

29 AUG 1972

## Move to Ilam

# Work on Final Stage Advances

With the exception of two buildings, Modern Languages and History, construction has started or contracts have been let or tenders called for the third and final stage of the transfer of the University to the Ilam campus.

A photograph of models of the new buildings, prepared by the architects, the Ministry of Works, appears on Pages 4 and 5 of this issue of the **Chronicle**.

The Vice-Chancellor (Professor N.C. Phillips) reported to Council that the tender of T.E. Marriott and Son had been accepted for the construction of laboratory blocks for the Departments of Geography and Psychology. Early acceptance of tenders for the Psychology and Geography staff blocks was expected.

Documents for Modern Languages and History would be ready in time for the Government to authorise tenders within the next two months. These buildings could thus be completed in time for the transfer from the city site, expected to be in May, 1974.

The University Works Committee had considered the University's application to build an additional area in the Computer Centre to accommodate the Department of Computer Science. The Committee had agreed that the University should include an additional area of 3680 square feet net in the plans being prepared for the Computer Centre extensions. Conversion of the existing Computer Centre to house the new Burroughs machine was under way and it was hoped this work would be completed by October.

The new buildings on the Ilam site will be:

**English-Education:** Six-storeyed building between the North and South lecture theatres, of 42,000 square feet.

**Geography staff:** Seven-storeyed building of 17,239 square feet.

**Geography laboratory:** Three-storeyed building of 18,657 square feet.

**Psychology staff:** Seven-storeyed building of 20,656 square feet.

**Psychology laboratory:** Three-storeyed building of 16,569 square feet.

**Registry:** Six-storeyed block with basement of 49,000 square feet. Contractors: Paynter and Hamilton Ltd. The Registry, designed by Messrs Hall and Mackenzie, is being built under

the "cash constraint" scheme by which a grant is made for its planning, construction and furnishing.

**Music:** Two-storeyed building of 8791 square feet, east of Computer Centre.

**North lecture block:** One large lecture theatre seating 321, one seating 200 and another 150.

**South lecture block:** Three lecture theatres seating 100 and three seating 66.

**Bishop Julius Hall:** Hall of residence for 110 women students in Waimairi Road, south of Christchurch College.

**Student flats:** Three four-storeyed blocks each housing 48 students.

## Roll Rises to 6955

The University's roll increased by 2.2 per cent to 6955 this year compared with 6816 last year, according to the official statistics at 1 July. Giving these figures to Council the Vice-Chancellor, Professor N.C. Phillips, said there was an increase of 8.2 per cent in first-year students, the total being 1823 compared with 1684 last year. The internal enrolment by faculties was as follows:

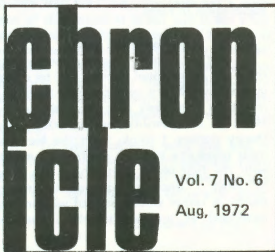
Faculty	1972	1971
Arts	2836	2841
Science	2014	1968
Law	420	368
Commerce	579	587
Music	68	57
Engineering	839	829
Fine Arts	150	129
Forestry	49	37

The most marked changes in enrolment occurred in English I (down 18.5%) and English II (down 30%), the cause no doubt being the abolition of the compulsory language requirement in the Arts degree. French II was down 47.5%. Increases occurred in Sociology I (up 15.5%), Legal System (up 50.5%), Constitutional History and Law (up 33.3%) and Biology IA and IB (up 26.3%).

Professor Phillips said the introduction of starred papers had not proved very popular. A total of 119 was listed in the Calendar and 111 were offered. Of the latter there was no enrolment in 25, in 56 from 1 to 4 students were enrolled, in 17 from 5 to 12 students were enrolled and only in 13 were more than 12 students enrolled.

The total number of overseas students was 646, of whom 120 were first year students. Overseas students now accounted for 9.3 per cent of the total roll, compared with 9.4 per cent in 1971, and it appeared that the figure had stabilized about this level.

UNIVERSITY OF CANTERBURY



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# Close Links Between Universities

A close connexion between the universities and the teaching profession, resulting in a long-term benefit to education in the schools and benefits to the University as an institution, was advocated by Professor R.S. Peters, Professor of Philosophy of Education in the University of London's Institute of Education, in an address in the University Hall.

Professor Peters, a visiting professor in the Department of Education, said that what distinguished universities from graduate schools, institutes of technology and liberal arts colleges was that they pursued the aims of all three — pure research, development of applied knowledge and training for industry and the professions and liberal education — at the same time. What then was distinctive about educational studies and should universities concern themselves with them? he asked.

