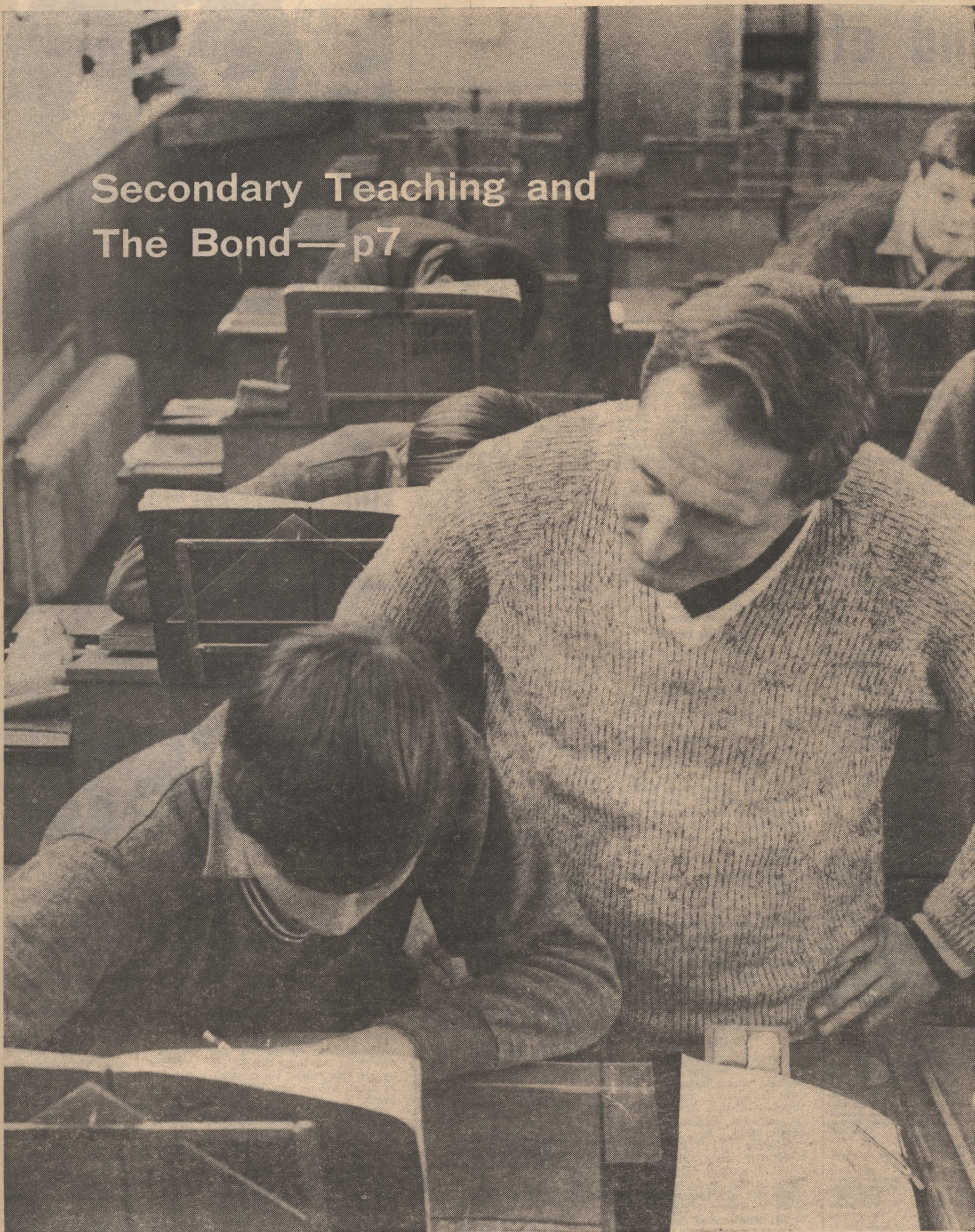


# CRACCUM

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FREE TO STUDENTS  
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Secondary Teaching and  
The Bond—p7



Photograph — Max Oellu



# ANTI-AMERICANISM

## Its causes and effects

"How cold the wind blows a-top a mountain" — John Masfield.

Uncle Sam, resplendent in stars and stripes, stands at the top of the modern world grimly gritting his 100 per cent red-blooded American teeth into a veritable blizzard. Anti-American riots in Tokyo, Rome, London, Moscow; U.S. Embassies sacked in Bolivia, Brazil, Paraguay, Indonesia; and even in little old Adelaide "go home Yank" emblazoned for posterity next to a "beer is best" sign on the Port Road.

America, self-appointed guardian of democracy, freedom and Western society is faced by an ever-increasing wave of resentment for its efforts. Its ideals are regarded with cynicism, its ruthless investment with fear, its protection with even greater fear, and its national character with disdain.

### Puppet Show Democracy

The history of American foreign policy can only make one dubious of the motivation of U.S. actions. The history of U.S. intervention in South America in the name of democracy would make a good script for a farce. U.S.-inspired South American democracy has proved to be hydra-headed — kill one dictator and two more arise, giving the CIA at times a desperate task choosing between the rivals. U.S. warships appear on the scene to supervise elections regularly and only disappear when a new pro-U.S. ruler has been successfully "elected." The history of Haiti, Dominican Republic and Panama have been particularly under benevolent U.S. jurisdiction, being of considerable strategic importance.

Whatever one's view on Vietnam, one could not seriously suggest that the reason for U.S. involvement is to protect democracy in South Vietnam.

The U.S., by covering a completely understandable policy of expediency under saintly white veils of crusades for democracy leaves itself open to world-wide cynicism of its motives. And worse, surprisingly enough, many world peoples resent being politically expedient for America.

The American foreign policy bears out for many their

image of the American people typified by that lowest of low creature, the U.S.A., pre-packed, cigar smoking, drawling, arrogant, extra king-size tourist. This image, whether unjustified or not, crystallises everything the world hates in the Yank. Brashness and audacity are synonymous with this image. We think of the Yankee tourist as being like a pubic boy who has just found that he has an eight-inch penis. And not only does he swagger in the confidence of his superiority, he uses it.

The products of U.S. entertainment bear out this image. The Hollywood spectacular, an extravaganza of sex and colour becomes very stereotyped after the second or third. Their novels follow too often the 400-page, glossy covered, subtlety of Peyton Place. Their music has produced the great conglomeration of Big Band sound which no other nation in the world could ever have produced.

This is not to deny the great aspects of American culture. However, it is unfortunately these latter elements which are least remembered. And in this the U.S. falls partly prey to its own press, which, dependent on sensationalism for sales, gives much greater emphasis to the sordid events on the American scene.

### Glasshouse People

The world citizen, dubious of the American by virtue of the image, has merely to look to the U.S. internal situation to have his worst fears confirmed. From slavery and civil war the U.S. has moved through the greatest crime waves Western societies have witnessed, witch-hunting of Communists, the Klu Klux Klan and now race rioting which is serious enough to necessitate machine-gun emplacements on Capitol Hill. All this from our saviours of democracy; and as a free bonus, we have the highest divorce, suicide and heart disease rates in the world.

Even those secure in America's friendship find themselves squirming uneasily under an ever-increasing domination of American investment, culture and foreign policy; an invasion which causes resentment at the swamping of local culture often coupled with a dislike of its replacement.

### A Hot Seat

America is the most powerful nation in the world, a position which it has attained only relatively recently in times of history. It is finding its position increasingly uncomfortable, its name increasingly disliked and maligned, even among its allies. It cannot afford to be blind to this trend which will make its self-imposed obligations increasingly difficult to fulfill. The seat of power is an exacting one and until America improves its credibility in the world, cleans up its glasshouse, projects an image of maturity and learns

to use a scalpel as well as it uses a bulldozer, it will find the seat is upholstered with barbed wire.

The American at war is sometimes almost a pathetic figure. He wages war like a bull elephant on an ant. His enemies and allies alike fear and laugh at his grotesque efforts.

In both world wars the American caused much resentment by his late entry. You can find many First World War veterans will tell you of American bullets filled with paper instead of powder, and then of the Yankee soldiers who came at the end of the war, full of brashness, food and better equipment and "Man the War for the Limeys."

In the Second World War the American soldier caused resentment with his smooth ways with the women — slighted pride caused much ill feeling. One British journalist summed up his feelings toward his allies by writing, "The trouble with the Yanks is that they're over-fed, over-sexed, and over here."

The other side had more cause to hate the American and correspondingly their feelings more stranger and more general. The Axis had little respect for the American as a fighting man, but fell victim to his immense fire power. The incredibly wasteful bombing of Hamburg and Dresden, where thousands of refugees had sheltered, as they were non-strategic, were each explosions of anti-Americanism.

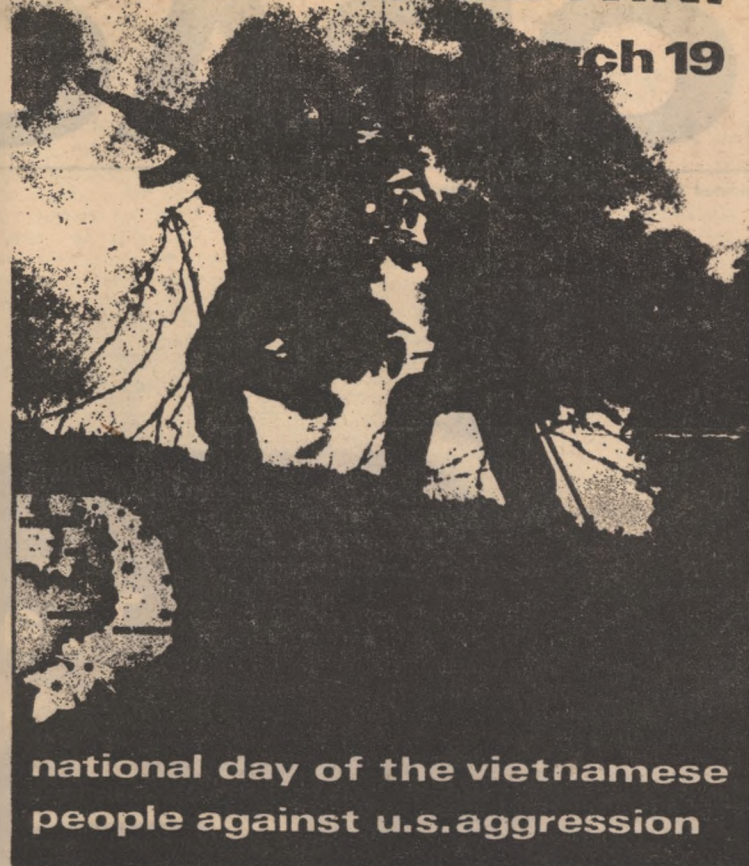
You may hear many a heart-rending tale of the image of American weapons, not only of the army variety. Tales of fathers shot defending their daughters; of 50 girls herded into a blocked-off tunnel followed by a platoon of "our boys." Unfortunately such conduct is excusable from the losers, from the winners it is slow to be forgotten.

### Weight of Victory

And this is true of all American engagements—they are always the winners, the more powerful and the protectors of democracy. Somehow one can always sympathise with the underdog for what are only human feelings, but the same failings in the

## VIETNAM WILL WIN!

March 19



national day of the vietnamese people against u.s. aggression



man wielding the stick are criminal.

In Vietnam who thinks of condemning the Vietcong for atrocities? But the American is vilified for the same actions. Bertram Russell's War Crimes Tribunal, affectionately called "Kangaroo Court" by many, is perhaps the most detailed, and in many cases unfair, indictment of a nation at war since the Nuremberg trials.

America at war is paying the penalty of success. Sympathy for the loser covers a millions sins; the sins of the American are hung out to air by an ever-ready, sensationalist and often anti-American press.

