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BEER TASTES BETTER

Salient

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

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By Subscription.

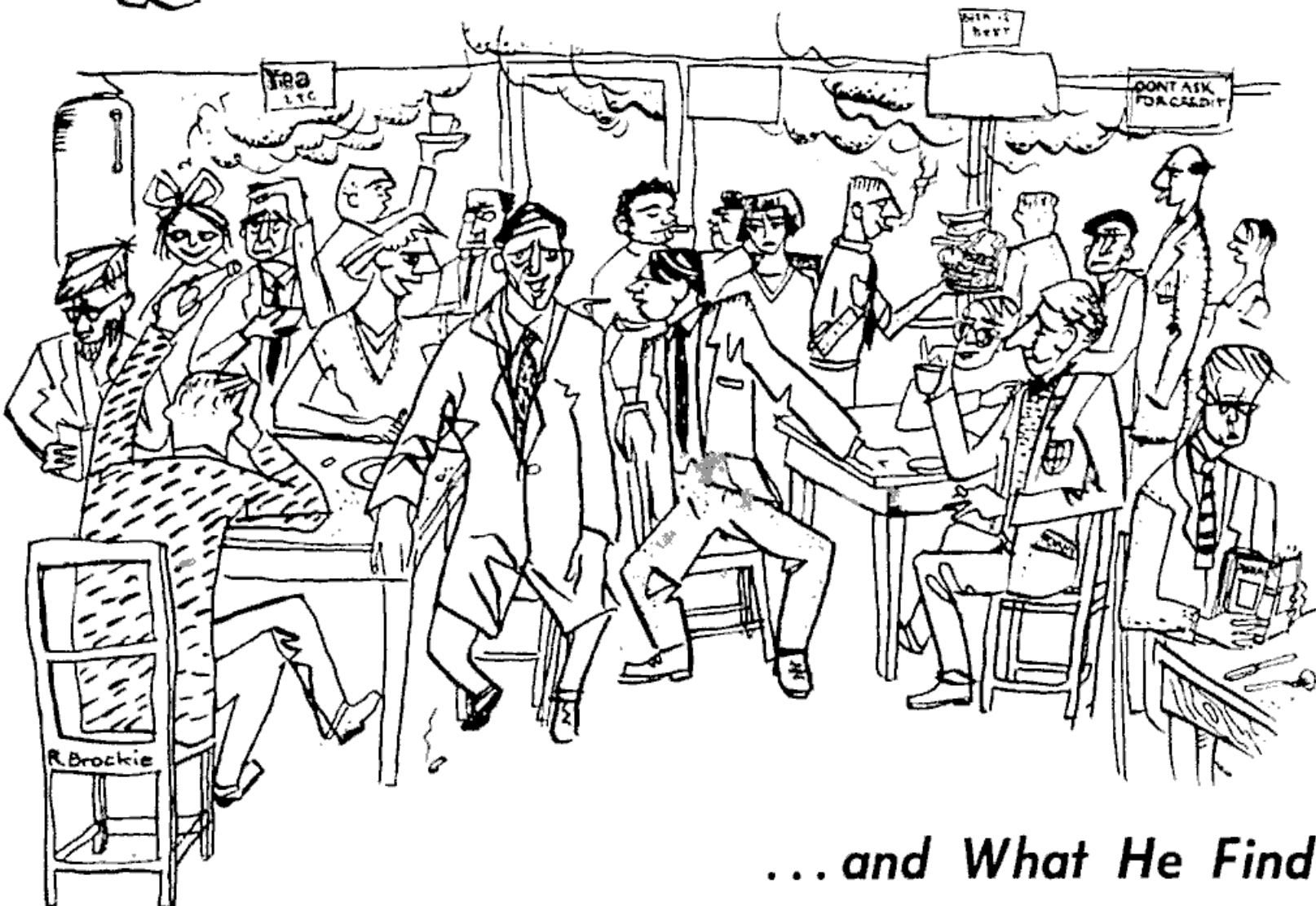
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What the Fresher Expects . .



...and What He Finds

Salient

A CALL TO ARMS

WELL, here is the first Salient for 1953 and it is not the only thing that is going to be different around the place. Mr. Braybrooke's speech at Congress first sounded the key-note for what should be a new spirit pervading the University. At the last Executive meeting, on a slightly lower plane, Messrs. Dalgety, Gordon and Chatwin sounded the second note as the persons responsible for the Freshers' Welcome. The whole spirit is to be summed up in the policy of Salient for this year. In the Editor's report we wrote that greater emphasis should be placed on University affairs and particular on the corporate life of the colleges.

Mr. Braybrooke called for a spirit of academic seriousness; Des Dalgety has called for a less academic spirit to make the Freshers' Welcome in the old style of varsity do's. What each is aiming at is to renew the corporate varsity spirit both in work and play. In no other college in the University of New Zealand is this so necessary. We are called a "night" college and there is very little we can do to defend ourselves against the charge. There are 600 full-timers at Vic., out of a student population of over 2300, and these full-timers are practically the mainstay of student life. Although many part-timers hold high executive position in the Association and in the clubs it is the full-timers who provide the solid core which generally ends up in doing the greatest part of the work. But worse still than this division in activity between part-timers and full-timers is the dissipation of energies on extra-university affairs.

It was Mr. Braybrooke's contention (and one with which we concur) that if one is a student one should be only a student devoting all the mental and physical energy at one's disposal towards furthering the aims of the university. These aims do not necessarily conflict with even the most selfish of private aims. What he wanted was for students to work harder academically; this we want, too, but we want the student to help the university by helping the Students' Association as well. Too many students accept the label "student" when their thought and activity is orientated around their job, political party, or home. Such persons are not "students," as they are not part of the university but merely flotsam and jetsam on the outskirts.

—T.H.H.

Exec Jottings

PACIFIC EAST ASIA STUDENT INFORMATION SERVICE was proposed by N.A.U.S. and the scheme was forwarded to Vic for our proposals; as nothing could be done during the vacation the question was shelved until this term. The proposed information service (fully supported by the executive) is closely connected with two other matters: an invitation from the University of Hawaii for a delegate to attend a gathering of representatives of Pacific universities; and a request for information about Victoria and for closer relations with Vic by the Gajah-Mada University, Djokjakarta. The information service will help to foster closer relations between South Asian universities at a time when this region is increasing in international importance. It will be very interesting to follow the development of this organisation-to-be—will it collapse through inertia like so many other schemes of the same sort? We hope not.

STATIONERY IS TO BE SOLD IN THE COLLEGE as a result of Betty Dibble's proposals after she had been elected to office. Miss Dibble, who has resigned to take the post-grad. teaching course at Auckland, proposed that small stocks of stationery should be sold by the

students' exec. to the Association who would, by virtue of an arrangement between the exec. and the wholesalers, be able to obtain stationery at reduced rates. The lines are attractive—some have the College crest—and although sales details have not been settled at the time of writing this, a full range of stationery can and should be bought at the exec. room.

VARIOUS APPOINTMENTS for association publications have been made. Trev. Hill continues as "Salient" editor with the highly successful sports editor, Bernie Galvin, as assistant editor. Owing to academic responsibilities, John Cody could not continue as business manager, which post is being filled by Malcolm McCaw, the Association's treasurer. Allan Durward's enforced absence from Wellington made his resignation from the editorship of "Capicade" imperative; the position was filled by Messrs. Rowntree and Green of "The Evening Post." Bill Sheat, who has had considerable "Cappicade" experience, was deputed to be a liaison between the co-joint editors and the exec.

THE EXTRAV DATES were one of the most important items finalised at the first February meeting. By arrangement with J. C. Williamson Theatres, Ltd., the exec. has the first week of the May vacation pencilled in for Extrav. Should the Opera

GIVE GENEROUSLY

for STUDENT RELIEF

In many overseas universities, in particular, the Asian and Indian countries, there are students who have to starve to go to university, who have to work at their studies during the daytime, because there is no light at night. YOU are better off, so do your bit to help those who have very little.

Every penny of this money will be spent on overseas students. . . .

GIVE

GIVE

GIVE

FRESHERS' WELCOME

THIS year's Freshers' Welcome will be held up the Upper Gym on Monday, March 9, following the Principal's address.

Six or so years ago Freshers' Welcome was one of the functions of the year; attracting more than 700 students. In recent years there has been a falling off in numbers. In an effort to make things boom in 1953 your Executive have indicated that generous financial assistance will be given to ensure that this function is a success (it's your money anyway).

The following points should be noted:—

- The gym is the thing above the tennis courts.
- There will be coloured lights, fireworks and a loudspeaker to assist you to cover the territory leading to the gym. There will be arrows indicating the situation of the cemetery.
- The haka party and the bulk of Weir House will be in attendance.
- The Jazz Club are supplying a 7-piece dance band.

- Your Executive will be there—one or two of them will be responsible for little talks (limited in time) as to the facts of college life.

- The gym will be decorated with a view to soft lights.

- This is your great opportunity to snaffle that attractive fresh-erette, gentlemen, and vice versa ladies (i.e., to be in a position to be snaffled).

- A supper will be provided. There will be prizes for novelty dances.

- It won't cost anybody a bean.

- A number of old hands are arranging large parties to swell the throng.

- It won't end until early in the morning.

—J. D. DALGETY.

House be unable to allow us those dates we must be given a month's notice. Failure to give us a month's notice results in a breach of contract which results in an action which results in?

OVERSEAS AND NEW ZEALAND STUDENTS will have a chance to meet at a conversation to be held early in the first term. Controlled by Julie Hunt last year the event was a great success and with Pauline Hoskins in control this year the success is sure to be repeated. Des Dalgety was appointed Freshers' Welcome Controller, and those who know Mr. Dalgety's social achievements will realise what a good show this should be.

AN OVERSEAS STUDENT RELIEF COMMITTEE was formed at the last exec. meeting to handle the current appeal for funds for impoverished students overseas. Messrs. Proctor, Braybrooke, Turney and Matheson; Misses Hoskins, Kent and Bolvin were added to the existing sub-committee of Ann Tarrant, Diana Lescher, and Lance Robinson. This committee has in mind the Witswatersrand Scholarships, and relief for an Indian university.

THE TOURNAMENT TRAVELLING SUBSIDY for the coming tournament at Otago is to be £1/12/- per person. This would make the expense approximately £4 for every male member and £3/10/- for every female member of the team, which is expected to be about ninety strong.

THE MEN'S COMMONROOM is to be almost completely refurnished, with newly painted walls, new linoleum, new curtains, a magazine rack, and, best of all, two chesterfield suites to replace the Siberian railway carriage seats. The executive has gone to all of trouble over this, and the College Council has had to spend over £110 in the laying of the linoleum.

THE EXTRAV. PRODUCER is Jeff Stewart, who has appeared in many Extrav., and has written the

music and words for "Hollandaze." It is to be presumed that Bill Sheat will assist him. There is only one script in at present, from the old faithfuls, Bollinger and MacNeill. The selection committee is Maurice O'Brien, Jeff Stewart and two others, Messrs. Carrad and Braybrooke.

