

The Magnet

For Men's Wear
144 Featherston St.
Wellington

Salient

An Organ of Student Opinion at Victoria College, Wellington N.Z.

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Leaders in the Field
of Athletic and Sports
Equipment

Briscoe Mills

Cnr. Victoria and
Hunter Streets

The common cry in almost every newspaper article on education now, is the lowering of standards of attainment. "Children ain't what they used to be in my young days." It is significant that the subjects which are always chosen as exemplifying this lowered standard are spelling, writing and arithmetic.

And from where do the complaints come? Largely from business men. Their chief moan, is of course, that children are no longer solely fitted to become good clerks, and their implicit assumption is that the aim of education is to prepare children to fit neatly into their place in office or industry. "In the good old days," they say, "children who came out of schools could write, spell, and add, fluently and accurately." This, they maintain is no longer the case.

Where?

For the purpose of this article we will assume that standards have been lowered (though many N.Z.E.I. people are prepared to dispute the extent of this assumption). It is true that children now may not do till Std. 2 what used to be done in Primer 4. But is this necessarily a bad thing? In other words what are the aims of education?

Even supposing that a child now leaving school cannot write in the copperplate of the 1890's, is this necessarily a bad thing? In other words what are the aims of education? Let's see what they were.

How?

"All that a child was guaranteed by our own Education Act of 1877 was a grounding in a narrow range of formal subjects and that only up to Std. 6."

"Arithmetic . . . was intensively drilled and took up about a third of

STUDENT CO-OPERATION

At the Annual General Meeting held over Anzac week-end, N.Z.U.S.A. decided to disaffiliate from the International Union of Students. To some students the news of this backward step in N.Z.U.S.A. policy meant very little. What is this I.U.S.? What is it doing? What are its aims? To the average student, stagnating in the library or laboratory, the affairs of other students in New Zealand, let alone those of students in other countries are a distant affair. He may be moved to utter a protest in his beard when he hears that students in India and Egypt are not allowed to organise and hold conferences, or that students in Eastern Europe have had to start their classes among the bombed-out ruins of their old universities. He thinks that "something ought to be done about it," and then forgets the matter. But I.U.S. is doing a lot about it, and even though we in New Zealand may be isolated in the South Pacific we can do something about it too.

Promise

The persecution of European students by the Nazis during the war and in particular the treatment meted out to the Czech students in 1939 convinced the students, of Europe in particular, that a strong world organisation of students was necessary. In 1945 under the aegis of the British National Union of

THIS EDUCATION BUSINESS

Attacks on the Educational Policy of the present Government are commonplace, but when a University publication devotes a front page to such an attack it might be expected that the attack would be reasoned, factual, and logical. It might also be expected that the critic would at least take care to understand what he was attacking. If the lamentable ignorance of the fundamental aims of modern education demonstrated by the recent front page article of our "contemporary," is any indication of a general misunderstanding it is time Salient devoted a little time and space to the question of educational aims.

a child's school life . . . geography was apt to be little more than the memorising of strings of capes and bays, mountains, rivers, lakes and capitals; and since a typical prescription in history began 'the succession of Houses and Sovereigns from 1066 A.D. to 1485 A.D.' there was every suggestion that this subject was treated in a similar way."

Is the achievement of that sort of knowledge the aim or education?

The child who sat hour after hour being drilled and bludgeoned and "disciplined" into memorising fact after fact certainly came out of school filled to the measured mark with knowledge—little of which had any relation to his future life as a citizen or to his personal needs as a human being. The very term "standard" implied a preconceived notion, arbitrarily decided, of what the child was capable of doing or profiting from. Worse still, the primitive psychology of the times insisted on fitting the child to the system. (See the cartoon reproduced in the front of A. E. Campbell's "Educating New Zealand.") The system seemed to be aiming at turning out the largest possible number of walking encyclopaedias. Instead of starting with an a priori, assumption of the child's needs, modern educational psychology starts by studying the child, first,

and then evolves the system to fit the facts.

Why?

H. G. R. Mason gives the aims of modern education in his "Education Today and Tomorrow" as follows—"to provide a broader education of the whole being—mental, moral and physical. Also "every person whatever his level of academic ability . . . has a right as a citizen, to a free education of the kind for which he is best fitted and to the fullest extent of his powers."

From the point of utility, of what real use is the ability to trot forth facts at command? More facts can be found in appropriate books, machines can cope with arithmetical problems more quickly and accurately, and hand-writing is not at such a premium when type-writers can do the job more efficiently and in less time.

It would be sheer stupidity to waste time competing with these modern inventions, even if that were the aim of education. And it is not. The cry of "raising the standards" is an anachronism. I maintain that a departure from the previous standards of attainment is not making for a low standard of education. It is merely that the accent has been shifted from sterile academic attainments to an education that caters for a full development of a child's capabilities in any and all spheres which suit his needs.

V.U.C. And The World

Students a meeting of students of many countries was held in London. This was followed by a congress in Prague in Nov. 1945 which set up an International Preparatory Commission to organise an international student body. In 1946 a second congress was held at Prague at which I.U.S. was officially constituted. New Zealand was represented at that congress.

The preamble to the constitution states that "the purpose of the I.U.S., which is founded upon the representative student organisations of different countries, shall be to defend the rights and interests of students, to promote improvement of their welfare and standard of education and to prepare them for their tasks as democratic citizens." These aims are detailed in the constitution itself. The business of "defending the rights and interests of students" is defined in three main ways: (1) "to secure for all young people the right and possibility of primary, secondary and higher education regardless of sex, economic circumstances, social standing, political conviction, religion, colour or race." This is of first importance to our near neighbours of S.E. Asia in particular. (2) "To represent the interest of students in international affairs; to bring before international organisations the problems of students; and to publicise in all spheres the most urgent needs of students." (3) To assist the students of colonial, semicolonial and full social economic and educational

dependent countries to attain their development."

Action . . .

A Press and Information department responsible for I.U.S. publicity was set up. Among other activities it publishes "World Student News." The Travel and Exchange department sets out to improve conditions for student travel abroad—it organised a very successful Balkan tour in 1947. Closely connected with the International Student Service and World Student Relief, the Relief and Reconstruction department organised a successful funds raising campaign among its other activities. The exchange of athletes and sports teams is handled by the Sports department, which has organised some big international students' sports meetings. The department of Intellectual Co-operation, divided into faculty groups, is doing much to assist the interchange of ideas as also is the correspondence bureau. To the Colonial bureau falls the difficult job of investigating the condition of students in colonial countries and of assisting them in their efforts to organise to improve their conditions. One example of their work was seen in the S.E. Asia Youth and Student Congress held last year.

Sabotage . . .

As one can well imagine all these activities necessitated a steady revenue. The congress decided to ask all affiliated bodies to contribute six-

If anyone would like to pursue this further the matter is well dealt with in H. G. R. Mason's "Education Today and Tomorrow." The short outline of the aims of New Zealand Education on page 8 is probably the best exposition of educational philosophy in a few words one can find.

Bright Lights

The most recent criticism, commonly linked with remarks about the Government's "deliberate policy of mediocrity" is that bright children are penalised. When the ratio of children going from primary to secondary schools has risen in thirty odd years from less than 20% to nearly 90%, it is obvious that the attitude of secondary schools can no longer cater exclusively for the few picked academic brains. Maybe in the re-organisation these children have lost a little—but the greatest number have gained; and they too must have benefited from the change in policy which has taken the secondary schools curriculum out of the tight harness of matriculation sterility and formalism. Parkyn's new book "Children of High Intelligence in New Zealand" shows that constructive criticism, though rare, is at least present. It is undeniable that the Government Policy of encouraging Intermediate Schools has been of the greatest direct benefit to bright children. It does this, however, without suffering from the curse of the continental school system—a rigid class cleavage into separate schools.

This article is by no means exhaustive. The matter will be well ventilated at the debate on Friday, 10th June, when the subject will be "That education in New Zealand has deteriorated since 1935."

If you have any mutterings, don't hide them under a bushel.

E.M.G.

pence per head per year to finance the work of I.U.S. N.Z.U.S.A. has not yet contributed a penny in this way, although we have been affiliated for over two years. And then N.Z.U.S.A. has the temerity to say that I.U.S. has done nothing in New Zealand. Victoria has urged that our debt to I.U.S. be paid. Auckland alone has supported us. The other colleges claim extreme poverty. Along with this policy of not paying our debts to I.U.S., N.Z.U.S.A. has, by inactivity, failed to let the students of New Zealand know what I.U.S. is, and what it is doing. The logical result of this policy has been that the delegates to N.Z.U.S.A. have disaffiliated from an organisation about which they knew nothing and which had scarcely bothered to investigate.

