



CRACCUUM

AUCKLAND UNIVERSITY STUDENTS' PAPER

Vol. XXIV, No. 6

FRIDAY, 29th JULY, 1960

Price 3d

"Know They Shall" . . . W.U.S.

"They would care if they knew, and know they shall."

This was the slogan adopted in 1920 by the European Student Relief (ESR), an organization which was founded to meet urgent needs among university students caused by the First world War.

This is the slogan adopted by the new Auckland University Committee of the World University Service (WUS has its roots in ESR). We desire a peaceful stress-free world, to be gained by developing international understanding and sympathy, a world in which all students will have opportunities and facilities for study.

Once the immediate post-war problems were solved, there seemed little that ESR could do. So in 1926 a completely independent international organization, International Student Service (ISS) emerged.

ISS encouraged service by members of the university community for members of the university community. During the Second World War, ISS established a war emergency relief committee, "European Student Relief Fund," in co-operation with the World Student Christian Federation and Pax Romana. War had engulfed the liberties, lives, equipment and buildings of another generation of students and ISS endeavoured to meet the situation.

No Careless Charity

In December 1950 the General Assembly of ISS adopted a new title: "World University Service," and today WUS is carrying out "Projects of Mutual Assistance" in Africa, Europe, the Middle East, South-East Asia, the Far East and Latin America.

The assistance WUS gives to students and universities in need is neither careless charity nor prejudiced politics. It is administered on sound economic lines. Except where students are physically unable to work, money is not given directly, but is used as capital to start self-help enterprises. Aid is provided without any discrimination on grounds of race, creed or nationality. Ability and proven need alone are the criteria. People of many different races and nations, of the right, the left and the centre, the religious and the agnostic, often former enemies, are inspired to work shoulder to shoulder and in so doing to learn that there might be something to be said for the other man's point of view.

Programme of Activity

The total programme of WUS is made up of a Central International Programme and the programmes of its national branches. The programme is devoted to making a contribution to meeting needs in the fields of:—

Student lodging and living,
Student health,
Educational activities and facilities.

Individual and emergency aid.

Student lodging and living includes support for the development of co-operative action to meet problems of student welfare, as well as direct material aid for student centres, common-rooms, canteens, hostels and co-operative shops. In 1960, among 23 such projects are found a co-operative student hostel in Beirut, many hostels in Indian univer-



Crowded Student Living Conditions in Hong Kong

sities and an Employment Bureau in Saigon (Vietnam), where many of the students are refugees.

Student health involves assistance for the development of effective preventive measures and for health services, clinics, student wards and the provision of medical supplies and equipment. In 1960, among 21 such projects are found an International Rest Centre at Combleux in the French Alps, an anti-TB campaign in Thailand, and a Dispensary for the Mandalay University in Burma.

Educational activities and facilities cover action to promote the study and discussion of fundamental university problems and to overcome the shortage of educational materials. In 1960, among 14 such projects are found the Printing House and Bookstore for Salonika University in Greece, and a Co-operative Bookstore for Sind University in India.

Individual and emergency aid helps refugee and other students to complete their studies through grants or loans, service scholarships and aid, including food, clothing and counselling services. Special efforts are directed towards enabling refugee students to integrate into a new academic and social environment. In 1960, among 12 such projects, is found the Hungarian Refugee Student Fund.

WUS will have an income of approximately £300,000 in 1960. The money is budgeted thus:—

Student lodging and living — £100,000;
Student health — £60,000;
Educational activities and facilities — £20,000;
Individual and Emergency aid — £100,000;
Central organization — £20,000.

Last year New Zealand WUS committees raised £700 for the Central International Programme; Auckland raised barely £50.

The new Auckland WUS committee attribute this to a complete ignorance of the aims and ideals of WUS on the part of the student population. The blame rests with former WUS committees.

"They would care if they knew, and know they shall": the reason for our slogan is obvious. During the remaining months of 1960 we aim to publicize WUS to such an extent that

no student will be able to claim ignorance of its activities.

Many of the internal activities begun by WUS are now organized by other groups within the university. So we must be a "giving" university rather than a "receiving." We urge all students to watch for notices regarding our activities, and to take part in these activities. All students will have ample opportunities to give, both in money and in materials.

Once the student population knows, we are confident that they will care.

—NEIL WILSON,

Chairman, A.U. WUS Committee.

Big Band Comes to University

Next week in the University Hall, the A.U. Jazz Club will present a jazz concert featuring Bernie Allen's big band. This — Auckland's biggest single unit — was formed late in 1957, the basis of it being the Revue orchestra of that year, which included such well-known jazzmen as Pete Robson, Val Leemon and Bernie Allen himself.

The original purpose of this band was to provide practice in section playing for keen jazzmen, and incitement for promising arrangers, such as Bernie, who had scored many big band arrangements without ever having the opportunity of hearing the results.

Such has been the success of the venture that there are now two full bands under Bernie's jurisdiction.

Respected Number One

One group, in the charge of Wayne Senior, a promising young arranger and trumpeter, consists essentially of young musicians who, when the opportunity arises or when they have proved their ability, graduate to the number one band. In this are many of Auckland's most respected musicians including Warren Cooper, Val Leemon and Derek Neville, to name a few. The latter, incidentally, a recent immigrant from England, was regarded by England's leading band-leader, Johnny Dankworth, as that country's foremost alto saxist at the time of his departure. This, then, is the quality of the present band.

Jazz styles played by the band vary widely, a natural result of Bernie's universal musical interest and the varying preference of band members. For a concert such as the Jazz Club's, the band, as well as playing as a complete unit, splits up into smaller groups in order to give variety of both sound and style.

Also on the programme is Auckland's leading vocal quartet, the Hilites, a jazz-influenced group, and something quite unique in this country. Formed originally in 1957, and since twice handicapped by changing personnel, the group is currently going very strongly and slaying local musicians, a sure sign of ability. When formed, the aim of the group was, primarily, to provide ar-



THE HILITES — From left: Mike Blamires, Kelvyn White, Lindsay Nash and Trevor Murfitt.

tistic satisfaction for its members in the difficulties of producing a new vocal sound. That it has succeeded in both its aims says much for the quartet's ability and perseverance. Originally all students, the group now has three of its members attending lectures at Auckland University. It consists of, vocally from top to bottom, Lindsay Nash, Trevor Murfitt, Kelvyn White and Mike Blamires. The arrangements are written by the latter two.

The concert is to be compered by Russ Burnett, an N.Z.B.S. announcer. Russ is well acquainted with jazz, and can be relied on to provide enlightening information for those unversed in music of this type.

Creating an interest even outside the confines of the University, this concert, held annually, is one of the musical highlights of the University year.



CRACCUM

The views expressed in this paper are not necessarily those of the A.U.S.A.