"The trouble about educational studies, which, in part, explains the traditional hostility of universities towards them, is that, logically speaking, they are a mess and necessarily a mess," Professor Peters said. "By this I mean that they are concerned with problems which cannot be tackled, like mathematical problems or problems in physics, by reliance on just one way of thinking. Educational problems are problems such as 'Ought we to punish children?' or 'Should classes be streamed?' or 'Should we have an integrated curriculum?' We cannot devise experiments to help us tackle such questions until we have, first of all, done some philosophical work on concepts such as 'punishment' and 'integration'. We have to distinguish 'punishment' from 'discipline' and from what psychologists do to rats and dogs when they give them negative reinforcement. We then have to raise questions about the justification of punishment, the aims of education, and moral principles underlying human relations. Only then are we in a fit position to see what sorts of empirical studies are relevant, whether they are psychological or sociological in form.

## Educational Theory

"At least three phases in the development of educational theory can be distinguished which are very relevant to how it might be conceived as a university study. Much of the hostility towards educational theory derives, I think, from the fact that most university teachers are familiar mainly with the first phase of it. This is the phase of what I once called 'undifferentiated mush'. A rather woolly sort of wisdom was dispensed as answers to these complex

questions, backed up by a certain amount of more precise information from psychology and from the history of education.

"Early in the 1960s the second phase got off the ground. It was appreciated that philosophy, in the professional philosopher's sense of 'philosophy', had much to contribute to these problems, as well as sociology. The differentiated approach to educational problems began to develop in a more explicit way, with an altogether predictable result. It was now found that the contributory disciplines were going their own way with some success but at a cost to educational theory as a whole. Their representatives were becoming increasingly incapable of talking to each other.

"The net result was that questions such as 'Ought we to punish children?' remained unanswered because the people working on the philosophy of punishment became either institutionally or intellectually separated from those who were dealing with the psychological or sociological aspects of this problem. Or, perhaps, a great deal of work was done by philosophers in a given area and no corresponding work by representatives of other disciplines.

"The third phase of educational theory is now beginning to develop. Attempts are being made to bring people from the different disciplines together in relation to practical problems, and to train them in more than one specialized way of thinking about these problems.

"Integration", however, is not just a matter of drawing together what are often called 'foundation disciplines' in educational theory, such as philosophy, psychology, sociology and history, and relating them to practical problems; it is also very much concerned with what are called 'curriculum studies'. 'Curriculum' is now, of course the with-it concept that tends to be stuck like a label on numerous band-wagons. In the old days education used to have aims, content, and methods. 'Curriculum' used to be a very vague word for referring to what was explicitly taught — to content, if you like. Nowadays, however, the curriculum itself is thought to include objectives (preferably measurable ones), content, and methods. But, leaving aside this conceptual shift, a very obvious point about 'education' is that it suggests that *something* is being learnt.

The manner of learning, too, will be, in part, determined by what is being learnt. As soon as questions of content are raised all the subjects come to mind with which university teachers themselves are concerned, as well as difficult questions about subject boundaries, 'integration' and the relations between 'subjects' and 'forms of thought' which are two different ways of looking at this content. Making this type of distinction is only a start in tackling very difficult

questions about the logical structure of these subjects and their relation to others.

"But if these subjects are to be taught, especially at the school level, additional questions about the psychology of learning become relevant, with attendant difficulties and obscurities; for it is very difficult to distinguish logical from psychological questions about learning. And the intellectual difficulties underlying these issues are expressed at an institutional level in conflicts and insecurities about who is to determine the manner of learning and teaching. Should it be decided by subject specialists with an interest in the philosophy of their subject? Or should it be psychologists with an interest in child development, learning, and motivation? In colleges of education in the U.K. conflicts between Education lecturers and main subject lecturers over what are called 'curriculum courses' reflect these intellectual perplexities.

"How would educational studies so conceived fit into the conception of a university which has been outlined? Eminently well, I would say. First of all, although educational problems, like political ones, are practical in character, attempts to deal with them can be the subject for disinterested study by people who are not actively engaged in the solution of such problems.

So even a purist among university teachers, who thinks that universities should only be concerned with the disinterested pursuit of knowledge, has on this count no more reason for excluding educational studies than he has for excluding political studies.

"Neither could doubts be entertained about educational studies of the sort that might be entertained about cosmology, which, it might be argued, does not rely enough on fundamental research to be a university study; for the problem about them is not that they require too little theoretical understanding but that they require too much. Moreover, much of the type of theory that is required is of the sort that is being developed within other disciplines in the university. At a time when there is a general outcry about the fragmentation and compartmentalization of knowledge and when attempts are being made to integrate various branches of study, a subject like that of education, which by its very nature is interdisciplinary, should surely be welcomed.