And Counteraction . . .

Our Executive at Victoria has taken some steps to remedy this sorry business. At the last meeting the Exec decided to write to I.U.S. saying that we were considering applying for affiliation and asking for information. When the Association decides to apply for affiliation it must at the same time instruct the Exec to do all its power to get N.Z.U.S.A. reaffiliated.

Isolation is outdated. New Zealand students must take their place alongside the other students of the world in their efforts to improve working conditions for all students and young people.

Salient

WEDNESDAY, JUNE 8, 1949

BELLY RUMBLES IN WEIR

A University course is tough enough on the minds and bodies of students as it stands; yet residents of Weir House have had a near-on insuperable obstacle dumped down between them and their degrees and careers.

Victoria's only real residential college, which has for years cherished a tradition of mediocre food, has sunk to an all-time low—virtual absence of food. Bed and breakfast is the best that the Southern Hemisphere's finest student hostel can rise to.

During the war, shortage of labour was the excuse for curtailed service in the matter of cleaning rooms and washing dishes. Now the house can't get domestic labour at all. There is no excuse, there is a reason. What is it?

Living conditions of the staff cannot be blamed—a special bungalow is set aside for their use. Working conditions in the kitchen compare favourably with the best of Wellington's hotels.

Weir's 90 residents have to a man stated their reason for the lack of staff which necessitates the bed and breakfast let-down—domestic workers will not come to Weir while the present Matron remains. The Labour Department and employment agencies would fill Weir with staff to-morrow, but . . .

Unanimously residents asked the Matron to resign. Through the Warden and House Committee the position was put to the authorities. Through Stud. Ass. Rep. on the Council, the governing body of the college was asked to act.

Result—rumours of removal of the House Committee.

Great tribute has been paid to William Weir during the Jubilee—and rightly; but Mr. Oram would spend his time more profitably by reorganising Weir's domestic set-up, instead of having rosy visions of Kelburn Parade lined with the Hostels of 2000 A.D.

This is the concern of all students. V.U.C. is proud of Weir's contribution to corporate life of the College. The great focal point in Weir for the discussion of controversies ancient and modern is (was) the dinner table. Every ex-Weir resident will testify to the great boost that these regular mental conflicts gave to his student life.

Ex contubernio robor—Strength through fellowship—is no longer true of Weir.

If you have ever tried to eat out in Wellington on Sunday you will know what Weir residents are up against. Now the meals are up to 2/6—try living at that rate on a first or second year law clerk salary.

P.F.J.

LOOK!

Dear Salient,

The Stud Ass Exec decided early this year to adopt a system of block applications for college club grants, all applications to be in by one of two set dates. The first batch of applications has already come before the Finance Committee, and presents a difficult problem. Approximately £1,100 has already been applied for, far exceeding the £850 available for the purpose—with the summer sports clubs still to come in.

This is due partly to the fact that some clubs have chosen this year as an occasion for new and expensive ventures, and partly to what appears to be a certain competitive spirit among our more far-sighted clubs. It is clear however that the present system of club grants, whereby the amount to be allotted is left entirely to the discretion of the Executive, is becoming inadequate.

The Finance Committee has therefore recommended that a meeting of representatives of all affiliated clubs be held on Wed-

nesday 15th June to discuss the question of the relative proportions of the grant money to be allotted to each Club. A scheme will then be prepared by the Finance Committee classifying each club in a definite category according to what proportion of the grant money it should receive, and the scheme will be referred to the Annual General Meeting for consideration.

This will mean that in place of the present scramble or lucky dip, in which the most eloquent or influential club is liable to receive the best hearing, there will be a fairly rigid system confining each club grant within set limits, and each club will know beforehand what its chances are likely to be. As this is a fairly drastic modification of previous Association policy, it behoves all Club members to ponder deeply on the merits of their clubs, so that they can come to the Annual General Meeting adequately prepared.

H. C. EVISON,
Hon. Secretary,
V.U.C. Student's Association.

Credits & Debits

Dear Sir,

The Publications Committee decided that 1550 copies of "The Spike" be printed this year instead of the usual 1000 on account of the Jubilee, and special nature of this issue. Costs have been higher than was anticipated with the result that this issue will have to be subsidised. To help us make ends meet, four booksellers, Whitcombes, Modern Books, Souths, and Roy Parsons, have generously offered to sell "The Spike" without commission. While thanking them for this gesture, I would ask students to show their appreciation by supporting these firms.

At the same time, I cannot but feel surprised at the lack of support which students have shown in their own annual magazine, especially a Jubilee number. To date, 900 copies have been sold, and only 300 of these have been bought by the 2,300 students. I would therefore urge students to encourage University writers by supporting their own publications. Copies can be obtained at the Exec. Room.

Yours faithfully,

J. B. BUTCHERS,
Business Manager.

CRACKING!

Drama Club

The Drama Club, after a brief hibernation due to the pressing activities of Extrav. and a protracted hang-over from Major production is now getting cracking on a programme for the year. Already two one-acters are on the stocks and are scheduled for production on 15th July. The plays can be said to be contrasting . . . one set in late 19th century Russia and the other in Ancient Greece. Both are very good entertainment and will be well worth seeing. Chekov's "The Wedding" will be produced by Pat Evison, who has recently come back for two years at Old Vic production School. Pat is already cracking the whip over the cast of 23 (surely a one-act play record) so we can expect a bang—on production. In contrast "A Phoenix Too Frequent" by Christopher Fry has a 3 character cast with the action taking place in a tomb, (however don't let that deter you). Produced by Chris Pottinger, the play has a delightfully humorous theme and should amuse even the most hard-bitten fresher.

Other news from the Drama Club is that regular meetings will be held every second Friday with readings, lectures and other attractions. We understand the first reading will be that of "An Ideal Husband" by Oscar Wilde, produced by Paul Treadwell.

A one-act play competition is also being run in order to choose a play for Winter Tournament. A very worthwhile prize is being offered so all you young budding playwrights find a plot, double it, add the characters you first thought of and you've got the prize money in your pocket. One final word of wisdom, in future, God and other august persons willing, Drama Club productions will be staged in the Little Theatre.

This is a tremendous advance on the Gym which in spite of the old and tender associations is hardly the place to try and produce good drama.

Dear Veritas

You have given a very neat little proof of the existence of something, but what exactly has induced you to correlate this something with that confused bundle of dogmas and superstitions, the Christian religion? And granted again that there is some "final uncreated, uncaused, and unplanned Cause," why should this have anything to do with the anthology of Hebrew beliefs, the heretical Graeco-Hebraic philosopher, and a large number of fanatics of all ages.

No, Veritas, I am afraid it will not quite do, there is nothing in your "proofs" which could not be used by anyone wishing to exalt something as a "god," and as the original was directed specifically at Christianity, you have not answered it in any logical way. You will find it very hard, I am afraid, to justify on any ethical ground the futile disputations and persecutions of Imperial Roman Christianity, or the Inquisition, or the Church acceptance of Fascism in Italy. And if you are unable to see what the "taboos in sex, science, amusement" have to do with the "natural desire to help one's fellows," then you must have a much smaller intellect than I gave your credit for. I would tender also the humble suggestion that all of the five traditional proofs of the existence of God depends not on causality but on casuistry.

I remain,

As sincerely as usual,
JUNIOR ATHEIST'S
ANTI-GODFATHER.

HEAR THE AUSSIE DEBATERS

June 11 Town Hall

That Summer Abroad

Plans are now almost completed for the transfer of Australian and New Zealand Students on vocational employment schemes during the long vacation—1949-50. New Zealand will be able to send up to fifty persons and will be receiving about one hundred.

The return fare by sea for a New Zealand Student will be about £34.0.0 plus a registration fee of £1.0.0. If arrangements are made for air passengers the costs will be about £42.0.0 plus £1.0.0 registration fee. Internal travelling should not amount to more than £7 or £8 at the most. Exact figures cannot be given until precise information arrives from Australia.