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EXEC. NOTES

Young Presents Report

Student Representation on University Council:

Mr. Arthur Young, in his report on Council affairs intimated that because of certain recommendations in the Parry Report the University Council was considering discontinuing student representation. (At present Mr Young is the students' one representative on the University Council). The President was instructed to make representation to the Council at the appropriate time advocating the continuance of student representation on Council and the Corresponding Member instructed to write to all other constituents pointing out the danger of their losing their representatives on the various University Councils.

Constitution:

Tenders were called for for the printing of the Constitution and on the recommendation of Finance Committee Pilgrim Press was given the job. Finance Committee felt that 500 copies would be sufficient owing to the variable nature of the Constitution; however, an amendment was carried (on the Chairman's casting vote) that 1000 copies should be printed. 1000 costing £96 in comparison with £78 for 500. The new Constitution will be in handy booklet form and should be on sale by the end of August.

Chile Relief Fund:

A donation of £10 was made to WUS in their appeal for the Chile Relief Fund.

Delegates — N.Z.U.S.U.:

Misses Elliott and Long and Mr. Cater were appointed delegates to NZUSU. It was felt that as the Sports Reps were both new to Exe-

cutive it was advisable that a 3rd delegate be sent who had some experience of Council matters. Mr. Cater, though not an authority on sport was considered suitable because of his past experience.

Delegates — N.Z.U.S.U.:

Messrs. Stevens, Hamilton and Bassett were appointed delegates to NZUSA — the fourth delegate to be decided at a later meeting.



David Bell

The vacant post of Treasurer was filled by the new Executive at the second meeting of their regime. David Bell was chosen from the three applicants (one of them a woman), who were interviewed. David, a member of last year's Men's House Committee and a leading figure in the Tramping Club, is a fourth year student and a qualified accountant. He is at present doing a full-time arts course.

The Book by

THOMAS CRAWFORD, M.A.,

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OUR ASSOCIATION

Sub-Committees at Work

Liaison Committee

"Liaison" is a curious word. It has a variety of meanings, but all have inherent within them the idea of personal contact. The A.U. Student Liaison officer has the job of orientating new students to University life, keeping the Association in touch with various outside organisations, and also generally looking after the welfare of students at A.U. Under Ian Pool, Owen Miller, and Barry Gustafson, much has been done to extend the scope of this portfolio, and Jonathan Hunt, Student Liaison Officer for 1960-61 hopes to be able to continue their good work.

The Liaison Officer is Chairman of the Student Liaison Sub-Committee, and the new committee will be appointed shortly. The most important part of their work is to look after the many non-New Zealand students—from Europe, India, Malaya, Indonesia, Borneo, Indo-China, the Cook Islands, Fiji, Samoa, New Guinea and other Pacific islands—and the recently formed Overseas Students' Bureau in Auckland has as its Secretary the present Student Liaison Officer. To people unaccustomed to New Zealand society, the committee try to achieve personal contacts.

If you feel that you would be interested in furthering the work of this committee, get into contact with Jonathan Hunt or any of his committee

Social Committee

The Social Controller, Ray Moorhead, has one of the more interesting portfolios. His committee does just what its name implies—it organises for students all the social functions held during the academic year. The committee, to be appointed shortly, consists of ten members, chaired by the Social Controller, who is also a member of the Executive.

For this year, the committee has some surprises which may not yet be revealed. There are, however, some hints which are falling from the Social Controller's portfolio. The nature of

the After-Degree celebration depends on the ingenuity of the committee. 1958 saw "After-Degree Splash" held on a ferry on the Waitemata. 1959—a "Bohemian Ball." 1960? Well, at the first meeting of the Social Committee, suspicions are rife that three sites are to be discussed—(a) The Auckland Harbour Bridge; (b) a garden party at the Mayor's estate; (c) Northern Club. Still, wherever it will be held, it will be good fun for all. They are still trying to erase (completely unsuccessfully) marks of last year's celebrations — this year . . .

Apart from this function, the committee organises various Exec. functions, Orientation and Tournament Coffee Evenings, Fresher's Prom, Graduation Ball, Tournament Ball and Jazz concerts. These functions are run on a "break-even" budget and your support enables it to promote bigger and better entertainments at prices to suit the student pocket.

LABOUR TECHNIQUES AT ARDMORE

On 30th June Ardmore Engineering students had a one-day strike, a protest directed against the cafeteria meals and boarding charges. The complaint was against the quality of the former, and certain anomalies that were contained in the boarding charges. With the spirit of men who will starve rather than eat their doubtful pile of caf. food, all but a very few refused to attend lectures or eat in the caf.

The President of the Engineers' Association, Bob Aspden, said that the boycott did not have the support of the Executive. It seems that official opinion thought the boycott unreasonable, though Aspden admitted there were some grounds for complaint. Consequently he has made arrangements for the grievances to be heard by the University authorities.

Christians Plan to Get Together

During the coming Christmas-New Year period, over 1400 young people from all parts of New Zealand will meet for the Third Ecumenical Youth Conference. This Conference is being held at Lower Hutt and will be attended by several well-known visiting speakers. The Youth Committee of the National Council of Churches is sponsoring the event.

A conference such as this is greatly limited in what it can do, but it is certain that it will provide the Christian youth of this country with a sense of unity and solidarity such as they have never known before.

The theme of the conference is to be "One Lord—One World" and within this general scheme of things many issues of contemporary concern will be discussed—race relations, war and peace, the effects of rapid social changes, etc., etc.

There will be a number of "workshop" sessions on religious drama, music, youth leadership, together with other topics relating to the Christian life of worship and witness. Those attending may choose between any of the ten such "workshops."

A great deal of planning is necessary for this conference. Registration forms are now available and as the conference will be limited in number it is essential that those wishing to attend enrol immediately.

MALPRACTICE IN IN OTAGO

"Critic" News Report.

In Otago, vice-presidential elections were declared invalid and a new ballot ordered by the Student Council after the returning officer had reported "substantial malpractice." Apparently the malpractice took the form of votes being cast in the name of former students whose names appeared on the roll, but who were no longer entitled to vote. According to Critic, Otago's newspaper, none of the candidates was involved in the malpractice.

THE INTELLIGENTSIA

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of the AUCKLAND SAVINGS BANK

ARE YOU?

The Problem of Liberal Education

Because of the interest aroused by an article on the English University system, "Craccum" decided to follow this up with articles on the American system.

A comparison of the New Zealand university system and the American reflects the weaknesses of two dependent so much on the culminating annual examination. Dr Storm, lecturer in Psychology, who attended Temple, Philadelphia, was interviewed by Craccum to compare the American university degree with the much-blackened New Zealand B.A.

While Dr Storm emphasised that his ideas and statements were purely personal opinions, he felt that he was able to compare Temple and Auckland as very similar universities. Both were city colleges, with consequently a majority of students living in the city itself, which in turn affected the whole nature of the university. Most students worked full-time and attended classes part-time; and the school, like Auckland, was inexpensive.

