

23 JUN 1970

Ilam's Past

## Nursery for the Social Graces

Ilam, the land on which the new University of Canterbury is being established, was closely associated with the colonial gentry of Canterbury in the nineteenth century and into the twentieth. Mr W.J. Gardner (History), in a short note entitled "Ilam and Two Canterbury Elites, 1850-1950", gives the following account of its history.

It should be stressed that, in colonial New Zealand, Canterbury was regarded as quite a superior province, though it was a long way from the parson-squire-and-yeoman vision of its founders. Canterbury did not need lessons in the social graces from its neighbours; it gave them. Few homes in the province could match the one at Ilam as a school in the 3 R's of Canterbury: rhunolding, racing and refinement. The roll of its owners over the first century is evidence of a continuing tradition in social leadership: Watts-Russell, Creyke, Harper, Campbell and Stead.

The first owner of Ilam was John Charles Watts-Russell, one of the Canterbury Pilgrims of 1850, a wealthy young officer in the 17th Lancers. He selected 500 acres west of the Deans farm at Riccarton, which had been established in 1843. Watts-Russell called his farm Ilam, after his home in Staffordshire. He and his wife Elizabeth were quickly established as leaders of Canterbury society, and the first grand ball in Christchurch was held at Ilam. They were close friends of John Robert Godley, founder of Canterbury, and of his wife, Charlotte. Watts-Russell brought out building material from England in 1857-8, and built what was regarded as rather a grand house, which became a show-place of Christchurch. It was probably on the site of the present homestead.

Watts-Russell was a man of charm, though of modest abilities. He put his money with some success into sheep-runs, was a founder of Canterbury racing and freemasonry, and had an undistinguished career in politics as a Legislative Councillor.

Soon after his death in 1875, his widow married his partner, A.R. Creyke. The latter was quite as well-connected as Watts-Russell, his father being Archdeacon of York. But Creyke was one of the ablest businessmen in early Canterbury, and the combination of his brains and Watts-Russell's money achieved impressive results. Creyke was another great racing man, indeed the leader in Canterbury in his generation. Interestingly, he was also a lay representative at the first New Zealand Anglican synod in 1859. It was he who cut up Ilam about 1880, by which time the

growing town of Christchurch was spreading out towards what have become its most fashionable suburbs. He built a new home on part of the estate, naming it Okeover, after one of his father's parishes. This building still survives as the university's School of Fine Arts. Creyke died in 1893, and his widow erected the west porch of Christchurch Cathedral in his memory.

Meanwhile, Leonard Harper had purchased the Ilam homestead. He was a son of Henry Harper, first bishop of Christchurch. As a young man, he gave evidence of great promise in many fields. He was the first European (in 1858) to travel over the ranges from Canterbury to the West Coast by Harper Pass, named after him. By the 1870's he was a leading figure in Canterbury law, business, local administration, education and racing, and in the 1880's became a member of Parliament. His wife was a leading Christchurch singer, and entertained her guests from the music gallery overlooking the hall at Ilam. In the 1890's, however, Harper's affairs were heading for a disastrous climax. A strong-willed man, he took risks with his clients' money, ran into heavy debt, fled to Guernsey, and was subsequently brought back to New Zealand for trial. Though Harper was found not guilty, the case created a sensation and many repercussions in New Zealand commerce.

Ilam then passed into the hands of Patrick Campbell, who had intended as a young man to go into the Indian cotton trade. Instead, he came to New Zealand via America in 1866 with the celebrated William ("Ready Money") Robinson, owner of the great Cheviot Hills sheep-run in North Canterbury. Robinson and Campbell were associated in many racing successes, the latter being a leading figure in the Canterbury Jockey Club. He was a staunch Scot, founding the Canterbury Scottish Rifle Volunteers, and holding the office of

effect satisfying (although I had reservations about the outward design of the low white buildings) but numerous complaints of students and staff indicate the existence of a desire for a certain cosiness which is absent."