The Principal

Dr. James ("Jimmy") Williams LL.M (N.Z.), Ph.D. (Camb.), formerly Challis Professor of Law and Dean of the Faculty of Law University of Sydney and formerly Professor of English and New Zealand Law, Victoria University College of the University of New Zealand now Principal of the College.



Attend the Principal's Address
—it's worth your while.

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THE STATE OF THE UNION

MUCH progress has been made since the present executive took office last June and I feel that the Association should know something of what we have been doing without having to wait until this June to read the annual report. In this short statement I wish to make a review of those eight months and give some preview of the scheduled activity for the remaining four months.

For the first time in many years, the Association is now fully solvent. Much of the credit for this can go to the previous two executives who took the initial steps towards recovery from a bank overdraft of some £900. This executive has continued and hastened those steps so that the cafeteria overdraft is no more and so that we will have some £400 more "usable" income this year than we had in the past 12 months. This position will not continue into 1954 when the 4/- per capita levy to the building fund will again be operative.

Within its budget, the executive has also reintroduced travel subsidies (£51 last August). Sportsmen will be interested to learn that some £310 will be spent on tournament travel subsidies in 1953. From last year's Cappicade profits (£420), and our budgeted surplus, we have allocated £100 to the improvement of the common rooms. These improvements should be well under way by the time that starts. We are also hopeful that the College Council will contribute a further £100 for this purpose. The Rugby gymnasium which will be of benefit to the college as a whole, is to receive £200. We have placed approximately £160 in a development reserves account for such purposes as improvements to Te Arb Park, etc.

Our aim has been to improve what amenities we have and to save for the day when we can spend more on capital improvements. Student amenities at this college are in a class of their own—the worst by far of any in Australasia and, according to one informant, the worst by far in the whole Commonwealth. They are virtually non-existent. Lack of space and money prevents the college authorities from providing more amenities and that is why we adopt the policy that I outlined at the beginning of this paragraph.

In my view, the immediate expansion of the association's activities lies in the field of more and better student welfare facilities. We have made a start with the Student Employment Service and the stationery scheme but more can be done and I hope that the executive will take some action on this in the next four months.

We are very proud of the achievements of the major sporting clubs in winning their respective championships. Our relationships with these and the other clubs have been very good, and will probably become better after the meeting between club officers and the executive in late March. The purpose of this meeting is to explain executive policy and invite criticism and suggestions.

Arrangements for tournament, capping and extravaganza are well in hand. There is a job for everyone in these activities and I hope that many hundreds of students will take an active part.

We are soon to have another international students' evening and may proceed from that to the formation of an International Students' Club. We feel that this is one way of showing a practical interest in the

welfare of students from other lands. Students will be invited to contribute to a collection for overseas student relief shortly and I hope that this collection will bring in at least £100. This result will be achieved if every one contributes at least 2/-. Rest assured that the money will be well spent.

On the national level, we aim at making N.Z.U.S.A. activities as efficient as possible and giving all willing students equal opportunity to participate in these activities. I think

that the executive is wholeheartedly behind any move in the international student field that will lead to more practical co-operation among as many student groups as possible.

From this brief review, you can see that the union is in a very healthy state. We have financial stability but, with more money to spend. Executive, clubs and students must become even more responsible in their use of that money. New ideas are coming forward while the best of the old is being preserved and expended. I hope that this review gives you some idea of what is going on in the association and that it will provoke some discussion and criticism. I am sure that, with the co-operation of all sections of the association, this year could be one of Victoria's best.

M. J. O'BRIEN,
President.

GO TO THE—

Freshers' Welcome

After the Principal's Address
A GOOD SUPPER AND DANCE
BAND

—A DAMN GOOD SHOW
SO BE THERE

The Catholic Students Guild

Will hold an

ACADEMIC MASS

in the

CHURCH OF ST. MARY OF THE ANGELS,

BOULCOTT STREET

on SUNDAY, MARCH 15,
AT 9.30

To be followed by morning tea

ALL STUDENTS INCLUDING FRESHERS ARE WARMLY URGED TO ATTEND THIS MASS AND THE BUFFET TEA THE SAME EVENING.

Watch notice board for details



"No, Cecil, that's too fresh to take to the Freshers' Welcome!"

THE PURPOSE OF THE UNIVERSITY

BY DR. G. A. CURRIE, VICE-CHANCELLOR OF THE
UNIVERSITY OF NEW ZEALAND

THE university in the Western world arose as a place for the training of scholars in theology, law, medicine and the arts. From its beginning its purpose was professional training.

In the East it existed to train scholars for certain professions. In China it trained scholars for Government service; in India it trained priests and technicians.

Everywhere the universities were started to meet a need for trained professional men because the knowledge necessary to practice these professions had become so extensive that it could not readily be handed down like the skilled trades from master to servant and much of the necessary knowledge was contained in written records. Moreover, skilled teachers were able to shorten the time of apprenticeship by their methods of pedagogy.

It was only later in the eighteenth and nineteenth centuries that an artisanic tradition arose in western Europe by which men of wealth and rank felt that they should send their sons to universities to give them an education to fit them for their station in life.

In the twentieth century we have reverted to the original intention of universities for professional training but have accumulated certain traditional roles in addition.

In democratic countries the non-secretarian universities' purposes are at present—

To train men and women for the learned professions.

To advance knowledge by scholarly works of criticism and new writing and by scientific research.

To maintain a reservoir of learning both in the library and in the scholarship of the staff available for assisting in the full development of the intellectual powers of students.

To maintain the highest standards of scholarship by tests of fitness for entrance to its courses and by tests of the knowledge necessary to gain its degrees.

To keep its own scholarship up to world standards by travel of staff and other means of exchange of ideas.

To serve the community not only in the ways set out above but by university extension work and community service through professional schools such as medicine, social science, engineering, psychology, agriculture, adult education and so on. This last purpose is applicable more to state and provincial universities than to places like Oxford and Cambridge.

I have said nothing about the development of character in the student because although the all-round development of the student to be the best kind of human being possible is a general objective of the university, as of all places of higher learning, it is not one of the central purposes in its establishment. The university does not pretend to be an institution for doing the work of the home, the church, the school and the community. Its influence should be for good, but its central purpose is the stimulation and development of the intellect. It must stimulate the students to think for themselves; it stands for the fearless unprejudiced search for truth. It transmits our present knowledge and culture and points the way to gain new knowledge.

UNIVERSITY NEEDS

These are the purposes as seen by university people and they are the purposes generally desired by the community when it votes funds for the maintenance of the universities. The public intention in university education is all important since the cost of running the establishments has become so high that fees and endowments are quite inadequate for their financing and the public purse has had to meet a large part of the cost. In our university over 80 per cent of the money used in running the colleges is from Government sources so Government has a legitimate interest in its expenditure.

For its best working the university needs—

Freedom for the teacher to teach the truth as it is disclosed by scholarship and research.

Freedom for the student to learn without interference.

Freedom of scholars to seek the truth by research and methods of free enquiry. The people need to be taken into the confidence of the university so that they can understand the reason for this freedom and support it intelligently.

The people must also be free to criticise the university, its work and its efficiency. In the light of free two-way criticism and understanding the university should remain healthy and in good repute with its community. Its central purposes in scholarship cannot be pursued in a modern democracy if it goes into its ivory tower away from the understanding and sympathy of the people.

Apart from the public purposes the university itself in the body of teachers, students and administrators has a conscious purpose within itself to maintain the highest integrity in scholarship. All members of the university must be dedicated to higher learning so that with them the half truth is the unforgivable sin.

TWO POINTS OF VIEW

Within the heart of the modern university today there is a constant adjustment between two points of view in university education which I can illustrate by using as examples the ideas of two men, the Spanish philosopher Ortega Y. Gasset and the English writer Bruce Truscott, author of "Red Brick University" and other books.

"The cultural disciplines and the professional studies will be offered in a rationalised form based on the best pedagogy—systematic, synthetic, and complete and not in the form which science would prefer, if it were left to itself: special problems, 'samples' of science, and experimentation.

The selection of professors will depend not on their rank as investigators but on their talent for synthesis and their gift for teaching.

In contrast to that point of view Truscott holds that the first purpose of a university must be to advance knowledge; that the most effective teachers are those who themselves are active in research and that all teaching should be based on the intention of opening the student's mind rather than filling it with facts already ascertained. The spirit of free enquiry should be pervasive.

Although these points of view are sharply contrasted we find in practice that there is room in the university for the man who is a skilled and

effective teacher but has no aptitude for research, and for the man who is especially fitted for advanced knowledge. It is for the administration to see that a balance is kept which will express the philosophy of the whole group of scholars.

THE CENTRAL IDEA

Training students at undergraduate and at graduate level in the attitudes and the techniques of research, whether in special institutions such as graduate schools or in the colleges at all levels, is a proper duty of universities. Those so trained are needed today in the applied sciences in ever increasing numbers by Government departments and in private firms. In England a recent survey showed that the need for scientists was so great there to serve industry and Government that doubling of the output of scientists from the universities within ten years was recommended. Engineers are in like demand and there is as yet no sign that the demand is likely to slacken.

Before turning to the function of the university as a prelude to the life of the graduate in the community, let me mention in passing some conflicting views by university men about the central idea around which the university should be integrated.

(1) Newman's idea of a university integrated about the idea of the religious interpretation of life and human destiny.

(2) Hutchins's metaphysical idea of integration about the unselfish devotion to truth.

(3) The Harvard reports idea of integration about the unselfish community centred life.

(4) It is possible that increased Government interest in universities may cause integration to be on the basis of what the Government of the day thinks the university should be doing.

Some hold that there is no need to think in terms of any other integrating idea than that of exposing the student to the best scholarship in the university subjects available to him.

Now to touch on the function of the university in relation to the preparation of the individual student for life in his community after graduation. The student comes up to the university usually with some career in mind. Provided he has a reasonable intellectual ability, a real desire to be educated and the habit of work he must get the best possible education for his chosen profession. There is

hardly a limit to what he can learn for the wealth of material in books and in the scholarship of the teachers is usually adequate to stretch the mind of the student to its limit.

Even in professional training, however, there are two clearly defined schools of thought about what should be offered. The die-hard intellectuals who believe—as they should—that the most important things to learn are the principles behind the facts and that the attitudes of intellectual curiosity and clear thinking are more important than special techniques, would restrict the professional courses to basic disciplines. Others who do not wish to launch engineers, for instance, into industry full of theory but weak in practical skills, would extend the courses at the university to include much practical knowledge and many special skills.

Faculties and professional boards can be trusted to work out a balance between these two attitudes.