Such a university is a direct contrast with the under-graduate school at Yale, which is focussed on campus life around the residential colleges, and to which entrance fees are considerable.

Dr. Storm also taught at the State University of Ohio, which admits any student from the state who has graduated from high school. After the first year, approximately one-third of the students have "flunked out," and are therefore unable to continue at college. Consequently, it can be seen that two main points have arisen: the great discrepancy in entrance standards, and the "mechanism" by which students who fail, cannot continue at University trying various units and infinitum.

Individual colleges set their own entrance requirements; for Yale, drawing on students from all over the U.S. an applicant would have to be in at least the top 10 per cent. of his graduating class. The state colleges, because of the pressure of political views like those held in New Zealand, take all the students offering from the state.

Lack of Specialization

The emphasis of the American degree is on general education, rather than specialisation up to the graduate level. There is a far greater variety of subjects; the average B.A. consists of four years' work, of forty units. However the American unit requires definition: it is a half-year's work (sixteen weeks), with three hours a week of lectures. Consequently, a student would take ten units a year. The degree is composed of two years of general work; first year requirements cover the broad field of a liberal education, English, a foreign language, maths, a natural and a social science. The second year may or may not be so delineated, but no student is com-

mitted to his major subject until his junior (third) or senior (fourth) year. Generally a student would take ten courses in his major field. Dr. Storm compared one paper in our unit to one course.

Dr. Storm compared the amount of work required to a unit; he said that in the first and second years knowledge of lectures and texts were all that was required of a student. However, in the advanced courses, in addition to the essay exams, a term paper containing some degree of original research was required. Generally, owing to the large enrolment numbers in the first year, multiple choice examinations are held. Dr. Storm compared stage II Psychology to work done at the third or fourth year level at an American college. He said: "Sometimes they seem to be working harder" than their American counterparts, "but when I stop and think that they have already covered one-third of the course, it doesn't seem so much." Dr. Storm said that the differences in the units made the system very difficult to compare in this respect.

Considering the type of system



Winstone

Dr Storm

which both American and New Zealand universities follow, Dr. Storm said he would like to see some happy medium that answers the description of a real liberal arts degree. In America, especially in the larger universities (Ohio has 7,000 students), there is too great a variety of courses, and it is possible for a student to take far too many "easy courses." In New Zealand he felt that there was little opportunity to explore the different fields. A student, in signing up for one unit is committed to a whole year's work in that subject, which was to be

one-ninth of his university study. Dr Storm felt that examination pressure here is too serious, and the fact that everything rides "on a measure which I suspect is not a valuable end measure" makes questionable this focus of university work.

Dr. Storm said that he knew little of the English educational system, but he felt that New Zealand was more like the U.S. in terms of preparation of students for college, or rather the lack of preparation, which directly contrasts with the British grammar school education. He felt that in America this failure in the school system, added to the fact that a far greater percentage of American school students start college (40-50 per cent.) meant a very high failure rate in the first year at university, a failure rate not due to the high level at the universities, but to the attendance of students who are incapable of doing university work.

The close relations between staff and students are very important at graduate level at least; in Yale the Psychology Department had a staff of sixty, while the graduates numbered forty. Although the staff had to cope with undergraduates as well, it is easy to see the major problem of the New Zealand universities in this light.

While Dr. Storm was not prepared to make any sweeping statements on the reform of our universities, or general comparisons, he was prepared to issue a warning: he felt that the New Zealand B.A. is becoming merely the "Union Card" for higher employment. —J.M.

THE SCIENTIST AND OUR UNIT SYSTEM

Written for "Craccum" by Professor Chapman.

Having had the opportunity in the last nine months, as well as in earlier years, to compare New Zealand Universities with American and British 'Varsities, some expression of opinion may not be amiss at the present moment when the N.Z. University Commission's report is being studied and when we devoutly hope that its recommendations are going to receive action. By and large, the Commission has pin-pointed the deficiencies that beset our Universities and indicated what must be done in the way of reform.

In the first place there is nothing wrong with our unit system so long as it is used intelligently. The real trouble is lack of sufficient student advisers to tell students what units they should or should not take.

We have the advantage that a unit represents a course lasting over one year, and is, in effect, no different from studying one subject, such as History or Botany at Cambridge or most other British Universities over one year.

In my first two years at Cambridge I studied four subjects; only in the third year did I devote my attention to one subject. On the other hand, it is to be hoped that we shall not deviate towards the American system of two semesters a year with subjects so dreadfully subdivided that the fractions only extend over a single semester, and it is possible to collect a degree with a wonderful hotch-potch of units.

Science Course Change

Given more student advisers there is no reason why any undergraduate in Auckland should not follow a course that will lead to a really good degree. There is no doubt that the change in the Science faculty this year, whereby in certain subjects students can do two units in their last year (Botany IIIA and IIIB, for example), is proving a very sound move. The old, irrelevant unit that used to be taken has now disappeared and the overall course is more coherent. Perhaps the Arts faculty could consider the same idea. Another solution that would help here would

be the introduction of pass and honours degrees.

There is one feature of the American scene that commends itself at the graduate level. This is the propensity for students to go to the university where there is a distinguished leader in the student's projected field and study under him. In New Zealand students either stay in their original home university for their post-graduate study or go overseas—in some cases admittedly because the best teachers in the field are overseas. There could, however, be very much more movement between the New Zealand universities, to the benefit of all concerned. With the extensive movement associated with the tournaments this failure to move around academically is surprising. I suspect it is tied up with the lack of student residences. This is undoubtedly one of our general gravest deficiencies. In an undergraduate society much more can be derived from university life if the institution is largely residential. Even in New Zealand, Massey and Lincoln have an atmosphere that is lacking in the city universities.

Given a large increase in staff, so that more personal supervision of the Oxbridge and Harvard type is available, and more residential accommodation, I know that there would be a great change—to the good—in our university atmosphere.

The student population in the university is now of a size to justify

considerable expansion of departments. Departments of Biochemistry and Microbiology should certainly be established. This will give a wider choice of subjects for students, and will provide instruction and research facilities in fields that today are making important contributions overseas. Such departments would also stimulate research in allied fields. If, as is hoped, the staff-student ratio can be improved, there will be no reason why the volume of research should not increase because of the greater time available for it by all members of staff. This is important because active research is the touchstone of university teaching. The other problem, lack of finance for research and, equally, lack of research assistants, has been stressed by the University Commission and, so far as Science departments are concerned, it is one of our major needs today.

Limit of 8,000

One final point; student numbers. Some universities in the U.S.A. have reached huge proportions with nearly 20,000 students on a single campus. I am convinced that these university cities are too big and that as a consequence an essential university atmosphere is lacking. They are more akin to a factory producing graduands. Residential universities with a population between five and eight thousand would seem to be the ideal. At present, Auckland University has no official limit to its student growth, but I believe we shall commence to lose much that is valuable if we let our numbers rise beyond eight thousand.