"There is therefore no general reason deriving from our concept of a university for not encouraging educational studies in a university, and no reason why they should not be pursued by people without particularly practical concerns. But the fact is that most people are interested in education because of their practical concerns and, moreover, the disciplined pursuit of knowledge in this sphere is of vital importance

# and Teachers' Colleges Urged

both to the community in its need for the efficient transmission of knowledge and skill and to the individual in his attempt to make something of himself within the culture into which he has been born. In my view, a university should be outward looking towards the wider community and not just concerned with developing those theoretical pursuits which its inmates find fascinating. And practical problems have their own fascination. Witness the tradition at the Royal Society, going back to the 'invisible college' of the seventeenth century. Concern for the practical is too often confused with an instrumental attitude towards knowledge. In thinking, therefore, about the provision of educational studies in a university I would attach a great deal of weight to the predominantly practical interests of those who are likely to be attracted to them, namely the teaching profession.

## Theory and Practice

"A proper fusion between theory and practice, via the teaching profession, is essential to the health of educational theory. Psychologists, for instance, should not just fall back on some pure learning theory that they were taught in a pure university department and try to extrapolate it to the very different learning situation of the classroom; rather they should go out into the classrooms with teachers and try to develop some theory that is relevant to the actual content, and conditions of learning, as well as to the state of mind of the learners. The benefit to practice is not always of an immediate sort; for only small segments of educational theory can be immediately applied in the way in which some physics can be applied to solve an engineering problem. Much of it has a more gradual effect in that it gradually transforms the teacher's view of his subject, the children and the context in which he is acting. And, of course, in a general sense no teacher, even the most practically minded one, approaches his tasks without theory.

The only real question is whether the assumptions on which his practice is based are clear-headed or middle-headed, based on evidence or on prejudice.

"Above all, nowadays the teacher needs the equipment to stand on his own feet; for he or she is subject to all sorts of pressures emanating from popular magazines, publishing companies with gimmicks to sell, inspectors, and parents who are well aware that success at school is the royal road to ascent in the occupational structure. There is no longer any established tradition on which he can fall back in the face of such pressure; for in education there is now controversy about almost everything of importance — about the aims of education, about the curriculum, about teaching

methods, about discipline, and about school organization. It is too late to damp down critical informed thought about education for fear that it may upset established traditions. They have already been upset. The urgent need is for teachers to be adequately equipped to deal with the fluid situation in which they are likely to find themselves.

"More specifically, then, how should a university be concerned with educational studies in ways which can be linked with the practice of teaching? There is, first of all, the whole area of what are called 'foundation disciplines' such as philosophy, psychology, sociology, and history. The universities are necessarily centres where the people are working who are most likely to develop further understanding in these disciplines. Those who are working in applied fields such as philosophy of education, and educational psychology should be working in close association with those who are developing the disciplines in their pure form. The great importance of the B.Ed. degrees in the Colleges of Education in the U.K. is not that the status of teachers has been enhanced by making a real degree available to teachers, but that it is providing a real opportunity for university and college of education people to get together in devising and teaching courses which are both intellectually rigorous and professionally relevant. To cut these links would be like pushing doctors out to train in hospitals without any connexion between them and universities via the teaching hospitals.

## Content of Teaching

"There is then the whole area of what are called main subjects such as English, geography and mathematics. The peculiarity of the teaching profession is not just that it has to master a whole range of skills, values, and perspectives for which universities provide some kind of a theoretical basis. It also has to be initiated into a cultural heritage which is to provide the *content* of teaching. And universities are pre-eminently the centres of this cultural heritage, and it would be tragic if there were a huge gap between e.g. the literature, mathematics, history enjoyed by university students and that to which the teacher has access. There must be a close link between the teaching profession and the universities in this vast area. It is, to my mind, a scandalous state of affairs if mathematics and history mean one sort of thing to people in universities and another sort of thing to teachers who have not been trained in them. University teachers often complain about the rubbish that their children are taught in schools, just as teachers complain about the aridity and irrelevance to life of much of their university studies. Both should, perhaps,

ponder on the lack of institutional links that makes these situations possible. It is this double type of connexion between the universities and the teaching profession — that of pedagogy and of content — that makes the teaching profession a unique one in its relation with the university. And it is impossible in the end to separate pedagogy from content; for learning is determined largely by what is to be learnt.

## Benefits To University

"I have argued so far for a close connexion between the universities and the teaching profession because of the long-term benefit to education in the schools. But benefits to the university itself as an institution could come about through an even closer association with the teaching profession.