## THE STEAD ERA

Campbell died in 1917, and about that time Ilam was bought by Edgar Stead. Soon after, probably in the early 1920's, the present house was built, and Ilam as we know it today takes most of its character from Stead. His father, G.G. Stead, was a successful businessman and his son was free to indulge his interests in plant and bird life. The rhododendrons and azaleas of Ilam are Stead's visible memorial, but he was even more distinguished as an ornithologist. He made an unsuccessful expedition into the Ruahines in 1912 in search of the huia, a beautiful New Zealand bird already believed to be extinct. He published a standard work *The Life History of New Zealand Birds* in 1932. At the age of 71, he visited the Snares Islands to study their bird life. It was Stead who undertook the gruesome task of bringing the great 87 foot skeleton of a whale from Okarito beach to the Canterbury Museum, where it is now a principal exhibit.

Stead died in 1949, and soon after Ilam passed to the University of Canterbury. It was completely appropriate that Stead, a distinguished amateur scientist, should bridge the gap between Ilam as a symbol of early Canterbury society and the University of Canterbury as the fulfilment of many of the educational hopes of the founders of this province.

Chemistry Dept.  
Visitors

Two research chemists are currently working as guests in the Department of Chemistry. Dr A.C. Arcus, Senior Biochemist in the Medical Unit of the Princess Margaret Hospital, is spending a year investigating a method for the electrophoretic separation of proteins. This technique depends on the differing rates of movement in solution of various proteins in an applied electric field. Dr Arcus is enjoying co-operation with some staff members from the school of Engineering in assisting with some practical and theoretical aspects.

Dr W.G. Mumme of the Mineral Chemistry Division, C.S.I.R.O., Melbourne, is spending six weeks at the University to use the Chemistry Department's X-ray crystallography facilities in furthering his studies on the structures of minerals.

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# Return to a New Dark Ages?

by Max Beloff

So much has been written about the crisis in the universities that some apology is needed for making any further contribution to the subject. The present article stems from the conviction that there is a fundamental point of view which is too rarely expressed in public.

It is, in brief, that the accent in debate upon violent or near violent forms of disruption while understandable is misleading. Where an outright challenge to law and order is concerned, whether on or off the campus, consistency of purpose and firmness in execution are all that is required. Even the most "progressive" of vice-chancellors, even "educational correspondents", even politicians accept the fact that compromise is by definition impossible with those whose aim is the destruction of an institution, not its reform.

What is more dangerous is the view that has become almost common form among these three classes of spokesmen—with a few honourable exceptions—that it is possible, and even desirable, to make large-scale changes in the way universities are run to meet what is regarded as an irresistible demand for student "participation" in academic government. And the reasons why the demand is thought to be irresistible have little to do with the pressure exercised in its favour by students individually or collectively, but represent a virtual acceptance by the vice-chancellors and others of the case for "participation" itself.

Those who reject this case among the academic community do so because they feel that the arguments advanced are either based upon unsuitable analogies with other institutions and other relationships, or, even more dangerously, upon a desire to be "trendy", or, in more solemn language, a desire to be in tune with the zeitgeist. For it is held that for a variety of reasons, economic, social and even biological, the young mature earlier, and that this gives them a new right to control their environment.

## THE STUDENT VOICE

The lowering of the legal age of majority and of the voting age are seen as evidence of the acceptance of this argument by society at large. Hence, it is asserted, students should play a part in creating the environment of higher education in which a larger and larger proportion of the young are involved, and by this is meant not only extra-curricular activities or the physical aspects of the student community's life, not only even such minimal discipline in respect

of personal conduct as it is now thought permissible to demand, but the very root of the matter; the design of courses, methods of teaching and the employment of academic staff.

It is even thought proper that students, or the activist minority among them, should determine what academic values are; for instance the meaning of free inquiry and free speech. For to concede that "racialists" may be *ipso facto* excluded from campus, and to allow a part of the student body to define the term is a much bigger concession than the vice-chancellors who accept this right seem to have understood. It might be thought curious that persons though fit by democratic constituencies to represent them in Parliament should be classified as unfit to talk to a body of students, or that someone who has risen to head Her Majesty's Civil Service cannot be guaranteed a hearing at a place of higher learning in, *inter alia*, the administrative sciences.