It is anticipated that many New Zealand Students will be able to leave in November and thus commence work at the beginning of December. This will allow for a working period of approximately twelve weeks. Average wages will not be less than £5.10.0 per week and in many instances will be higher. Thus a student will be able by working for ten of his twelve weeks to earn at least £55.0.0 and possibly a good deal more. Two weeks will be left for pure holiday on this basis although everybody will be able to suit themselves.

The National Union informs us that there is ample work available in attractive agricultural districts. Students will be allowed to take up to two jobs during their stay in different districts by arrangement with the Commonwealth Employment Office but any other arrangements for work will have to be made privately.

The Scheme offers a trip to a new country at reasonable expense plus guaranteed employment and a fair period of leisure. Students who desire are invited to attend the National Union Congress held during the Summer Vacation.

Students who are required to do part of their course practical work during vacation, i.e. Agricultural Students and Engineers are to be offered special facilities for this purpose. Arrangements to this end are not yet complete but Students will be advised in plenty of time.

Applications for the tour will close in all Colleges on the 30th June. Your Executive has appointed a travel and exchange officer and he has on hand the necessary application forms. Every application must be accompanied by a £1.0.0 registration fee. The Travel and Exchange Officer will make arrangements for you to pay your fare by weekly amounts in advance for those who do not wish the burden to fall in one lump.

Inquire at Exec. Room—NOW!

Dr. O. H. Frankel, director of the Wheat Research Institute and geneticist of world repute, called Lysenko, foremost Soviet plant breeder and contributor to genetical thought, "a defender of obsolete genetical theories, who has marshalled dialectical materialism and the influence of the Communist Party behind his views."

Dr. Frankel's talk, "Recent Advances and Controversies in Genetics," was delivered Tuesday night at a meeting sponsored by the V.U.C. Biological Society. He told his audience the Wheat Research Institute was expanding its activities and had vacancies for six well-qualified staff members, research workers not "careerists."

FACTUAL

"The battle between the Soviet orthodox geneticists and the Lysenko school was fought with unequal weapons," Dr. Frankel said. "The orthodox scientists used logic and evidence, whereas Lysenko argued alogically and presented no evidence worthy of the name."

Dr. Frankel summarized the history of the Lysenko controversy in the Soviet Union during the past 15 years. He maintained that N. I. Vavilov, who headed plant research for many years and was director of the Institute of the Academy of Science in 1940 when Lysenko replaced him, met an untimely end at the hands of the Soviet Government, probably sometime in 1942 in the Far Northeastern part of Siberia.

Dr. Frankel recalled that in 1935, while in Leningrad, he had spent an interesting week associating with Vavilov, Vavilov and his colleagues, most of whom have now vanished or been reduced to an inferior status, were "the world's foremost plant and genetical authorities," he said.

"A commissar youngster, who knew absolutely nothing about the work at the plant research institute, and had only his political reliability to recommend him as the real director, removed Vavilov from his post," Dr. Frankel accused.

"Lysenko finally imposed his genetical theories on the Soviet Union at a stormy Academy of Science session in August 1948," Dr. Frankel declared. "There Lysenko revealed his scientific gibberish, absurdities, and utter nonsense."

Lysenko denies the existence of genes and maintains that germ plasm is not entirely separate from the environment and under certain circumstances may transmit acquired characteristics. He also rejects the idea that the struggle within species is of biological importance.

"Discussion at the gathering of scientists ended when Lysenko announced that the Central Committee of the Communist Party favoured his theory," Dr. Frankel said. Immediately afterward, all those who did not recant were fired. "What remained was Lysenkoism."

Though the theories of Weismann have long been obsolete, and Mendel has been superceded for 25 years, Lysenko directs his arguments against these precursors of the modern geneticists, Dr. Frankel said. Scarcely a single reputable geneticist outside the Soviet Union supports Lysenko.

"He is truly ignorant of genetics," Dr. Frankel asserted.

"Lysenko bases his work on Burbank and Michurin, two horticulturalists who in their old ages enunciated on genetics without knowing anything about it," the speaker observed.

Lysenko's vernalization and grafting techniques were inspired originally by the work of others abroad, Dr. Frankel contended. His famous frost-resistant wheat strains were the result of natural selection operating on "impure lines" introduced into the Arctic.

"Perhaps Lysenko has intensified interest in some phases of his work."

Emeritus Professor G. W. von Zedlitz

It is well that students of to-day should have some knowledge of the great contribution to the life and work of Victoria University College made by Emeritus Professor G. W. von Zedlitz who died last week. He was not one to treat the work of his Chair in any narrow fashion and by his intellectual ability, his integrity of character, his many-sided personality he taught many of us to understand and appreciate life more fully and, what is more, to obtain greater satisfaction in living.

He followed the foundation professors and his appointment to the new Chair of Modern Languages in 1902 was a piece of rare good fortune, for he brought to the College a new quality. The first four professors did yeoman service and laid us all under a heavy debt. But it is no reflection on any of them to say that each in some respect was limited. "Von" belonged to the small company of the unlimited and in his contacts with the public, the students, the staff, he poured the new wine into the old bottles. No one would challenge the statement that from 1902 till 1915 he was the personality of the College. His roots went wide and deep into the culture of Europe and to this rather isolated and raw colony he re-interpreted life on wider horizons and with deeper measures. He was one who obtained the warmest affection of his students and this feeling was intense and lasting. When the organization of the Jubilee Celebrations was being discussed numbers of those who attended his classes thirty years before begged that they should be given the opportunity of hearing him lecture again in the old familiar way. Such a request must be rare indeed; it is an acid test of the great teacher. Unfortunately his illness robbed the old students of this pleasure and for them and for many others the absence of "Von" threw a long shadow over the ceremonies that marked the Jubilee.

What the College lost by the shameful Act that ended his first official connection with us, who can say? (1) All we know is that the blow was in some measure lessened by the broadmindedness he displayed in maintaining with us contacts that gave satisfaction to both sides. The Council of 1915 deserves well, not merely of the College but of the Dominion, for refusing to give way to the dishonourable pressure exerted upon it by politicians who went back on their word and bowed to the clamour of a mob excited by a vindictive few. While the country should forever be ashamed of its conduct, the Council did good service in maintaining the honour of the College and the freedom of the University. (2) Later a Council, changed in personnel, missed the great opportunity of supporting the stand made by its predecessors. It failed to see justice done by restoring "Von" to his Chair in 1919. A later Council, however, did what it could in 1936 by making him Emeritus Professor, an appointment widely approved.

Not many people know the abuse that was showered privately and publicly on this noble mind. Yet in all those hard years (1915-1936) what struck me most forcibly was the freedom of his soul from any pettinesses. At the crisis of the trouble all he asked was that he should be allowed to pursue a course that would make the path of the Council as smooth as possible. But he never refused to have the great principle of academic freedom fought out at the cost of the mental distress of himself and his family. After the blow had fallen I never heard him complain or utter a vindictive word. Whether the victim or the accusers showed the qualities that we are pleased to call British was never in doubt in my mind. For his enemies (and his real enemies were few) he provided a lesson in patience, equanimity, self-control and philosophic insight, a lesson they might have learned if they had been able. These events are past and their full history has still to be written. But for us at Victoria University College there are the memories of "Von." He was the good companion; time spent in his company was never wasted. His outlook on life was broad and healthy. He understood that men were not angels and thought, perchance, that this was just as well. He possessed a sympathetic understanding not only of those whose opinions agreed with his own but of all who held honest convictions. If anyone doubts this let him ask the members of any W.E.A. group to which "Von" acted as guide, philosopher and friend. In this way he typified the University spirit at its best and made a contribution to the life of our College for which it will be for ever grateful.

T. A. HUNTER.

1. The Council was compelled to dispense with his services by the Enemy Alien Teachers Act 1915. Repealed in 1927.
2. The principal facts are outlined in Report of the Victoria University College Council concerning the case of Professor von Zedlitz. November, 1915.

Dr. Frankel said. "But that's all."

Dr. Frankel described Lysenko as a cunning rustic politician who had sold himself to the Communist Party as well as the man in the street.

The Russian farmers thought Lysenko a clever man, according to Dr. Frankel, when he advised them to cut potatoes into many pieces before planting instead of wasting a whole one.

The Irish peasants had practised this method ever since the potato had been introduced from the Americas.

"Lysenko is a practical man of the people," Dr. Frankel remarked. "He speaks their language. The man in the street takes the inheritance of acquired characteristics for granted, as does Lysenko himself."