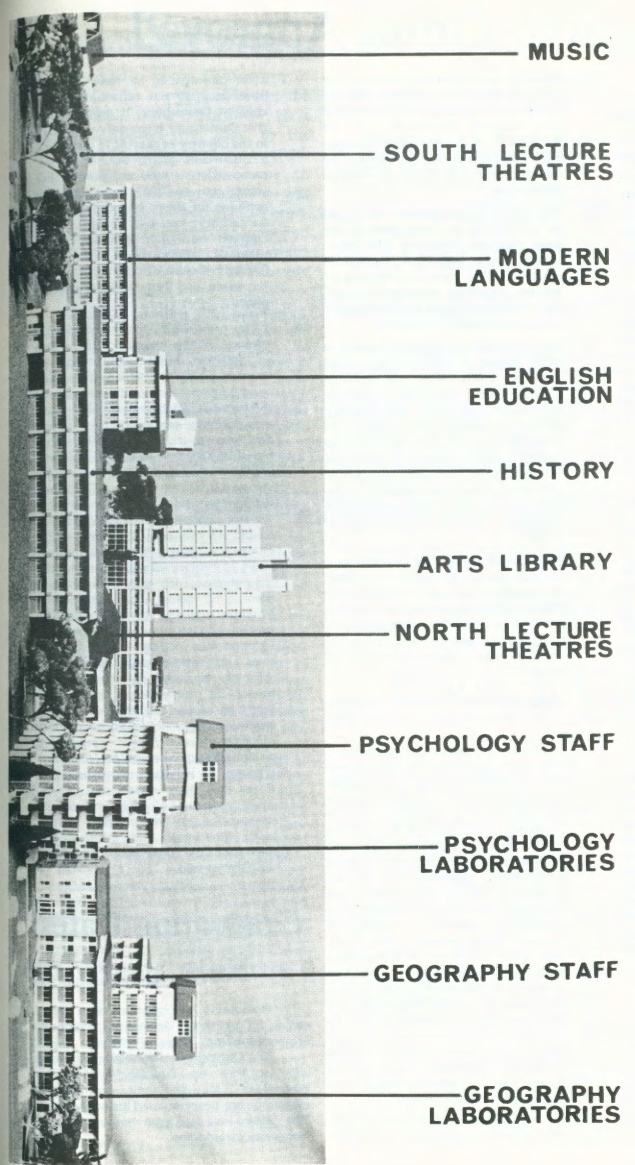
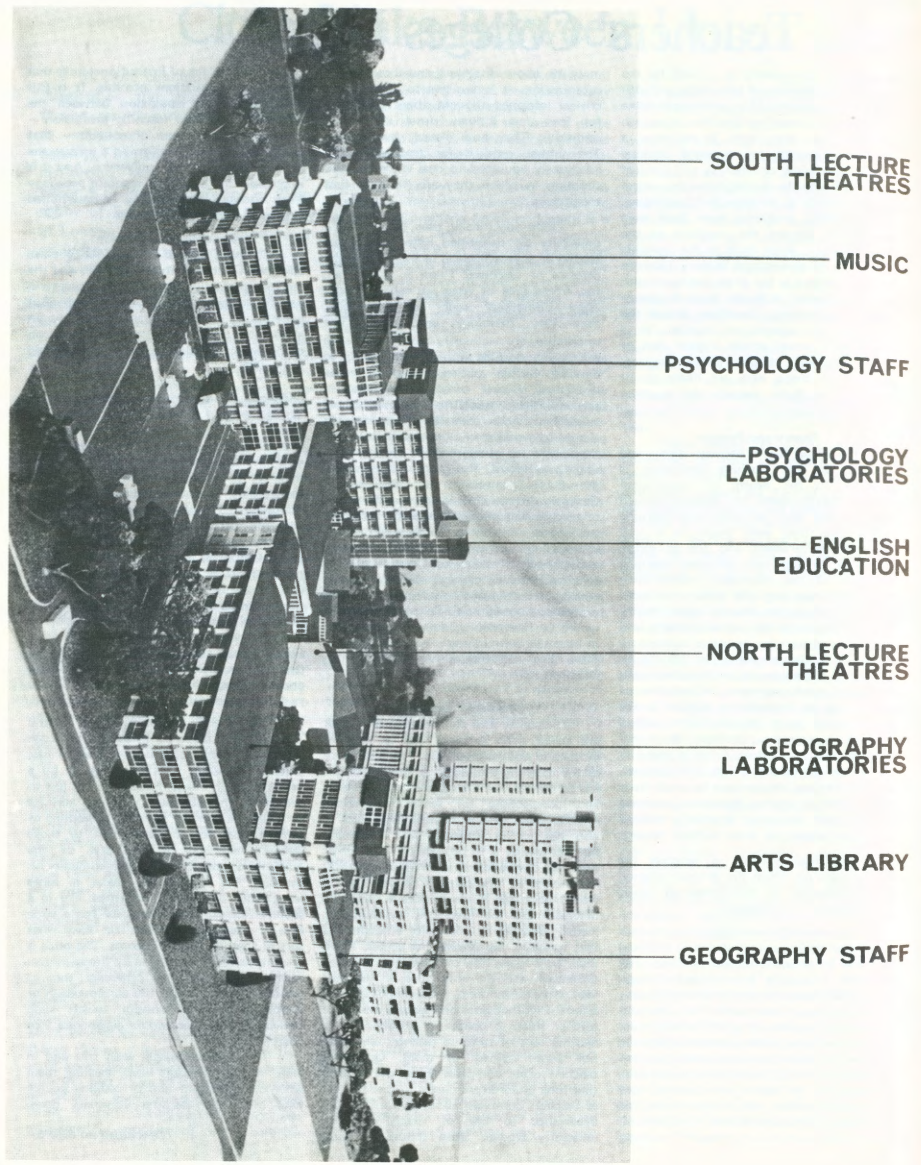
"In talking about the aims of the university as an institution I mentioned that of the general education of students. I myself think that to refuse to be concerned with this aim is to hide one's head in the sand; for the fact is that it is only the minority of students who will in fact go on to develop the frontiers of knowledge themselves. Too many courses are taught with this sort of end in view and those who flounder with highly specialized honours courses provide, as it were, the base of the pyramid which supports the few whose gifts lie in the direction of those of their teachers. It is arguable that, from the point of view of their own development, some of their time could be better spent on a more liberal type of education. This is particularly pertinent as it is becoming more and more apparent that a degree is no longer going to rank as a predictable passport to a good job.