THE UNIVERSITY MAN

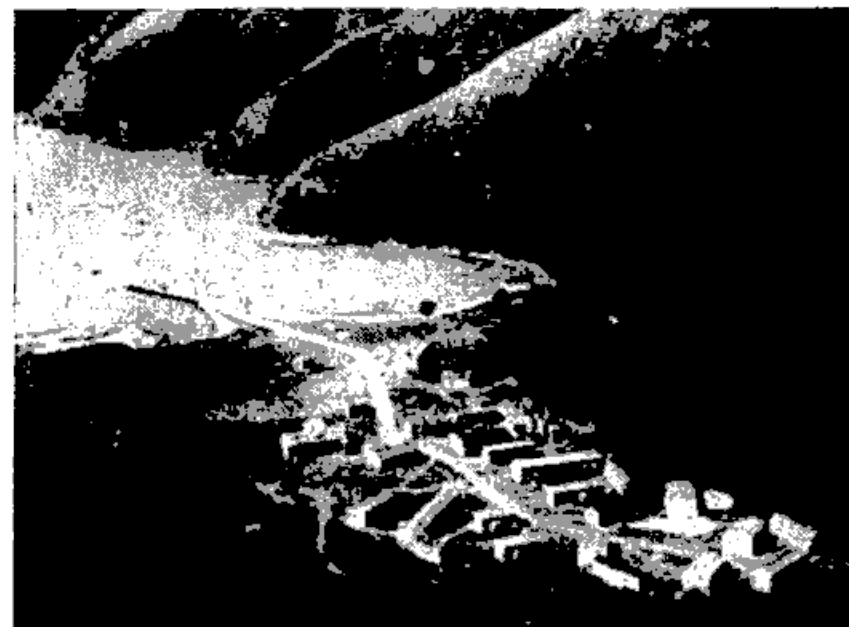
There are certain attitudes of mind which university people would agree should be the mark of university trained men and these are the imperious which cause more discussion than the content of individual courses.

The British Grants Committee considered that the university should produce graduates "whose minds are rich informed, unsleeping in the exercise of critical intelligence and imaginatively alive to the human issues underlying the decisions they may be called upon to make."

Newman suggested that in the university "A habit is formed which last through life, of which the attributes are freedom, equitableness, calmness, moderation and wisdom" high ideals indeed!

I have profound regard for Dostoevski's dictum that "Every one of us is responsible for everything in everyone else" and a true insight into the mean of that succinct summation of many findings in religion, sociology, economics, psychology and philosophy should in my view be one of the general objectives of university education.

The educated man ideally should not only be highly trained in his profession to serve the community by his skill, but he should be unprejudiced in his approach to problems, cultured in his tastes, critical in his demand for quality, excellence and generous in his sympathy and service to his community.



This is a view of Congress Cove looking seawards down on the huts. Curious Cove, as it is known, was formerly an Air Force Recreation Camp.

THE UNIVERSITY OF WELLINGTON

By PROFESSOR IAN A. GORDON

SOME years ago, in 1946, I published an article called "Administration in the University" which summarised my dissatisfaction with the conditions under which university teachers had operated for many years. My solution for all this in 1946 was for New Zealand to give up the idea of a federal university and establish an independent university in each of the four main centres.

The editor of "Salient" has asked me to give my views in 1953. This—as any politician will tell you—is a dirty trick. Members on both sides of the House have wriggled and squirmed with discomfort as members—on the other side of the House—quote from Hansard of a few years before, and the air is thick with chickens coming home to roost. You can almost feel the beating of their wings.

But it is a fair question, and I shall try to answer it fairly. From its beginnings in 1870 the disembodied University of New Zealand imposed conditions on university teachers which crippled their effectiveness. The only kind of test they were allowed to apply to certify to a student's ability was an examination. The examination papers were set in England by overseas examiners and the candidates' scripts were sent on the long voyage Home for assessment. The New Zealand teacher was (like the candidate) forbidden to communicate with the examiner, who often had only the haziest notion of what was going on in a class-room or laboratory twelve thousand miles away. Examination and teaching bore no direct relationship with each other.

Secondly, all four, widely separated, departments in each subject had to submit for approval by the University Senate a detailed prescription for each stage of the subject. It had to be the same prescription exactly for each university college. It was inevitably a compromise. It included detailed lists of set books to be studied, text-books, and even a list of passages and pages to be known in full. When a change had to be incorporated, it took two years from start to finish, i.e., from the moment it was decided to read pages 99-200 in place of pages 1-98 until the moment when the new prescription appeared in the university calendar.

The final decision, even on this compromise syllabus, did not rest with the four departments. It was a matter for the Senate, which then as now, was largely composed of professional men who were not university teachers.

THE ADVANTAGES

World War II finished the overseas examining. But it was not until 1951 that university teachers in Arts and Science found themselves as a body free to teach their own programmes, without compromise, and without the necessity for approval other than by an academic body of their own colleagues. This latter is the normal state of affairs in any British university. It took the University of New Zealand eighty years to get round to it.

A purely internal teaching programme has great advantages for teacher and student alike. The teaching is directed along the lines on which the teachers feel competent and even expert. The students benefit from their closer contact with their teachers' special knowledge. Examinations still bulk large at the end of the year. But under present conditions they are more a test of students' competence, less a ticket in an overseas lottery. The lecturer, teaching his own programme, knows his students' work more closely, and at the end of the session can remember good work done in essays and the laboratory and use that to off-set

a near-miss in a degree examination paper. All of these things are possible because now the Department with its own integrated programme of work is the teaching unit, as it is in a unitary university.

It should be clear from the above that some of the worst features of the federal university—from the point of view of the lecturer—have disappeared in the last year or two. The change was not made without opposition, and indeed there are still some of an older generation who would prefer examination papers to make the long voyage Home again and every college to be conforming pretty rigidly to a similar programme. But the separation of Department from Department has been so beneficial that no one within the university would think of returning to the old system.

UNIVERSITY NEEDS

Since 1946, then, there has been a great change for the better in teaching conditions. It extends to other activities than prescriptions and examining. Money is short. There are many things we should be doing, and would do if we had the cash, more student counselling, more tutorial work, better library services, more expert specialised teaching for advanced students, better amenities for



I. A. Gordon—Professor of English Language and Literature at this College and Ex-Vice-Chancellor of the University of New Zealand. He is a noted Educational Authority.

students. The list is endless, and those of us who know other universities often feel ashamed of how little a student gets at Victoria. But the students of 1946 got less, a lot less. We move slowly. But we move.

Would we—staff and students—be any better off if we had our own University of Wellington, and were not simply a constituent college of the University of New Zealand?

I think the answer is "Yes." But it is not an unqualified "yes." I have already shown that the University of New Zealand has shown itself capable of adaptation. If the university, under wise guidance, can continue to adapt, without delay and without clinging to outmoded powers, it has a long life ahead of it. But unless the university can shape its policy promptly to meet the needs of the colleges (which, after all are the university) the day of separate universities is very close at hand.

The university is the teacher and the student. Everything else is non-essential. But the university is part of the general community, and more and more it is the community at large that pays. When it comes to all-over planning on a national scale, especially on problems involving financial commitments for the future,

then the Wellington unit (be it university or university college) must be regarded as only a part of the general university framework. Whether Victoria becomes legally independent or not, there will continue to be need for some organisation that can act as a clearing-house for the general planning of the finance of higher education. If four universities grow up in New Zealand, they will have to have a self-denying ordinance, to ensure the fullest discussion and co-operation before beginning any expensive new programme. Without that, we might have four starved medical schools, four ill-equipped schools of engineering, and perhaps even four schools of Home Science. Common-sense will impose some sort of discipline. But it is amazing how common-sense disappears in an atmosphere of inter-college rivalry. All sorts of people will rally round to support a post-graduate School of Pig-Breeding for Waikikamukau, who will be the first to protest when taxation has to be raised to support the school they so loyally supported in its pipe-dream (and cheap) stage.

THE UNIVERSITY OF WELLINGTON

If my answer to the question an independent university for Wellington

is a bit more equivocal than it was in 1946, it is only because I am interested in what things are and not what things are called. Let me quote what I wrote in 1946: "What, after all, is a university? A university is not a piece of administrative mechanism. A university is essentially a home of scholarship, fostered by the two-fold activity of teaching and research. It is a community of scholars." If Victoria can be that, I do not really mind what you call it. It will, in fact, be a university. Meantime—for how long depends on its ability to act quickly and adapt readily—the University of New Zealand is a useful framework. It provides an easy mechanism for getting colleges together. It has powers, through the University Grants Committee, to negotiate for funds on behalf of all the constituent parts. So long as those directing the policy of the University of New Zealand regard it as a kind of super-service-station for the colleges, where the real university work is done, it has a valuable part to play. But if at any time it becomes thought of as a separate organisation with a life of its own independent of its parts, it is inevitable that the real universities must take over the name as well as the function.

BRIMER PRODUCES FOR VIC

STOUT, schizophrenic (I'm in two minds about that scene) Brian Brimer—last seen as the mysterious Bliss in Repertory's "Ringer"—is to produce "Cockpit."

During the last three years he has played leading roles in five of the Community Arts Service Theatre productions touring the North Island; O'Neill's The Emperor Jones, Fry's A Phoenix Too Frequent, Priestley's An Inspector Calls, Shylock in The Merchant of Venice and Toby Belch in Twelfth Night.

Consequently he is almost unique in that as a New Zealander he has existed in New Zealand as a professional actor. In between tours, while "resting," he has produced for Wellington Repertory, the Thespians, religious drama and was responsible for the stage direction of "The Gondoliers" and "Pirates of Penzance" for Scots and Queen Margaret Colleges. Was also one of the tutors for the New Zealand Drama Council's Summer School at Dunedin.

Having recovered (he hopes) from the after-show "do" for "Cockpit,"

The Producer . . .



he commences rehearsals the following Monday with the New Zealand Players—Dick Campion's new professional group.

At the moment he is quite excited about producing "Cockpit" (a most challenging play) and even more so by the enthusiasm of the company

darling, I didn't mean you to go to all that trouble when I said let your hair down; we feel a little of this excitement watching rehearsals and at the moment think this show is going to be one of our best efforts.

. . . And the Play

Bridget Boland believes in putting you on the spot. In "Cockpit," which VUC is presenting on March 25, 26, 27 and 28, she dupes her audience in a requisitioned hall in Germany (1945)—used as an assembly centre for displaced persons—and leaves them there for a couple of hours. This is high explosive stuff. An experiment in theatre which has so involved some audiences that instead of walking out they've got up and said exactly what they felt.

Several months on the West End, a special tour for the miners of South Wales and the North-east and revivals in Europe, Australia and New Zealand—not a bad record for such a provocative play. In Australia an amateur group planned a presentation of 3-4 nights, played for 3-4 months . . . and now V.U.C.

SEE SEE SEE SEE

Brian Brimer's

Production of

BRIDGET BOLAND'S STARTLING
DRAMA—

"COCKPIT"

Playing at the Little Theatre from
A V.U.C. DRAMA CLUB
PRESENTATION

Watch the notice board for further
details.

CONGRESS - - - '53



Professor George (Curious) Hughes, who holds the chair of Philosophy at this College provided the Congress with many of its most amusing moments.

About the Speakers

DR. G. A. CURRIE, B.Sc. (Agr.) D.Sc. (Aberdeen), as the Vice-Chancellor of the University of New Zealand.

Professor L. W. McCaskill, M.Agr. Sc., Dip. C.A.C., is at present Associate Professor of Rural Education at Lincoln College.

Professor G. E. Hughes, M.A. (Glasgow), has held the chair of Philosophy at V.U.C. since 1951.

