maintain an adequate scholastic average without a fair hearing before a body of at least an equal number of elected student representatives and academic and/or non-academic members of the school community. During the hearing, the student should be presented with the facts and should have the right to defend himself.

3. Students should have the right to full freedom of research and publication, to the promotion of full and free discussion in the classroom, to participate freely in any organisation or political group of his own choice on or off campus, and to engage as an individual in any lawful activity off campus.

4. Students employed by colleges should have the right to form unions and bargain collectively and strike.

5. Students should have the right to petition for changes in faculty and curriculum as well as the right to petition for redress of all grievances.

Student Association Rights

6. The stated policy of a college should make it clear that students are free to organise associations for any and all political, religious, social and other purposes and that they are free to invite and hear on campus any speaker of their own choice.

Student organisations may properly be required to register their organisational names, purposes, by-laws, officers and activities with the college authorities. They should not be required to disclose membership lists.

Disapproval of actions of any of the organisations shall not be grounds for interference by the college, unless these organisations function in some way contrary to the rules set forth in the preceding and subsequent paragraphs. Secret societies may, of course, be prohibited or regulated.

Off-Campus Rights

7. No disciplinary action should be taken against students for engaging in activities such as campaigning for or against political candidates, picketing in labour disputes, participating in public demonstrations, etc., provided such students do not invalidly claim to be representing the college.

8. A student association should be permitted to use the name of the college and its own name in all activities held on college property. However, restriction may justifiably be placed on the use of the college name when organisation activities extend

beyond the campus, but such restrictions should be administered only by the student-non-student body recommended in 1.

9. The use of college property for other than its primary purpose of instruction should be made available to any registered student organisation carrying out its stated purpose in accordance with the regulations for use of college property. Such use should in no way be contingent on the purpose of a meeting. Student organisations should not be disciplined for meeting off campus. Students should be free to post publicity for their meetings.

Faculty Advisors

10. In institutions where it is thought desirable to have faculty advisors for student organisations, such advisors should be chosen by the student organisations themselves. In no case should advisors have authority to regulate or veto the activities of a student group. Student groups should not be forbidden to function because no faculty member will consent to serve as their advisor and no advisor should be held responsible for the actions of his group.

Press Freedom

11. College students should be permitted to publish and sell such newspapers or magazines as they wish, subject to the provisions for registering with the college authorities the name, purposes, and editors of such publications. No censorship by the college authorities should be exerted over the contents of any publication. If student editors abuse their responsibilities or fail to live up to responsibilities ordinarily accepted by the press, disciplinary action should be taken by the student-non-student body recommended in 1. However, editors should not be penalised for or limited in editorial expression of opinion.

12. Membership on the staffs of college-financed publications should be open to all students, the only criteria being journalistic ability and interest. The student or staff-elected publication board should be free to select editors without the exercise of control or influence by the college authorities or faculty.

A student editor should be removable only for previously listed reasons. Removal of student editors should be under the jurisdiction of the representative body specified in 1 or carried out by the student publication board in open trial.

Student Government

13. Every college should have a system of popularly-elected student government acting as the agent for student activities and opinion. But experience has shown that freedom of organisation on the campus is no safer in the hands of a student council than it is in the hands of any other student government exercises over person or group.

Consequently, whatever regulations student organisations should be subject to the same safeguards as are regulations exercised by the college administration.

14. This student government shall have full rights to discuss any matter and to pass resolutions on any matter affecting students, student activities, academic freedom, etc., and if democratically elected this student government should have the right to pass such resolution in the name of the student body.

(Reprinted from "Student Mirror")

SPORT

Swimming Club A.G.M.

The recent A.G.M. of the Swimming Club was well-attended, and reviewed an active and successful 1953-54 season. Our swimmers competed at all the local inter-club carnivals.

Auckland championship titles were won by Miss Joan Hastings, R. Leek, L. Fiddes and T. Eagles and the University team (P. Heim, T. Eagle and L. Fiddes) won the 330 yards medley relay title. Miss Jacqueline Twigg was runner-up in the 220 yards women's freestyle championship.