The GI himself is a major cause of anti-American feeling. His publicity is such that few can feel respect for his fighting ability. He is portrayed as a gutless, sobs-making sex fiend, whose one prowess lies in producing millions of technicolour babies and passing on V.D. He is laughed at for his Coca Cola and ice cream in the field, envied for money and success with women, sneered at for his gullability.

Most of this is not true, or

at least is a gross exaggeration. No one could be as bad as the average GI's portrayal. It is a product in part of resentment for the bigger man, a combination of fear and envy. This is worsened at the moment by the conviction in many that the war in Vietnam is wrong, which makes them ever more susceptible to any maligning of the Americans, in their minds, the authors of this tragedy.

Whenever the American goes to war he will face the same problem if he wins. While the American nation sets itself up as a crusader for democracy, and wins, enemy anger of this crusade who blunders will condemn the good. Human nature is such that the sins will be remembered long after the good is forgotten.

So the American at war is faced with a dilemma. If he wins, every misdeed will be a running sore of anti-Americanism feeling; in fact his very victory will contribute unless his cause is completely and unanimously accepted as right. It seems if they must fight they must be unpopular or lose.

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### CRACCUM

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**COPY CLOSES**  
**FOR ISSUE 9**  
**ON**  
**JULY 30th**  
**VOTE**  
**IN EXEC**  
**ELECTIONS**  
**THIS WEEK**



# "New Zealand is Wasting Human Resources" says Keith

As a general observation, this country produces a large amount in human resources but fails to use most of them, says Mr Hanish Keith, keeper of the Auckland Art Gallery and Labour candidate for the Remuera seat in the 1969 general elections. Mr Keith was addressing a meeting of the University Labour Club on the topic of "Art and the State." More precisely Mr Keith believes that there should be "a greater degree of involvement of the State with the artist."

In his talk Mr Keith compared the present relationship of art and politics in New Zealand with their possible relationship. He began by saying that in recent years that arts have tended to become political, that is that positions on organisations concerned with the arts have been given as political rewards. But there can be a living, creative relationship between the artist and the State without having to descend to the artistic depths of the Soviet school of "social realism."

Mr Keith traced through what he considers to be the fictitious argument that the artist should see the State as a "moneybox for the artist to call on." This stems from the idea that great European art has been fostered by patronage, and that the source of patronage in present-day New Zealand is the Queen Elizabeth II Arts Council. This, in Mr Keith's opinion, is a dangerous situation because the State avoids its obligations "by passing the buck" to a bureaucratic, autonomous body.

Discussing his idea of the State's obligation to the arts Mr Keith

suggested that the arts exist as an area of communications. Hence it's not necessary to see the arts as heightening one's experience or enriching life in general. The arts give some people a sense of their own identity, and that "the value of the arts is that they allow us to identify ourselves as a group... of cultural entity." Mr Keith thinks that it's most necessary for New Zealanders at the present time to "be aware of the identity we have." Too many of our cultural institutions still reflect the idea that we are "cultural expatriates."

Mr Keith would like to see patronage restored to its original meaning. The State should make certain demands on artists, instead of its present "witless participation in the arts." In the field of visual arts, for example, painters and sculptors could be of assistance to architects in designing buildings and so on. Architects are trained in the technical problems of filling a space, but painters and sculptors are also concerned with the use and problems of space. He suspected that a similar argument could be made for writers and musicians and their on-again-off-again relations with the NZBC. All in all he was opposed to the emphasis put on the separateness of the arts, and that art, and he was thinking particularly of visual art, should be unobtrusive and "directly relate us to our environment."

When asked about direct government participation in the arts Mr Keith replied that he was in favour of more projects of the kind that the Labour Government commissioned in 1940 for the celebration of New Zealand's

centenary. He did not see any real need in New Zealand for a Ministry of Culture such as the French Government has, but thought that it would probably be better for the Government to co-ordinate such activities through various Government Departments, e.g. Internal Affairs, External Affairs, Tourism, etc. Even ideas for such relatively mundane things as industrial and graphic design are "sadly lacking" in New Zealand Government.

On the subject of the Arts Council Mr Keith said that most of

its handouts are absorbed by the top-heavy administrations of groups such as opera and ballet and by travel grants, which show little return. Because of the impossibility of organising the visual arts in this way, they have received less than five per cent of the available finance. Furthermore opera and ballet receive support from groups whose prime concerns are not with the arts at all. The Arts Council itself remains dominated by the idea of seeing an obvious return on its investment.

—Chris Smithyman



Arts Council  
Chairman Simpson  
"dangerous situation"

## KIRKNESS DISCUSSES UNIVERSITY SYSTEM

Speaking at a recent student camp, Dr John Kirkness discussed student life in the following terms:

The student has a dual role. He is often seen as something processed, going through a sausage machine and coming out very much like all the other sausages. But the student is also a consumer, and the product he consumes is instruction. As a consumer he has an interest in what it is he is consuming. This interest lies in three main areas, what is taught, how it is taught and how it is examined.

The university hands over skills,

it gives mental training, it conducts research, and in New Zealand it provides a large part of the cultural background. Any course should follow one or several of these aims. A further matter is the balance between content and technique. In the social sciences almost all of the course is fact collecting, while in the sciences a large part of the time is spent on methodology.

Students are greatly affected by the way in which they are taught. In lectures they act as stenographers, compiling information, with few hints on technique and no opportunity for comment. Tutorials rectify this to some extent, but their value is variable, and they too, are often stenographic sessions. It is interesting that some academics object to tutorials, because they are exposed to the occasional question to which they cannot give an immediately satisfactory answer. Most lecturers have no teacher training, and

would be horrified by the thought. Ability to teach is a very insignificant factor in the making of staff appointments.

The exam system is notoriously unreliable. The use of sources is not allowed, and they're largely a memory test. Departments set their own standards, and these vary considerably. An easy unit is one with a high pass rate, a hard unit has a low pass rate; no reference is ever made to the standard of teaching. It is ironic that honours degrees, based solely on examinations, are seen as fitting the holder for research, when he has never done any.

In all these matters the greatest difficulty is the lack of communication between staff and students. The information media need improvement; the publication of faculty and departmental minutes would help. At present there is no suitable meeting ground for staff and students—a pub is not really a suitable locale.

## VARISITY "LIKE TRADE UNION RUN BY MANAGEMENT" SAYS RUDMAN

"It's a bit like having a trade union run by the management," is how Bill Rudman described the senate of our university. The senate is the effective governing body of the university, the council accepts its recommendations, yet it has only two representatives from the entire sub-professorial staff of the university, and no student representation.

Faculty meetings display a staff apathy which is every bit as pronounced as our much-berated student apathy. At a recent meeting of the faculty of science

13 staff members out of about 150 were present. The minutes of faculty meetings, like those of the senate, are confidential. Yet at this level are discussed many matters of close concern to students: like proposed examination changes, changes in the academic year, restricted passes in degree examinations and BA (Hons) degrees. Under the present system students would find out nothing about these until they were in force as regulations.

With representation as it is being sought, there would be no attempt

at student power, but the student point of view will be presented, before important decisions affecting students are taken. For instance, in discussion on the academic year, the position of students who must earn money in the long vacation to support themselves at university, could be made clear.

The proposed representation at the council level consists of two graduates elected by the student body for a two-year term, staggered to achieve continuity. Graduates are proposed to ensure a high standard of representation, and final nomination would be approved by the student association executive to prevent any basic conflict of interests.

One third of the senate would comprise an equal number of student and sub-professorial staff representatives. At the faculty level there would be one student representative from each department who would be a member of the departmental committee. It is at the departmental level that most problems may be encountered. It is here that personalities, departmental autocrats and other delicate matters come into play. There are occasions when students would not be welcome, in the discussion of staff appointments, or examination questions. But, for instance, students are keenly interested in the method and quality of the teaching to which they are subjected.

It's imperative that every student makes himself aware of the ins and outs of student representation, so that the student body may manifestly be seen to have a keen interest in the running of the university.

discussed by Executive, who referred it to the Disciplinary Committee. It is likely that when Executive confirms these fines, the matter will again be debated.

Students International are known to be incensed by the extra cleaning charge made them after their function. They have charged the Executive with breaking agreement over the cost.

Former Capping controller Richard Rudman and head steward John Allen have both stated at an Executive meeting that the cafeteria was left in a "disgraceful mess" after the dance, and that Students International officials had refused to assist in the clearing-up because they had no intention of again using the facilities.

## THOU SHALT NOT...

Disciplinary Committee met on July 9 to consider four charges. The committee consisted of Messrs I. R. N. McCormick, G. C. Gottlieb and M. R. Price.

Messrs P. R. Hannan and P. W. Paton were each fined \$1 for having their feet on the furniture in the Union Commons Room. Mr D. C. Slater was fined 75c on a similar charge, the standard fine being reduced 25c because there was a book between his feet and the tabletop.

The other charge was against Students International who were fined \$12 for failing to adhere to the conditions of hire of the cafeteria and for misuse of the cafeteria facilities on Saturday, April 27.

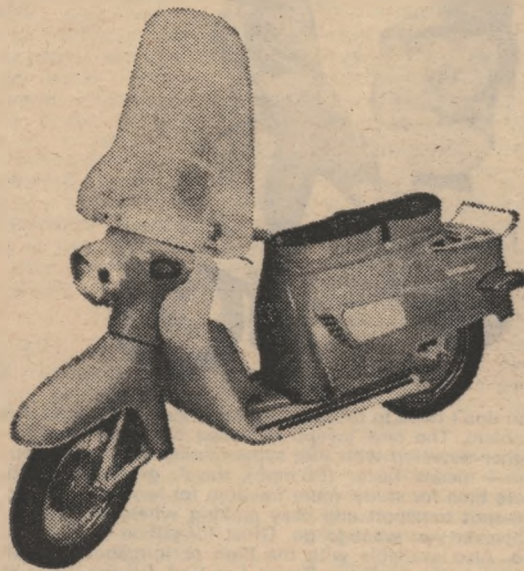
This matter has already been

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## ELECTIONS

# Rudman Wins In Colourful Contest

## Law, Goodison Elected

W. D. Rudman (a PhD student in the zoology department) defeated Tim Shadbolt (the colourful leader of Ausapocpah) by 1539 votes to 948 in the Studass elections held at the beginning of last week. Mike Law became the new vice-president and Gillian Goodison (a third-year BA student) became the only successful Ausapocpah candidate when she squeezed into the position of W.V. P. defeating Judith Ramlose by 49 votes.

These were certainly the most colourful elections ever seen at A.U. and although the interest taken in candidates' speeches and policy was intense at the quietest of times the total vote was only 200 more than the McCormick-Berry contest last year.

However, there can be no doubt that it was the presence of Tim Shadbolt and Ausapocpah that made the elections what they were. In the middle of the chaos that reigned in the association office after returning officer Alastair Porter had announced the results Tim Shadbolt gave a lengthy interview to Craccum which at times seemed to be more of a public address to the crowd of Ausapocpah supporters who had gathered to hear the result.

While other candidates refused to make any statements or rushed off to drown their sorrows Mr Shadbolt told Craccum that he was delighted to think that Ausapocpah had gained the support of 40 per cent of the voters despite what he called the "abundant misconduct" of the election. He said that he had aimed at about 200 votes but was disappointed that he hadn't made the 1000.

Mr K. Berry (who stood for president against McCormick), however, felt that Mr Shadbolt could thank his lucky stars that he had that many votes.

Mr Berry also said that too many people who knew both candidates had sat on the fence.

Mr Rudman (the president elect) told Craccum that he felt that the voters had shown what they wanted, while Mr Law said that the result was good to see.

This strain of non-committal statements was continued by Mr Selwyn Anderson (one of the defeated MVP candidates) who refused to speak to one Craccum reporter because of his "manner," but in the end "Sexy" Selwyn told Craccum that he thought the majority of Ausapocpah support had come from first and second-year students.