Mr. Halcroft has been a soldier in two world wars, was a Lieutenant-Colonel, and is at present industrial relations manager at General Motors.

Mr. W. Parker, M.A., is a tutor in Adult Education and a well-known Maori broadcaster.

Dr. J. C. Beaglehole, M.A., Ph.D., Senior Research Fellow in History at this college is the President of the N.Z. Council for Civil Liberties.

Mr. A. J. Danks, M.A., is Senior Lecturer in Economics at Canterbury University College.

Mrs. M. Garland, a sculptress, has recently returned from the Peace Conference at Peking.

Dr. J. F. Kahn, Dr. Jur., is the Senior Lecturer in Political Science at this college.

Miss Nancy Martin, L.R.S.M., British Scholar in music, is at present the music tutor for Adult Education in Wellington.

Mr. E. K. Braybrooke, LL.M. (N.Z. and Columbia), was the Congress Chairman. He is Senior Lecturer in Public and Private International Law here.

But if you are a fresher you will want to know what we are talking about. Congress is a ten day gathering of the University of N.Z., organised by the N.Z. University Students' Association and held annually at Curious Cove in the Sounds at about the end of January. About one hundred and fifty students and staff from all over N.Z. go there to hear some of the ablest speakers in the country, to discuss, and to meet one another and they always have a good time.

Elsewhere in this issue there are short notes of the addresses given at Congress and you will see there that the opening speech was given

By AN OLD HAND

THE main thing about Congress is the programme of addresses and discussions. Without a core of scholarship, honest thought and free discussions the thing would be empty and even the fun of Congress would be the less enjoyable. The speakers this year were good, and Congress this year was good.

by Dr. Currie, vice-chancellor of the University of N.Z. We appreciated the lively interest Dr. Currie took in Congress but perhaps even more we appreciated his assurance that he held no brief for any policy involving undue prolongation of the life of N.Z.U. as a restrictive organisation impeding the colleges and their professors in carrying out their duties in the ways they thought best. N.Z.U. should be concerned mainly with two things: firstly the maintenance of a high and roughly even standard of academic attainment throughout the various colleges, and secondly with the economic and political aspects of university education in N.Z. as a whole.

But I must not talk about the addresses or I won't talk about anything else, and after all they are summarised somewhere else in this issue.

THE SET-UP

There are normally two sessions a day at Congress, a session being (in this context) an address followed by open discussion from the floor with sometimes group discussion sandwiched in between. This means that most of the mornings and evenings are occupied leaving the afternoons free. The location in the Sounds is ideal for swimming, hiking, boating, fishing and, at a small charge, even aquaplaning! Admittedly there were three days near the beginning of this year when many people went swimming, but we learned afterwards that most of the rest of N.Z. was under water at that time! On top of these natural facilities, the Physical Welfare Branch of the Internal Affairs Department generally supplies Congress with equipment for volleyball (a wonderful game), padderminton, tennisquits, and archery (another wonderful game, I'm told), and also with a chap to explain the finer points of the associated skills. And there is table-tennis indoors.

But of course not everybody likes active recreation all the time, so there would often be a group reading poetry, a group playing records, and one fairly highly organised one singing madrigals under the enthusiastic baton of Nigel Eastgate. Most people got to know Nigel fairly well, for, being a new student, he found it not incongruous to struggle with a tricky piece of harmony one moment and remove a flake of skin from between someone's toes the next, justifying this schizophrenic activity with a deprecatory "My theists, you know."

Indeed one of the main appeals

of Congress is the diversity of people you meet there. As Prof. Hughes said in his address it is a sad day when the great god community is venerated so highly that the only result is a sterile uniformity. He put in a plea for the freedom, especially in the university, of those whose views and practices differ from those of the majority. And certainly there were one or two mild, but very kindly, cranks at Congress (the old Curious Cove pun is very tempting). Roger (Harris, not Hughes) for example, who took the welfare of his fellows so much to heart that he felt impelled on the final nights of Congress to reassure the gently drowsing community that it was "three o'clock and all's well." Or sleepless Slocombe who remained awake, and to all appearances conscious, for fifty-four and a half consecutive hours.

OUR CONVENTIONAL AMUSEMENTS

But there were also slightly more conventional amusements. Wednesday was set aside for a picnic to Ship Cove with a fishing expedition for those so inclined, followed by a fancy dress dance. Few of us will quickly forget the glimpse we caught of Mr. Braybrooke clad only in a bath towel, a sponge-bag and a distraught look capering through the hall crying "Eureka! Eureka!" or of Mr. Carrad as a most composed Communist-under-the-bed, or yet the wet trail of a shivering Sheila Ryburn lugubriously explaining that she was "just a wet blanket." There were, of course, quite a few members of the "special branch" represented at this gathering all seeking the blood, or at least particulars as to occupation, political affiliation, name of third paternal great aunt, etc., of Dr. J. C. Beaglehole, whose careful and revealing summary earlier in the week of the state of our civil liberties had brought them all out in their true colours. At about midnight all—or nearly all—repaired to the beach where Alex Young and a party of Colombo plan students from Malaya had organised a fish-fry to beat all fish-fries, and there, comfortable between two bonfires we ate, and were thankful. And then to cap it all, Fred, the launch owner, in cahoots with Ross McRostie (for once sans yoyo) suggested a moonlight cruise—what more could one desire!

SPORTS AND HISTORY

The final Saturday was given over to the Congress Olympics, and wonder of wonders, V.U.C. won the competition. But what else could result when even exec. members put their backs into it in the manner portrayed in the photograph.

Dr. Beaglehole had earlier organised a trip one afternoon to mark the anniversary of the discovery by Captain Cook of that essential geographic feature which makes it possible for this part of N.Z. to be the mainland. A party of stalwarts toiled to the top of Arapawa Island whence the naughty navigator is said to have sighted the straits. This even earned press publicity!

Towards the end of Congress two straight discussion sessions are held. One considers matters relating to Congress itself, while at the other, the University forum, motions relat-



Mr. E. K. Braybrooke, Senior Lecturer in Law at the College, who was the Congress Chairman.

ing to any subject may be brought below (and they are all there except for some machinery ones and one or two light-hearted ones) you will see some of the conclusions, the majority of us came to at Congress. The ones calling on N.Z.U.S.A. for action have no effect unless supported by the colleges at N.Z.U.S.A. council meeting at Easter, so if you know your mind on the issues involved, tell your friends on exec. what you think should be done. And there was evidence of good faith at Congress too—130 people together contributed over £31 towards the Witwatersrand appeal.

I have left many things out of this sketch; the church services, the small and not so small hut parties extending far into the small hours (that's what the small hours are for, as the programme put it), the moonlight swimming, the elevation of George Curious to the episcope, Mr. Whittaker's views on the place of women, all about "wailing up," the continued flourishing of Nebuchadnezzar, and much, much more that you will have to hear from those who were there. But if it has interested you, and if you haven't about £7/10/- next year, well I'll lend it to you to go to Congress on.

—LANCE ROBINSON.

THE RESOLUTIONS

Motion 1

That this Congress endorse the aims of the New Zealand University Student Newspapers' Association, and requests the Easter N.Z.U.S.A. Council meeting to give N.Z.U.S.N.A. its favourable consideration.—Carried.

Motion 2

That we students of N.Z.U.S.A. Congress strongly condemn the action of the New Zealand delegation at the U.N. in abstaining from the voting on the question of the apartheid policy of the Malan Government of which policy we strongly disapprove.—Carried.

Motion 3

We students of N.Z.U.S.A. Congress 1953 urge that our Government recognise the Central Peoples' Government of China as the legitimate Government of China and support its admission to the United Nations as the representative of China.—Carried.

Motion 4

That in view of the convincing evidence on conditions inside the Soviet Union, China and assorted countries, as exemplified by the reports by observers such as Mrs. Garland and Courtenay Archer and those of the daily Press, this Congress, believing that accurate information concerning these countries can be a strong contributing

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In the Gymnasium, on Monday, March 30

FOIL, EPEE, SABRE

8 O'CLOCK

factor to World Peace, recommends N.Z.U.S.A. to investigate the possibilities of organising a group or delegation representative of the students within the four constituent colleges and two agricultural colleges to visit and report on conditions there. That the possibility of inviting an exchange delegation be investigated.—Carried.

Motion 5

That Congress protests against the drastic restrictions recently imposed on the importation of books into New Zealand (60 per cent. cut on 1950). We are of the opinion that the effect of this policy is to place restrictions on knowledge, and that it is unjustifiable at the present time. We urge N.Z.U.S.A. to approach the Government with a view to the removal of the restrictions, and to seek the support of the Senate of N.Z.U. herein.—Carried.

Motion 6

That we students of this 1953 Congress recommend to the next N.Z.U.S.A. Council meeting to critically examine the reports from the N.U. of South African students regarding the cessation of bursaries for Negro medical students at Witwatersrand University. That tentatively we regard this action as detrimental to the urgent medical needs of the African people. That N.Z.U.S.A. sponsor the formation of committees in the university colleges for the collection of relief fund to the African Medical Scholarship Trust Fund.—Carried.

Motion 7

That we students at N.Z.U.S.A. Congress 1953 affirm the principle of one International Student Organisation.—Carried.

Motion 8

That N.Z.U.S.A. seek information of the proceedings and findings of the 1952 Bucharest Conference which Mr. Kelly was unable to attend.—Carried.

Motion 10

We urge that our Government support an immediate resumption of the Panmunjon Truce Talks and call for an immediate cease fire.—Carried.

Motion 11

That members of this Congress regard freedom of speech for their religious and political opponents as being as important as freedom of speech for themselves.—Carried.

Motion 12

That this Congress urge N.Z.U.S.A. Committee on bursaries to press for immediate implementation of an improved and increased bursary scheme.—Carried.

Motion 13

That this Congress views with grave concern the reports of the apprehension and persecution of prominent Jews in Russia and East Germany, and wholeheartedly condemns the persecution of religious minorities under any regime whatsoever.—Carried.

More Relevant Motions Moved at the Congress Forum held at Curious Cove on Sunday, February 1, 1953

Motion 1

That this meeting wishes to show its sincere appreciation of Dr. Currie's attendance and enthusiasm shown by him at the 1953 N.Z.U.S.A. Congress and hopes that this action has set a precedent which will be followed up in succeeding years. Carried. (This motion has been communicated to Dr. Currie.)

Motion 5

That the colleges take a survey and find out what would be the most suitable dates for Congresses. Carried.



Watching the Athletic Sports are Dr. Kahn, Mrs. Kahn, Mr. Whittaker of Australia University, Mrs. Garland and Mr. Braybrooke. In the background is Dian Lescher, Pat Hutchings, Miss Charleston of Auckland and Ross McCrostie of Auckland also.

REPORTS

FIRST of all, a word about these reports. They are intentionally brief; this is because the press coverage summarised the main points quite adequately; because the people who were there need only a brief reminder; and because the people who were not there can receive full accounts from the people who went. With a long general article on Congress as a whole we present here only a few points from each lecture, relying upon these to jog the memories of those who were there and to stimulate questions from those who were not.