"A liberal education is of central importance in a society whose members can no longer accept some unitary ideal of life, whether provided by the church or by a political party. For its function is not just to present to the individual a cultural heritage in which he can try to make something of himself, but to introduce him to those studies, especially in the area of the humanities, which are likely to stimulate his capacity for choice, to make it more imaginative and better informed. For in a society like ours the individual has a wide area of discretion. It is not laid down what sort of man he should become. The onus is on him to find meaning in his life within an accepted framework of principles, such as freedom, fairness, and the consideration of people's interests without which such individual discretion would degenerate into anarchy.

"To teach subjects with this end in view is very different from teaching them with the dominant aim of training people who may later become university dons.

(Concluded on Page 8)

ARTS FACULTY BUILDINGS AT ILAM:  
TWO VIEWS OF THE ARCHITECT'S MODEL



# U.S. Research Grant Approved

A request by Professor L.F. Phillips (Chemistry) for approval to submit a proposal for a research grant to the United States Air Force Office of Scientific Research was approved by Council. It also approved as general policy a Professorial Board recommendation that any financial support and equipment coming to the University from a military organisation should require the approval both of the Professorial Board and Council.

The Vice-Chancellor (Professor N.C. Phillips), in opening a discussion on the recommendation, said that every university as we understood it must defend its freedom of research. This meant primarily two things: (1) that its members must be free to choose their subjects of inquiry within the limits of the available facilities; (2) that they must be free, save in very exceptional circumstances which must always be justified to the university itself, to publish the results of their researches, so that these results might be exposed to the scrutiny of others working in the same field, wherever they might be.

"It follows that universities must resist attempts to distort the freely chosen pattern of their research effort, either by the inducement of funding or by political pressures from whatever quarter," Professor Phillips said. "Some universities overseas have become dangerously dependent on certain types of financial support. This is not the case in New Zealand; but vigilance is necessary in order to prevent its becoming so.

"Of the two recommendations before us, the first relates to a specific project by Professor L.F. Phillips, on Gas-phase reactions of atoms, ions and simple molecules, for which he seeks \$28,500 by way of support from the United States Air Force Office of Scientific Research. If this application is granted, it will be the third approved by the USAFOSR for work being carried out by Professor Phillips in this field, this being a renewal proposal. The current grant was received in the face of stiff competition, being among the 16 per cent of successful applications for new proposals for the fiscal year 1971.

## Initiated Here

"Let me make five brief comments:

"1. What is asked for is a grant, not a contract. The work for which support is sought Professor Phillips would be doing in any case, though with less efficiency. The project was initiated here, not in the U.S., in the normal course of basic research.

"2. There is no distinction between the parts of the research supported by USAFOSR and the parts supported by the Research Committee of the N.Z.U.G.C. It is impossible to determine the proportions contributed by each to a particular project or research publication.