Dr. Frankel admitted, however, that modern genetics is almost use-

less when it comes to developing new varieties of plants.

"While it may take a Mendel-Morganist 10 years to develop a new strain of wheat, if then, Dr. Frankel said, Lysenko promises to do the same in 3 years. Russia is in a hurry to expand production. Lysenko promises quick results, and the authorities believe him."

Dr. Frankel termed J. B. S. Haldane, noted British Marxist biologist "not a lesser geneticist for wavering between orthodox genetics and Lysenkoism, but a dishonest man. He tries to live in both worlds at the same time and refuses to declare himself."

Preceding his attack on Lysenko, Dr. Frankel briefly reviewed some of the studies reported at the 8th Genetics Congress in Stockholm last year.

Shelley

Dear Old Salient,

Congratulations to correspondent Ferguson. The broadcast attack of the English Department on Shelley's claim of a poet to a vital link with the world of men, was a disgraceful sign of the times. In these red-hunting days, it is no wonder that Shelley, too, is subject to post mortem persecution. In his own lifetime he was considered so dangerous that he was hounded from his native land, and conservatism still thinks it can hound him from his rightful place in the English heritage.

Gradually we overturn the living traditions of our national culture and our very civilisation, in an effort to save a dying social form. The universities must be the battlegrounds on which conflicting ideological forces of vitality and obscurantism, life and death, meet. The Magi of the West preach the new crusade on culture. At the same time as the moron mind is being incubated in juke-boxes, comic-cuts and sex magazines, the first regiment of the new brown-shirts, reaching for their guns when they hear the word "culture," appear in black gowns.

They start by attacking the finest strains of English literature. They lay their crowns at the feet of neurotic misanthropes like Eliot and Pound, who are proclaimed the new messiahs. Parallel misanthropes from former ages—Donne, Vaughan and some of the Augustans, escapists in an age of great social movement—

COME TO THE ANNUAL GENERAL MEETING

Wed. 29 June. Gym.

are resurrected from a timely grave. Anyone who could write his name and be cynical about the future of mankind; anyone who lived in another world, but had the sweet, nauseating knack of fitting euphonious words together—he is raised into a Giant of English Literature. Milton and Blake are perverted into "mystics," Burns is a "sentimental drunkard," Shelley an "ineffectual angel." I heard one member of the English department staff remark the other day that Shakespeare's concept of human tragedy was "incomplete" because he regarded the earthly existence as final, and took no account of a hereafter!

"Poets are the unacknowledged legislators of the world," says Shelley. Certainly. Poetry, like every other form of art, reflects the real world of men, and, if it is great art, in turn has its material effect on that world. Thus Shelley saw the innate contradictions of his England, so he wrote: "Wealth is a power usurped by the few to compel the many to labour for their benefits." And he made a song of it:

"The seed ye sow, another reaps,
The wealth ye find, another keeps;
The robes ye weave, another wears;
The arms ye forge, another bears."

And the Chartists sang it as they marched. His revolutionary songs, with those of cruder poets, were the rallying weapon of the nascent English working-class movement. Said Engels: "We all knew Shelley then."

And to-day, when class society totters, is it to be wondered at that the powers that be want us to know Shelley no longer? Might not these lines prove, indeed, to be legislation for the world.

"Rise like lions after slumber
In unvanquishable number—
Shake your chains to earth like dew
Which in sleep had fallen on you—
Ye are many, they are few."

Yours,

C.V.

LAND OF THE FREE

This article was written in America in March of this year. Paul Zilch, who wrote it, gathered the material in Eugene, Oregon—the far north, well removed from what we think of as the negro-hating south. Every incident happened to one or other of the negroes on the University campus there, and has been incorporated into these articles. They are written as by a negro, speaking to his fellow Americans.

We may shrug complacently and say "Yes, but we thank God that we are not as other men are." And we would be as hypocritical as the Pharisee. We cannot afford to ignore this situation; it exists in a University in the year of our Lord one thousand, nine hundred and forty-nine. Are we guilty too?

I am one of the 14 million guilty Americans.

There are nine times as many who are ashamed.

Why are they ashamed, why guilty? Broad nose, full lips, kinky hair, and dark skin—all pronounce a man guilty without trial in America.

Claims of white superiority, distortion of Negro history, economic and social overlordship, and acts of violence against my race—all reveal their shame. For neither constitution, science, nor morality upholds this conduct. And the accusers stand guilty before the bar of world opinion, and those ruled guilty in America are judged innocent.

The first African slave ship to North America, the Emancipation proclamation, reconstruction and a new slavery, lynching and its more refined and later complement—the quiet, night shrouded execution of the negro who dares to protest. And always scorned, kicked, sweated, lied to and about, and resented—yes! America, Oregon, Eugene, this very campus; to different degrees but at all times.

Eugene, this very campus? Unlikely! Exaggerated! you say. Not only that but when you ask what's wrong, you grow wrathful at my answer. And, no matter, you are almost sure to turn away with scarcely concealed relief that brotherhood week takes up but one fifty-second of the year.

It is indeed distressing that the negro who contemplates entering a mixed institution of higher learning must first investigate racial policies and the degree of inconvenience he must put up with before applying for admission.

"How do they treat Negroes?" is a question prospective negro students must ask those who know the particular college.

No-one answered this question for me before I came. But I can answer it now after a year and a half.

I had a vague impression that Oregon was fairly good—though the person who told me warned that he knew it only by hearsay. So I stepped from the train in Eugene hopeful, yet not entirely without doubts. My hopes for a new life, a life of social acceptance and equality, faded like an Indian summer before the cold grey breath of winter. I had

not imagined myself chosen a king of Hearts nor admired for any intellectual moral or affable qualities I might have. No, as I said, all I wanted was the same treatment as every person in America has the right to expect.

What really brought my hopes to an end was meeting and talking to the other negroes who had attended here for, day, three years. Most expressed dissatisfaction with the indifference, the ostracism—on the whole, a civil ostracism, thermostatically regulated. Every hello, look-me-up-sometime and goodbye delivered with predetermined dispatch, they said. None of the more brutal manifestations of racial intolerance had erupted, but they had not managed to avoid the many discourtesies and humiliations that degrade the lot of negroes in America.

Shortly after my arrival, a "Picaninny Prance" sponsored by a campus organization confirmed their disregard for coloured people at the college. For several days before the event, posters caricaturing negroes occupied conspicuous places on the campus to rouse enthusiasm for the "Picaninny" theme.

Now, the students who conceived the affair and advertised it with sketches of negroes grinning insanely most likely did not intend to offer insult. Yet, I must remark, had the feelings of a people already ranked as sub-human second rate citizens been taken into account, the planners would have chosen another theme. Surely so many students would not have turned out stained black, imitating the dialect and gestures of the type of negro denied education. Since then, I have seen negro students, frustrated by an uncertain pattern of racial relations and isolation, throw in the job and pack their bags for more familiar places.

Is Oregon so unsuited to negro students that a few cannot even make adjustment, or contribute something to remove the cause of their unhappiness? This is a difficult and delicate question. Perhaps objectivity will fail me and perhaps I shall imagine hidden meanings and insults where none were intended. If you will allow for this, you may judge for yourself.

As, I assume, the purpose of Oregon's University is to educate, I

will make a few observations on how we stand in the classroom first.

At the outset I want to say emphatically that my own relations (and as far as I know, those of other negroes) with Instructors (lecturers, Ed) have with few exceptions been satisfactory. When so many of the faculty can be fair and understanding, a strong foundation exists for launching an overall improvement in campus relations.

When I have explained why many negroes appear unresponsive in the classroom, I will note some specific examples showing times when instructors have reinforced this behaviour. But the attitude of instructors is the least worry we have.

No doubt some negroes seem mentally backward and emotionally passive in the classroom because they are just that. But their ratio to the total number of negro students is no greater than in any other group. Our apparent lesser fluency when it does assert itself, can be traced to two causes. First, many of us come from social backgrounds in which the negro is seen and heard only at the pleasure of whites, with opportunities for physical presence more frequent than those for self-expression. A past of segregation and suppression of civil liberties influences profoundly the attitude of negroes and their ability to play a vocal part in the predominantly white classrooms. Years stamped with the hostility of whites and sometimes disguised by the poverty of homes—and more often, of whole communities—cannot be shaken off upon entering a classroom.

Again, we often maintain silence because we fear to confirm, no matter how mistakenly, the label of inherent stupidity glibly attached to us.