The Purpose of a University

THIS LECTURE BY DR. CURRIE, Vice-Chancellor of the University of New Zealand, we intend to print in full elsewhere (with his permission). Dr. Currie gave, however, an interesting view on the utility of the University of New Zealand which, he said, maintains the standard of education throughout the colleges as its main function. It deals also with finance which is necessary the U. of N.Z. is only as large as Melbourne University. Dr. Currie's job as the chief administrator was a central one with every intention of speeding up the autonomy of the colleges—that time was nearly here. The students, however, were not doing enough to encourage the local communities. There would be no money from the Government unless there was aroused in the community a semi-political feeling that the university meant something and belonged

ed in the community. He went on then with the main section of his lecture in which he examined the separate purposes of a university. The purpose, he said, is different for the staff and for the student, but the co-joint consciousness of the university purpose was not sufficiently clearly realised.

The Relevance of Philosophy

THIS WAS A MOST STIMULATING lecture given on the highest plane, too high for many of those there, including your reporter who had barely recovered from the shock of flunking Philosophy I. Professor G. E. Hughes, of Victoria, pointed out that questions such as "How can a graduate use his university training?" involved what he called "the great myth of the university." This idea, propagated by the psychologists, that the value of the university is to be measured by its usefulness to the community was fallacious—and he demonstrated the fallacies. After elaborating on the purpose of the university, Professor Hughes concluded that the true university student had his life at university determined not by how he can serve the community but by the search for knowledge.

Town and Country

PROFESSOR L. W. McCASKILL, of Lincoln College, pointed out that as urban culture was parasitic upon rural culture, one of the main factors contributing to the fall of all major societies has been the neglect of the soil by the urban societies. "Cities fall because of bad farming, or because they become too big for good farming." He listed



The victorious Victoria team winning the tug of war. On the rope from the left is your Editor, Dr. Kahn doing all the shouting, Tim Beaglehole pulling strings, Hec MacNeill on the party line, Elaine Foote, and obliterated Pam Beck, Ted Johnston, Juliet Hunt and Can Bollinger. The browny specimen on the right is Lance Robinson.

statistics illustrating the urban drift and then discussed the implications. The farmer had lost his political dominance. With the war aggravating the drift the farmer had had to mechanise. This led to "one-man farms" and a heavy toll on individual health and welfare. The urban drift was selective, the younger sons leaving the farms for the eldest son, and the young girls left to seek employment which was not available in the country. However, the rural family, not yet "atomised," still contained its characteristics. Its hospitality was traditional (and often abused by unthinking city-dwellers); farm people had a greater capacity for informal enjoyment, and an amazing awareness of world affairs. Also, rural populations were characterised by slowness of thought and a low standard of education and attainment compared with industrial districts. The country needed teachers, especially trained for country teaching.

Maori Problems

MR. W. PARKER, TUTOR IN

Adult Education, kept a large audience interested in this subject until they were almost forcibly ejected. The Maori population was forecast to be 155,000 in 1955, he said, and remarked that Major-General Sir Howard Kippenberger had expressed his alarm at the increase, and had feared that the Maori might soon outnumber the pakeha. In Mr. Parker's experience there was no possibility of that. Even the very old Maoris, even though members did not like the pakeha, had no intense hatred of him. At the Maori meetings the opinion expressed was that racial segregation was not desirable. He had the feeling that the Maoris felt that eventually they would merge with the pakeha. Mr. Parker himself felt that when with the passage of years the Maori approximated the cultural standards of the pakeha there would be one people, not pakeha, not Maori, but New Zealanders. He foresaw a life of only fifty years for the Maori tongue; the younger people are not learning their own tongue. With the dying away of the language there would be a dying away of Maori traditions, customs and folklore. Already the Maori elders were very lonely people, with no young ones to whom to teach their wisdom and learning. The Maori was probably the most conservative people in the world. This explained the constant Maori adherence to the Labour Party which helped them during the depression. The National Party, however, had increased the number of houses available to Maoris. Despite this, some pas were still no less than rural slums. There was constant urbanisation of the younger Maoris but the Maori was still predominantly a rural people. Mr. Parker concluded with this sentence: "Maori culture is irrevocably doomed; I cannot see it being preserved after another hundred years."

Employer-Employee Relations

MR. HALCROFT, THE GENERAL

Motor Industrial Relations Manager, spoke on the great mutual benefit to be derived from an industrial relations programme.

The whole economy of the country, he said, depended upon good mutual relations. Industry overall to justify its existence should (i) supply the community with goods; (ii), and provide a place where a man might work and get pleasure in his work. Previously welfare meant bowls of soup and chunks of bread; the modern approach realised that the employee wanted not only opportunities but a life worth living from the proceeds of labour. Industry labour costs were greater than all other costs put together. Therefore the relation between the worker and his immediate superior provided the single most important relationship in industrial relations. "G.M.'s" at

CONGRESS 53 (contd.)

tude was set out in their "creed." In the programme of industrial relations there were two steps (a) the sincere self-examination by the employer; (b) and the laying down of basic principles. Unless the employer could get men to work with him instead of for him, all his training was of no use. The basic difference between a good business and a bad one lay in personal relationships. It was all a matter of leadership and the essence of leadership was example.

Civil Liberties

DR. J. C. BEAGLEHOLE OF Victoria resented the fact that anyone in this state of civilisation should have had to talk on civil liberties. He noted that many restrictions in liberties resulted from war; he defined various liberties which were often modified. There had been an erosion of civil liberties in New Zealand as exemplified by the War Regulations Continuance Act, 1952, Public Safety Conservation Act, 1952, Public Safety Emergency Regulations, 1953, Police Offences Amendment Act, 1951, upon which he spoke briefly.

Mr. Danks

MR. DANK'S ADDRESS HAD NO title, but in a general sense was on economic policy. Political parties were divided to give a right wing drawing sustenance from an eighteenth century philosophy which stated that given certain inalienable rights, natural laws would take care of the rest. The left wing had a positive economic approach that society could not be left alone in atomistic groups. Neither the "laissez faire" conservative form on the restrictive socialist form had ever worked in an intellectually pure form. The great debate of capitalism versus socialism was out of date. The previous attitude towards slump had been "laissez faire," a withdrawn academic attitude. The socialists attempted to fight slump with the welfare state. Mr. Danks discussed the implications of the welfare state. He then went on to discuss the implication of the open and close methods of dealing with inflation, this being the main differences between the two main political parties. He connected the points made with the various countries in which there was a two party, i.e., a right and left political system. Mr. Danks was of the opinion that the future major economic problems with which the parties would have to contend would be inflation rather than deflation.

China: An Eye-witness Account

MRS. GARLAND, THE PROMINENT Wellington sculptress, who has just returned from Communist China recounted briefly the rise of the present regime, pointing out as she did so that China has never in its history fought an aggressive war.

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The scheme to harness floods instigated by the Communists impressed her, especially as the labour on these schemes was voluntary. Under the previous regime ninety per cent of the four hundred and seventy million Chinese lived on the land, five per cent of which were landlords. The land however, was reallocated with the advance of the Red Army, the basic allowance being approximately a third of an acre. The arranged marriages which had previously been the custom were now illegal; there were equal wages for men and women; there were equal land owning rights. Mrs. Garland spoke of the widespread feeling of excitement she had seen in action in China. Peace, she said, was almost a mania. Mrs. Garland's talk stimulated a lot of questions, and the discussions were some of the most interesting at Congress.

The Individual and Foreign Policy

DR. J. F. KAHN, OF VICTORIA College, though professing to be no speaker, gave a very interesting speech to supplement Dr. Beaglehole's on Civil Liberties. In his opinion, there is very little the individual to do to affect the foreign policy of his country. International relations between states cannot depend upon the will of one state only, but must be bound up with the conception of foreign policy in other countries, and the individuals can do little to influence his country's policy as it is so influenced by that of other states. Admittedly the average citizen today has the chance to inform himself on foreign policy much better than the member of Parliament of hundred years ago. But people can be good citizens despite not taking an interest in public and diplomatic affairs. It is not an obligation for good citizenship. Dr. Kahn had in fact advocated the status quo in that he had recommended students to do exactly what they are doing about foreign policy, nothing.

Students and Cultural Life in New Zealand

MISS NANCY MARTIN, MUSIC Tutor for Adult Education, changed the title of her address to how the student could fit himself into the cultural life of the rural community. Rural community was defined as towns of ten thousand and less. She described life in a gold mining town, the primitive cultural conditions in which students have to live. Students might fit in by starting arts groups, etc., and in obtaining information for the local population on cultural subjects. There was much talent in these out of the way districts, but it had to be fostered slowly and with regard to the local prejudices. The students would be respected for their knowledge if they are tolerant of the lack of knowledge in the rural community and they must approach these people on their own interests. Miss Martin spoke from first hand experience as music tutor on the West Coast-Greymouth area.

Lucky Dip

MR. BRAYBROOKE OF VICTORIA commented briefly in his session on each of the previous lectures. The most telling point he made and one which received greatest attention from the students was when he exhorted his student audience to consider the University as primarily a place for work and not as a place to waste time. There was, he said, insufficient serious academic work being done on the part of the undergraduates and too much time was being spent on extra University activities.

TO OUR READERS

THIS issue of "Salient" was brought out by the Editor, T. H. Hill; the Assistant Editor, B. V. Galvin, who did the sports coverage; the Film critic, Ian Rich; the Music critic, Dan Donovan; and Miss Barbara Kent who typed the copy.

Our next issue will carry an article on university education by the Prime Minister, the Right Honourable Mr. S. G. Holland; and an article on the same topic as Professor Gordon's will be provided by the Vice-Chancellor of the University of New Zealand, Dr. G. A. Currie.

We will accept all copy up to a length of 800 words, provided it is legibly written or typed on one side of the paper only. Longer articles will be accepted by arrangement with the editor or assistant-editor. The deadline for copy is the Sunday evening preceding the Thursday of issue. It should be left then in the "Salient" room in the Upper Gymnasium, but before that in the commonroom racks or in "Salient" or the Exec. room. We welcome letters to the editor up to 200 words; they are certain of publication providing they are neither morally nor politically disgusting.

You are requested to patronise our advertisers (both of them) and to advertise in "Salient" yourself. The rates for all types of personnel, lost and found, for sale, babysitters wanted, etc., advertisements are 6d the first line and 6d every succeeding line.

There will be a special "Salient" meeting early in the term, probably in the first week, to which you are all invited. Intending members of our staff are requested to leave their names at the "Salient" desk, or a note in the Commonroom racks.

T. H. HILL, Editor.

THOUGHTS AFTER TALKING TO A FELLOW IMMIGRANT

Wide-world travelled Dick, Harry, Tom,
Could not stand the phrase . . . "Bastard Pom,"
Reckoned Alan, Keith, who said Jokers, Sheila,
Ignorant, narrow-minded New Zealand Bleeders.

You would never believe it however,
They now invariably sit together
In the train, and in silence, stopped at stations
All agree the wharf's a bloody League of Nations.

Wilhelm, Hans and blonde-haired Jan,
Another load of lousy Dutchmen.
"Should never have them," says Tom, Harry, Dick,
"Throw 'em out" . . . "The great big stick."