This remark would seem to be true, although from surveys carried out by Craccum in the cafeteria during the course of the election campaign it would seem possible that Mr Shadbolt received so many votes simply because he was known.

Many voters were heard, when filling in their voting forms, to ask which Rudman was it that was running for president.

The supreme irony in the necessity to establish one's "image" very clearly on campus came when some ex-flame of Richard (Capping) Rudman came up to him and congratulated him on becoming president.

Perhaps this has reopened the notorious family feud that seemed to be healed temporarily when Bill shook Richard's hand after the election.

## John Farrier

### Capping Controller

Increasingly capping is fast becoming more and more complex. We need more than ever as capping controller, an individual who is both an innovator and a competent administrator.

John Farrier is the ideal candidate. A Fourth year architectural student he has been involved in capping for some time. This year as a member of capping committee, he organised boat race, the biggest and most successful ever.

Every year it becomes and more difficult for the capping controller to improve on the previous year's. John makes no pretence of entering into the job with any hard and fast preconceived ideas, but rather sees the position as one of leaving full scope for originality while providing a unique opportunity for every student to play a full part in the major student event of the year.

It is also imperative to remember that the capping controller is a member of the executive. I believe that John will make an exceptional executive member and will prove to be a real asset to the association. Since his commencement at Auckland University he has taken a full part in the affairs of his own faculty and in the association; apart from capping committee he has also been a member of Student Liaison Committee, Public Relations and the New Buildings Committee.

On top of this John has attended many executive meetings and has thus formulated his own views on the way the affairs of the association should be run.

John has been nominated by Kevin Berry, Mike Rudd and Mike Absolum. These three have all had considerable experience with capping, and one has no hesitation in endorsing their nominee.

—Michael G. Law

## Barry McLean

### Societies Rep

Barry MacLean is a fourth-year law student who has had considerable experience in Societies' affairs. He has been president of Bridge Club for two years and has this years served as a member of Grants Committee and Arts Festival Committee.

He is keen to see implemented the proposals for a specific sum to be set aside in the Association budget each year for grants to Societies. This is to ensure that in a year of bad financial management by Exec Societies will not suffer through lack of funds during the next year.

As Societies' representative he would reform Grants Committee with regard both to its administration (notice of meetings, forms of application etc.) and its structure. The present system will be amended to enable appeal by clubs who feel that they have been unfairly treated. Barry would reinstate Societies' Committee to provide better services for clubs and societies. Affiliation of new Societies could be adequately debated before it reaches exec and since the Societies' Committee has power to recommend to exec on allotments to affiliated clubs, the appeals could come before this committee to make recommendations to the exec.

As an exec member Barry will give full support to the establishment of the proposed student representative council and greater student representation in the university. He will seek to get noticeboards in the common rooms for notices of general interest since at the moment the cafeteria provides the only facility. He will also seek extended hours in the new library and relief of the present inadequate telephone system by the provision of more telephones.

However Barry does not see his duty as only that of representing Societies. Although aiding Societies is his prime responsibility he feels he has a duty to the general student body and has strong ideas for the improvement of the lot of all students.

Nominator: Michael G. Law.  
Seconder: David Vaver.

## John Wynyard

### Societies Rep

John is a third year law student and is president of the Jazz Club, one of the most successful clubs at varsity this year with the largest financial turnover. John has been on the committee at Norman Spencer Hall and was social controller there in 1966. He has been intimately connected with Studass affairs since he has been at varsity because of his musical talents. (John blows a cool sax and can play guitar, piano and drums.) He has provided music for nearly every social function at varsity and in the process has had a great deal to do with the organisation of these functions and the clubs that ran them.

He is on the staff of Craccum and has attended exec meetings and followed the activities of the association with much interest this year.

He sees the societies representative as being mainly concerned with the following issues over the next year.

- The revitalisation of societies committee so that societies can keep exec informed of their needs and comments and co-ordinated among themselves. (Under John, Jazz Club has successfully combined with Lit. Soc. in poetry and jazz readings and John says that he thinks this type of thing could become more frequent and encompass more societies — for their own members benefit.)

- Along these lines John wants to see a full inquiry into the activities of university societies and investigate and instigate ways of making some of the more lethargic clubs more alive and active.

- A fuller and fairer investigation into the grant that each society needs to run itself with each year.

- A "Societies' Day" in the cafe once a fortnight at lunchtime when each society would have an opportunity to build a greater interest in its activities and students could see where their fees were going when it came to societies' grants.

- John thinks that the present regulations concerning publicity for societies are designed to hinder rather than help their activities and would like to see something along the lines of centralised advertising bureau established for the use of societies.

- Because of the appalling lack of funds available to societies in recent years and the general uselessness of NZUSA, John vigorously favours withdrawal from this body and would like to see the \$5600 spent for the tangible benefit of Auckland students.

He would like to see the fullest attempts to make student representation on all levels a reality.

Generally John will represent student opinion fairly when such representation needs to be made and not to cater for minority groups.

Because of John's wealth of experience and proven ability he is the ideal man for this very demanding job.

## ELECTION NOTES

Where were all the write in votes for Ho Chi Minh and Snoopy at the officer's elections. The only highlight during the reading of the votes during counting was the student who voted "no vote, Bone, no vote."

Don't get an inferiority complex if they didn't know you when you went to vote this year. Mr McCormick was asked for his name and ID card when he voted in the Berry McCormick contest last year.

## Election Results

### President:

W. B. Rudman - 1539  
T. Shadbolt - 948

### M.V.P.:

M. C. Law - 1343  
S. J. Anderson - 631  
B. Bone - 419

### W.V.P.:

C. Goodison - 1158  
J. Ramlose - 1109

### PORTFOLIO ELECTIONS

July 25th and 26th

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## Andrew Waite Social Controller

University politicians always begin by saying what they intend doing, this gives the voter an idea what the candidate is capable of. I therefore personally think that candidates should have some background in the portfolio for which they are standing. The post of social controller is purely administrative so it cannot be used as a platform for political aspirations. Therefore an imaginative administrator is needed.

I am standing for social controller as I have had experience in both the administrative and the practical side of entertainment, having worked for two large organisations in this field; and also being a professional musician for a year and a half. After recently joining the social committee as an ex office member (for jazz club since I am treasurer of this year's most active club) I am convinced that the social scene at university is limited by cramped thought. We have the facilities, let's use them for the good of the whole student body.

My policy therefore is:—

- To revitalise this whole scene by using my knowledge and contacts which I have gained through my association with the entertainment business and also to use the many and varied ideas of the student body which I propose to tap by poll.
- To use and to upgrade the facilities we now have to provide a more comprehensive social programme.
- To gain more concessions for students at shows, films, clubs, etc., and to make more use of those which we are already offered.

This post is administrative and I therefore stand as an administrator not as an aspiring university politician.

## Charles Battley Student Liaison

I am standing as an individual student because I firmly believe that student liaison—and for that matter executive — should be responsible directly or indirectly to no other pressure group than the entire student body.

Student liaison is by its very nature both an administrative and a policy formulating position.

This post in the past two years has become little more than a sinecure. I plan to revitalize student liaison so that it once again fulfils its function by:—

1. Efficient and unbiased liaison between students and exec.
2. Establishing strong communication between student and student.
3. Active support of students' rights within the university.
4. Revive, modernize and maintain the student counselling service for all university students — whether New Zealand or overseas — in any aspects of the university life and orientation.

Student affairs this year will involve three large and complex issues.

1. Student rep. in university govt.
2. Absorption of two large affiliated groups into the university life.
  - (a) Engineers
  - (b) Med school
3. Improved parking facilities.

Student liaison will therefore require energetic and efficient leadership with a total commitment to the student body. This must be unbiased and prepared to support or oppose both the executive and the individual student man in an independent and active manner so that student interest is always upheld.

—Charles Battley

## Bill Puru Student Liaison

Puru is standing for S.L.O. to improve liaison between exec. and students and also to improve the welfare of students in general.

● Puru intends pressing for speedy formation of a students' Representative Council as this body would improve liaison between exec. and students greatly.

● Organising speakers to prepare secondary school pupils, intending to attend university, for enrolment and student life.

● Supporting the issue of a weekly Craccum.

● For Orientation functions

1. Better co-ordination and publicity through earlier planning.
2. Encouraging club activities at the Students Union quad. These activities would assist in creating a student spirit particularly if continued during summer term once a week after orientation next year.
3. Societies' Day to be held at S.U. quad.

● ID Cards

4. In general promote the greater use by (i) changing the format to make acceptable to public libraries, (ii) gaining more student concessions, (iii) seek the assistance of the library in financing ID card costs.

● As an exec. member

5. Advocate extensions to building as soon as possible.
6. Does not support affiliation with NZUSA.

Puru as a former Auckland Jaycee member feels he is most suited to press for shop discounts downtown. This year he has been a member of the Societies Grants Committee, has assisted Mike Law's PR Committee and has been active on Students' International and Maori Clubs.

Puru is a maori commerce student in fourth year and has been studying part-time and full-time this year. He is particularly concerned with the welfare and well being of non-European and non-Auckland students and would encourage the workings of the Student Advisory Bureau to all students—particularly those students mentioned in this paragraph.

## Alan Farr Public Relations

After the determined effort by the students last year to resist the attempt to abolish the position of Public Relations Officer, the portfolio has come under close scrutiny.

The last two committees have done a great deal of work and relationships with the news media have never been better.

Because of the importance of this position, I believe Alan Farr to be an excellent candidate.

A third year student finishing a BSc, he has impressed those who know him with his work as co-arts festival controller.

His capacity for hard work and his readiness to spend so much time in student affairs, leaves one with no doubts about his ability to fulfill this position.

Should Alan be elected he intends to make the proposed open day next year an outstanding success. He also intends to work in very closely with the University Council's Public Relations Committee. Already some liaison has been established and Alan is the ideal person to develop this further.

While continuing to use the usual news outlets, he proposes to investigate other means of publicising student activities. Some proposals are a television programme on education, other magazines and possibly a radio programme similar to that run by Canterbury and Victoria Universities.

Alan has the support of many people who have been involved in Public Relations, and his experience on both arts festival and Student Liaison Committees will make him a valuable executive member.

Along with Melcolm Calder and Ann Waters, it is a pleasure to nominate Alan Farr for Public Relations Officer.

Michael G. Law  
Public Relations Officer, 1968

## Alan Liddell Men's House Committee

Alan has been chairman of the House Committee for the last six months and has carried out his miscellaneous duties with skill and enthusiasm. It is hard to make out a list of personal achievements since what has been done has been done by the whole committee, but those students who have found lost property, had problems concerning the building and needed travel or first aid advice, have greatly appreciated the help they have received. The dry-cleaning service promised last election has been arranged and will begin as soon as facilities are installed.

As to future policy, Alan hopes, with the aid of the new executive to expand House Committee's duties to provide more student services (the committee will run the dry cleaning service); and, in accordance with recently expressed desires try to brighten up the building with good quality student art. On the executive he will oppose our continued membership of N.Z.U.S.A. and also try to confine A.U.S.A. executive political activity to those issues concerning students. As a law student, Alan also feels that directly some legal aid system for students is necessary and will work toward it.

## Michael Volkerling Publications Officer

Michael Volkerling is a third-year Arts student studying English III and English special. He is a past committee member of the Literary Society and a present committee member of the University Reform Committee, Vietnam Peace Society committee and Publications committee.

He is editor of Craccum 1968, co-editor of Orientation Handbook 1969 and of the Guide to Student Flattling 1969.

As such his practical experience in university publications and administration is extensive, and he has demonstrated this year his capacity for hard work and his administrative ability.

In addition he is in a unique position, to appreciate the practical demands of student publications internally and externally.