We'll say that a point in the lecture remains obscure. A question occurs to one of us. But is it a good or bad question—will it cast us in an intelligent or stupid light. "Isn't that just like a dumb nigger?" rings in our ears. So time passes and we try to summon up courage to pose the question; the instructor passes to another part of the lecture, and it is too late to ask.

One professor explained the negroes dependence on menial labour—bootblacking, portering, stevedoring and the like—in a novel, infuriating way. "Fewer whites are engaged in the lower order of manual jobs in proportion to negroes" he told his class "because negroes have a monopoly of these jobs." At this point he remembered a negro present. "Oh, nothing personal intended, of course."

On another occasion, more offensive, a professor persisted in referring to coloured people as darkies. Finally a negro student could no longer stand this implied inferiority, and asked his professor to refrain from using the word. "Where I come from, darky is an accepted term," the professor said. "No-one in this class seems to object." "Well, I object," "and if you continue to use the word, I'm going to quit the class." He quit.

I myself have experienced unpleasantness with an instructor, though he probably didn't realise the effects of his attitude and actions. Or rather, didn't care to realise the effects.

The instructor, following the argument of the textbook, had been trying to imply the mental inferiority of the negro, with only enough qualifications in his argument to remain on safe grounds. After class, I approached the instructor to present a refutation and register a protest. "I don't think you've taken all the factors into consideration . . ." I began.

"No, of course not."
"The attitude of the poor . . ." was as far as I got again.

"Yes, I see your point of view."
"I wish you'd emphasise . . ." I ventured.

"Yes, I quite understand. Now, was there anything else you wanted?"

Yet, I repeat, you would gather, a wrong impression if you were to think the negro on this campus feels his instructors are the main source and proponents of discrimination. The source lies beyond the campus and beyond the classroom. In fact, the chief manifestations of discrimination appear outside the classroom.

Not a single negro woman attends this University at present. One hears two reasons commonly advanced for this peculiar situation. Either or both may be correct. If the administration spoke out, rumour might disappear.

At the beginning of the fall term in 1947, Estelle Allen, a senior negro student, and a white woman student applied for a double room in the University dormitory. During the spring term, Estelle had roomed with another white woman without any objections being raised. Now Estelle's friend was entering this University; the two had become friends in Portland.

But the director of dormitories declined their application for a double room. The University had now prohibited mixed rooming among women, she told Estelle. Not satisfied with this explanation, Estelle took her case to the president of the University. He blamed some Portland mothers, who after hearing of the mixed rooming during the spring, had forced him to issue a directive prohibiting the continuance of this policy.

The president of an American university admitted taking orders from a small bigotted pressure group. Again, this situation pertains in the 20th century, in an institution which is supposed to be the epitome of academic freedom.

These articles will be continued in the next issue of Salient.

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HOW TO VOTE In One Easy Lesson

The Prime Minister wants his answer. And, of course, when people as influential as Prime Ministers want anything, they have ways of getting what they want. And so the country faces another referendum.

It has met with a mixed reception, this referendum business. Mr. Holland argues that everyone wants it and the Government should therefore go ahead and do what it wishes without delay. The Government can argue, on the face of things, that it is applying direct democracy by asking the people themselves what they want. And, of course in days when merely to suggest that word 'democracy' is to wrap ones beliefs in an odour of sanctity, the Prime Minister has got a powerful justification for his action. However, referenda were not unknown in countries like pre-war Germany whose beliefs were not quite democratic. I will try to show that this referendum should have all the hall marks which distinguish a democratic referendum from a non-democratic one. So what would we ask of this ideal referendum?

First, that it be fairly taken (in the narrow technical sense, that is). No-one seriously supposes, I think, that Mr. Fraser or any of his opponents are going to indulge in ballot rigging; this question is not therefore of any great import here. Could the referendum be carried out unfairly even if these technicalities were observed? The answer unfortunately is YES—and still more unfortunately, it looks very much as though it is going to be carried out in this way.

Logic . . .

In a democracy (you'll pardon it if it is trying to teach you something you know) everyone is given a vote

Council which opposes conscription—to which our Stud. Ass. is affiliated—has sent a great deal of material to papers which has never been printed. If this is so, it is unlikely that many people in this country will ever hear any arguments against conscription. Can you visualise Mr. Fraser having an open debate on the merits of the case over a national linkup of all stations? Can you imagine any paper headlining the views of an opponent of conscription? Does this look like 'presenting the whole case to the voters?'

This feature is bad enough. It is the sort of thing which is mentioned sanctimoniously when the papers talk of "stifling free discussion" and

DEBATING TEAM FOR N.Z.U.

For the debate against the Aussies, V.U.C.'s nominations were: O'Connor, Milburn, O'Brien. Of these three, only O'Brien was picked. The team was selected by a committee of the N.Z.U.S.A. Resident Executive. V.U.C.'s representative on the selection committee was O'Brien.

to exercise. The exercising of this vote should be carried out with due regard to reason, a nice weighing up of the arguments, and a logical and unbiased decision. If the referendum were voted on in this matter by each and every voter, if the material were placed before him in this clear logical form, devoid of emotionality—and more, if every possible argument were presented—then we would be in the democratic paradise which our papers would have us believe. But again, we doubt whether anyone seriously believes that the referendum will be carried out in this manner.

. . . Likelihood . . .

From indications already, what is likely to happen? Something like this. First (and remember what we said above about presenting all sides of the argument) it is very doubtful whether anyone who opposes conscription will get a chance to be heard. It is obvious already that if one wishes to support it, space is overflowing in any paper to report opinions. But we believe that the

of "farical elections" in other countries. It alone would be enough to make a mockery of the whole idea of a referendum. But there is something which is even more liable to explode the myth of the 'free and democratic franchise.'

. . . But no force

What will inevitably be said—has been said already—of anyone who opposes conscription? That he is a Communist, a fellow traveller, that he supports Communism. Mr. Fraser in his conference speech has given us a taste of what is to come. Now it is true that there is not likely to be any intimidation physically during the campaign. No-one is going to be beaten up for saying what he thinks (unless that reported meeting in Greymouth means something). And anyway, what need is there to intimidate anyone by physical force when you need only to call him a Communist to discredit him in the eyes of the voters, or threaten to do so to stop him talking at all? Does this look like letting both sides of the question be aired?

And what of the voters? We asked in our ideal that they be allowed to make up their minds reasonably, to come to a logical and unbiased decision. Do you seriously think that they will? Or will every paper in the country carry banner heads on the Communist threat to the Democratic Way of Life, Soviet Brutality, the Need to Defend Our Freedom and so on ad infinitum. Is this a clear, hard logical presentation of the case? His emotions pushed and swayed by

every new edition, every statement made and publicised by the R.S.A. the Chambers of Commerce and both political parties—how can the voter possibly fail to come to his decision on these emotional grounds?

And if you still doubt that this mockery is likely to happen in God's own country, just think—would an article saying these things have any chance of being printed by a single one of the daily newspapers in New Zealand?

TOYNBEE OR NOT TOYNBEE

Can there be a science of history? If not, why not? If so, has Arnold Toynbee, in his six-tome "STUDY OF HISTORY" found it? A symposium consisting of Professor R. Parker, D., Peter Munz, and Mr. Harold Miller tried to clarify the minds of the Historical Society on these questions one evening at the end of last term. But as in all the purely academic societies in this college, no conclusion was reached.

Professor Parker gave a plain statement of Toynbeeism, Dr. Munz a mechanistic attack, and Mr. Miller a eulogistic apologia. Toynbee's theory of history cannot be stated fairly in a few lines, but let us do our best.

His historical unit—to the orthodox historian the "nation," to the Marxian a gradually developing whole—is the "civilization," a remarkably vague term which he can apply to the most heterogeneous collection of human aggregations. For example, he regards the Western and the Balkan civilizations as distinct units, and combines Greece and Rome in one?

Right, having named his term, without anywhere very adequately defining it, he proceeds to abstract laws of development from the facts of a hypothetical history divided into these units. First general law—that civilizations begin, grow and break down. Very good, they all have, so they all will. That goes for me too. Thus we have the first concrete inference from Toynbeeism, for the present world—civilization is doomed? Toynbeeism is therefore firstly the historical philosophy of pessimism.