A year ago. Their mental pain,
Satisfaction to inflict again?
Did they not yesterday approving nod?
All men are equal within sight of God.

Victoria University College

SECONDHAND BOOKSTALL

Location

ROOM L, top floor, main building. Turn right top of stairs, 4th door on left.

Hours

Receiving only: Enrolment times, March 4-7.

Selling and Receiving

March 9: 8.45 a.m.-7 p.m.
March 10-13: 8.45 a.m.-10 a.m., 12 p.m.-1.30 p.m., 4 p.m.-7 p.m.

Selling Only

March 16-20: 8.45 a.m.-10 a.m., 12 p.m.-1.30 p.m., 4 p.m.-7 p.m.

This bookstall is run by members of the Student Christian Movement for your convenience. We sell books on commission. The small charge is made to cover expenses and all profits are given to student activities and W.U.S. relief.

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5. The responsibility for collecting money or unsold books rests with the owner alone (unless a written order is given that they be posted).
6. (a) All money or unsold books must be collected between March 30 and April 3, 1953, during the times 9.30 a.m., 12.1 p.m., 5-7 p.m.
(b) All money not collected by April 3, 1953, will be subject to a levy of 25 per cent.
(c) All money and books not collected by May 31, 1953, will become the property of V.U.C.S.C.M.

Remember—We shall be receiving books throughout the first week of the term, so call often for those hard-to-get books.



By Ian Rich Chatting About the Cinema

Notes, Jibes, Queries and Answers

1953—The film is getting too old to go on being "all adolescent all the time."

I don't like the way film people pack their luggage, just chucking in a few fal-lals in a free and easy way, snapping the locks, and then turning up at the end of their journey with masses of immaculately pressed clothes that appear to materialise out of thin air.

I often wonder about the private lives of film directors. When I hear all their incidental music, I say to myself: "Do they, when eating a roast meal, pour gravy on the carrots, artichokes, beans, peas, tomatoes and cabbage as well as on the meat?"

Gill and Lacey have four years probation. Lacey's father says he partly blames the influence of bad films for his son's crimes. Mr. Gordon Mirams, as New Zealand's film censor, are you doing your job properly?

You bet he is! Sex and violence can be shaped into art and Mr. Mirams knows it. He allowed New Zealanders to see one of the best pictures for years—a picture Australians may never see. "La Ronde" might have been preoccupied with sex, but not so much as to ignore its artistic functions. An adult film and an artistic triumph.

No, no Mr. Lacey don't blame the cinema. Blame yourself. Don't be an advocate for strict public censorship. You are the censor for your family; be aware of your functions. What shall we do with the kids tonight?

In Russia if you are late for the pictures your ticket becomes invalid. One of the few glories of Communism in practice. And what medicine for some "democratic" movie-goers.

Someone has said: "Movies reproduce reality." He is quite wrong. There's no space for all the irrelevances in people's behaviour and conversation. The spectator is not satisfied with the action on the screen passing in the usual rhythm of real life. He feels a subjective desire for a concentrated form of film narrative. But the movies can capture reality's essence. "By expressing undefinable human emotions, movies can reveal moments of truth."

Roger Manvell names certain themes that are implicit in most films (American and British alike, but more vividly in American). Here are two of them.

(1) Things of the spirit are either funny, eccentric, charlatan, or ever so wonderful. (Art is usually debunked as artiness; religion, as mania mysticism as a yearn in soft focus.)
(2) Sex is probably the most important sensation in life. Another example next week.

"Sound added a new dimension to the film, a new extension of realism." —Lendgren. But for dramatic effect, silence is often golden.

Two Films With Feeling

Rich's Vacation Choice

DAVID LEAN is probably Britain's most lyrical film director. His "The Sound Barrier" is often breath-taking; the corn swaying in the fields after a jet has swept above; a bird, in a screen solo, giving a display of aerobatics just before the take-off a "Vampire" which will do a similar performance, not with the same grace perhaps but with twice the excitement.

'The Sound Barrier'

Lean has imagined the div-climbing and spinning manoeuvres of the De Havilland Vampires as "steps of a modern screen ballet." The sight of these jets—"the beauty and ease of their gliding flight, vapour peeling off wing-tips at the end of a dive"—Lean admits gave him almost sensuous pleasure. The spirit of exploration and adventure has enthused Lean to produce an adventurous and exciting film. At least it is when he takes us off the ground.

The trouble is the paying public would not be content with merely an air pageant. A story must be provided, and this is where "The Sound Barrier" falls down. Terence Rattigan, the script-writer, has given us rather conventional film characters

struggling with a rather conventional fate or destiny. We have Ralph Richardson as the misunderstood "jet magnate," Nigel Patrick as the unimaginative test pilot, Ann Todd as his harassed wife and John Tustin as the test pilot with a flair. I suppose these four actors do their best to make their parts convincing

RICH'S FILM GRADES

| | |
|-------|---------------|
| | EXCELLENT |
| | GOOD |
| ... | MEDIOCRE |
| .. | POOR |
| . | UNMENTIONABLE |

(Brackets means "minus")

or even interesting, but I can report only a 50 per cent. success rate. Nigel Patrick is too unimaginatively the unimaginative pilot; Ann Todd's performance is thin. But Tustin played a not too difficult part well and Ralph Richardson is magnificent. With careful restraint, he gives the most moving display of fine film

Let me repeat one of my favourite quotations from Ernest Lindgren. What he has to say has some bearing on the above discussion on film-criticism.

"Keen appreciation of the pleasures of life should be spontaneous, but this is not to say that it comes by nature. A fine taste must be cultivated. The gourmet who relishes the blend of a fine coffee has trained his palate over many years by drinking and tasting many blends; the music lover rapt in his Chopin or Elgar is reaping the fruits of a lifetime of musical education, partly conscious, partly unconscious. A comparatively small number of people have recognised that a full appreciation of the finest works of the cinema requires a similar training of eye and ear and understanding, and over the past twenty years they have grouped themselves into film societies in order to see and to study productions which the commercial cinema denied to them."

Shall we start a film society at Vic? Perhaps if we all join the Wellington society, that will be enough. (Am I betraying myself as a fanatic?)

Another quotation, this time from John Grierson. In a film "you photograph the natural life, but you also, by your juxtaposition of detail create an interpretation of it."

He is talking about "editing" or, for the high-brow, "montage." A well-acted and well-photographed film is not by this alone a good film. It is the montage that completes the film.

The opera, in a way is the film in reverse.

Opera: the aural form of art in which visual impressions are added to music.

Film: the visual form of art in which aural impressions are added to perception.

acting that I've seen since I first saw him in pictures. Fine efforts, Messrs. Lean and Richardson! Especially Mr. Lean. If there are ever any barriers to break in the development of the film, he is sure to be amongst the first to get through.
Grading:(*)

'The River'

NOW for a lovely, lyrical, peaceful, leisurely film, a delight to watch and a delight to hear. Jean Renoir's love-poem; no bitterness, irony or satire. A Song of Sympathy for people and their habits, sung in a moving way by one of the artists of the screen.

It is a long time since I saw this film, so only the deeper marks are left in the sand. I remember:

(a) The film's presentation of the simple story of life that is caught in the river of Time, which brings all and takes all.

(b) The director's brilliant interweaving of the colourful Indian ceremonies and rituals—the Kali Puja and Holi Day festival—into his story of a young girl growing up.

(c) The colourful use made of the natural and artificial by the film's photographer.

(d) The simplicity of presentation, from the homely tragedy of Bogey's death to the complete naturalness of the players.

(e) The film's sound track with the ritualistic drumming which hauntingly sets the tone for so many scenes, the gay kite song and the Strauss waltz which is the "signature tune" of the love scenes.

What is my greatest memory? It is that this film made a great impression on me. I was moved by it, and that is praise enough. But let me give it more. "The River" was the best film of 1952. Dare I call it "great"? I confidently answer "yes."

Grading:

Guess the title of this advertised picture—"A boy with a sock on a girl with a heart—a picture with a punch." In fact, it's probably the Larst Vord in Pitchers." (Solution next week.)

"Painting is concerned with all the ten attributes of sight, namely, darkness and brightness, substance and colours, form and place, remoteness and nearness, movement and rest; and it is with these attributes that this, my small book, will be interwoven. . . ." —Da Vinci.

Replace the first "painting" for the phrase "the art of the cameraman, and I will declare the venerable old Master of Prophet of the highest order.

What do audiences want? Relaxation! Reality, to some people is hard and unsatisfying. Thanks to its illusion of reality, the film can play with reality in a relaxing way.

David Lean's justification and purpose for every technical device in movies is "to get the best possible performance from the actors and to show it in the best possible way." Carol Reed is a fellow-traveller, but I'm not so sure about Messrs Michael Powell and Emeric Pressburger. Their "Tales of Hoffman" has shown me that these two gentlemen are more often brilliant technicians than sincere artists. Perhaps it's a matter of opinion.

Lighting is an important factor in the telling of a photographed narrative. Dark tones tend to depress our spirits and a great abundance of light helps to raise them. For comedies and romances, bright lighting with hard contrasts are used, e.g., "Les Enfants du Paradis." For more "realistic" films, we have low-key lighting and soft contrasts. "Odd Man Out" and "Panique." What I'm waiting for is the Marx brothers causing havoc amongst the low keys and softies.

What would Freud think of the cinema? Do you know that someone has said that the whole arsenal of our repressions are set in motion everytime we go to the pictures?

Some of us saw Murnau's "The Last Laugh." In it the camera looked up at Emil Jannings as the grandiose hotel doorman. After his humiliation, the camera looked down on him. A fascinating art-medium, this cinema!

Some of us saw a Russian film called "Stalingrad." In it, every second shot showed Stalin interpreted as the kind, benevolent "uncle" of the universe. A useful art-medium, this cinema!

I saw a "period" picture the other night, and the characters had difficulty with the language. To me, a problem suggests itself. How would "period" characters speak? My ideal form of dialogue for such a film is simple, straight-forward, dateless English, devoid on the one hand of self-conscious archism, and on the other of present day slang and modern vogue words and catch phrases. "Sez you!" "Okay, keep your shirt on." I don't care what you on the subject but that's my solution to the problem." So what?"

The Technicolor musical is a wonderful form of motion pictures. Gene Kelly, with "On the Town," "An American in Paris" and "Singing in the Rain" has shown us.

"SOME GREAT MASS OF WARM YEAST"

The Old Controversy Renewed

MUSIC has been defined by a certain optimist as "pleasing sounds." Others disagree, but there can be no argument if we say that music is merely a series of sounds persisting for a certain length of time. That observation is necessary for there are two musical groups at Victoria—the Jazz Club, and the Musical Society, and while the members of each are agreed that the noises they themselves produce are pleasing—nevertheless, there is not the same fraternal unanimity concerning those noises which the other group produces.

The disdain which many classicists have for jazz, and which in return, many jazzmen have for the classics, though it might be the cause of good music, stems in fact from a disregard of the common inspiration of these two forms. A glance through the writings of modern authorities on both classics and jazz—in its true form—will show that there is a very ready realisation on both sides of the close inter-relation between the two.