"3. The results of the research supported by USAFOSR are published in the open chemical literature. The information which USAFOSR receives is entirely in the form of offprints of articles published in scientific journals. Professor Phillips has neither sent nor received classified material.

"4. The Mansfield amendment, which is often quoted in order to show that research grants from US defence agencies must have direct military significance, has itself been severely diluted to enable these agencies to continue, as in the past, to fund basic research with merely 'a potential relationship to a military function or operation'. How much research in the physical (or for that matter the biological) sciences would this exclude?

"5. Professor Phillips has invited any member of the university to inspect his correspondence with AFOSR since 1962, together with brochures setting out the conditions under which a grant may be awarded and his reports on the work done with AFOSR support."

Speaking on the second recommendation, the Vice-Chancellor made these points:

"1. It merely formalises practices which have been carried out in this University for some time past: it introduces nothing new. In 1970 a grant from the NZ Ministry of Defence to the Department of Electrical Engineering and in 1971 the grant which Professor Phillips now seeks to have renewed were both approved for or by Professorial Board and Council; and both have been freely published. The university's statement of policy on patents, dated August 1969, says, *inter alia*: 'No Head of Department shall, unless he has the prior approval of the Vice-Chancellor, accept a grant for research which stipulates any restrictions as to publication ....' To the best of my knowledge all such grants have been published in the University Calendar, certainly of recent years, a practice which does not appear to be universal.

"Comparisons between what this university has done and what

other universities in New Zealand have done do not reflect unfavourably on Canterbury. It may be true that Canterbury is the only university in the country at present in receipt of a USAFOSR grant; but, as I said, competition is stiff and presumably grants go to the best scientists applying for them. It is also true that Canterbury has over recent years received more than its proportional share of support from the U.G.C. Research Committee. This is a matter for pride and not tendentious suspicion.

"2. It is impossible to lay down in advance all the conditions that must be fulfilled before any type of research grant may be accepted. Each must be considered on its merits, and this is what we have been doing and now formally propose to continue to do: approval must be given not only by this Council but also by the Professorial Board, which assembles the expertise to make an informed judgment.

"3. To the argument that the university should in no circumstances accept money or other forms of support from a military organisation on the ground that such support is tainted there is no logical answer as such. It becomes a matter of judgment. The fundamentalists, however, should bear in mind two considerations: (a) Are they, to satisfy their own moral scruples, prepared to obstruct and hinder the freely-chosen research of members of the academic staff? This is a heavy responsibility to assume in a university where there is supposed to be freedom of inquiry. (b) Are they prepared to be absolutely consistent? If so, they must oppose the university's acceptance of American military support for, say, the research that is being done in the Antarctic into the habits of the skua gull," the Vice-Chancellor said.

## Graduation Dates Next Year

Graduation next year has been advanced to fit in with the University's centennial celebrations from 3 May to 7 May.

The University graduation ceremonies will be held on Tuesday 1 May and Wednesday 2 May and the Lincoln College ceremony has been set for Thursday 3 May. The Town Hall has been booked for the University ceremonies.

# Second Economics Chair Filled

A reader in the Department of Economics has been appointed to the second Chair in the Department. He is Mr A.C. Rayner, who came to the University as a senior lecturer in 1966. Mr Rayner, who is 34, came to Canterbury from Tokyo, where he was visiting lecturer in economics, economic history and English language and literature for two years, during which time he taught English to the Japanese Crown Prince.

Educated at King Edward's School, Birmingham, Professor Rayner entered the University of Birmingham in 1957. He graduated B.Com. with first-class honours in economics in 1960 and Master of Social Science, specialising in mathematical economics and econometrics, in 1961. He was awarded a Fulbright travelling scholarship and in 1961-62 was a visiting instructor at the Massachusetts Institute of Technology.

In 1962-63 Professor Rayner was a research fellow at Nuffield College, Oxford, and from 1963 and 1966 he was a visiting lecturer at the University of Tokyo.

Appointed a reader in 1969, Professor Rayner was awarded an Erskine fellowship later that year and this year he has been an academic visitor at the London School of Economics.

Professor Rayner caused a stir in the City of London with the publication in 1966 (with Dr I.M.D. Little) of *Higgledy Piggledy Growth Again*, a book which, in short, told stockbrokers that nothing matters very much and most things do not matter at all when it comes to forecasting company earnings and dividends and consequently the movements of share prices.