Now, how do civilizations rise, develop and break down? By the second law—"challenge and response." Another vague term which can cover almost every factor in human progress. It seems to mean little more than "cause and effect," and might as well have been left unsaid. But this semi-dialectical "law," together with the third "law" which recognizes, in a cautious and fatalistic way, the existence of class division and conflict in all civilizations of the past, gives the key to where Toynbeeism comes from. It is Marx's shadow distorted. It is the conservative intelligentsia's answer to Marxism. But unfortunately it is not very satisfactory.

Harold Miller embraced Toynbeeism at once, for it places mind before matter, and sees religion as the most important factor in the shaping of human society. Methods of produc-

tion have nothing to do with it.

Dr. Munz claimed that a general scientific view of history, as of anything, was impossible until we had command of all the facts. This statement is unfortunately contradicted by the history of every scientific hypothesis since Galileo, so I beg leave to ignore it. There is no reason why we cannot abstract scientific laws of development from the history of human society as from any other subject—unless, of course, you believe that the world exists only in our senses, in which case you would jettison all science and stop eating.

Karl Knew

Professor Parker made this point quite forcibly. There can be a science of history, but it must be formulated by scientific method. Toynbee has certainly not done that. He omits the really primary stuff of living altogether, and talks in abstractions. The impact of one form of society, economically superior, on another, is to Toynbee primarily a mental impact. Material things are not even important, apparently, let alone primary. Why! admitted the Professor shyly even Marx was more scientific than Toynbee! (Consternation.) Toynbee talks in metaphors. "Challenge and response" was merely an accident to human development, not the determining force, the sine qua non.


Ghandi came very near to proving that food comes first, and that therefore, in the aggregate, how society produces its needs shapes society. That is one up to Marx. Against Toynbee's pessimism, Marxism combines materialism with the observation that while each ruling class has been supplanted by another as modes of production changed, yet today there is no alternative exploiting class. The logical step forward from our type of moribund society, is to a socialism without classes. Marxism therefore looks forward with hope. Another one up to Marx.

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VICTORY TO VICTORIA

A half-empty hall, gowned debaters stalking around, then finally the judges arrived, dinner-jacketed . . . wot no white ties?

Miss Alison Pearce, Vice-President of the Debating Society, confirmed our suspicions that the Australian team consisted of the best Australian debaters, Messrs. Roden, Hermes and Webster, for the affirmative, and for the negative, Messrs. O'Connor, O'Brien and Milburn, from V.U.C. (muffled cheering from the back of the hall, during which an old lady was removed, singing "We're the Girls from up the Hill").

Roden: "I have been here before . . . His previous incarnations, it appeared, had been spent at various universities (starting 700 years ago). There he discovered their greatest product was a challenging mind, which enabled the graduates to see further than his fellows, and know what was what in matters of politics and the like. Though today the professional, the specialist, bulked large in the university the same method of approach was still used, intellectual methodology. Students work in an atmosphere of knowledge, where the specialist can rub shoulders with the man who is getting a more general education. Lastly, technical learning can be obtained from the University, which turns out the specialists necessary to a civilised community. Sir Galahad Roden galloped from the lists with these words: "university sends forth intellectual knights, armoured with a conditioned mind, armed with the sword of knowledge, fighting the dragons of prejudice, protecting the maiden, society, who is unaware of what is going on." Once more unto the speech, dear friends . . .

Mr. O'Connor felt that if he had lived for 700 years he would have

got a better idea of what the modern university was doing. Originally the university had searched for truth, but when the university in the 19th century broke from Christian methodology and putting nothing in its place, this became no longer true. Students were told to ignore the fundamental precepts by which the society around them lived. The fostering of opinions rather than facts, and the use of discussion for its own sake, produced men liable to be over tolerant, possessed of a permanently suspended judgment, believing sincerely in nothing. The students of Germany fell to Nazism, the doctors of Belsen committed atrocities because they had never been encouraged to learn their duty to society. Specialisation was justified only in research: free-will and determinism were taught at the same place; nothing taught is finally true. Graduates were no help in solving world social problems; and the materialist mind can create a system like Nazism, without a real protest in the name of intellectual freedom. If the university is to have a useful social function it must integrate, not speculate.

Mr. Hermes: accused Mr. O'Connor of being disconnected, and of advocating a return to the scholastic theology which went out with the University of Paris. It was replaced then by the wealth of knowledge brought by the Renaissance. Students had spoken up in occupied countries. Why were universities always attacked first in totalitarian states? He followed Roden's lead and boosted the ideal scholastic conditions, the challenging mind, the broad training given the specialist. Functions like Prochess and Extrav, too, were good in the training of solid citizens. University provided an introduction to self-government and training in executive matters, both useful functions to the student. An example of university effectiveness in world affairs was the stout work done by World Student Relief, surely a good example of a satisfactory social function.

Mr. O'Brien, remembering Mr. Roden, at first thought he was at a Drama festival. Then wondered if it might not be a Brahmin revival meeting. The "rubbing shoulders" argument is invalid, due to close college confines, as seen in the Engineering and Medical Schools. Other grievances were that the universities are blindly following the society of today in over-specialisation, for example, theses on the "bacteriological content of an undershirt," and "1001 hints to secretaries." Perhaps another might be "what one finds in civil servant's satchels."

Grievances continued; The University is not leading to an understanding of social problems, nor is it showing how to use its knowledge. The University is largely dependent on public funds, and is therefore a liability. The University is not fulfilling a useful function and is therefore not appreciated by society. The University concentrates, nowadays, on specialization, not on finding new fields of knowledge.

Mr. Webster said the affirmative had made a list of satisfactory functions, specially the spirit which can challenge society from within. The negative did not deny this to be a useful function. Mr. O'Connor's "permanently suspended judgment" was not to be found in practice; decisions have to be made each day. The University turned out men trained to enquire before judgment. Free-will and determinism are both taught because both are believed, who is to say which is correct? The negative wants static unchanged knowledge to be taught. The Belsen doctors did not come from Universities where freedom of thought was encouraged. Only in the University does the specialist come into contact with other learning while he trains. The University does not satisfy the community because the community does not want to appreciate its stringent criticism, but it is better that criticisms should come from within.

Mr. Milburn, poor fellow, came to the University with a greater mo-

tive than a desire for professional qualifications. He hoped for integration and crystallization of his knowledge but all he found was a round of terms—finals—terms—finals (abbreviated). Neither was there any attempt to teach appreciation of living nor even a philosophy in teaching. "We come up for lecture, go down for tea . . . absorb knowledge, regurgitate it for exams." Students as individuals are ignored, especially extra-mural students. The indifferent attitude to W.E.A. is atrocious.

When the two leaders, Mr. O'Connor and Mr. Roden, had recapitulated their main arguments each culminating in a flood of rhetorical questions, the judges were called on for a decision.

Of the three judges, Mr. Scotney had been delegated to speak first. He gave his usual opening, that he would perpetuate the tradition, that the audience should be kept in suspense about the decision for as long as possible. The first time he used this opening it was almost funny. Almost. To be brief, VUC won. Weaknesses in the debate were an abuse of rhetorical questions, and the attitude of heavy reverence with which the first part of the debate had been received. Some of the speeches were too discursive. The decision was very close. Rev. Gascoigne complimented all the debaters on their ability to debate, and seemed to think that to train debaters was a useful social function of the University. Doctor Kahn was on his feet purely to show that all the judges had in fact decided. It was simple to judge a debate. Debating was a good thing as it teaches people to be articulate.

The Debating Society would like to see a larger attendance at the next debate on the night of Saturday, June 11.

Apostasy

"Students have interests in common with the industrial workers," said Mr. W. B. Richards, President of the Otago Trades Council and of the N.Z. Trammies' Union, speaking at the Socialist Club Weekend School on the 22nd May. Students have a peculiar training in thinking. If many of them think "all wrong" about issues outside the varsity walls, it is up to progressive students to convince them of what is right. It would not be a hard job. "Many varsity students with the wrong ideas are potentially good fellows. I know lots of them."

The meeting he addressed at Otago University recently had "an atmosphere of fascism." Lads who "thought" the way dad told them to "think," came along in droves to stop Richards speaking. They did not succeed. In fact they gave the cause of anti-conscription a great boost—firstly by giving press publicity to the issue, and secondly, by stating in their motion, that they desired conscription as a means of combating industrial strikes! Let Fraser laugh that one off!