V. J. CHAPMAN,
Professor of Botany.

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EDITOR WANTED FOR CRACCUM, 1961

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Applications are now open for the editorship of *Craccum* for 1961. Candidates should write to Terry Power, Societies' Representative, c/o Students' Association office, giving details of experience, qualifications, interests, etc., not later than Monday, August 8th. Applicants will be expected to attend a meeting of the Executive on the evening of the 8th in order to be interviewed. Experience is desirable but not necessary, since the person appointed will be invited to join the present staff for the final two issues. Single and joint applications will be accepted.

★

REMEMBER — CLOSING
DATE IS
MONDAY, AUGUST 8th.

Errata

On page 6 of the last issue it was mistakenly reported that Colonel Awatere's talk last term was sponsored by Neil Maidment. The talk was actually sponsored by the Students' Association and chaired by Mr Maidment.

The Editor would like to apologise for a sub-heading that appeared on the front page of the last issue, reading "Hope for Racism." This heading should, of course, have read "Hope for Radicalism." *Craccum* is devoutly of the belief that there is no hope for racism.

★ ★ ★

A recent typically forthright statement by our Mayor is, I think, worth quoting: "There is no point holding an opinion if one hasn't the guts to express it. There is too much cowardice in public life."

Owen Gager, Secretary of Socialist Society, says:

Taken with the collapse of the summit talks, the victory of the Japanese student union Zengakuren in preventing the visit of President Eisenhower to Japan represents a trend in international affairs which, it is arguable, will dominate world events for at least the next decade. The summit collapsed primarily because of the American government's reluctance to cease negotiating from a position of strength.

The U.2 could not be disclaimed until the last minute because it was a symbol—a symbol of the American power in every part of the Communist world which enables her to use the bases from which she flies U.2's. To repudiate the U.2 entirely, to apologise humbly for aerial espionage would be to admit that the Soviet Union could challenge American international influence—an unthinkable admission for a world power determined to remain that way.

Yet Summit talks, if they are to succeed, demand that negotiations take place between equals, indeed, they cannot even be conceived except in these terms.

When Mr Krushchev said, "America must be taken down a peg or two," he was formulating an essential prerequisite for a successful Summit. Both sides must be prepared to forget that they have military bases, that they have H-bombs, that they have missiles, and to cease assessing their power in terms of these. Then they can realise that with world survival in the balance, the danger inherent in the nuclear stalemate is such that the armed strength, conventional or nuclear, of any power is insignificant by comparison. Nuclear weapons were originally a means to an end; now they can secure no ends, ideological or national, for anyone except an insane dictator. That the United States could seriously consider flying a U2 over Russia on the eve of a Summit Conference shows that it has not given up a policy made in military terms that becomes more meaningless with every new H bomb. The

only terms one can talk in now are those of pacificism, yet the United States, for the sake of military intelligence, has wrecked a Summit Conference. Krushchev could not have hushed things up, even had he wanted; it was too patent a proof of American insincerity. If America could not make an estimate of her position in the world in non-military terms, she had to be "taken down a peg or two" for the sake of world peace.

We have said that the only terms which one can talk in now are those of pacificism. What does this mean? Not what the average pacifist thinks it does, as Zengakuren's victory showed. In world terms, war is no longer possible. This means that world conflicts will now be fought out in national terms, not international terms. In Japan, American prestige could be challenged without an H-bomb being dropped or a missile despatched, by the commonplace means of political agitation and popular demonstration. Victories could be won and defeats inflicted in this context, as President Eisenhower had to admit. What is more, such victories and defeats were the more substantial and the more lasting because they did not depend on force, but on the content, relevance and impact of political ideas. America suffered in Japan — and Korea, and Turkey—because her policy had involved and had been seen to involve a subordination of the national interests of those countries to those of the United States.

America's actions at the Summit, weighed in the balance of the free assertion of popular opinion, will undoubtedly lose more battles for it fought in the terms we have described. At a time when political issues are being resolved more effectively, and more democratically than before, it has chosen to fall back on a threat-

ening, although suicidal reliance on force. This can only increase tension and complicate world problems, since if one's opponent thinks only in military terms one can only persuade him to negotiate by demonstrating one's own military potential. This is what Russia has been forced to do, to judge by her announced determination to increase her army, and test new missiles.

It is doubtful, though, whether America in her present mood will negotiate unless she feels that world opinion, exerted in the same way as it was exerted in Japan, is against her.



Mr K... No Hush-Hush

What, then, this last Summit failure means, is that peace as an issue is depending less and less on a few Top People, and more and more on a large body of world opinion. This is to be welcomed, because it makes nuclear disarmament much more likely. This trend is (dare one say it?) perhaps a pre-figuring of how international problems will be solved when the final summit meeting has ended in complete agreement, and the world faces up to the new and unknown problems of peace.

—O. GAGER.



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leaders of political clubs to give their views on:—

THE NEW WORLD IS GOING

Bill Heppleston, Secretary of Conservative Club, disagrees:

While inclined to agree with Mr Gager when, in his article on the Summit talks, he attributes the collapse of those talks to the implication of the U.S. incident and subsequent policy of the U.S., I would definitely not agree with his view of the change this has wrought in world affairs.

The collapse of the Summit and the activities of Zengakuren in Japan taken together, he says, show that henceforth peace will be decided more by a "large body of world opinion" and correspondingly less by "a few Top People."

To prove this point, Mr Gager asserts that the student demonstrations in Japan are significant in that they forced a defeat of American foreign policy not by force, but by the stronger, more permanent, influence of the "content, relevance and impact of political ideas."

With this I would strongly disagree. These demonstrations were the work of a relatively small group who, by their actions, exerted an influence on government policy out of all proportion to their numbers. This is perhaps best shown if we remember that the government, whose policy they were attacking, had strong support from the nation in the form of something like a 60 per cent. vote.

However, as I have suggested, I do not think there is much danger of this. World peace is almost wholly in the hands of the two great world powers—the U.S. and the USSR, neither of which shows many signs of being influenced by Mr Gager's "body of world opinion." Taking Russia first, I cannot see that anti-Russian riots, and other expressions of world opinion, would influence Soviet policy to any considerable extent. This policy is formed with the minimum of regard for Russian public opinion, therefore public opinion in any other country is scarcely likely to force the "few Top Men" from abandoning any policy they had decided upon.

It was, however, on U.S. policy that the pressure of Japanese opinion was brought to bear. Yet I do not think the U.S. government paid particular attention to the rioting in Tokyo. On the completion of his Far Eastern tour, President Eisenhower claimed it was a triumph for the policy of the U.S. He dismissed the Japanese episode by asserting that the Soviet Union, "with their associates in Peking, went to great lengths and expense to create disorders in Tokyo that compelled the Japanese Government to decide, under conditions then existing, that it should revoke its long-standing invitation for me to visit that sister democracy." Therefore I would suggest that the U.S. will continue to form its foreign policy much as before, with as little regard for events in other countries as has typified her policy decisions hitherto.