His publications since he arrived at Canterbury have included "A Model of the New Zealand Sheep Industry" (Australian Journal of Agricultural Economics; "The Wool Price and the Production of Synthetics" (Yorkshire Bulletin of Economic and Social Research); "Premium Bonds - the Effect of the Prize Structure" and "Premium Bonds - a Postscript" (Bulletin of the Oxford Institute of Economics and Statistics). Among his current research is the relationship between prior probabilities and observed odds in a gambling situation and "The Crawling Peg Exchange Rate as a Mathematical Process."

The Director of the Student Health Service, Dr K.E. Usher, will attend the triennial conference of the Australian and New Zealand Student Health Association in Canberra in January. He will be accompanied by Mr A.R. Hornbowl, who will also inspect student counselling services in Sydney.

Mr J.N. Matson has been re-elected Pro-Chancellor of the University.

Mr Brian D. Haig, sessional lecturer in the Department of Educational Psychology, University of Alberta, has been appointed a lecturer in the Department of Education. Mr Haig, who expects to complete his doctorate early in 1973, graduated from the University of Otago in 1970 with an M.A. (1st Class Hon.) in educational psychology and philosophy of education, and has been studying at Alberta under a Graduate Research Assistantship and a Canada Council Doctoral Fellowship.

A post-doctoral fellowship in the Department of Zoology has been accepted by Dr V.S. Kennedy, research associate of the Natural Resources Institute, University of Maryland. Dr Kennedy is a graduate of the Sir George Williams University, Montreal (B.Sc. 1962), Memorial University, St John's, Newfoundland (M.Sc. 1964) and the University of Rhode Island (Ph.D. 1970). Between 1965 and 1968 as a faculty research assistant at the Chesapeake Biological Laboratory of the University of Maryland, he was in charge of a programme studying the effects of thermal discharge on estuarine organisms; the results of this programme have since been published. In 1970-71 Dr Kennedy taught marine biology for Chapman College's World Campus

Afloat before returning to the Chesapeake Biological Laboratory to continue his research.

Dr T. Paulay and Dr A.J. Sutherland, both of the Department of Civil Engineering, have been awarded Erskine fellowships. Dr Sutherland will attend the International Symposium on River Mechanics to be held in Bangkok next January and will visit universities and present papers in India, Japan and North America. Dr Paulay will visit the fifth World Conference on Earthquake Engineering in Rome in May next year and will visit research and teaching centres in Australia, Britain and the United States.

A post-doctoral fellowship in Chemical Engineering has been accepted by Dr Mutsumi Suzuki, associate professor in the Faculty of Engineering, Tohoku University, Sendai, Japan. Dr Suzuki is a graduate of Tohoku University and his work on the constant drying rate of porous bodies will complement similar work in the Department of Chemical Engineering.

Dr Jeanne H. Perry (Psychology and Sociology) is to visit Rarotonga and the Cook Islands to undertake research for the New Zealand Council for Educational Research between 25 October and 28 February, 1973.

## Council Committees

Council has elected the following committees:

Academic: Mr B.F. Anderson (chairman), the Most Rev. B.P. Ashby, Dr R.T.E. Baker, Mr R.H. Bowron, Mr J. Crichton, Miss J.M. Heribson, Professor A.M. Kennedy, Mr N.G. Pickering, Dr J.C. Scrivener, the Rt Rev. A.K. Warren, the Rev. D.R. Wilson, Professor B.A. Woods, Professor G.W.O. Woodward, Chancellor, Pro-Chancellor and Vice-Chancellor.

Finance and Property: The Pro-Chancellor, Mr J.N. Matson (Chairman), and Messrs B.F. Anderson, D.W. Bain, T.D.J. Holderness, C.H. Perkins and N.B. Ullich, Chancellor and Vice-Chancellor.

Executive: Chancellor, Pro-Chancellor, Vice-Chancellor, Mr Anderson, Mr Bain, the Rt. Rev. A.K. Warren (immediate past Chancellor).

Dismissals Advisory Committee: Chancellor, Vice-Chancellor, Mr J.N. Matson (deputy, Mr D.W. Bain), Mr C.H. Perkins (deputy, Mr B.F. Anderson). Professorial Board nominees: Professor J.L. Ryan (deputy, Professor A.A. Conway) and

Professor P.J. Lawrence (deputy, Professor A.M. Kennedy).

Common Fund Management Committee and Erskine Trust Management Committee: Mr C.H. Perkins (chairman), Vice-Chancellor, Messrs R.H. Bowron and E.C. Robinson.

Tutorial Classes Committee: Miss J.M. Heribson, Miss R.F.C. Tyndall, Professorial Board nominees: Professor W.B. Johnston, Professor A.A. Conway.

Student Liaison Committee: Mr J.N. Matson (Council representative and chairman).