Classical music is written music. It springs from an emotion or inspiration in the composer which he will attempt to infuse in the performer, by means of symbols and words written on paper.

The performer, or in the case of the orchestra, the conductor, must attempt to reproduce that emotion to the fullest extent of his capabilities in order to pass it on to his listeners for their pleasure and enjoyment. As a result there arise all the different interpretations of the same piece of music, and the worth of these may be judged from their emotional intensity.

In jazz the music is created contemporaneously with the emotion and is more closely dependent upon it. True jazz is improvised, and is best performed by a small group because it is almost impossible for a large number of musicians to feel at the same moment an emotional experience so similar that the piece they are playing will be an integrated unity. Thus the need in large orchestras for a conductor, whose worth is measured by his ability to imprint on the members of the orchestra his own opinions and feelings concerning the music. The bands of Duke Ellington, Louis Armstrong in the early part of his career, and Fats Waller, are sufficient examples of this jazz.

Jazz Valid . . .

It must appear then, that even if a person dislikes jazz he must admit that it is a musical form as valid as the classics so loved by the gentlemen with the long hair.

Robert Goffin expresses the point this way: "In classical music, the composer is the prime element—in jazz, it is the musician." But both forms are founded on sincere emotional experience.

Critics find it hard to agree perfectly on a comprehensive and limiting definition of jazz, but all without exception are sure of one thing. When Andre Coeuroy says: "Improvised jazz is the most potent force in music at the present time," he is not referring to the syrupy product which exudes from the radio like molasses out of a tin on a hot day, and the amount of skillful and scornful invective which men like Hughes Panassie and Charles Delauney pour on commercial music easily surpasses the pronouncements of classical critics for sheer ferocity.

Popular music is more stereotyped mass of warm yeast which has impregnated itself into every nook and cranny of our society. It is present as a commercial product for which clever men have created a demand, and having created it spend vast amounts of money to ensure that the demand will never wane. They have bought genius and talent, which are bent solely to the purpose of creating new variations on a theme. The product sells well and the result—more money.

Popular music is more stereotyped than a block of tenement houses. Twenty-four hours of the day it is "plugged" by disc jockeys, radio stations, hit parades and publishing houses. It is with us, and is part of our society—like "True Romances,"

and the "B" grade "quickies," and as long as there is a demand for it popular music as it is today will never disappear.

. . . But Pop's Stereotyped

It has said that our brand of popular music is stereotyped—as far as lyrics are concerned this may be seen simply by examining the words of any six or seven "hits." The presence of the eternal theme, treated in thinly disguised variations, is only too obviously apparent in all of them.

Separated from the appeal of the appeal of the vocalist, and the slick orchestration, the words fall flatter than a belly flop. The music consists of a thematic formula, as varied as the whine of an electric saw, and is embellished with superficial novelities taken from classical music and from jazz. For example the attractive eight beat coda, which is the "Amen" of ninety-nine per cent of commercial music, was brought into prominence by Jelly-Roll Morton, the rag-time pianist, as early as 1911. There remains the presentation of these songs, and it must be admitted that in this much thought and effort has been spent in sugar-coating the product for the jaded taste of an almost satiated public. Percy Fath's arrangement of "Delacado," Mantovani's arrangement of "Green-sleeves," the Les Paul and Mary Ford novelty and Ben Knight's performances on the Steinway are, in their own ways, masterpieces of presentation. They provide piquancy for a huge mixture which is uniformly as flat as last year's home brew.

If we are to speak of music then, we will speak of Beethoven and Bartok, of Goodman and Grapelly. That mass-produced opiate—commercial music—may be left without concern in the hands of Big Business and the Schools of Dancing.

—D.D.

WHY I WRITE ABOUT FILMS

A Statement by Our Critic

I LOVE going to the pictures, talking and arguing about pictures and writing about pictures. I am not a frustrated journalist on a daily newspaper pushed into the job of film critic by a desperate editor. I applied for this Salient position hoping to persuade its readers to the same enthusiasm that I have. I want people to think about the cinema, and at the same time get more enjoyment out of it. A cricket broadcast is more entertaining to those who know something of the game.

I want to get rid of this misconception; that films are merely Saturday night entertainments. Two types of students say that: Philistines and the offspring of picture-theatre managers. The offspring are probably suffering from a hereditary complaint so there's nothing much I can do about them. But I will warn the Philistines that I'm in for the attack.

My Approach to Film Criticism

I haven't written a script or directed a film, but I go to the pictures at least 60 times a year, listen to "Focus on films" once a week, read during the day at least two chapters on some aspect of film art and spend almost every lecture hour thinking about films. On Saturday night or Wednesday night I pay my 2/3 and sit in the stalls; not in the circle with the high-brows, or in the front row with the low-brows. After the coloured lights have disappeared from the screen, "I let the film wash over me," take the Kelburn cable car to Weir and then "examine the markings in the sand." I ask myself, "Have I been entertained?" If so, how and why? In order of importance these are my main considerations.

(1) Have the script-writer and director shown subject-sympathy? Is their film truthful and sincere?

(2) Has the director used appropriate technical resources with taste and restraint? ("La Ronde" received full marks in this department.)

(3) Apart from technical considerations, have the actors keyed their performances to fit into the director's conceptions?

If I can give any type of film top

grading for (1), (2), and (3) I call it "great." I haven't had to use that word yet but I am still hoping.

Am I Wasting My Time?

I'm longing for an argument. If anyone thinks I am wasting my time, please write. But perhaps I'm expecting the impossible; anyone who thinks that systematic criticism is worthless, is hardly likely to be a leader in discussion either on paper or in the drawing room.

Our Rhodes Scholar

THE most popular scholastic success of the last year was surely that of Mr. D. B. Horsley, our past President. Mr. Horsley's career in retrospect, from secondary school to Rhodes Scholarship, makes interesting reading.

At secondary school at Wanganui he was prominent at tennis and rowing, and when he came to Victoria he gained his College and N.Z.U. Blues in the last sport. He anticipates rowing for Oxford if he has the opportunity. His wide knowledge of university affairs and sports have qualified him to hold the position of Sports Officer on the Resident Executive of N.Z.U.S.A. for the last year.

He is reading for the degree of Bachelor of Civil Law at Oxford for the first two years and hopes to take another year in Modern Languages. At present he is reading around his subject and is returning to Wanganui soon, from where he will leave for England after three months.

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Mr. Horsley is the first Rhodes Scholar to be selected from Victoria for a considerable time. However, we have on our staff many Rhodes Scholars, for example, Mr. James Bertram, the English Lecturer; Mr. Harold Miller, the Librarian; Mr. Monk, the History Lecturer. We hope that Mr. Horsley will reach the academic heights already attained by his predecessors at Victoria.

DO YOU WANT A PENFRIEND?

MR. IVAN DU PREEZ of Kimberley of South Africa, wishes to be placed in touch with a person who would correspond with him with a view of exchanging stamps, etc. Mr. du Preez states that he is twenty years old and is at present the hundred yards sprint champion of South Africa. His address is P.O. Box 623, Kimberley, South Africa.



VARSITYS CRICKET SUCCESS

THE summer vacation has seen the emergence of what may prove to be another premier team—this time the sport is cricket. The senior XI, however, has little of the glamour that surrounded the victorious Rugby team, being solely an efficient match winning side.

Its success has been due to an undeniably strong batting side. Rarely has the whole team been called to bat in any one innings. The team's bowling, although not strong, has proved sufficient to dismiss most senior XI's. The fielding has, in the main, been sound—a regrettable lapse occurring against St. Pat's O.B.

The presence of Reid turned a somewhat badly balanced team into a proficient match winning machine. The value of Reid could not be underestimated. Indeed the wisdom of posting Reid to Varsity could be justly criticised on the basis that Varsity was already a reasonably strong senior side.

Vance and McCaw have added greatly to the successful nature of the team. Vance has given it colour, McCaw character. Although his slow scoring and reluctance to play attacking shots are often condemned from a spectator's point of view, they do give the team steadiness—a quality lamentably lacking in most Varsity sides. McCaw has a safe pair of hands enhanced by continual concentration.

Oakley, after a very meagre pre-Christmas period, has of late turned in several good performance. Little has been seen of Larkin—his presence, however, has always added a reliable stock bowler and a sound batsman to the side. Smith has had a successful season with the ball. His left-hand medium deliveries have given the attack greater punch and much needed variety.

The remainder of the team (plus McCaw) are all players who are eligible for this year's summer tournament and consequently their performances are of even greater local interest.

St. John was considered by many to be rather fortunate in obtaining Shield honours. The selector must have considered St. John's fielding ability sufficient compensation for his relatively poor batting performances. He should be a great asset in the tournament and may be a possible captain.

Perkins had two Shield games and was perhaps unfortunate to be denied a further chance. Leg spinners of Perkins' type are rare. Consequently it would not surprise if within a short period he will once again wear Wellington colours. Experience is an almost essential attribute for a leg-spinner. It not only increases control over flight and spin but also develops a more seasoned psychological approach to bowling. Perkins' batting performances have shown a meteoric upward trend and have given the team an even greater batting potential. Should Perkins be available for tournament he will be the spearhead of our bowling attack.

Thompson was prominent early this season and in the Brabin Shield series, but the C.M.T. has limited his

season. His batting and fielding and to an even greater extent his left-hand bowling would have given a more balanced side.

Nicholson, a forcing bat and a brilliant field, has given the middle batting increased vigour. Kerr has shown particular promise with the bat. He has a large repertoire of shots and ample fighting spirit. With increased virility in the field and greater opportunities to show his abundant talent, Kerr would soon be headed for higher things.

The wicket-keeper, Harrison, has given improved displays during this season. Military training has deprived him of the chance of developing into a proficient senior keeper.

The team in general has suffered from fluctuating personnel—no fewer than 20 players having appeared for the senior side. In this aspect it is very similar to the Rugby team. Another similarity is the team's ability to win even when the top-liners are absent. Outright wins over Johnsonville and Onslow and a first innings victory over St. Pat's were obtained with a depleted team.

INTERMEDIATE STUDENTS TAKE NOTE

THIS article is directed at what may broadly be called immediate students i.e., students who do not complete their degree at Victoria but at one of the other N.Z.U. Colleges.

There is a general feeling among such people that as they are only going to spend one or possibly two years (if they are out of luck) at Victoria that they should restrain from taking part in University activities until they reach their more permanent place of study.

If this idea is acted upon then both the College and the intermediate students are deprived of something worth while.

The College loses through the lack of interest taken in its affairs by the students. Its various activities in cultural and sporting fields fail, or at the most only obtain a small modicum of success. The College as a whole suffers more extensively from the indifference of the intermediate student than from any other one section of the College. This is due to the fact that the intermediate students make up a large percentage of our all too small community of full-time students.

The intermediate student also misses out on much that the University has to offer. On the cultural side he rejects the opportunities to broaden his somewhat narrowed outlook. He has no opportunity to lose some of the scientific one-sidedness that develops when cultural activities are ignored.