On these grounds, I would disagree with Mr Gager's claims that "a large body of public opinion" will have an increasing say in the maintenance of

world peace. This is not how I would interpret the failure of the Summit Conference. I claim it showed the need for the re-thinking the basic policies of the U.S. and Russia,



President E... Unsisterly Treatment

especially of the "complexes" which each side has inherited from World War II. That is to say, the Summit has shown that the "Pearl Harbour Complex" of Americans, and the "Germany Complex" of the Russians, will have to be overcome before any really successful efforts can be made to ensure world peace.

The extent to which the American fear of surprise attack dictates their policy was shown quite clearly by the U.2 incident. Rather than disclaim responsibility for the spy flights, President Eisenhower said they were justified. "We do not want another Pearl Harbour," he said, and continued that they must use whatever means there are available to ascertain troop movements inside Russia. Further, the Americans have, since 1945, spent astronomical sums on early-warning systems to defend their cities against surprise air attacks. But much more significant is their policy of keeping A-Bombers constantly in the air in the hope that the threat of immediate retaliation will deter surprise attacks.

This can hardly inspire the Russians to regard American intentions with a great deal of confidence.

But the Russians are in a similar state. The question of Germany is one of the problems with which the Summit Conference was intended to deal, and many observers claim that Mr Khrushchev welcomed the opportunity of the U.2 as a perfect excuse for postponing discussion of what is a very awkward problem—and there is more than a grain of truth in this observation. Just as the Americans inherited a fear of surprise attack from the last war, so did the Russians inherit a fear of German attack. Mark Gayn, in his article on Khrushchev's Russia, tells us that Russia lost between 15 and 20 million people in the last war, for which they hold Germany responsible. "You walk in the streets of rebuilt Stalingrad," he said, "and they tell you matter of factly and a little sadly that in the first week of air attack 150,000 civilians died here." As a consequence, the Russians have a deep-seated fear of Germany. They are afraid of German re-armament, especially as long-range missiles have rendered useless the buffer-zone which they have so carefully built up between their territory and Germany. Even more are they afraid of German re-unification, and the possibility that the re-united state will be absorbed into the Western alliance. Russian suspicion of the West's motives in Germany is no less a threat to world peace than the excessive U.S. precautions against surprise attack, for it is this which leads to the Russian ultimatums and "stand firm" policy on Berlin, which continually increases East-West tension. Finally, I would point out that Khrushchev's answer, delivered at the height of his rage in Paris, to the American refusal to apologise for spy-flights, was to threaten to settle a separate peace treaty with East Germany. In answer to the manifestation of the American "complex," came a manifestation of the Russian one.

Therefore, I would suggest that the significance of the Summit failure was that it underlined once more, and with greater emphasis, that there can be no permanent steps taken towards peace until both the U.S. and USSR throw off the "complexes" they have inherited from the last war. Then, and only then, will they be able to treat with one another, without the mutual distrust which has blighted their negotiations to date.

—W. HEPPLESTON

Students Overseas

New Oxford Magazine

The first issue of a new Oxford University magazine entitled "Oxford Opinion" appeared recently. It is hoped that it will publish student writing from all parts of the world, and that it will appear fortnightly.

Opposition Union

A new French student union FEN has been formed in Paris in opposition to the present national union UNEF. FEN is opposed to UNEF's criticisms of French policy in Algeria.

Technical Expansion

India plans to spend over 32 million dollars on expanding the facilities available for technical education in India during the third five-year plan period, (1961-66).

Korean Strike

Ten thousand Korean students went on strike in Seoul and other Korean cities early in May, to protest against the continued employment of university staff members who had collaborated with Dr. Syngman Rhee's administration.

Civil Rights Day

May 17th was observed in the United States universities and colleges as Student Civil Rights Day. The president of the American national union emphasised that, six years after the Supreme Court decision which declared segregated educational facilities "inherently unequal," many people are disappointed with the limited extent of desegregation that has taken place. "May 27th," he said, "should be a day of rededication for those who believe in the principles of equality."

Tories Confer

The first international conference of European Conservative Unions of students was held in Stockholm in April, where it discussed problems of European unity.

Armaments Denounced

A joint statement issued by the World Student Christian Federation and the International Union of Students last April emphasises the urgency of measures towards disarmament and the cessation of nuclear weapon tests.

British Poll

In a poll of 400 British students recently conducted, 88 per cent. were opposed to French atomic tests, 54.2 per cent. were against American rocket bases in Britain, and 44 per cent. thought that Britain should not test nuclear weapons.

Protests to S. Africa

National unions of students in China, Bolivia, Finland, Hong Kong, Israel, Holland, Malaya, Sweden and Uruguay have protested to the South African government against the Sharpeville massacre.

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New Light On Robert Burns

A Review by Vincent O'Sullivan

"Burns, a Study of the Poems and Songs," by Thomas Crawford (Oliver and Boyd).

From now on, any student or reader who comes to Burns will need to add the name Crawford to the list of major critics. In both scope and treatment, this work can take its place with the very best — Angellier, Snyder, Daiches and Christina Keith.

The various lives and loves of Robert Burns, too often food for private relish and public outcry, find little mention here. In fact, this is a book that demands some previous knowledge of the man; of his life and writing. Crawford, in other words, is not here as a biographer but a critic. And yet by close analysis of the poems a near total picture of the man Burns is brought to mind.

The introduction gives the key that the book is set to: "Both as a man and a poet, Burns did exhibit insincerity and schizophrenia." To accept this is to do no more than accept Burns's genius. Rather than suffer by such an interpretation, he gains by it.

Contrary Character

In the 350-odd pages, the contraries in the poet's character are brought under searching examination. But the man who comes out of it all is a convincing one, one who could flaunt his amorous tussles like a flag and at the same time preach virtue to younger men; who adopted the conventions of the literati at the same time as he broke them all; who sang for liberty and opposed democracy; who could even warn the lassies against male wiles as he fathered Burns knows how many offspring.

Perhaps one of the book's main achievements is to convince one of this fact, that there is no "true" Burns somewhere in the middle of all these contraries. The bawdy is the true Burns. So is the satirist. So is the lover and the moralist. There is no mask, no disguise with Burns, simply the one man with extraordinary diversity of character. Try to remove what you think the mask might be, and the face will come with it. Try to distinguish, and you'll find them the same.

This interpretation voices itself loudest, and in more direct opposition to most Burns' criticism, in the discussion of his use of language. The common view is to regard "Scots poems good, English poems bad," (Like an "Animal Farm" that changed its criteria.)

Scots-English Best Medium

Detailed examination of satires, epistles, and songs, leaves little doubt on Crawford's argument that Burns' best medium was neither "English" nor Broad Scots, but Scots-English, where he combined the fruits of education and birth. Upsetting the popular notions is the fact that some of his less successful poems were written in Broad Scots, some of his best is straight English. At times the latter was the only road open to him as the vernacular did not have the resources to deal with abstract ideas.