His policy is:—

- A weekly Craccum in 1969 but conditional upon:
- The appointment of a full-time director of student publications who will be responsible for technical production of student publications.

This will mean:—

1. That the general standard of format for student publications will be considerably raised.
2. The editor will have more time to train his staff in journalistic technique and to solicit better copy.
3. The publication archives will be more systematically maintained.
4. The selection of the Craccum editor will not be dependent on irrelevant standards of technical accomplishment.

● The election of the editor of Craccum on the basis of his editorial policy in order that the student body may have a say in the content of their official newspaper.

● The administration of publications finance solely by the publications committee and the Studass accountant to ensure independence from Exec control.

● Support of NZSPA for its valuable inter-university news service and its equally important publication Focus.

● Increased liaison between student publications and the public relations officer to supply the daily newspapers with information otherwise not readily available.

● Increased public sales of Craccum.

On the basis of this policy and his personal qualities I have no hesitation in nominating Mr Volkerling for publications officer.

Mac Price

# AUSAPOCPAH

The fact that Ausapocpah gained 40 per cent of the polls in the primary election proves beyond doubt the desperate need for some changes in our university.

Our basic aims remain to inject new life, vigour, colour, enthusiasm and imagination into New Zealand's universities and societies.

I hold no grudges or sour lemons against Billy. I know we can work together to produce one of the most successful and positive execs that the university has ever had.

## Renee de Rijik Men's House Committee

Student funds, Government assistance and public benevolence have provided our university with new buildings, better facilities and more breathing space. Now it is up to us to provide the most important aspect of university life — an atmosphere in which it is fascinating to work and exciting to be a student. Our buildings still need to be brought to life — they are to be a place where students can express themselves, where we can feel at home and create that spirit which makes university life so much more than just dry study and valueless unit accumulation. Instead of concrete walls we want colourful posters. Displays of student art, anything that will interest students.

Why not an enormous notice board in the middle of the campus where everyone can put up posters regardless of stamps or official permission?

And those wash-out attempts at Roman columns which they call airpipes could surely be put to more extensive use than that of helping students breathe.

I shall support our social room (pub) and if we cannot possibly share the grad's bar with our great superiors why not use the women's common room? Do women really need their own little place where they can gossip, knit and read in segregation? I would like to see us all together — singing and talking and making music, just all of us in one big room — not the boys on the top floor, the girls on the bottom floor and the daring ones in the middle.

And besides John Courts we should have a shop that will be of

benefit to all students in which any student can buy or sell whatever they like.

Also, some part of our building should be open all weekend — preferably the social room and the TV lounge so that students can come together at any time of the week. The coffee house should at least be opened on Friday and Saturday nights. Being a student is not just eight hours a day, five days a week — it is a way of life.

I realise these aims it would be inadequate to form my own little body. I intend to unite with exec members and students continually to achieve the best possible results.

## Mike Whatly Societies' Rep

As Societies' representative I will concentrate on:—

1. **Publicity:** How are societies expected to engender interest in their meetings and functions if their maximum advertising ability is two posters. Societies must have the right and use of equipment to fully advertise all events. Special notice boards will be set up in prominent places around varsity for this purpose. Societies must have free use of association typewriters, gestetner, silk screen material (when we get it), etc.
2. **Larger Grants:** Much more assistance, financial and otherwise, is going to have to be given to our societies if there is any hope of getting students really involved in the life of this university. Exec must therefore be pushed early next year to increase the grant for societies. (After all it's the only benefit many students get from their \$16).
3. **Liaison:** This can be improved between societies and association. Examples of this are the use of advertising equipment,

and the Students International fiasco.

4. **Use of Buildings:** University societies must be given preference of use of all buildings. Such injustices as Folk Society not being able to hold a concert in a lecture theatre, because of an outside function having preference, should not occur.

5. **Orientation Fortnight:** Students arriving at university for enrolment are led through a maze of officialdom to have a Societies booklet thrown at them somewhere along the line. Much more information should be given, and high schools should be visited at the end of the year. Even when a student puts his name down for information on a society he rarely receives a reply. Material and details of societies must be readily available to all students in Orientation Fortnight.

Finally, as a first-year student I feel that (there being 2000-odd freshers at this university) it is about time they had some representation on Executive.

—M. F. Whatly

## CONCLUSION

Much of the work of portfolio officers does and should overlap. We're not trying to gain political advantage by stealing other officers' thunder. Exec members instead should be prepared to work together to link up such committees when necessary, act towards the benefit of students.

We will all have to work to solve things like the parking problem or Educational reform — its no good leaving it to officers concerned or even the Exec since these are problems every student should ponder.

Instead of a split and divided Exec trying to lead unsteady subcommittees representing an individual stream of students, bathed in apathy and ignorance (as a result of a useless Exec) and all running in different directions, we must learn to get together if we ever hope to achieve any results at the little university of our.

## Tim Shadbolt Social Controller

As social controller I would not only expand the whole of social life along normal patterns but also enlarge the concept to include:

1. Establishment of a student village and market.
2. Establishment of a social room where students could partake of alcoholic beverages.
3. The continuation of weekly newsheets until a weekly Craccum is established.
4. Work toward an annual magazine criticising lecturers' lectures and courses.
5. Completely overhaul capping week.
6. Abolish the clothing laws.
7. Work for student concessions in theatres and public transport.
8. Encourage students in work for social reform as well as social life.
9. Improve our education system so that students have more time to appreciate student life.

As a social controller I would like to change the concept of social life as a selfish pleasure-seeking waste of time. Social life can be far more constructive and objective.

A student concert and picnic for old folk or taking orphans to the zoo could be just as much fun as leaping up and down to beat music.

I would like to see the quality and quantity of social life rise rapidly.

Finally I would like to add that as a defeated presidential candi-



# WHY I AM NOT STANDING AGAIN

—by Gary Gotlieb, M.V.P.

During last year's student election I was asked that if I was elected vice-president would I be prepared to stand as president the following year. I stated I would be prepared to do so if I was successful with my units and if students felt that I had given a competent performance which I personally felt I would be able to continue. I didn't have as much success with my units as I wished and therefore I will not offer myself for reelection. When I finish my term in August, I will be able to concentrate without distractions, on my varsity work. If you want to do justice to anything, you've got to put the time in. This also applies to executive. It is all very well to stand around campus like the "village idiot" so that everyone can see, but its the effort you put in behind the scenes that count, and this can undermine varsity studies.

The amount of work involved on executive depends on the individual, and if the pace gets too torrid there is always the prerogative of being able to resign. The Student Union is a big business and there is no limit to the amount of work that can be done. The question is where to draw the line. Often it is hard to shut oneself off from the establishment and this is an obvious distraction.

There's only one thing I wanted out of executive; and that was experience. I've achieved most of what I said I would do and gained this experience in doing so. There are some things you grow out of and I think I've done this with exec.

Each year we are blessed with new members on executive but with so many of these wishing to set the world on fire it does become a little tedious. The self-crowned expert who has to talk at each executive meeting on every subject, usually at great length (even though this probably helps the individual understand what the problem is about) does tend to get one down. Often their most enthusiastic efforts are directed at what they feel to be the popular issue for publicity purposes. Another annoyance which I am no longer prepared to tolerate are the executive members whose judgments are more than often based on protecting their political parties' interests rather than that of the student. I have always held that any political discussion on executive should be limited to topics that touch and concern students (e.g. education and bursaries) and if there is any need to comment on other political issues that this should come from a directive of a SGM or the proposed Student Representative Council.

I must make a mention of Vaughan Preece the Administrative Secretary without whom Studass would be in a sorry state. Yet we have so many little children who treat him with suspicion and rudeness. It is times like these when you discover how inexperienced and often irresponsible students can be, when you wonder whether students are capable of governing themselves. I suppose with developing individuals its hard to expect consistency. It would be nice to see older students taking an active interest in executive.

What amuses me are the students outside executive who act as the watch-dog of student interests more willing to criticise than place credit. Much of this is motivated by their own intention to join the little merry band. Every year a few months before elections they start to appear intent on finding out how the system works, and I wish these people all the best if they are out for the students' interests. I notice that a group who go under the name of AUSAPOCPAH are intending to contest most portfolios in the coming election, even though I'm critical of the present system of executive, I don't consider it to be a joke.

I feel that the system will soon experience much-needed overhaul in the form of the Student Representative Council which will give a satisfactory reflection of student opinion rather than the often one-sided SGMs. I consider that not enough use is made of sub-committees, those that work show how valuable they are. Executive meetings should be to consider their reports and to administrate how the union should function, rather than to be an all night rave where discussion which should have been done at sub-committee is originated at these meetings. This is one way to lessen the task of individual executive members and to discover the many talents of students. There are worse ways to spend your time.



Mr Malcolm Calder

Three weeks remain before A. Arts Festival. Craccum took an early opportunity to interview the new Arts Festival Controller, Malcolm Calder, about progress so far.

"Major arrangements are complete," he said, "and there aren't a great number of minor details causing us concern." We asked Mr Calder whether the 1968 Festival would differ markedly from previous ones. He answered that the programme was, as usual, designed to cover many aspects of the Arts, but the only major differences would be a greater concentration on the promotion of large professional-type public concerts.

With such a huge programme arranged, it is of course impossible for people to get to everything they might want to attend. Craccum asked Mr Calder to pick out a number of the highlights.

# CALDER OUTLINES ARTS FESTIVAL PROGRAMME

"The outstanding feature of the films programme," he said, "will be the screening of Jean Luc Godard's 'Far From Vietnam' for the first time in this country."

Entries for fine arts and photography exhibitions are colossal, and it seems that a lack of space may prevent the showing of all entries. Two new sections, instituted especially for the 1968 Festival, are the E. C. Lachlan Photographic Award and the Air New Zealand Universities' Fine Arts Award. Both prizes are attracting considerable interest all over the country.

Five major drama productions will be staged during the festival. The programme is arranged so that drama buffs will be able to see all five productions. In addition there will be afternoon performances of modern languages plays.

Tommy Adderley and the Musicians' Club 18-piece Rehearsal Band top the bill for the Concert Chamber Jazz Concert. They will be supported by a full programme of student musicians, most of whom have had some professional experience.

An open-air jazz concert will be held at the Albert Park bandstand which will also be the venue for midnight poetry readings.

Two public concerts dominate

the festival folk scene. The Friday night concert in the Town Hall will possibly be the biggest folk scene Auckland has seen for a long time. Student artists will be to the fore. Featured artists will be Val Murphy and the Hamilton County Bluegrass Band. Jug band music will also be heard.

Auckland's Grand Establishment have this year assumed responsibility for one of festival's traditional characters—Pooh. The Harbour Bridge Authority refused permission to play Pooh Sticks under their bridge, so GE are organising Pooh readings.

A final highlight will be the triennial Bledisloe Medal Oratory Contest which has drawn a large entry from most universities. This contest is recognised as one of the premier public-speaking awards in Australasia.

The social programme being organised will suit most tastes. The usual Festival Hop has been electrified into a "Freak Out," but there will be the ball in traditional form to appeal to the more conservative. Drinking Horn will as usual provide light entertainment for the spectators, and heavy entertainment for competitors and judges.

The next Craccum will publish full details and a programme for Arts Festival.

# AUSAPOCPAH Who are they?

The other week I went to see Mr Tim Shadbolt—founder of Ausapocpah, one of the newest groups around the university. I have to admit that my primary aim in this interview was to try to get Mr Shadbolt to discuss whether the group was having any real success, and whether its basic policies could really make an impression on the students. Generally speaking Mr Shadbolt was not particularly worried about the fact that the students were not taking Ausapocpah seriously. He repeated several times that with determination and hard work any important matters would eventually interest almost all of the students.

Q.: Since you have been at forum, you've proved a big success with the students. Do you think though that you are getting across the basically serious aims of Ausapocpah?

