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If this is true, a complete revision of the examination system is required, with the object of giving greater freedom to the specialist approach of the teachers in different centres. Moreover, the role played by examinations in the University is at present greatly overvalued. We believe that written examinations of the type at present in use are an insufficient and inconclusive test of the attainment of a University education.<sup>4)</sup> The educational task of the University must be taken much more seriously than its role in grading students.

The attitude adopted by us may appear to some a radical one, or even, perhaps, Utopian. Yet what we demand is

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A statement by a group of teachers in the  
University of New Zealand

WE AGREE with Flexner's statement that research and teaching in the University should be 'conceived as hovering on the borders of the unknown, conducted, even in the realm of the already ascertained, in the spirit of doubt and enquiry'.<sup>1)</sup> We regard research and teaching not as separate functions of a University teacher, but as complementary parts of a single activity.

We do not accept the point of view that teaching is the main function of the University, but even from this point of view it should be clearly seen that, as the highest school in the community, the University has inescapable duties to those capable of making contributions to the development of knowledge. We believe that the University fails in this obligation if the teaching it provides is not imbued with the spirit of enquiry as it is embodied in the tradition of research. Teaching which is not linked with research is on a lower plane, and does not stimulate the best intellects of successive generations of students.

The two activities of the University, teaching and research, should be co-ordinated and combined; and this fusion can, and should, be made a very natural one. Most research workers have a strong desire to teach since, to a considerable extent, teaching is necessary for their research work. Ideas are developed and clarified by imparting them orally to others, and by subsequent discussion in tutorials or seminars. Further, the real research worker feels the urge to hand on the torch of which he is the bearer, thereby perpetuating the tradition of the search for knowledge. On the other hand, teaching on a high level is impossible without research. One reason, in Hill's words, is that 'Where there is no zeal for research there is no vitality in teaching',<sup>2)</sup> but a more fundamental reason is that, without research, teaching can never reach right to the frontiers of knowledge.

1) A. Flexner: *Universities American English German*. 2nd ed. 1931, p. 242.

2) *Third Congress of the Universities of the Empire*, 1928, p. 81.