But these are only surface symptoms of the fundamental error which is that universities should be judged according to whether they conform to some current fashion in social thought, and not according to the extent to which they fulfil the purposes with which society has agreed to entrust them. For it is not that the people who advocate participation reject authority in all spheres; they accept unquestioningly the authority of the captain on the bridge, the pilot in the cockpit, the surgeon in the operating theatre. And yet they are not prepared to concede, or even examine, the contention that universities must of necessity be authoritarian and hierarchical (to use the most emotive "boo-words" of the moment), not because university teachers are a particularly authoritarian class of men, but because without the principles of hierarchy and authority they cannot do the job they are paid to do; or cannot do it properly.

## WHO SHOULD TEACH?

The core of the university's function is the transmission of knowledge for two purposes — immediate application whether vocational or "liberal", and for enabling a proportion of those acquiring this knowledge to add to the sum of knowledge itself through research, reflection or other appropriate techniques. The university teacher himself may or may not spend a particular proportion of his time upon adding to knowledge—he may prefer to teach and to "keep up with his subject"—but a criterion for selecting him will probably, and rightly, have been that he is capable of doing so.

If knowledge were finite, if it were merely a question of random selection of what should be studied out of a limited fund of traditional lore, it could be argued that a wider scope might without loss be given to students to say what should be taught, by whom and how. But this is not the case. Indeed the problem of revising a university curriculum to allow for the pace of change in some of the physical and biological sciences is itself a major task, particularly when one reflects upon the inter-relationship between such changes and programmes of research. To say that issues of this kind can reasonably be determined except by those whose eminence in their field entitles them to entertain an overall view both of this field and of adjacent ones is obvious nonsense. Everyone may be learning at his own level and pace, but a Nobel prizewinner has nothing to learn from a first-year or even third-year student who is only coming to grips with the basic concepts and instrumentalities of his science.

Although the case is most obvious in respect of the natural sciences it is only marginally true that in the humanities and social sciences it is easier to acquire the degree of knowledge or skill necessary to make valid judgments on matters of curriculum, which demand an understanding of how the whole fits together and to what it leads. And as far as judgment upon who should teach is concerned the argument is much weaker still. Indeed when one sees the vogue of some plausible academic charlatans among university students one can see that in these fields into which sentiment and prejudice enter to a much higher degree, student participation would be even more dangerous to teaching and scholarship.

This does not mean necessarily that teachers cannot usefully learn from their students about the way in which they perceive the subject they are being asked to study. It may be good for teachers to be forced to ask questions about the *rationale* of what they are trying to do; and if the size of modern universities makes it necessary to formalize such discussions one must accept this as a sad fact. But in the end it is the teacher and not the taught, the scholar on the frontiers of his subject not the novice, who must decide.

The idea, that there is some divide between "school" and "university" and that the student passing from one to the other automatically passes from the realm of freedom to the realm of necessity is nonsense. The don teaches the undergraduate for the same reason as the master teaches the boy: he knows more. That there should be an element of

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# Conditions for Private Functions

The University Club premises continue to be available for use by members outside normal regular hours for private functions. However, the Club's visitors' rule, which is a condition of the charter granted by the Licensing Control Commission, must be observed at such functions. The rule requires a ratio of one Club member to two visitors. Visitors must be over 20 years of age.

Conditions for granting the use of the Club for private functions are:

1. The occasion must be acceptable to the Club.
2. The visitors' rule must be observed and all guests must sign the visitors' book.
3. The appropriate staff must be available.
4. The Club's full costs must be met.
5. Financial arrangements should be confirmed in advance with the manager.

Applications for use of the Club for special or private functions should be made in the first instance to the manager.

Members of the University of Canterbury Association have been specially invited to attend a panel discussion between members of the University Club and the Students' Association, to be held in the Club on Thursday, July 2, at 7.45 p.m. Refreshments will be available and a light supper will be served.

Taking part in the discussion, which is

expected to range over student attitudes to contemporary problems, will be Miss Nancy Northcroft, Mr N.D. Thomson and Dr Morgan Fahey, members of the University Club, and the President of the Students' Association, Mr D.B.G. Cuthbert, the women's vice-president, Mrs Marian Logeman, who has just returned from a visit to the United States, and a member of the Executive, Mr David Caygill. The chairman will be Mr S.S.P. Hamilton (Education).

## Visiting Staff In Geography

Visitors to the Geography Department this year are Dr. T. O'Riordan, Simon Fraser University; Dr. E. Woolmington, University of New England, and Dr. P. Lawrence, King's College, University of London.