A.: You can't be serious—you have no choice. When I first started talking at forum, fruit and lunches were thrown at me. Now it is changing. It seems to be a better type of person coming along. Exec is too scared not to come along. We are slowly changing our tactics. But we still keep the tone of the talks light. Our newsheets are generally quite serious. And there is no evidence

that the students don't read or at least have a look at the newsheets.

Q.: Are students by nature apathetic?

A.: Students have the potential to appreciate problems. Most of them don't really realise what is wrong. There are many social problems that exist, but we need to look into them—the Maori problem for instance and the penal system. A lot of students have tried to do something. It's amazing how you get jumped on when you try to do something unusual. They get discouraged so they just turn to apathy. Also a lot of it is part of our education. Student life should evolve around life.

Q.: Assuming you had the chance to carry out your plans how would you get student interest in these problems?

A.: Once we got things happening, and once the students see things happening, I'm convinced they will take an interest just by bringing things into the open and stimulating interest, the student would have to think about it. We think we can stimulate students. This sounds a little unrealistic but if you believe in it and you are determined, you can do it.

Q.: There seems to be a general assumption that you are a "closed" organisation. How true is this?

A.: We're not a closed organisation. We don't want members because we can't see the point in it. With an organisation you are too bound. As it is, it's very independent—we can do more. A small group of active people can do a hell of a lot more than a big club bogged down with organisation. Anyone who is prepared to work as hard as us is welcome to join.

Q.: There's a lot of administration to do with Student Assoc. Executive. How would you cope with this?

A.: This is one problem. Can we face administration? We are just going to stand in the social positions. We are going to leave the technical positions.

Q.: What are your other plans for the future?

A.: For the near future we are probably organising a world tour—working and travelling. Our ultimate hope is starting a free school/university on Coromandel. This is much later when there are other young people to take our place at the established universities. Our study would be based on farming and the whole thing would be an experience rather than a rash-developmental kind of study. University topics would be introduced as a person progresses.



**ON STAGE  
— AT THE MERCURY —**  
**Jan Bashford**  
(of the Old Vic and Royal Shakespeare Company) as  
**PORTIA**  
**Bruce Montague as**  
**SHYLOCK**  
in

Photograph: Noel Brotherton

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# SECONDARY TEACHING AND THE BOND



Photograph — Max Oetli

## Studentships — The Facts

Some facts about the studentship scheme.

All figures are taken from the following two booklets published by the Department of Education:—  
**Teaching in Secondary Schools** (1968) general information for prospective recruits.

**Secondary Teachers' Studentships Handbook** (1968) detailed information for those holding Studentships.

The Secondary Teachers' Studentship Scheme was started in 1956 as a means to relieve the extreme difficulty of staffing the secondary schools, and to try and ensure that the situation did not become so bad again. Since then it has become the major method of recruitment of secondary teachers and the recognised form of entry into the profession. At present there are approximately 583 students at Auckland University who are receiving studentship assistance. Anyone over sixteen on December 31 in the year of application, and who has passed or been accredited University En-

trance, or who holds higher qualifications is eligible to apply for a studentship. This means, in effect, nearly anyone who is able to attend University.

The award of a studentship is dependent on an interview. Mr G. L. Laurenson, lecturer of Division U of the Auckland Secondary Teachers' College pointed out, that as the selection committee is committing the taxpayer for a considerable sum of money, they must be careful to screen the applicants thoroughly both academically, to ensure that they have a reasonable chance of graduating, and by personality, to assess them as future teachers.

Once selected, the student signs an Oath of Affirmation of Allegiance to the Crown. A medical declaration and a bond, either to teach for a number of years or to repay a sum of money. The student must also procure a person as surety, who undertakes to pay a specified sum if the student does not comply with the bond.

Once accepted, the student is

enrolled in Division U at Training College and receives a generous allowance during the years of full time University study. He receives \$425 for the first year, \$535 for the second, \$650 for the third, \$750 for the fourth and fifth. In addition he is entitled to any bursary that he could otherwise claim such as fees and allowances. There are special advantages as well such as the Government superannuation scheme: A tenth unit in your degree will be paid for if it is to be of benefit to you as a teacher. There are restrictions as well — your course must be approved by the Training College lecturers, as well as any changes of course that you wish to make. You are required to present yourself for interviews regularly, especially in the first year of University study. (These rules are, of course, often more of a benefit than a hindrance to the first year student who is weak or unsure of himself). There is also a restriction requiring a doctors' certificate for an absence of more

This supplement was not prepared for the purpose of criticising studentships, training college, or the teaching profession. It was motivated out of real concern at the general discontent among studentship holders with regard to the fact that 1. they are bonded and 2. that they are bonded into teaching.

Personal considerations have played no part in these articles — neither the editor of Craccum nor the compiler of the supplement are holders of a studentship.

THIS SUPPLEMENT WAS COMPILED BY SUSAN RAE. PHOTOGRAPHS BY MAX OETTLI.

than three days from lectures, but it is rather hard to see how this could be enforced! These restrictions are irritating, but are usually relaxed after the student has proved that he is capable of passing several units. In view of the quite considerable sum of money being received, they appear quite reasonable.

When the degree has been completed (all students are encouraged to proceed to masters degrees) a year at Training College is expected. After that, teaching begins and continues at least until the student has fulfilled the obligations of the bond.

Students who are awarded Post-Graduate Scholarships are encouraged to go overseas to gain further degrees. The attitude of the department was expressed by Mr Laurenson as follows: —

"Congratulations on your scholarship, John; we do wish to

remind you, however, that you are still bonded to teach in New Zealand for four years."

Before 1967 marriage invalidated the bond for any women students. The present rule is that a first or second year student has her studentship terminated immediately and the bond is void. Any student beyond this stage is required to fulfill the conditions of the bond if she is living in an area where teaching is possible.

Rules for retaining a studentship are roughly the same as for retaining the fees and allowances bursaries. Provision is made for one suspended year to allow students who fail, to "catch up."

The regulations do not appear unreasonable, nor even very demanding, yet somehow they manage to cause a lot of controversy. Let us, therefore, examine some of the attitudes to the studentship scheme.





Photograph — Max Oetili

# Attitudes to the Studentship System

It would seem most important to consider the attitudes of those most directly concerned — that is the training college lecturers who have the award of studentships in their control, and the attitudes of the students themselves.

The booklets published paint a very pleasant picture, but are undoubtedly fair and reasonable. Consider for example the following quotations:—

Secondary Teacher Studentships are offered to enable you to study as a full time university student toward a degree in your chosen field.

The Studentship may be extended to allow the student to proceed to an honours degree.

In general you must pass at least two units a year to retain a studentship.

Although we have laid stress on the fact that you are teachers' college students, you must also remember that you are university students and have obligations to the university.

These statements are reasonable and perfectly true, but even so, are they not a little one-sided? There are things which they do not say. The first statement gives the impression that full time university study is well nigh impossible without taking a studentship. The extension for an honours degree hides the fact that further bonded years cannot be refused if the student wishes to proceed to

honours. The difficulty would seem to lie not in staying on the studentship as they suggest but in getting off. The implication of the last statement is that there will be a lot of demands made by the university, when, in fact, there are very few.

The training college lecturers point out the advantages of the scheme, Security and independence financially; good superannuation and so on. The lecturers are justly proud of the fact that a large number of very successful students belong to their scheme. The percentage of students who retain their studentships is about 85 per cent, compared with a much lower figure for the fees and allowances. They also have a considerable number of senior scholarships and first-class honours (11 in 1967). Last year one third of all the B.A. graduates were from Division U.

Doctor Kathryn Smits of the Department of Germanic Languages and Literature was on a studentship for nearly all her years at university. She had no trouble getting her bond deferred for four and a half years while she was doing her doctorate in Germany. She found the scheme ideal for her, and considers that as long as the student gives real consideration to the conditions of the bond there should be no need for criticism. She did say, however, that she felt the education department could stress further the implications of the bond.

Student attitudes are somewhat different. It would be wrong to consider that all students are discontented with the scheme. Mr Tony Steele for example, a third year BA student is in favour of it. He wanted to be a teacher when he left school, and he still does, so the scheme suits him very well. But he said, "The thing I dislike about it is that it forces you to teach, rather than giving incentive or making teaching attractive."

Of the many students on the scheme, the great majority are disappointed or disillusioned in some degree with it. The question is why? There must be a reason for this great gap between the attitudes of those in authority on the one hand, and those receiving assistance under the scheme on the other. Are all the students who complain merely spoilt children as Mr Noel Holmes suggested in the Auckland Star not so long ago, wanting both the financial assistance and yet to be completely free once they are self-supporting.

The two most frequently heard criticisms of the studentship are:—

1. The bond and all that goes with it.
2. The year at training college which is described by so many students in such vehement terms.

Let us examine the reasons for these complaints and we may be a step closer to finding the cause of all the present trouble.

The Education Department has refused to give statistics for the percentage of repayments in cash of part or all of secondary teachers' studentship money. The figures are not included in their annual report. If the estimate published in the Auckland Star (4/7/68) is anything to go on (the estimated figure was given as over \$560,000) then the numbers must be fairly considerable.

Ideally, as in Russia, all university students would be paid a living wage, and there would be no bonding. In New Zealand in the present situation of the economy, this remains an ideal. What government in the foreseeable future is going to have the funds to do this? But we could be worse off—the fees and allowances are a big help, especially when supplemented by a job in the long vacation. But there are those who cannot or do not see the point in just being able to manage on the bursary they are eligible for, and so take a studentship. This involves signing a bond.

The student and the surety are jointly bound to pay \$1500 (the maximum amount repayable) unless the student teaches for at least one year for every year for which he was paid to train, less one year in most cases, or unless the student refunds all allowances received. If the student decides to refund the money is usually repayable over a period of two years.

There is absolutely no foundation for saying that the student does not realise what he is bonding himself to. Having passed university entrance he ought to be able to read the bond carefully, and have the sense to understand its implications. As Mr Holmes said:—

"These young people aren't dumb . . . they should have known what they were doing when they signed up to become teachers. Their parents should have known too."

This is perfectly true—you signed the bond, you took (and spent) the money, you knew what you were doing—now you must fulfil your side of the agreement.

But are the issues always as clear cut as this?

## No Sympathy for the Comfort Seekers

It must be made clear from the start that nobody has any sympathy for the student who took the money so he could be comfortable, though he could very well have managed otherwise. He just hoped that he could wriggle out somehow. Melodramatic as it may sound, these are the people who justify the cries of "robbing the taxpayer" that come from the public. But it is far from true to say that all students who complain of the bond come into this category.

There are some students who could not have gone to university had it not been for the studentship scheme. Some students are forced for family reasons to be completely independent. They take the studentship for the money, not because they want to teach. As long as studentships remain the only readily available way for these students to get through university, they will continue to be sought after by some for the money alone. However, it is not necessarily this class of student who causes the trouble. Most of them have faced facts from the beginning, and have realised that they are going to have to do something that they don't want to—either teach for a number of years or pay back a large sum of money. But, having obtained the degree they wished, they will presumably be able to take an alternative job while they are repaying the bond. They are usually resigned, if not enthusiastic. How good they will be as teachers, if they do decide to teach for a while, is another matter which will be discussed later.

## Genuine Change

The trouble starts, I am forced to conclude, with quite another class of student. These are the ones who thought that they would like to teach, and saw no point in refusing the money right from the

start. Fully aware that they were going to teach, they signed on. Then, as time progressed they realised with various degrees of disappointment, horror and dismay what they had let themselves in for. They found that they could have managed without the money, and yet were now trapped because they could not drop out and repay while still students. So they continued to accept and get deeper and deeper into "debt." Most of them were genuinely the victims of circumstances. They thought that they wanted to teach—they were encouraged by the advantages pointed out by the pamphlets and the selection committee; they were probably encouraged by their teachers and their parents; the idea of financial independence was attractive. They had never known any other world except that of school, and were probably unaware of other opportunities that might be open to them. As Mr McCarthy pointed out in the press recently—it is questionable whether at 16, 17 or 18 any student really knows if he wants to teach. One thing at least is certain—no person can know how he will react to university and how his attitudes may change, sometimes very radically.