Crawford also dismisses the belief held by some that Burns was influential in knocking the rock of Scottish Calvinism. But the opinion that the elect are not obliged by moral law, for example, was "rejected by the supreme governing body of the Church sixty-four years before Burns wrote 'Holy Willie's Prayer.'" Burns was clearly behind the torch of the "New Light" or liberal thinking Scots, and he may have carried it for a while, but he had nothing at all to do with setting it alight.

The least convincing chapters are those on politics. Too often one feels that Burns is being pressed into a mould. To take one instance, the fact that Beaumarchais had certain themes in common with Burns, that they were contemporaries, and that



Robert Burns

the Frenchman was pre-Revolutionary, provides no argument for concluding that Burns too was pre-Revolutionary. Similarity and chronological overlapping by no means suggest what Mr. Crawford would ask one to accept.

Nor, perhaps, is he as convincing in his choice of quotations here as Daiches is, although one has no qualms about the conclusion that liberty for Burns was not necessarily tied up with party politics. At the end of his life his "abstract notion of liberty meant . . . the reformed programme of the left-wing Whigs." But no doubt this was because their policy happened to approximate to his own ideas more than that of any other group. His allegiance was far from party interest.

In the last section on the songs, there is a lengthy comparison between those of Burns and Schubert's and Wolf's. This is understandable, but why these two alone? Why not with other songs of the British Isles as well? This savours of partisanship. The desire to place Burns at the top, or near the top, by this comparison is almost strident.

But these are perhaps too minor to call flaws, certainly too insignificant to detract from the book's merits. As an explication of the poems themselves, it is inevitable that this shall become a standard work.

New Left-Wing Journal

Since the demise of "Here and Now" for other reasons than circulation problems, New Zealand has been sadly in need of some monthly journal to carry on the tradition of radical dissent in New Zealand politics. "Monthly Review," a new left-wing periodical edited by Associate Professor of English, Winston Rhodes, of Canterbury University, is an attempt to fill the gap.

It is written, very largely, by a group of people closely linked with "Tomorrow," the predecessor of "Here and Now," which flourished in the thirties, and it is at present trying to overcome its major problem by achieving a guaranteed circulation of 2,000.

Its three issues so far have set quite a high standard. Mr W. Rosenberg, a senior lecturer in Economics at Canterbury University has written a series of articles on current affairs, which have far outshone the usual hotchpotch of miscellaneous and irrelevant fact which passes in most New Zealand papers for serious journalism.

Unfortunately, there is a tendency in the journal to fellow-travel a little, and an even more regrettable ten-

dency among some contributors to believe that nothing has changed since the thirties. Still, the overall standard is good; in an age when New Zealand politics are conducted in terms of conflict between alternative conservative parties, it is a sign of vitality that radicalism should be alive albeit somewhat stifled.

Overseas, new ideas and new radicalism are invigorating the left through movements such as that associated with the English "New Left Review." It is important that in New Zealand also new journals should break down the barriers of narrow party orthodoxy and dogmas manufactured half a century ago to appraise modern society critically and honestly, with no preconceptions, but with zeal to improve what is endangering and warping the lives of ordinary men and women living in the Welfare State.

"Craccum" is published by the Auckland University Students' Association, Princes St., Auckland, C.I., and printed by A. D. Organ Ltd., 29 Union St., Auckland, C.I.

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New Books:

A Mixed Bag

"Oddments, Inklings, Omens, Moments," and "Ounce, Dice, Thrice," by Alastair Reid (Dent).

The fact that Robert Graves said Alastair Reid was "one of the very few poets with whom I see eye to eye" suggests at once both the merits and the faults of this volume; its vigour, colour, themes of love and land, verbal precision, and on the other side a pugnacious certainty, a harping on the Mediterranean, a stress on detail that sometimes lacks purpose.

But the language's vitality and emotional conviction make up for any minor blemishes. Movement and time hold the poetic fort. Reid stands up in the middle, and loves every minute of it.

The second book, set for the curious but common half-breed who can sit between children and adults without letting on to either that he sides with the opposition, is a catching 50 pages of wordplay. Here there are lists of heavy words and light, suggested names for whales and insects, and a dictionary of words like worg and gnurr. Anyone with an ear for words could surely spare an eye for this.

To be on the safe side, however, it's probably a better book to be given than to give.

V.O.S.

"What Psychology Says About Religion": Wayne Coates (published by Hodder & Stoughton).

With such an eye-catching title one might expect a work which is both substantial and scholarly. This paperback by Dr Oates fulfils neither expectation. In the first place the book is far too small to do more than just make passing references to certain quite basic psychological problems. Secondly, the work is simply packed with quotations which are quite unconnected with the subject matter. It would seem that in most instances they have been plucked at random from a hat.

It is difficult to describe this book as being any more than just mediocre.

R.A.

"An Approach to Sanity." Field Marshall Montgomery.

Monty's book has been sub-titled "A Study of East-West Relations," but is rather a collection of his opinions derived from his recent trip to Moscow and his experiences in the last war. Undoubtedly when he speaks of the need for reform within N.A.T.O. Monty should hardly be ignored. Similarly when he discusses the origins of the situation whereby the Soviet Union gained such large parts of Germany one would not argue even if he does degenerate into the ex-generals' game of blaming allies. It would seem, however, that these have been added to fill out Monty's discussion of his trip to Moscow and the cold war situation in general. It is in this discussion that Monty is at his most ludicrous. He comes to the conclusions that Berlin is a difficult problem, and that West must co-exist with East as if they were startling discoveries that had resulted from his talks with Krushchev.

Yet though the book is largely but another revelation of the childish mentality of British Field Marshalls it has at least come out upon the right side. It was probably in sheer relief that Lord Attlee praised the book. Perhaps its very simplicity, though adding nothing to real knowledge of the situation, may convince the public that it is no use trying to terrorise the U.S.S.R. with rockets, and that some sort of understanding is the only possible solution.

M. R. S.

ag

Omens,
ce, Dice,
ir Reid

COWS OR CREAM-POTS?

The English Public School System

This article was written for Craccum by Patrick Lepper, an Oxford undergraduate who visited New Zealand recently while working his way round the world.

The judgements and arguments in this article represent simply a subjective and hasty collection of thoughts and should not be taken as the last words to be said for or about Public Schools.

I am English. I was born with a silver spoon in my mouth. I went to a Public School.

It is hard to decide which of these statements, or at any rate of the latter pair, is the least acceptable in the Commonwealth. Probably the second, which, fortunately, is not true. It is simply what is often wrongly inferred from the third.

Once or twice I have been told, as one of a group of Public Schoolboys: "You (pause) are the cream of the country." (The speaker's expression has varied from blank solemnity to incredulity or even despair). The following jottings should not be taken as an authoratative article on the public school system, but simply thoughts on paper of my own school.