Dr. Woolmington, who is paying his second visit to the Department, is particularly interested in Applied Geography and Regional Development. Dr. O'Riordan's special interests lie in the field of Resources and Resource Management, while Dr. Lawrence is collecting material for a study of hydro-electricity developments.

Dr. R.M. Kirk will be on leave for the next year, visiting universities in Scandinavia and the United Kingdom. In the second term he will be replaced by Miss M. Keys, a graduate of the department. — Jane M. Soons.

## British Universities

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self-engagement on the pupil's side should be equally true in both relationships. It is a similar error to believe that the content of a university education can be regarded as made up of bits and pieces of what are regarded as "relevant" topics in the light of today's headlines any more than schools can avoid the hard grind of the three r's.

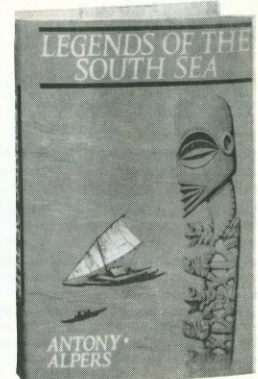
## DIVERTING BABBLE

The ability of the learner to grow into a teacher or researcher depends upon an ability to acquire whatever the fundamental concepts, techniques or corpus of knowledge may be. Nor can the student whose contact with the university is limited to three or four years be satisfied with anything less. In trying to preserve the principles of hierarchy and authority the dons who maintain this point of view are fighting the student's real battle for him, his battle for the right to study to the extent of

his capacities, and to be taught to the extent of his teacher's capacities, and not to be diverted by time-wasting committees and general babble.

Most university teachers hold these views, though partly for this very reason they are unlikely to figure among the public exponents of the universities' viewpoint. But if they happen to be historians they also know enough not to be too optimistic. All human institutions are mortal. The modern university is no more guaranteed survival than any other creation of man. If student "participation" becomes the general rule, if "staff-student relations" turn into a form of industrial negotiation with "two sides", a new "Dark Ages" will be upon us, and we shall have to look to some new version of the monastery or the hermitage to keep alive the torch of learning until the next Renaissance.

*(Published by special arrangement with The Times and the New Zealand Press Association).*



## LEGENDS of the SOUTH SEA Antony Alpers

*Antony Alpers has re-entered the world of the Polynesians as it was before Cook's arrival in 1769. By reconstructing the Polynesians' legends, myths, folk tales and poetry in an immediate and evocative style, he lets the Polynesians of the past speak to the people of today. And in a long introduction that is a masterly compression of the Polynesians' whole way of life, he cuts away our own illusions and leaves us face to face with the islanders and their image of themselves. All superb material. But it is only when you open the book that you become aware that indeed it is something very special. For here we see a perfect partnership between text, typography and layout, while the enchanting illustrations are taken from eyewitness works during the period 1769-1876. Published by Whitcombe and Tombs.*

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**WHITCOMBES** ☆



# A Personal Computer

Some research in American universities seemed wastefully over-capitalised, said Dr H.F. Priest (Psychology) in a report on an Erskine fellowship which took him to Australian, British and American universities last year to familiarise himself with current perceptual research.

"In one small department I met two men conducting similar studies," Dr Priest said. "It was the type of specialised research in audition which has become more a combination of computer science and physics rather than having much to do with what I call psychology. Both men were working in the same field on the same problems, but each had his own medium-sized computer, each with a variety of ancillary equipment. These computers were not available to the rest of the University or even to other members of that department, but were just for the personal use of each man and his research students, three in all. This seemed a most inefficient use of valuable equipment as each computer cannot possibly be in operation for more than a very small fraction of the time. However," Dr Priest added, "this was an isolated case and in general the American departments have a tremendous advantage with their liberal supplies of money for equipment."

Dr Priest said the other notable thing about American psychology departments was that they typically had very little internal technical backing. Paradoxically this shortage was a consequence of the easy availability of research money. This money tended to be short-term. "Thus they can buy expensive equipment off the shelf, can pay for the maintenance and repairs by commercial firms and can provide incomes for short-term post-graduate research students. However, they cannot, in general, offer any sort of permanent employment to technical staff out of research grant money. Technicians' salaries must come out of general University funds and administrators are reluctant to pay these when they feel the research workers have plenty of money anyway. The technician's role has to be filled by someone and this is usually the research worker himself and/or his senior research students. As prestige in America seems to some extent to be determined by the complexity of the equipment one works with, this system seems to lead to some American graduates becoming experts in the maintenance and operation of complex types of machinery rather than in an area of psychology."