In the social sphere many opportunities to mix with people of your own interests are rejected. The social activities of the various clubs not only deserve your support but are put on for your benefit. They give you the chance to develop friends outside your ex-college pals and enable you to become members of a far

more extensive community. The very important point of finances should not be overlooked. University dances, trips and trips are run with an eye to making the meagre income of the student stretch as far as possible.

Being New Zealanders the sporting side should not be overlooked. Here the advantages far outweigh any of the supposed drawbacks you may think up. First the cost—when you pay the Students' Association fee it entitles you to membership of all the college clubs. This means that if you are an active sportsman you can obtain for £2/12/6 membership of various sporting bodies which could cost you anything up to £10 (also playing for outside clubs does not exempt you from paying the Student's Association fee). You would be playing with others whose difficulties regarding such things as practice attendance would be similar. These difficulties, which could make things awkward in outside clubs, are just the usual thing in varsity clubs. The temporary nature of your stay may, in outside clubs, be a barrier to any advancement. In the College, clubs have become immune to seeing carefully coached and trained players leave for other centres. They have developed a very philosophical attitude of stoical acceptance and have not allowed it to interfere with their assessment of a player's value.

The other important point which intermediate students should keep in mind is that tournament eligibility is affected if you play for outside clubs when a corresponding university club is available.

(Continued on next page.)

TENNIS ...

Students' Performances In Provincial Tourneys

THIS season saw the entry of five teams in the Wellington Inter-Club Competition from the V.U.C. Tennis Club—men's senior A, senior B, 2nd grade and women's senior A and 2nd grade. As usual it has been a struggle sometimes during the University vacation to field full teams but so far we have had no occasion to default. Although the team results will not be startling this season in the interclub competition the individual achievements in various provincial and ranking matches serve as a good indication of the standard of some of our members.

The top men players are D. Robinson, J. Walls, B. O'Connor, C. W. Pritchard, B. K. Reddy, T. Eichelbaum and A. Robinson. Judy O'Brien, Ann Walker, Lois Holland, Sheila Hutchinson lead the women players.

At the best of times, players who are eligible to play for University are often reluctant to do so, since opportunities for good practice games are not as good as other clubs. The departure of C. W. Pritchard to Dunedin, Miss O'Brien to third year T.C. at Dunedin, and Misses L. Holland and S. Hutchinson, who have gone abroad, is a blow to the club

and will not prove an incentive for top players to represent V.U.C. in the future. (Miss B. Nelson is eligible to play at University but it is doubtful if she would do so now.)

D. Robinson (N.Z. University single champ.) ranked No. 5 in Wellington, won the South Wairarapa singles and mixed doubles title this season, reached the third round of the singles and quarter-finals of the men and mixed doubles at the New Zealand championships in Christchurch, and was a runner-up to the well-known players R. Howe and P. Nicholls in the men's doubles event at the championships in Masterton.

A. Robinson (brother to Don) played extensively over the vacation, being runner-up in the North

Island junior singles championship, winning the junior singles and doubles titles at Waipawa and losing 6-4 in the third set to M. Dunn in the quarter-final of the New Zealand junior singles championship at Hamilton. He also played in the Slazenger Shield team.

T. Eichelbaum reached the semi-final of the North Island men's singles championship, beat fellow club member B. K. Reddy in the quarter-final of the same event in the Wanganui championships, and partnered by R. Sandilands won the Manawatu doubles championship.

C. W. Pritchard, who has always been a steady player for Varsity, played at various North Island tournaments but did not shine as well as expected. M. Wakefield, of Hamilton, the subsequent title-holder of Bay of Plenty singles championship, beat him 7-5, 7-5 in the third round of that event. Pritchard was ranked about 15th in Wellington.

Jack Walls, who was ill during part of the season, has been playing well and has not lost an inter-club match to date.

(Continued on Page 12)

Athletics

SUCCESSFUL SEASON STRONG FIELD EVENTS SECTION

VICTORIA is having a most successful athletic season but there are still plenty of vacancies for new members in the Athletic Club. Mr. W. Landreth, the College Physical Education Officer, has recommenced his coaching classes for newcomers to the sport, these classes being held in conjunction with the club night at Kelburn Park on Mondays commencing at 5.30 p.m. Arch. Matheson, the well-known harrier, is leading in the competition for the Old Members' Cup awarded to the athlete scoring most points in handicapped events held on club nights.

The national senior championships were held at Dunedin on February 20 and 21, and Victoria had three representatives in the Wellington team. David Leech was second with 150ft. in the hammer throw to Duncan Clark, who won this event at the Empire Games, representing Scotland. Ikar Lissienko was rather surprisingly defeated by Dr. Moody in the discus throw, and his throw of 128 ft. 8in. was well below his best.

Ewen Hyslop hopped, stepped and jumped up to his Wellington form which was not quite good enough to finish in the first three at nationals. John Hawkes, who last year attended Christ College, and is now wearing the green singlet, will be representing Canterbury at the national junior championships at Auckland on February 27 and 28. Hyslop is the only one of these athletes eligible for V.U.C. at Easter tournament, and it is reported that he is a doubtful starter.

At the Wellington provincial championships V.U.C. were third equal with 32 points in the McEvey Shield competition won by Petone with 38 points from Hutt 37. Dave Leech was the star of the meeting, winning the hammer throw with a throw of 150ft. 2in. a Wellington record. Ikar Lissienko won the discus throw and Ewen Hyslop the high jump. John Hawkes, a junior, did really well in getting the senior shot out to 39ft. 11in. for second place. Other place getters were Guntur Elephano (second pole vault), Ikar Lissienko (second javelin), Gil James, Bob James, Brian Battell, Peter Leslie (second relay), John McLevie (third 440yds hurdle) and Gil James (third 880yds).

The Wellington junior championships were more records for Hawkes. John won the shot put 47ft 9in (a Wellington record) and the discus throw 128ft 4in. (a Wellington record) and was third in the high jump. Barry Waite was third in the 220yds hurdles.

On December 13 at Christchurch V.U.C. defeated C.U.C. in the annual contest by 47 points to 42. This was V.U.C.'s first victory in post-war

years in men's inter-university athletics.

In the inter-club competition held each week at Hataitai Park for the Dewar Shield Victoria at the end of the first round were undefeated in the senior A grade and look like going through the second round with even bigger wins. Besides those with successes at the championships Trep, Smith, Gus Buick (sprinters), Jim Buick, Dick Gilbert, Graham Stevens, John Riseborough (stayers) and Fred Fou, Noa Nawalows and Mo Varesepete (heavy duty models) have been regular points getters. Juniors showing good form include Mike Hanson and Ray Palmer in the sprints and Dave Carter in the half-mile.



Dave Leech, runner up in the New Zealand championships, hammer throw.

The ladies' section is starting to build up strength. Two who should do well at tournament are Shirley Thomson in the hurdles and jumping events and Janet McKenzie in the 220 yards. Other winners during the season have been Diana Lescher, Jean Geary and Kath Cleland.

Coming events include inter-faculty sports at Kelburn Park on Saturday, March 21, commencing at 10.30 a.m. All students should enter the college sports or turn up and watch. Visiting athletes from Hastings and Massey

INTERMEDIATE STUDENTS—Cont.

When all things are considered you will see that your place is not with Old Boys' teams but with the teams of the university of which you are now a part. If V.U.C. University is to mean anything more to you than just a stepping-stone to one of the other colleges then join the college clubs. If you take the attitude of some and consider that your intermediate year at Victoria is just something to be endured—then wake up now. Many students have wasted that first year and have always regretted it. The sooner you become used to the University the sooner you become a university student, whether from Victoria or Otago and subsequent years can be far happier if that all important first year is utilised.

TENNIS—Contd.

Misses A. Walker and L. Holland won the ladies' doubles championship at Rotorua, were runners-up at Tauranga in the same event, and both of them reached the singles semi-finals at the Rotorua championships. Miss Holland also was a semi-finalist in the singles event at Tauranga and the mixed doubles finalist at Rotorua. She was partnered by M. Wakefield.

The four courts at V.U.C. are in reasonable nick; two new nets have been put up and the club looks forward to the prospect of gathering in new talent from the ranks of the "freshers" in the 1953 season.

—W.T.B.

SWORDS CLUB

THE Victoria College Swords Club has maintained an extremely good standard in the comparatively few years that it has been in existence and new members eager to carry this tradition will be welcomed this year as always. After about fifteen months' tuition and regular practice all newcomers to the club are given the opportunity to enter the Provincial Junior Tournament and to show the seniors who have trained them how well their advice has been acted upon. Club nights are on Wednesdays in the Gym, and there is an informal meeting on Saturday mornings.

Only a pair of sandshoes is needed when starting fencing and although later on a foil and a mask must be bought, the equipment for this sport is much less costly than popularly supposed and certainly much less than for other sports offering fewer attractions.

The AGM is to be held on the 25th of this month, followed on the 30th by a demonstration of foil, epee and sabre. National Provincial champions will be seen in action and a short explanation given of each weapon. All are cordially invited. Further details will be posted.

—I.F.

will also be competing. Watch the daily newspapers and the college notice-boards for further details.

Following the sports, there will be a social evening at the R.S.A. Hall, Roseneath, for members of the club and their friends.

On Friday March 27 the club will be entertaining the visiting Australian Universities athletes.

Anybody willing to billet Hastings and Australian Universities' athletes are asked to contact either Dick Gilbert or Brian Battell at Weir House.—G.F.

PERSONALITIES and PERFORMANCES

A CENTURY against Institute for the 2nd Grade XI by T. Mahon confirmed early good impression. In two games he has scored over 180 runs.

Nine wickets in one game for the second grade XI insured rapid promotion for J. Martin. It was unfortunate that he was not given a chance to show his prowess in the Senior XI.

T. Turner has had a successful season for the second grade XI—scoring 324 runs in 4 innings, once not out. This included 2 centuries. His latest effort was 145 not out against Institute. In this he was partnered by A. Mahon for a first wicket stand of 236. This provided a solid basis for the final total of 308 for 1 declared.

Bill Clarke, better known for Rugby ability, captured 5 wickets for 11 in a third grade match last Saturday.

R. Brine, who played for the Second Grade team in the pre-Christmas period has been chosen for the North Island Minor Associations' team, participating in the trials for the New Zealand team touring South Africa next season. His slow medium off-spinner proved too much for many of the batsmen in the colts' tourney at New Plymouth.

Owen Kimberly, who has been among the most consistent batsmen for the Second Grade XI scored a lively century against Wellington. One hundred and twenty-five runs in 115 minutes is certainly interesting cricket.



It is our intention to print each week various juicy pieces of gossip about well-known university personages. It is NOT our intention to be merely gossip in the fashion of women's magazines, but to print interesting information for which normally we would not have been able to have found space. We invite these items from you; we want interesting copy and not just gossip. Watch this column next issue for the first harvest of interesting news about your lecture neighbours.



Conrad Bollinger, an "Evening Post" photo taken last year when he had just won the Plunket Medal oratory contest. Con, in conjunction with Messrs. MacNeill, Somerset, Patterson, and Fraser, has written the only Extrav. script forwarded to the selection committee for consideration. He is at present on the staff of the Wellington Technical College. He finished English honours last year and this year is resuming his law studies.

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