(continued opposite)

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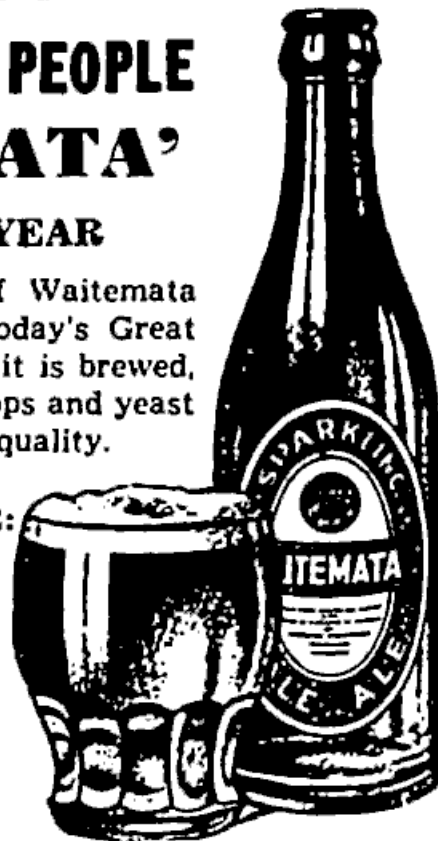
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ANOTHER CHRISTIAN VIEWS CHINA

Interview granted to Salient's Paris correspondent by Dr. J. G. Endicott, leader of the Canadian Delegation to the World Peace Congress held in Paris, April 20th-25th.

Dr. Endicott was born in China and passed 22 years there as a missionary of the United Church of Canada. For two years (39-40) he was not only advisor to Madame Chiang and the Generalissimo, but was on intimate personal terms with them and the members of the Nationalist government; a government (which was not elected) but seized power by an army and promises, naturally unfulfilled.

The revolution which is now taking place in China has been going on for 100 years. It began with the Taiping Rebellion in 1850. There were outbursts in 1900, 1911 and 1927.

The long range view of history will show that this movement marks the break-up of feudalism and it can therefore be regarded as the Chinese equivalent of the English revolution of Cromwell's time or the French Revolution of 1789.

The changes in China did not come about by the natural, internal, industrial development of the economy. They were forced on the country by the impact of the Industrial Revolution from the West. The old feudal economy of China did not enable the tenant farmer and the landless peasant to make a living by farming. Each had to supplement it by home industries. These home industries are being destroyed by the advent of cheap machine-made goods.

Since the agricultural population of China is thus faced with semi-starvation because of the loss of its handicraft industries, it must demand two things:—

(a) a land reform which will relieve the starving peasant of high crop rent, high interest, oppressive taxation and the continuous conscription of his labour by both the government and the landlord.

(b) a programme of industrialisation which will take care of the surplus population and at the same time guarantee a free and independent China.

The Chinese reformers of today are afraid that China may become an agricultural and raw material colony of the industrial West and that it may be forced into the old position of being a market of "400,000,000 customers."

In the past, each attempt of the Chinese people to bring about these reforms was stopped or set back by western armed intervention. When it was not direct armed intervention, it consisted of arming and financing a small reactionary group which would stop the reforms and give the West the economic advantages it demanded.

From 1911 onwards imperialist Japan was particularly successful at this sort of intervention. Modern American policy is no different and accounts for the Anti-American feel-

ing in China which is not the work of agitators but represents a deep fear on the part of the great majority of the Chinese people that the "Twenty-one demands" of Japan and the "Co-prosperity Sphere" may come out in a revised and condensed U.S. edition.

Past Failure

The Kuomintang government headed by the "Four Families" is quite incapable of giving the reforms which the great majority of the people want. There is overwhelming evidence that the government is too corrupt, oppressive and inefficient to handle the situation.

Since 1944 there has been a long list of major scandals, any one of which would have forced the resignation of the government in a democratic country. For example: The Gold Bar Scandal, The Postal Savings Bank Scandal, The Shanghai Rice Hoarding Scandal, The Shanghai U.S. Blood Plasma Deal, The Taking Over of Japanese Property Scandal, The Slaughter in Formosa Scandal, etc.

Dr. Endicott continued by giving extensive proofs of the corruption and cruelty of the Chiang Regime, quoting largely from reactionary American sources. But, as the rottenness of this regime is now universally recognised we do not consider it necessary to repeat the material.

The Chinese people, through hundreds of organisations, demanded, after the war a great reform based on a coalition government. The Nationalist Government, before it was armed by America, agreed to a coalition government as the basis of these negotiations. The Chinese Communist Party was reasonable and compromising, as General Marshall has admitted, until they became aware that while General Marshall was negotiating with his left hand arming Chiang Kai-Shek with his right hand. It soon became evident that America intended to establish a corrupt military dictatorship by the help of American money, men and arms. An examination of the state of affairs in China south of the Yangtze river, where Chiang Kai-Shek's regime has been in undisputed control for years is adequate demonstration of the fact that to keep him in power can only make things worse.

Scabs—1913 and 1949

When dragged in to hold up the Federation of Labour Conference, Angus McLagan had said: 1949 meant the labour movement at the crossroads. So it did. For although long speeches from cabinet ministers and other extraneous individuals prevented 1949 conference from ever discussing conscription and other important issues, yet on the one issue that was discussed—the carpenters' dispute—the Federation came down on the opposite side of the fence from the government.

"Crossroads—and the parting of the ways," said Mr. Richards. "Perhaps the biggest issue, standing out above all the others, was that of whether the industrial labour movement stood on its own feet, or was merely an appendage of the political Labour Party." They decided. Despite pleas from Peter's Cabal, that the fact of a Labour Government altered the situation, and that scabs now were different things from scabs under the

Massey Government, industrial labour shook its head. The government has recognized scabs. The federation refuses to. Where next?

Parting of the Ways

"Governments may come and go, but the trade union movement goes on forever," said Mr. Richards. The lickspitting policy of Labour's leaders over scabbery and conscription had meant the alienation of the militant labour movement. The walkout from the Federation conference demonstrated that the real unions—those not dependant on compulsory unionism for their existence—were determined that if they were betrayed they would fight for themselves.

The "Labour" Government had exposed itself. "After a long record of service in the Labour Party, I have to confess—sadly—that the Communist approach to the role of Social Democracy is absolutely correct." The Labour Party had gradually shaken off all its finest traditions.

The enormous strength of the revolutionary forces has been built up by giving the great majority of the people what they want. They get no help from Russia. Most people are sceptical of this, but it is a well-proven fact. General Marshall stated on his return that there was no evidence. He had observers and agents all over the north, both during the war and after.

Mr. R. E. Lauterbach of "Time Magazine" travelled with a "Truce Team" in the north. He writes:—

"I could find no evidence myself. I met O.S.S. men and G.2. operatives who were devoting all their energies to this problem from V.-J. Day on. They never collected a good enough case to float a first class rumour, which in China is the pinnacle of failure."

Mr. A. T. Steele of the "New York Herald-Tribune" after extensive investigation reported after a visit to Communist controlled territory:—

"There is still no evidence of direct material aid by the Russians to the Communist forces."

Reasons

The revolutionary forces are winning because they are giving 80% of the people what they want. They are giving honest government, local democracy, light taxes and enough to eat and enough to wear for everybody. Such a programme is bound to win.

If we let things take their natural course in China quickly, without prolonging the struggle by arming Chiang Kai-Shek, we will get a progressive government which will include part of the Kuomintang, a large amount of middle-of-the-road

influence and some Communists. The longer we keep Chiang Kai-Shek in power, the stronger will the left wing become.

It is interesting to note that what the revolutionary forces are giving the people in the way of land reform and local democracy is what every political party for the last forty years has been promising the people.

The U.S.A. talk about non-intervention in China, but the billions of dollars and war material they have granted Chiang have not been aimed at peaceful ends.

The U.S. has trained and armed for the Kuomintang 700,000 combat troops and 50,000 special service operatives called by various names. At least 2000 airmen are being trained in the U.S., not to mention the great training scheme for 250,000 men in Formosa.

Military Training Schools have been set up by the U.S. Army for the Kuomintang since V.-J. Day in the following places:—Tsingtas, Nanking, Kunming, Chungking, Canton, Henyang, Hankow, Hsuechow and several more are planned.

U.S. military training personnel has been estimated at about 4000. There is no doubt that U.S. Army men are now assisting in the direction of the civil war.