Miss Twigg, R. Leek and T. Eagle represented Auckland at the national championships at Wanganui. A. Clarke, also nominated, was unavailable.

The season was crowned by a successful tournament.

Officers for the 1954-55 season are:—President: Dr. Tremewan.

Vice-Presidents: Dr. Hastings, Dr. Johnson, Professor Dalton, Professor Cumberland, Messrs. Maidment, Fisher, Lyons, Hay, Adams, Ferguson, Gardner and Doidge. Secretary-Treasurer: T. Eagle.

Rifle Club

At Ardmore Rifle Range on 18th July, the A.U.C. Rifle Team completed a four range programme for the M. Frank Albert Trophy. This trophy is for postal competition among the ten Australasian Universities. The team of K. Carter, D. Dexter, D. Hoyle, I. Henson, R. Larsen (captain), M. Paltridge, I. Priestly, N. Richards and reserves C. Olivecrona and G. Moir, improved on last year's effort, 1341, to register 1390 points out of the possible 1600. Last year the College was 5th, Sydney winning with the record score of 1460.

Conditions were very good when riflemen and butt's party were ready for action, so the captain elected that the longer ranges be completed first. The standard of shooting was soon shown to be higher than last year and leading scores at 500 yards range were: Larsen 47, Hoyle 46, and Paltridge 46.

On moving back to 600, good light persisted, but a hard breeze had sprung up from 8 o'clock (direction) and this proved troublesome to even the more experienced shots, both when they were shooting and coaching. Larsen and Dexter struck "bumpy patches" during their detail when the flags belied true wind effects. Richards struck form with a 5-bull finish, for a 47, while Henson and Priestly returned 46 each.

At 300 yards the standard of shooting was extremely high and probably no one was more amazed or gratified than the markers who relished marking shots mustered in the bull ring. It was here that the left-hand Carter came into the fore with a 48 and a 6-bull finish—a splendid effort. Larsen displayed consistency with another 47. Paltridge, Richards and Hoyle carded 46; Henson and Priestly 45. Up to this stage, Priestly, comparatively fresh to rifle competition, had been shooting up to A Grade standard.

Then the stumbling block—400 yards—which is shot on the same scoring rings as 300 yards, but at this

Club Captain: M. Francis.

Lady Club Captain: Ann Lund.

Committee: Ex-officio, T. B.

Francis, Ann Lund, E.

representative, T. Russell.

M. Shanahan, P. Heim, J. P.

Misses Nanette Cox, J.

ings and Marie McMahon.

Water polo delegate; T. Eagle.

Centre delegate: M. Shanahan.

Australian Tour

The club will be holding a tour at the Olympic Pool on 8th January 8th, for the Australian Universities' team and national champions will be competing, including the Empire representatives Winifred Gray, Marion Roe and the Games of Jack Doms. There is to be a function afterwards to which university people attending the tour will be published in the newspapers.

With this tour and the Summer Tournament at Auckland Swimming Club has a very season ahead. A great deal of organisation has to be done if we are to surpass the C.U.C. effort.

range, allows only 1 1/2 minutes for error. Light had faded by this time also. Yet some team excelled. Henson staged a finish to score 45 while P. 46. Dexter was using an unusual rifle was finding form and so. The Club is indebted to Mr. Torrie, W. Norris and I. G. who acted as Range and Butt on the day, as well as the four ent markers.

Although Auckland was beaten by two points at Easter Term, we are avenged in this competition. Otago scored 1331 and Canterbury 1331. It is a full though, whether the A.U.C. score will ward off Sydney and Queensland.

"CRACCUM" STAFF, 1955

A Meeting of all interested will be held in the Executive Room Thursday, Oct. 14th at 7 p.m.

If you are unable to attend, please let your name and address at the Executive Room.

HAVE YOU APPLIED FOR CONGRESS THIS YEAR?