## Possible to be Trapped

It would do no harm for emphasis to be laid on the fact that it is possible to be trapped. This warning need not come from the training college staff but could be done by a person in the position of the liaison officer for example. Students who have waited until their second or third year before committing themselves are generally much more contented. It is the school leavers that deserve sympathy. Though there are very real advantages in the STS scheme, it cannot be denied that there are also big disadvantages in some cases, of which all prospective students ought to be warned.

## Make a Profit

Funnily enough, if you deliberately set out to make a profit out of the Department of Education, you can do very well. Take the hypothetical case of Belinda X.

"I am doing third year BA. I am above average academically, but not good enough to be in the senior scholarship of postgraduate scholarship categories. I want to travel after I have qualified, so I will have to finance myself. I went to training college and told them of my life-long urge to teach(!), and so they gave me a studentship. They are paying me to complete my degree, and, as I was managing anyway, I am saving most of the money. They will pay me to go to training college next year.

Then I will teach for a year, which I would have done anyway. After that I'm on my way overseas, much better financed than I would otherwise have been.

Admittedly in the case of Miss Belinda X the Government got back what they has given. But can she really be commended for doing what she did?

Mr A is completing his MSc in chemistry. He tells his case.

"I took a studentship at 18, when I left school, because I realised that this was the way to have a comfortable university education, with car and so on. I didn't particularly want to teach when I took it on, and I want to even less now. I would be a fool to teach when I can earn so much more in industrial chemistry. Of course I am quite willing to repay the \$1500 dollars though I have had a good bit more than this over the five years that I have been on the studentship. Dishonest? I am honouring the agreement."

On the other side of the story is Mr C. He wants to do an MA in



# BOND

CRACUM—July 22, 1968

9

history which will be a two-year course. He explains what happened to him.

"When I left school I decided that I would like to be a teacher. I was not a brilliant student so I had no visions of myself going beyond BA. I imagined that three years' teaching would not be bad at all. But, to my surprise, I did better than I had anticipated — not brilliantly, but still well enough to make it well worth while going on to master's degree. I decided to do this, but as I wasn't too keen on the idea of being bonded for five years instead of three, not to mention the extra year at Training College, I told my lecturer that I wouldn't need the money for the next two years, though I was still willing to honour the bond afterwards. To my horror, I found that I had assumed, naively it turned out, that that I was able to do this: I had overlooked the condition.

"You will not be granted a suspension merely to reduce your teaching obligations," but had not applied it to my situation. Now I will not be free for a long time. It was certainly not the fault of the Training College lecturers—it was mine if anything. I only wish that someone had warned me all those years ago. I can't afford to pay back the money right now as I am still not earning. The money up to the end of my third year amounted to about \$1500, the maximum repayable. If I accept the next two years allowances, as I am more or less compelled to do. I will have received a great deal more than \$1500. I will still have to repay the maximum whether I teach for two years, or whether I don't teach at all. It seems fair enough to conclude that dishonesty is encouraged — I would make a very substantial profit which, perhaps, I would be foolish to refuse."

## Paying Back Fulfills the Bond

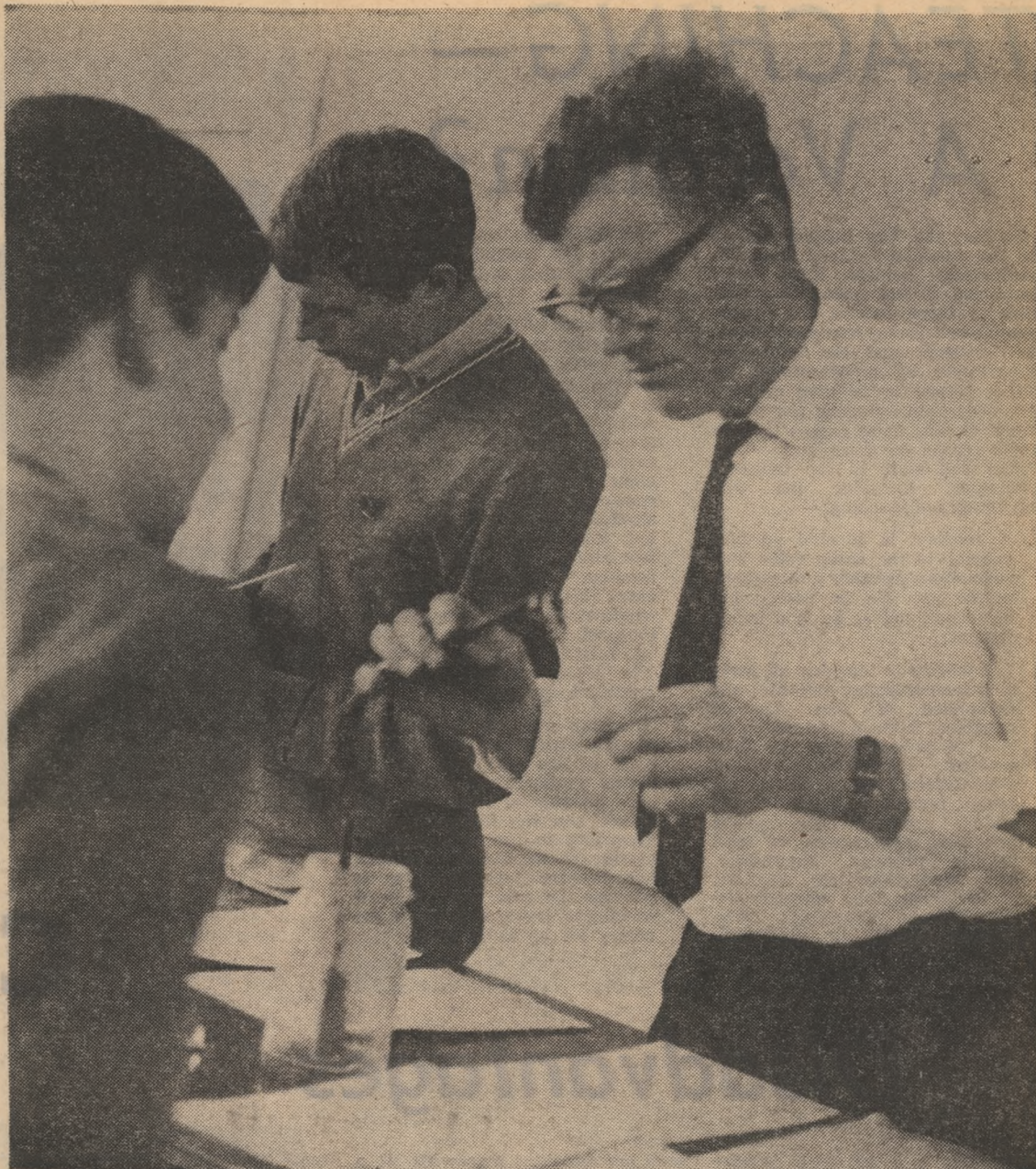
In the recent controversy one fairly important point has been overlooked. In the terms of the agreement that is signed by the student the bond is fulfilled either in teaching or in cash. The fact that a certain number of students, or by now ex-students, repay in money shouldn't suggest that they are "defecting" as the article in the Auckland Star, 4/7/68, put it. Legally they are fulfilling the terms which they agreed to. Complaining about the number of students who are owing money is often irrelevant. The bond is a

legal document with a surety. If anyone refuses to honour the conditions he can be sued. (This has been known to be threatened.) If a two yearly period of repayment is allowed, there is bound to be quite a lot of money owing at any one time. It is impossible to believe that there is no prospect of repayment.

Of the students who do repay their money, the greatest loss of teachers comes in the science field. The good student can get jobs in industry and research both here and overseas that give more financial reward and better use of their qualifications (NB a university lectureship in New Zealand is acceptable as a teaching position for the purposes of the bond.) The less gifted science students sometimes become teachers. In the arts field, not so many students are lost as there are fewer openings. There is little else that a girl with a BA can do; married women find the job ideal because it allows them to get home and cook the dinner for their husbands.

## Future Possibility

It has been attempted to show the workings of the bonding system and how it sometimes breaks down. In this, it has been assumed all along that alternative employment is readily available for those who decide to repay the money. We live, or have done for the past two decades, in very easy times. But as the Arbitration Court limits the workers in good times but becomes a safeguard in times of recession, so the studentship scheme could function. During good times most students do not really need the extra, and can afford to turn down teaching jobs once they have qualified. Let unemployment reach a certain level, however, and the assistance and the job would be vital (employment is not guaranteed under the present arrangement) and perhaps a means of obtaining preference in the teaching profession over someone who had not been on a studentship. It is precisely in these conditions that the Department of Education could afford to do away with the scheme altogether — its basic need of recruiting teachers being fulfilled. This situation seems unlikely, even in the present economic situation, but it is worth remembering that there could well come a time when the STS could spell salvation, rather than anathema as it seems to do to some at present.



Photograph — Max Oetili

# Teachers' College

No discussion of studentships and teaching can be complete without a look at training college. Once the student has completed his degree and decided to become a teacher, he is enrolled in Division C of the Auckland Post Primary Teachers' College. He attends this college for one year. During this time there are periods of lectures at the college itself and periods when the students are "on section." This means that they attend various secondary schools in the Auckland district both town and country to observe and to gain practical experience in teaching. When they have taught in a State school for a year after this course they receive the Trained Teachers' Certificate.

The purpose of any teachers' training course should be, it seems fair to assume, to teach the prospective teachers to teach as well as possible. Being in this position, one would also expect that they would make it their business to keep up with new methods of teaching, new approaches to old subjects, modern aids such as language laboratories and so on, so that these are eventually spread to the schools covered by the training college.

Every student I talked to agreed that these two fundamental purposes are well covered by the Auckland Training College. But the degree of intense dislike of training college that is nevertheless encountered among the students is hard to explain. I questioned some of the students as to the cause of this.

Student X felt that the trouble was the failure on the part of the staff to recognise that such unpopularity of the training college course existed. The pretence that everyone enjoyed their year there was kept up, while, this student maintained, there were few, if any of the students who were happy there. Recognition of the

existence of dissatisfaction was essential before anything could be done about it.

Student Y felt that discontent stemmed mainly from boredom and a feeling of frustration at the time that was wasted. On the other hand once on section, the students

All students who expressed their opinion both in this and other articles, prefer to remain anonymous, because they feel that an unfavourable view might be taken of their comments.

found it very hard to prepare the required number of lessons in the short time. Much of this work, this student felt, could be done at college.

All students felt that the practical work was both necessary and valuable. They had found this was the most enjoyable part of their course. Lectures, on the other hand, were felt to be not as good as they might. The standard of lecturing, they said, compared very badly with that they had been used to at university.

Student Z said that the most interesting part of the lectures was when the lecturers spoke of their own experiences in the classroom. This was what the students wanted, she thought, rather than a lot of educational theory. This student also mentioned that it would be helpful to have lectures on content as well as method (though many graduates would not be too pleased at being retaught their own subject) as the school syllabus was often vastly different from the varsity one.