Dr. Endicott concluded this interview with these words of Dr. T. C. Chao, Dean of Religion in the American missionary university of Yen-king:—

"Many of the leading Christians in China are thanking God for the rapid victory of the Popular Army as being the only means for the Chinese people to get peace and reconstruction."

S. T. H. SCOONES.

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Why Do YOU Play For Outside Clubs?

What is lacking in the Sport's Clubs at V.U.C.? In the last two years it has become more and more noticeable that students are looking outside the college for their recreation. This has become very noticeable in the field of Rugby. Those regular attenders at the Park will tell you that on some Saturdays, out of the sixty players there at least six or seven are V.U.C. students. This does not help our Rugby Club at all. This percentage of V.U.C. types in other Rugby teams is even more noticeable in the lower grades. Why does this happen? Other Sports Clubs in the college notice the same thing. Is there something lacking in our own clubs? In the U.S.A., many people go to Varsity merely for the honour of playing sport for the varsity. We do not suggest that this should be the case here but feel that a certain enthusiasm for Varsity Sports Clubs should be shown.

If those people who play for outside bodies in preference to V.U.C. and have strong reasons for doing so, would write a letter to the Sport's Editor and state those reasons we would be very grateful as we want to know what is causing this lack of esprit de corps.

D.E.D.

Hockey One - - -

Women's Hockey is as popular as ever this year and we have four teams entered in the Wellington competition, one in each grade. We are particularly lucky in having Mr. Fleet, a most experienced player to coach our senior teams and his most helpful advice is already showing in an improvement in our teams.

The A Team, with a stronger forward than for several years, did well when the Team beat Y.W.C.A. 5-0. J. Francis, H. Spencer, and Capt. B. Young are three players from last season and we welcome the addition of J. McKelvie and J. Young. Also new assets to the team are P. Barr, I. Hoe, and V. Anderson, the latter a Dannevirke rep. goalie. T. Marwick who has been moved back to the half-line is adapting herself extremely well to her new position. B. Hill, our well-known Wellington sprint champ, is showing rapid improvement this season and uses her speed and quickness to great advantage. M. Spiers is playing her usual reliable game.

P. Sleeman, I. Ashton, B. James, N. Bannister, and goalie J. Florance, were unlucky to miss selection for the A Team, but will be a great help to the Reserve team. D. Thorogood, B. Stern, E. Hodgson, V. Jones, and graduate C. Spencer are all playing good hockey and the competition for the three reserve positions for the Tournament team should be strong.

The Senior B team had a decisive win last Saturday over Athletic. Captain M. Wakelin is a competent centre half and the rest of the team are working up a good combination.

The Junior team have been handicapped by many of their new players having missed the first two matches through holidays, but are lucky in having Miss P. Ralph as coach. They will no doubt redeem their losses in the latter half of the season. There is much enthusiasm shown by the beginners and amongst those showing promise are A. Todd, T. King, and A. Lovell.

Rugby On Down Grade?

The first five Saturdays for one reason or another have seen the first fifteen fail to score a championship point. The Australian visit, with the demands on some of our best players which it made, can account partly for the lack of success; and rank bad luck has also played its part. A little more luck, and finish, could have won any or all of the Marlborough, Otago, or Ponoka games.

Generally speaking the forwards have been the main strength of the side, and have given displays of a consistently good standard. The backs, however, though they are made up of good individuals, have so far failed to settle down.

Apart from ordinary Club games there are other points to mention. On May 4 at Palmerston North, Massey won a hard fought game by 6 to 5 and on May 11 a combined team from these two sides lost to Australian Universities by 15 to 17. V.U.C. representatives in this team were:—B. Valentine, A. McLeod, J. McIvor, R. and C. Shannon, J. G. Smith, H. F. Drake, J. Stone and D. Dillon.

On May 14 at Athletic Park, Australia gave N.Z.U. a shock and an 8-3 beating, V.U.C.-ites being C. and R. Shannon, J. G. Smith, and A. McLeod.

Congratulations also go to Jarden and Smith on their selection in the Wellington team to play Marlborough on King's Birthday; and sympathy to Dillon, probably the Club's most injured player, who is now recuperating after an operation to the shoulder.

THE LOWER GRADES:

Junior A: Like the Seniors, and one might almost say, because of the Seniors this side has yet to win a game, though it has drawn once.

Varsity Outplays Tigers To Draw

Tech. Tigers, leading team in Wellington A grade Basketball had their four point lead reduced to three by the up and coming 'Varsity Five. This game last Tuesday at the Sports Centre was packed with thrills, ending in a 17-17 draw, Tigers equalizing with a one point penalty in the last quarter minute. Prominent in attack was elusive Ken Turnbull and captain Single Moral who between them netted most of 'Varsity's goals. Pat Anderson in the back line contributed some fine long range shooting and helped materially in keeping up the renowned right defence. Varsity has now played six games, won two, drawn one and lost three—keep it up you ball players!

Last Saturday should have seen the first victory for the team, especially in the forwards, showed that, given luck and opportunity, it will win matches.

Junior B: This team, little inferior to Junior A, has won a couple of games, and lost the others by narrow margins. Better backs are the pressing need—not only in this team but throughout the whole Club—and until these are found the record is not likely to improve.

Third A: The Colt XV, containing the best of the fresher talent have yet to have their line crossed, having scored 57 points to 6 (two penalties) in their four games. They have 8 games to go to beat the record of last year's 3A team, which kept its line intact for 12 consecutive weeks; but still could finish only second equal in its grade. It is easy to prophesy, but the least that can be expected from this team is a high place in its grade at the end of the season.

Third B: This team has not yet realized its capabilities and should do better as the season progresses, but up till now lack of fitness, and the weak tackling have lost several games. Still, the regular attendance which the members of this side make at practices should soon result in a greatly improved performance.

Cross Country

The Harrier Club, held its first race on Saturday, May 28. The Sherwood Cup run over the usual 3 mile course as an open instead of a sealed handicap this year, was won by Ian McKellar, the fastest times being Bob Hunt (1) Bill Wright (2) and Peter Whittle (3).

The Club has just printed a training syllabus drawn up by Bob Hunt ex O.U. captain who is now running for V.U.C. The preliminary period of jogging, reaching 6 miles for up to 4 nights of the week, has just been covered. The regular practices from Weir House on Tuesdays and Thursdays have been well attended, and the results obtained later in the season will in no small measure be due to the training enthusiasm of Bob Hunt.

The Club is unfortunate is losing Clem Hawke to wider fields of fame, firstly to Australia and then to England. We wish him good luck and we also send a health germ with Peter Whittle who goes to Sweden shortly.

Five Saturday races have already been held, of which one was a Paekakariki with Massey College who have just formed an independent Harrier Club.

The "Novice Race" (May 7) was won by B. Cameron, with Mike Truebridge 2nd. Bob Hunt won the "Veterans Race" also held at Worsler Bay. We regret that no provision made for those who turned up in dinner suits after Capping Ball.

Women's Basketball

So far this season the basketball club has not done anything outstanding although the Senior B team has been playing well. This team has many of the Tournament team members in it and therefore benefits from many weeks of practise and excellent coaching. The other two teams, an Intermediate A team and a Junior team have not been successful but are showing a higher standard of play than was shown by the corresponding teams last year. This gives us great hopes for the future. Many of last year's players have stooped playing this year but we have many promising new members. Practises are held every Monday night at 7 p.m. All players are required at practise. Be there.

Stop Press

Last Saturday VUC Senior Rugby Team defeated Taita 14-9. Congrats. on your first win.

On Tuesday night the Indoor Basketball Team was beaten by Cardinals in a close game, the score being 22-21.

SALIENT'S KOOKABURRA

—From Our Australian Correspondent

After a trip on the Monowai, which gained for our N.Z.U. Athletic Team a reputation for sea sickness and a certain notoriety, due to their willingness to entertain their fellow passengers with well known Varsity songs, our team arrived in Sydney. On arrival the team at once started to train for their events. They were all greatly impressed by the training facilities available. Sydney University, itself, has its own oval. Although training hard, the team has been able to do some sight-seeing. Sydney University itself has impressed all team members. One point of interest was the fact that each faculty has its own building and also that the Student's Building is half the size of V.U.C.

By the time this is published, the team will have competed in some more events.

The team was unfortunate in being beaten by a narrow margin in their first meeting. This however, was due in no small measure, to the bad conditions. Our V.U.C. representative, Clem Hawke came third in his event.

By the time our next edition goes to press, we will be able to give our readers more news from Australia.

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