From these individuals may draw their own conclusions as to whether in modern England that speaker's assertion is still true, and whether, if so, a Public School is what makes "cream" cream, or whether it is simply a place to leave the stuff until it's ready to go elsewhere.

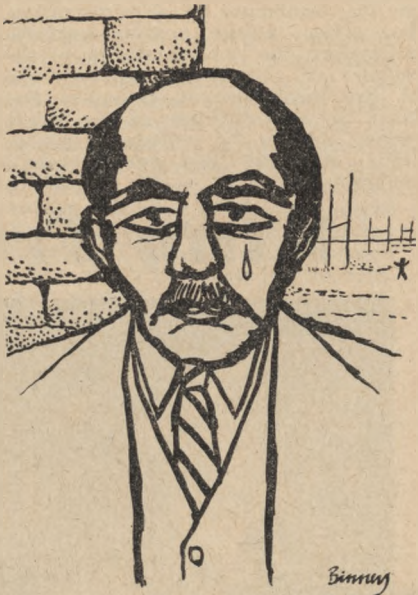
No two public schools are the same, and some very dissimilar. I went to Marlborough College, an institution founded in the 1840's for the primary purpose of educating the sons of clergyman of the Church of England. To this day there are considerable grants available to assist clergymen to send their sons there. This fact demonstrates one of the advantages a private establishment has over a state school. State education is free, and a state school simply has a fixed grant from the government, whereas a public school draws income from the fees paid by parents, and also, more important, from very considerable endowments for scholarships, playing fields, new buildings, or whatever. (Incidentally, a "public" school is a private institution: the word "public" means that the school's funds are administered by an elected Board of Governors, and not by an owner-master).

Country Situation

A public school, of course, is usually a boarding school, while state schools are day schools. From this distinction results the further contrast that a public school can afford to be situated in the country, while it would be unpractical to build a state school anywhere but in the centres of high population. Marlborough lies at the west end of the Wiltshire town, which is a little smaller than Rotorua, many centuries old and very picturesque.

With attractive financial conditions and physical situation, Marlborough has much more to offer its teachers than prestige and good company over the common room port. It can afford to, and does choose the best. Forty years ago, throughout the public schools, some everlastingly eminent scholars were on the scene, who gave the more intelligent a brilliant education. There was also some very undistinguished teaching going on: often pupils of indifferent merit were considered to be at school simply to acquire "knowledge." This could be found in certain suitable books, which boys would study out of school, and be "tested" upon the next day. Marlborough at this time built up a reputation for hockey players. Now, I think, though boys must be prepared for public exams which are looming larger and larger over an education which might be better without them, the emphasis is on mental activity.

Necessarily, there is drudgery in all education, but there is now, I am sure, notable scope for individual initiative in a good public school, and a good deal of profitable argument,



as opposed to "one-way" teaching, between master and boy. It is true that more and more university scholarships are being won by boys from the grammar schools (the "intellectual elite" of the state system), a fact which indicates good teaching, but especially teaching at a high pressure. Among public school authorities, this sheer academic performance is admired on its own merits, but not coveted: the price of driving pupils hell-for-leather is all too often the decline or disappearance of criticism, maturity, self-knowledge, or something that could gruffly be described as "knocking the nonsense out of the perishers." Even if the public schools found themselves losing more and more ground in the "scholarship stakes," which is unlikely beyond a certain extent, many think that any tendency towards "cramming" could change their nature disastrously.

Boarding-school Benefits

It occurs to me that one of Marlborough's, or any good boarding school's greatest benefits is a miniature life-cycle of experience. One does not go home each night, so that one's position as a social animal is not that of a subordinate member of a family. For up to five years, for thirty weeks of the year, one is, so to speak, a working part of a scale model of the forty years or so of active life, during which such and such a man may rise from bank clerk to bank director, from midshipman to Admiral of the Fleet, or what you will. One travels most of the country between small-time and big-time, making mistakes, missing opportunities, assuming and perhaps misusing responsibility. Freud would point out important omissions: there is hardly a way of scaling down, for example, marriage. Nevertheless, one is in a position to remember feeling from time to time on a small scale, the sentiments of a rebel, a ruler, a "martyr," a judge, a mobster, one against a crowd, a cynic, a morale-

BIBLICAL STUDY

"How to Read the Bible": Frederick C. Grant (published by Thomas Nelson & Sons Ltd.)

The author, a Professor of Biblical Theology at Union Theological Seminary, raises the problem concerning the wierd and unreal interpretations which many readers insist upon using in Biblical criticism. The slogan, "every man his own interpreter of the Bible," has, he suggests, led us into error on many occasions. The attitude implies that a person's private and imaginary interpretation is far nearer the truth than either the considered opinion of experts or the traditional teaching of the Church. He remarks that any attempt to solve the problem would require years of unceasing and exacting study by both clergy and laity.

Dr. Grant takes the view that the Holy Scripture is not a collection of private oracles, but a great social possession entrusted to the Church, whose duty it is to guard, preserve, transmit, expound and exemplify these everliving words. According to the Bible true religion is anything but egocentric, introspective and self-centred; it does not consist in arm-chair discussion of various "problems," but in worship, fellowship and self giving for others. Its fullest and richest experience is only possible in and through the Church.

This is a book that neither bores nor drags. It is a must for the bookshelf of anyone interested in the reading of Scripture.

R.A.

NEW EDITION OF COLLINS' DICTIONARY

Predictable beginning, stereotyped ending, non-existent plot, but for the student, essential reading. It's the trimmings that go with this dictionary, a special New Zealand and Australian edition, that make it rather more useful and stimulating reading than many of its ilk.

Amongst the usual retinue of appendices, there is, aimed at the local market, a fact-packed New Zealand section, a large part of which is devoted to "A selective dictionary of Australian and New Zealand words." While the cant connoisseur will find some of his favourites missing (to make a blue, to cut the grog) those of us who but infrequently "deviate into sense" will see most of the seemingly unintelligible Australian and New Zealandisms competently explained. The potted History and Geography is focussed on New Zealand too.

A noteworthy addition is the thirty odd pages of clear, colourful, and up-to-date maps, an unexpected omission is a brief guide to classical mythology, which one might swap for, say, the section on Christian names.

Of particular importance is the inclusion in the main text and not in fussy supplements, of many new words—from recent work and developments in scientific, artistic and linguistic fields. Obsolete words have been eliminated and its 1280 pages make a handy size.

Although expressly designed for the man-in-the-street, this edition is by no means an abridged or simplified version of the "real thing." Without apology it can stand as a worthy addition to the line of Collins's reference literature.

—L.N.

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"Craccum" intends to run a pre-election series of articles on the policies of the four parties. This article on the aims of SOCIAL CREDIT takes

A HARD LOOK AT MONEY

The function of money is two-fold: to simplify the exchange, or flow, of goods and services within the community, and to provide a means of comparing the values of different commodities. Once, money was supposed to have some intrinsic value, but this idea has now been discarded.