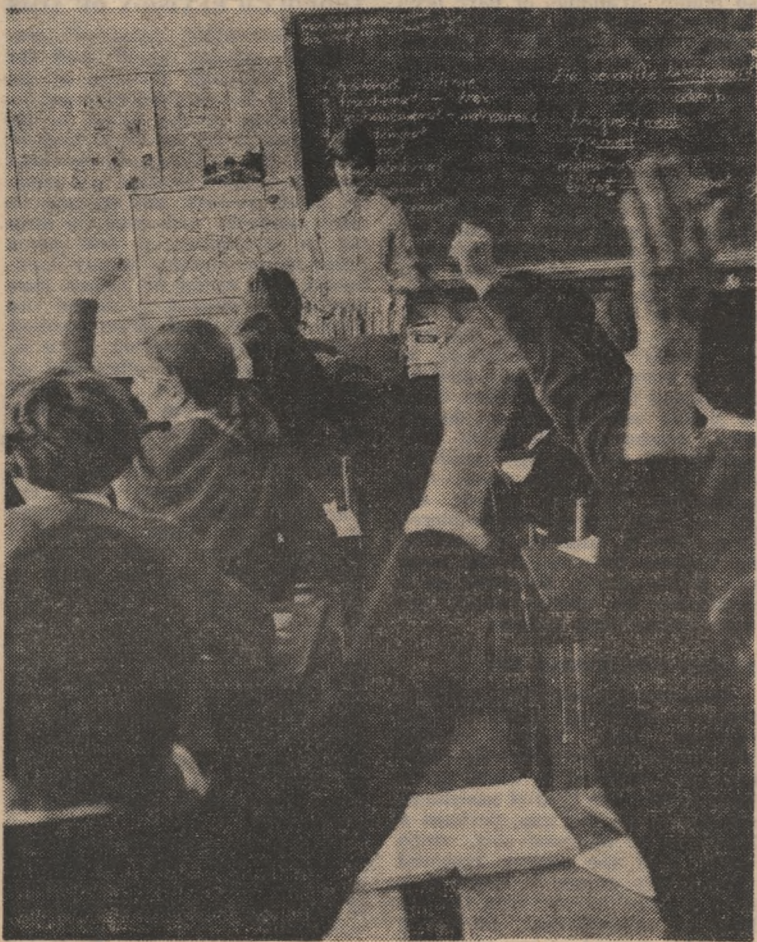
A very common complaint was that the students were treated as school children rather than graduates. This was very hard to

take after the complete independence of university.

In theory it seems that training college should function well. The reasons for disliking it do not seem to be inherent in the system itself, but rather to be superficial. The students need not be treated like "school kids" — admittedly while they are being paid, they should be expected to give some sort of account of their time, but surely some kind of compromise would be possible. Similarly, time does not have to be wasted. A shorter course, six months for example, would probably be ideal but is completely impracticable, owing to the fact that the teaching year starts in February.

One of the students I spoke to mentioned a new type of training college that has been introduced in Australia and appears to be successful. The secondary teachers' college is attached to the university as part of it. The course is one-year post graduate as in our system. The staff consist both of members of various university departments and permanent college members as well.

It seems unfortunate if the present situation regarding training college has to continue. Students hear unpleasant facts about it before they go from previous sufferers. They build up a preconceived idea of what it is going to be like. Determined to dislike their year there, they succeed admirably, and in their turn tell future generations of training college students how dreadful it is. And so it starts all over again. One cannot help concluding that there is probably little fundamentally wrong, and that perhaps a little more open mindedness on the part of the students and more willingness to admit room for improvement and to compromise on the part of the staff might make a year, which at present is tolerated, really enjoyable.



Photograph — Max Oetili



# TEACHING— A Vocation?

So far, the two biggest causes for the moaning we hear from the studentship holders have been examined. It has been found that both of these factors are instrumental in causing tension between the students and the education department as represented by the lecturers at training college. Are these causes alone the whole story? Behind these causes lies the basic reason for complaint — the status and state of the teaching profession. Consider the disadvantages of teaching:—

1. A teacher is a civil servant subject to the same rules and regulations as other government employees. He is rarely his own boss, unless he is a headmaster.
2. In addition to teaching all sorts of extra-curricular activities are demanded of him. He is expected, both within and outside of school hours, to take uniform inspections, clerical work (attendance registers, and other records), lunch supervision, grounds duty, sports practices, organisation of fund raising projects, excursions, play productions, etc., etc. All these things take unnecessary time from teaching. (The French system of the "sur-

veillante" who undertakes discipline and nonacademic duties in a school is said to be very successful).

3. The length of time that it takes a teacher to train varies from four years minimum (bachelors degree and training college), to six years (masters degree with a two year honours course). Medicine, law and engineering all take a course of about five years, yet all are rewarded not only more substantially as far as money goes, but also have the additional advantage of being "professions." Teaching does not carry this status at the present, whatever it may have done in the past. It is in a peculiar kind of middle position. Teachers are highly trained, yet not terribly respected.
4. Teachers receive a generous enough starting salary. This is part of the incentive to the young graduate to teach. But the differential between the lowest and the highest salary, according to the retired headmaster of an Auckland school, has become too small. It is possible, he said, for a man to remain on very nearly the same salary for up to 30 years.



Photograph — Max Oetli

## Disadvantages

Teaching is a job with distinct disadvantages. What seems to prove this most of all is the fact that teaching has to be "sold" to prospective recruits. The studentship scheme helps to sell it by offering real and immediate advantages. Yet teaching is meant to be a vocation — like the ministry, nursing and medicine. A vocation is a job that serves the community, that deserves and wins respect. Money is usually a secondary consideration. But when the advertising of teaching on television and on buses is resorted to, one cannot help wondering whether there is any respect for the teaching profession left.

### IMPLORED TO TEACH

Nurse-aiding is advertised and so is the Army (Join the Army and See the World!). It is understandable why these jobs have to be advertised — after all who wants to live in Waiouru in the middle of winter. But does teaching ("the thrill of inquiring young minds," according to the television advertisement) have to be brought down to the level of begging for recruits just as all the toothpastes and toilet soaps beg for people to buy them?

Teaching has suffered from remaining in the middle position of being neither a vocation, and yet refusing to admit wholeheartedly that it has disadvantages. Respected in some circumstances yet looked down on in others. Consider for example the following hypothetical cases as instances of the relationship between the teacher and the community:

### HYPOTHETICAL COUPLE

Mr X has recently graduated and has become a teacher. He is looked down on by his university friends who have managed to become lawyers, doctors, etc.; he is looked down on by other students who are still shaking their heads and swearing they will never teach (as Mr X was doing a year ago, too). The staff of his school are fairly condescending to him because of his inexperience, but looked up to him because of his youthful enthusiasm and because of his attractive young wife.

His wife was Miss A — they met at training college. Miss A's mother was disappointed in the marriage — she would rather have

seen her daughter marry Mr W, a dashing young lawyer with a house in Remuera. But he married another girl with more "background" and no degree, among other things, because it would bring in more clients. Miss A's mother had to cut her losses and resign herself to becoming the mother-in-law of Mr X rather than Mr W. Mrs X teaches, too, at a girls' school. She enjoys the excitement when her "gorgeous" husband arrives to collect her in view of her pupils.

### SOME TIME LATER

Fifteen years later the same representative couple is still teaching. Mrs X's status has not changed much — what she has lost in popularity from her pupils, she has gained in respect from the parents, who gain increasing confidence in her experience. The same goes for Mr X. However, unless he has gained promotion to first assistant or headmaster, a position, incidentally where he will do little actual teaching, he will be considered rather a failure by his friends.

Mr Y and Miss B are both single people in their 40s. They are devoted teachers and yet appear to enjoy a much lower status than Mr and Mrs X. They have not become heads of their schools and are known as "skool-teechuz" by the pupils and often by the parents, too. Worse still, but only unfortunately too true, their sex life becomes a matter of profound concern to their newly informed pupils, who put two and two together and make five and a half! Miss B becomes a frustrated spinster and poor Mr Y is reputed to "like little boys."

It seems that teaching has two alternatives if it does not wish to remain the vocation that is a dead-end job.

One alternative is to declare out and out for the disadvantages. To have unions like any other group of employees, that could agitate for higher wages, a limit to extra curricular activities, overtime, and even perhaps noise money!

### RAISE STATUS

But is this really necessary? There is another way to go about giving the teacher a better deal: Why not concentrate on raising the status of the teacher. One of the

most commonly heard remarks around our university is that of the person who supposes that he will "end up teaching." This is the prevalent attitude concerning teaching, and if it could be done away with surely teaching as a profession would gain immensely. As it is, this attitude must be doing untold harm.

### INFLUENCE

Teaching ought to be a respected profession. Consider the high qualifications involved for a start. A child attends school for anything up to 13 years. During that time his teachers can exert a tremendous influence over him. A well-liked and respected teacher can help the child both academically and as a person. The influence of the teacher is as constant as that of the parent.

The good and conscientious teacher can show the child a standard of behaviour in things like perseverance, application to work, self control and the setting aside of personal prejudices. The lazy, slap-happy or vindictive teacher can teach the child to make no effort or to be miserable and hate school. The importance of the influence of teacher on child cannot be overrated. Looked at in the broad sense, the teacher shares with the parents the task of forming (in part at least) the adults of the next generations.

### IMPORTANT ROLE

This is a task which should be held in high esteem by all members of the community. If it is considered as such, teaching is indeed a vocation, and the disadvantages become irrelevant. If the opinion in the public mind can be raised — and consider how the attitude to nursing has changed since Florence Nightingale's time — we should be well on the way to solving the problem of staffing our secondary schools.

It appears that the studentship system has been working. It seems we need. But many of them are resigned or reluctant. Are they good teachers? It might be better in the long run to consider the harm they are doing to the children they teach — just doing the bare minimum until they have fulfilled the conditions of the bond, rather than being enthusiastic about their work.

## CONCLUSION

The Secondary Teachers' Studentship scheme is a mixed success. It provides a certain number of teachers for our secondary schools even if some of them are very reluctant. The fact that a good few seem to pay back the money also shows that the scheme fails in some respect. The conditions are very reasonable; the money is a living wage and more. It would be foolish for the prospective teacher to turn down the advantages, if he is really going to teach. As we have seen there do exist ways in which the student can be trapped by it, and it would therefore be most desirable for any student who wishes to join the scheme, especially the school leavers, who will be bonded for the longest time, to consider most carefully all the implications which are often not apparent on first and even second glance.

### MORE SELECTION

A possible answer would be to give fewer studentships. They are so readily available, or have been up to now, that they have lost their value. Make them more competitive, make the selection committee more selective, and then being on a studentship could become a matter of pride, rather than resignation. A change like this could mean that there would not be the teachers offering, but on the other hand it could also lead to getting at least some teachers for the right reasons. Does bonding really make a tremendous difference to the numbers who eventually go teaching? If any student is really against the job, he usually has no difficulty in finding some kind of job until he has repaid the money. Often there is simply nothing else to do for arts graduates. Reducing the number of studentships available could be a very wise move. Any profession becomes rather degraded when recruits are employed to go into it. Imagine advertising for doctors—be a doctor and know the inside story! Teaching is a profession to which people are born rather than enticed.

### LOANS FOR THOSE HIT

Reducing the number of studentships would hit very hard at those students who simply cannot manage to go to university other than on a studentship. There would have to be some kind of assistance scheme to fill the gap, perhaps a loan scheme of some sort, which would lend the money required (studentship money is more than this) at a low interest rate. On this kind of arrangement, borrowing could be stopped at any time that

the student had enough to support himself. There is no real reason why a system like this could not work, or at least be tried.

A further way to fill the gap is to encourage private firms to give scholarships. A certain amount of these exist already, but there is room for more. The industrial firms skim off the number of science graduates they want anyway. They are getting a science graduate plus a government sponsored degree, in many cases. Firms who can use a regular number of science graduates could sponsor their own students rather than taking what the government has sponsored.

Probably the best way is to manage on fees and allowances if it is humanly possible. Freedom is often more precious, even if it does mean living close to the bone, than living comfortably on someone else's money—wherever it comes from—in the knowledge that it will someday have to be repaid.