Dr Priest said some British research workers were trying to emulate the Americans, but as they did not have the same resources were usually obliged to do so on the cheap. British psychologists argued that they could see no point in rushing to convert their work into an inferior cut-rate version of the American brand. In any case, some said privately, the Americans had become so fascinated with technology that they had lost sight of the objectives.

Referring to student unrest, Dr Priest said it was a constant worry for most universities throughout the United States. "Student literature I saw does not give one much hope for the future, either," he added. "Admittedly it is mostly youthful high spirits and mostly harmless nonsense, but there have been enough really dangerous incidents to make one uneasy."

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## PROF. MATTESSICH ARRIVES

The Erskine Visiting Fellow for 1970 to the Department of Accountancy is Professor Richard Mattessich, from the University of British Columbia. Professor Mattessich is a world-renowned academic accountant.

Born in Trieste, Professor Mattessich received his early education in Vienna, gaining his doctorate in 1945. Further studies were undertaken in Canada and United States. In 1959, after holding various academic posts in Europe and in the United States, Professor Mattessich was appointed Associate Professor of Business Administration at the University of California, Berkeley. During 1966-67 he had the honour of holding simultaneously, his position at the University of California and the position of Professor of Economics (Ordinarius) at the newly-founded Ruhr University in Bochum, West Germany. In 1967 Professor Mattessich left Berkeley to take up his present position.

Professor Mattessich has held many advisory posts, being engaged in Pakistan, on the Continent, and in the United States. In 1961/62 he was a Ford Foundation Fellow. He has been a prolific writer of books, articles and convention papers. He is perhaps best known for his pioneering and somewhat controversial text *Accounting and Analytical Methods*. This text, now in the process of being printed in a number of languages, has confirmed Professor Mattessich's international reputation.

During his six weeks at Canterbury, Professor Mattessich will be conducting undergraduate, graduate and staff seminars and will also be the principal speaker at an Extension Studies Department Seminar on

## Death of Mr N.W. Willis

During the last week of February relatives and friends of Mr Noel W. ("Tony") Willis received the news of his untimely death in a motor accident in Uganda in which his wife, two friends and their child, also died.

Mr Willis, who was a graduate of the Engineering School in 1954, was well known to many staff members of the University, several of whose departments he visited regularly during his furloughs home to N.Z. every two or three years.

He had a most colourful and interesting career as an engineer for the Shell Company, which he joined in 1955, serving variously in Nigeria, Sierra Leone, and Ghana and later in Indonesia, Aden, the Sudan and Hong Kong. His last two postings were to Ndola, Zambia, where he was in charge of the construction of the storage facilities at the inland end of the celebrated pipeline from Dar-es-Salaam; and to Kampala, Uganda as Operations Manager.

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*Management Information Systems and Accounting.* Professor Mattessich is accompanied by his wife. — R.W.H.

## RESEARCH IN PSYCHOLOGY

"I am delighted to hear that a liberal thesis policy is being adopted in the clinical diploma course," said Mr J.S. Pollard (Psychology) when commenting on a letter to the *Chronicle* from Mr J.G. Samuel, senior lecturer in clinical psychology.

Mr Pollard was quoted in the *Chronicle* as saying in his study leave report that New Zealand students intending to become clinical psychologists were strongly discouraged from undertaking research projects which were not of a strictly human clinical nature.

"Not only is this untrue of policy, for students are encouraged to follow their own interests in selecting projects, but it is out of touch with the facts," Mr Samuel said. "In the last two years four theses by clinical students have not dealt with patients, even peripherally, and two of these have used animal subjects in Mr Pollard's own section of the Psychology Department — perhaps he is unaware of this."

Mr Pollard said he had apparently been misled by a description of the course by the Chief Clinical Psychologist at Sunnyside in his recent article in the *International Health Research Newsletter* (Vol. IX, No. 3, 1969).