## French National Fellow

Professor R. Vives, Ministry of National Education, Saint-Cloud, France, who is the 1972 French National Fellow, will visit the University from Monday 25 September to 30 September. He will be accompanied by Mrs Vives.

## Centennial Plans

# Registration Forms sent to Graduates

An information brochure and registration form has been mailed this month to graduates and former staff of the University who plan to attend the centennial celebrations of the University, 3-7 May next year.

At the end of July more than 2000 persons responding to the initial questionnaire issued by the Centennial Executive

Committee had indicated their intention to attend the celebrations and the brochure, containing the preliminary programme and details of arrangements for registering for the celebrations, reserving accommodation in Christchurch, hiring regalia etc has now gone to all graduates in New Zealand who responded. A registration form for graduates overseas has also been mailed.

The preliminary programme is:

<b>THURSDAY, 3 MAY:</b>	Informal Receptions.
<b>FRIDAY, 4 MAY:</b>	
<b>Morning:</b>	Registration. Welcome and Reception. Christchurch Town Hall.
<b>Afternoon:</b>	First Session of Centennial Symposium on "The University Today". Speaker: Dr James A. Perkins, former President of Cornell University. "Is the University an Agent of Social Reform?" Town Hall.
<b>Evening:</b>	Centennial Assembly. Presentation of Addresses. Oration. Town Hall.
<b>SATURDAY, 5 MAY:</b>	
<b>Morning:</b>	Second session of Centennial Symposium. Speaker: Mr C.F. Carter, Vice-Chancellor, University of Lancaster. "Is the University a Good Investment?" Town Hall.
<b>Afternoon:</b>	Free.
<b>Evening:</b>	Centennial Convocation for conferring of Honorary Degrees. Town Hall.
<b>SUNDAY, 6 MAY:</b>	
<b>Morning:</b>	Combined Thanksgiving Service.
<b>Afternoon:</b>	Free.
<b>Evening:</b>	Centennial Concert. Town Hall.
<b>MONDAY, 7 MAY:</b>	
<b>Morning:</b>	Concurrent lectures by distinguished visitors. Ilam and city sites of University.
<b>Afternoon:</b>	Final session of Centennial Symposium. Speaker: Sir Eric Ashby, F.R.S., Master of Clare College, Cambridge, and formerly Vice-Chancellor of the University of Cambridge. "Is the University a Community?" Town Hall.
<b>Evening:</b>	Centennial Banquet. Town Hall.

In addition to the formal ceremonies it is expected that every faculty or department, society and club within the University will organise a function — a reunion, an exhibition or an academic, sporting or social event during the period of the celebrations. Circulars have been sent to departments and clubs and the initial response indicates that numerous functions, other than the formal ceremonies, will be held.

The Centennial Executive Committee hopes to receive details of all these functions soon. It will then be able to allocate accommodation, prevent clashes of similar functions and list all activities in the official programme.

The questionnaires issued earlier this year sought details of graduates' interests in the University — faculty, clubs, halls of residence etc. The names of those who have indicated these interests will be forwarded to the organisers of departmental and club functions.

## MORE GIFTS FOR UNIVERSITY

A gift of \$250 from Mr G.L. McDowell for the purchase of an overhead projector in the School of Engineering was received with thanks by Council.

A grant of \$200 by the Lower Hutt City Corporation for the research in the Botany Department on the disposal of waste oil was also received with thanks.

Council also acknowledged three new prizes. The Institution of Production Engineers through its New Zealand Council has awarded a prize of \$50 annually to the student who shows most promise in the elective subjects in the third year of B.E. (Mechanical); former students, associates and friends of the late Dr Thomas Hagyard have contributed a fund for an annual prize of \$50 for Engineering Design III students in Chemical Engineering; and the Institute of Chartered Secretaries and Administrators has awarded a prize to the value of \$15 each year in the Organisation and Management and Business Finance areas of Accounting III. All the prizes are to be in books.

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## *Professor Peters*

Much more attention has to be paid to methods of teaching, to the diverse motivations of students, and to the values inherent in the different subjects on the curriculum. This sort of problem is one that is the stock-in-trade of the enlightened school teacher and college of education lecturer, though it is too often seen just in the context of early school leavers, of awakening the interest of those who are so bored by what goes on at school that they either leave or break the place up. A joint approach to this sort of problem by university and school teachers should prove beneficial to both. But this sort of co-operation is only possible if there are solid organic links between the universities, colleges of education, and the teaching profession. There have to be real opportunities for representatives of each to work together on common tasks; for are not university teachers also teachers?"

Professor Peters concluded by arguing for a close association between universities and colleges of education. He said that the university umbrella provided an effective autonomy of colleges from the showers of directives from central and local government relating to curriculum and teaching methods.