Money has value only where it has purchasing power, and it costs practically nothing to create (the price of making £1,000 or £10,000 is a few pennies' worth of paper and ink). It hardly seems fair, therefore, when private individuals manufacture money tickets and exchange them for goods of far greater actual value.

This is variously known as counterfeiting or banking, depending on the scale on which it is carried out. In fact, even the printing of "tickets" is not generally necessary, and only about 0.7% of the money in circulation is ticket money.

The remainder exists as "credits" in a huge accounting system; people are credited with having a certain number of tickets, although these need not actually exist. Now, as money in the form either of tickets or of credits, is used primarily to facilitate the distribution of goods, so an increase in the rate of production requires an increase in the rate of circulation. This new money, at present, is mostly created through banks, as follows:

Overdrafts

It is now generally acknowledged that banks do not loan out the ticket money deposited with them. If, say, a manufacturer is granted an overdraft he is simply given permission to issue cheques of the right amount. The recipients of his cheques bank them in their own accounts and respond them, and an additional amount of money has been circulated. Similarly, the repayment of an overdraft destroys money. As most loans are at interest, their repayment involves the cancellation of more purchasing power than was originally issued. This would soon result in complete deflation (i.e., the cancellation of all purchasing power) but an alternative to this presents itself in further borrowing.

At present this is the only alternative, and the whole set-up is rather reminiscent of the old lady who couldn't keep up the payments on her sewing-machine. She raised a mortgage on the house and said, "Thank goodness, I'm out of debt."

Producer-Credit Gap

Money issued at interest to finance the production of consumable goods is termed "producer credit." It is distributed as wages, raw material costs, spending of profits, etc., and recovered again, (plus the interest), in prices. More comes back in the prices than went out as costs; therefore all the money in existence cannot buy all the goods in existence. This causes the famous "gap" which requires an issue of purchasing power "debt-free" to close it. Other expedients, such as borrowing again and yet again only ensure the constant increase of this "gap"; more obvious disadvantages are also attendant on them. The money issued "debt-free" is called "consumer credit"; it closes the "gap," whereas "producer credit" widens it.

Debt-Free Finance

When proposals involving debt-free finance are mentioned, there arises a dreadful cry of "Inflation!" People imagine millions of pound notes rolling off the presses, and a disillusioned populace using them for wall-paper. All this type of talk is nonsense, fomented by the "orthodox finance" parties for obvious reasons.

Before examining a credit system further, it may be of some advantage to examine more details of the alternative ("debt") system. When a bank purchases assets, it issues a cheque on itself, which the seller pays into his account; new money

is now in existence. What the bank has really done is to create and loan itself, the money needed. As this costs nothing to produce, the bank has acquired the asset for nothing (Q.E.D.). This may seem a good idea to you, but in that case you are probably a banker. If a government tries to do this sort of thing, the banking experts condemn the practice as unsound (witness the "Bradbury" notes). The vital point, of course, is that a government could do 'this sort of thing' and so eliminate the necessity of owing anyone anything. The results of a debt-based money system are: increasing public and private debt; high taxes (to pay the interest on the debts); industrial strife and depreciation of the currency. This last involves the effective destruction of savings. So much for those Thrift Essays you wrote at school!

On the other hand, a debt-free money system allows of lower taxes and stability of the purchasing power and the currency. To commence with, the amount of money must be equated with the prices of the available consumable goods. To perceive this is purely a matter of technology, but to carry it into effect involves questions of ethics. How is this "gap-closing" money to be placed in circulation? There are a number of ways; for instance, it could all be given to me to spend. I would be satisfied with this arrangement, but others would probably consider it most unethical!

Social Credit

One method is the financing of such things as bridges, roads and other products which are not offered for sale, and so do not compete for the purchasing power distributed in their manufacture. Another is the National Dividend, whereby a certain sum of money is granted to each member of the community. Yet another is the Just Price Discount, which is a subsidy on certain consumer goods, conditional upon prices being reduced below a prescribed level. The first two methods tend to cause a rise in prices; the third causes prices to fall. By use of one or other method, the price index may be kept reasonably constant

Petulant Poets

Angry Otago poets withdrew their poems from a competition conducted by the University literary magazine "Review" after the judges (Professor Horsman and Mr Robertson of the English Department) decided that none of the entries was worthy of first prize. Instead Alan Roddick and Victor O'Leary were offered two second prizes. Said Mr O'Leary on behalf of both disappointed verse-writers in a statement to "Critic": "We object to there being no first placing because we think that our poems are at least competent."

Richard Smithies, editor of "Review," whose short story was the best in the prose section but still not worthy of an award, was more philosophical. According to "Critic," he fully supported the judges in their decisions, both as organizer of the competition and as a competitor in both sections.

Kiwi Takes Flight

Kiwi, the literary magazine of Auckland University, will be appearing shortly. Though in theory an annual publication, the last issue, edited by Max Edwards and Andy Gurr, appeared in 1958.

The magazine was started in the 1920's, and so is older than Craccum, though it has lapsed in several years. The present Kiwi is edited by Phil Andrews, an English Honours graduate, and Mike Jackson, a third-year anthropology student.

This year's Kiwi contains contributions from—

Vincent O'Sullivan
Denis Taylor
Herman Gladwin
Bill Broughton
Mike Grogan
Ken Arvidson
Wystan Curnow
Don Binney
Phil Andrews
Barry Faville

The magazine is being printed by the Pilgrim Press.

Witty French Play



Stuart James as Lord Hector, and Judith Lessing as the Duchess of Pont-au-Bronc, in the Drama Society's production of "TIME REMEMBERED," a comedy by Jean Anouilh, which opens for a season of five nights in the University hall on Tuesday, August 2nd.

COMMENT

Worthy of note is the recently introduced Animals Protection Bill. It is both comprehensive and thorough, providing penalties for a wide range of offences which cause unnecessary suffering to animals. The bill seeks to enforce liability not only on those guilty of obvious, intentional acts of cruelty, but also, for example, on parents permitting their children to be cruel to animals, on drivers who injure animals, on persons who set traps, on those who abandon any animal, and even on people who fail to give regular exercise to a dog which is normally kept tied up. There is too much cruelty to animals in New Zealand, particularly on farms. The aim of the bill is an admirable one—it is to be hoped that its provisions will be rigidly enforced.

The Government's grant of £40,000 to the universities for research purposes is doubly commendable. It is both an important recognition of, and aid to, research in this country, and is also a direct implementation of advice given in the Parry report. The fact that the government is prepared to act on the report is heartening.

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An interesting point was made by the actor Noel Ferrier in a recent radio talk. He believes that T.V. does not destroy the live theatre. His theory is that as T.V. audiences see so many films they turn away from them when they want a night out and hence patronise drama.

CONTEMPORARY PRINTS

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