### THOROUGH REVISION OF AIMS

The secondary teachers' studentship scheme could well do with a thorough revision of its aims. Do the organisers want to get teachers at any price, or do they want to get the right kind of teacher. The conditions of the bond could be revised to allow less room for profit making, and perhaps to allow students who wish to drop out in mid-degree, a few years grace before starting to pay back. Surely this would be better than forcing the student to accept the extra money, and often turning him away from teaching. As it is, the government is often out of pocket, and often loses good students, while the students who are forced to teach feel that they are wasting years of their life.

Most of all, a reassessment by all those concerned with the teaching profession as to what kind of teachers are wanted and how to go about getting them is necessary. The way may lie partly in improved wages — let's face it, money does carry a lot of weight in our community—but it also lies in giving the profession a new look. Resignation and reluctance to teach defeat the purpose of the studentship scheme right from the start. What is wanted is sincerity and a genuine concern for the kind of pupil that is being produced from the teaching institutions of our country.

Finally, we could all do well to remember that "that scholarship which consists in the memorisation of facts does not qualify one to be a teacher."

—Confucius



# YOUNG AUCKLANDERS IN THE ARTS

## Festival This Week

There are several reasons I think for regarding the forthcoming young Aucklanders in the Arts Festival as a significant occasion. In the first place it has the unique claim of relevance in the context of the cultured life of Auckland — we know of no other venture which has brought together so much of Auckland's younger generation artistic talent into a single amalgam. The range is wide and includes music, painting, drama, poetry, mime and film-making. The participants are truly younger generation — most are only in their early twenties; the oldest is 34 — and for a number this will be their first public hearing. All of the work, too, is truly "contemporary" having been chosen from material done over the last eighteen months.

The programmes are laid out over three consecutive nights (Sunday to Tuesday, July 28 to 30). The Sunday programme includes a new play by Russell Haley "The Running European" (see review of

this and a previous play in Craccum 7), as well as a series of short theatre pieces and happenings. As far as we know these will be the first public happenings ever to be seen in Auckland.

The second programme contains music by David Shead, a young computer programmer, and Noel Sanders, a 19-year-old arts student poetry by Sam Hunt, Mike Jackson and Alan Brunton (three ex-Aucklanders who are travelling up especially for the occasion), and a performance of mime by the accomplished mime artist Francis Batten.

The Tuesday programme comprises poetry by three young students, Ian Wedde, Alan Trusell-Cullen and Ngahuia Gordon, music by Robin McConie, the one composer who might be called "established," and Jack Body. A series of 16 mm films by Rodney Charters will also be shown. Throughout the festival there will be an exhibition of paintings by a group of five young artists, which is being organised in conjunction with the Barry Lett Gallery. All in

all, a real arts festival in the true sense of the word!

Part of the motivation in organising this festival has been a reaction against the rather "international" flavour of our Auckland festival. Too often the glitter of overseas art and artists distorts our broad view of artistic values so that the indigenous talent is often met by a basic prejudice simply because it is not imported. Perhaps one might be justified in seeing the "young Aucklanders in the Arts" as an effort on the part of our own young composers, poets, etc., to assert their right to be heard.

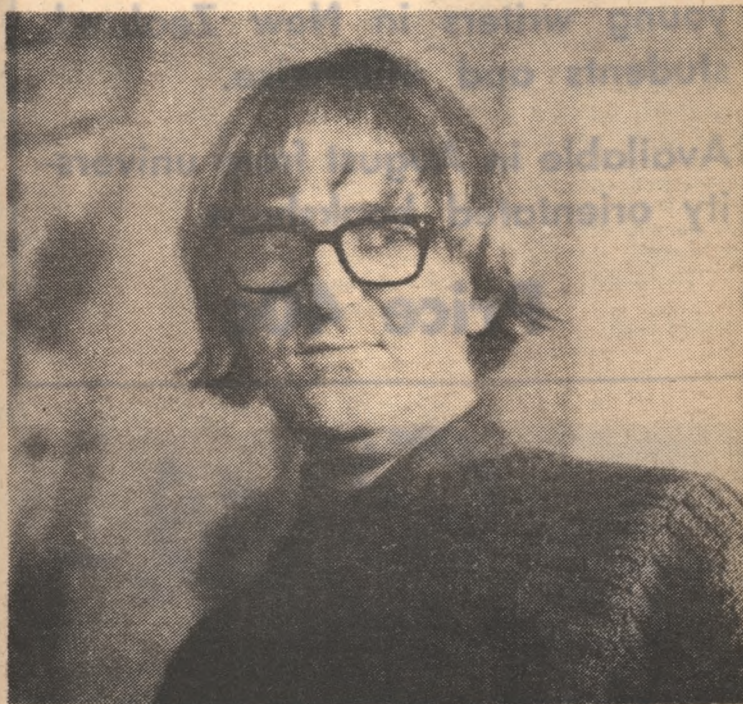
Another principal which is behind this festival is that generally the arts seem to function isolated from and independent of each other. Consequently the audiences of these various arts tend to be individual and separate. In bringing them together we might hope for greater appreciation and mutual understanding between the arts.

And so, on with the play . . . ! Remember the dates — July 28, 29, 30 (Sunday to Tuesday).

Varsity cafe, 8 p.m.  
Admission — students 35c each night, \$1 for the season.



David Shead and Jack Body



Robin McConie



Russell Haley



Francis Batten



## Significant new album

In My Life, Elektra EKS-7320.  
Wildflowers, Elektra EKS-74012.

These two records can be discussed together as a significant advance both for Judy Collins and for "folk" music. Previous to these albums she was just another folksinger — pleasant, but more or less anonymous. Now she has songs, arrangements and backing that manage to present her in the best possible way — and not by means of gimmicks. Judy Collins has the perfect voice for certain types of songs, and at last she is singing them. "Clarity" is the most accurate word to describe her presentation. For too many female singers load their voices with "emotion" and succeed only in destroying any emotion the song itself may be expressing (jazz singers are particularly bad in this way, Nancy Wilson for example). Here her voice is distant, cool, even cold — but it allows these always excellent songs to live.

I didn't head the review "folk singing" because I wanted to avoid associating these albums with that

genre. Here we have folk singing grown-up — having transcended the adolescent back-to-the-grass-roots, pseudo-authentic type of singing (and I include a lot of Joan Baez in this); that tight category in which something magical associated with the word "folk" ostracises all other music because it's allegedly impure. These are songs—just songs.

The single guitar accompaniment has been largely dispensed with (not before time) and strings and woodwinds used to excellent effect — never abtrusive, they give a depth of expression to many of the tracks which transcends mere accompaniment.

One important point about these albums is that she introduces the work of two outstanding song writers — Leonard Cohen and Joni Mitchell, whose songs are probably the best on both records, and who have recently made albums of their own.

In My Life has more immediate appeal, probably because the songs are more varied and more topical.

Outstanding are a melody from Marat/Sade, Bert Brecht and Kurt Weill's *Pirate Jenny*, Cohen's *Suzanne and Dress Rehearsal Rag* (a biting song about a man who expected life to treat him like a prince, but has now reached suicide "Its come to this"/"and wasn't it a long way down"; "a voice in your mirror says "Hey prince, you need a shave"') Donovan's French-flavored *Sunny Goode Street*, and a fine anti-war song *La Colombe The Dove*, which is timeless. She also has the best version of Lennon and McCartney's *In My Life* I've yet heard.

*Wildflower* is a quieter, gentler record and the better of the two (though not by much). Some of the songs take a while to appeal but be the same token will last longer. They are not topical in any way, have nothing to tie them to present associations. It is harder to pick the finest amongst them, as all attain a high quality. Joni Mitchell's *Michael from Mountains*, and (I've looked at life from) *Both Sides Now* (an appealing philosophy of happy realism), Leonard Cohen's *Sisters of Mercy* and *Priests* (both fantasies with at least two levels of interpretation) and Judy Collins' own *Since You*

## RECORDS

Asked (a fine example of an unsentimental love song) and *Albatross* stand out after repeated hearings.

I'd recommend these albums unreservedly. —Mike Michie

### Folk/rock

Many who liked the first LP by the "underground" group, *Country Joe and the Fish*, won't be too happy with the group's second release "I Feel Like I'm Fixin' to Die" (VSD79266). It's not that this is an inferior record, but rather that it represents a complete change of style and is likely, therefore, to appeal to a different audience. The fish have moved away from their earlier hard-rock music to a more gentle "folky" sound, which makes greater use of the acoustic guitar and organ.

Perhaps the greatest criticism that can be levelled at this record is that too much has been attempted too soon. Like so many of the newer groups, e.g. Doors, Love, the creative impetus comes principally from one member, in this case songwriter-vocalist-guitarist-organist Joe McDonald, who is forced to produce enough work to satisfy a recording industry which demands new LP's at frequent intervals. The result is

that at times the writing lacks depth and shows a tendency to lapse into cliché. Good ideas seem to lack development, this being evident in the experimental "Colours for Susan." This rapid production rate shows little sign of easing as the U.S. release of the group's third LP, "Tomorrow," has already taken place.

There are, nevertheless some fine numbers on this record. "Pat's Song," is as good as anything produced by the rock avant-garde, and "Eastern Jam" is a fine instrumental. Incidentally, the title track is not to be confused with the Bukka White blues classic, but rather, is related to the theme of the Vietnam war, which runs through the record on several levels, with country Joe and the Fish being more explicit in their protest than most groups.

The record also features two short numbers, a Keweenaw-like "Acid Commercial" and an anti-prayer "Please don't drop that H-bomb on me," which are used to link the longer tracks.

Overall, this LP shows imagination and originality, and has enough appeal to win further admirers for this interesting group.

—Rene Wilson

Records supplied by, and obtainable at, Beggs, Queen St.

## New Zealand Universities Arts Festival Yearbook 1968

A collection of some of the best young writers in New Zealand, students and otherwise.

Available in August from university orientated bookshops.

Price 40c

## FILMS

### Up the down Staircase

Robert Mulligan is an interesting director whose films have always been original, sometimes nearing the level of a masterpiece, and very infrequently striking an all-time low ("Inside Daisy Clover").

His struggle to retain his integrity while producing commercial vehicles typifies the age-old Hollywood battle between the producers, with their eye on the box-office, and the creative artists. At times Mulligan resolves these elements and comes up with a film like "To Kill a Mockingbird," but more often his masterpieces are sadly flawed, as was "Baby the Rain Must Fall."

"Up the Down Staircase," Mulligan's film about a New York teacher's attempts to teach her lower-class pupils, inevitably invites comparison with the sac-

charine fantasies of "To Sir With Love." It is clearly a much finer film, but neither is really an ideal film about the problems of a teacher.

However, "Up the Down Staircase" does approach these problems much more closely than "To Sir With Love," and comes up with none of the pat solutions which the other film offered. Mulligan is more content to leave questions open than to answer them finally, and this gives the film much of its charm.

The character of the teacher (played by Sandy Dennis) has a realistic fragility and tentativeness which is much more convincing than the saintly qualities of Poitier's teacher. The upbeat ending in this film is a hard-won triumph, leaving us more convinced of the real difficulties to be faced than of any god-like remedies imposed by "teach."

Mulligan's use of a very mobile

camera, weaving through the enormous corridors and classrooms of the gigantic school, makes the film often very interesting to watch, and Sandy Dennis' toothy awkwardness suits this role admirably.

Unfortunately, the film is overlong, and there is more talking than it can bear, without the support and demonstration of suitable images. At times the director loses his control over his material — as when Barringer erupts drunkenly into the classroom to the amusement of the youths.

One also finds the characterisation of the school as an impersonal machine ruled by senseless bureaucracy and red tap laid on a little too thickly, and the various problem children fall rather easily into categories, which prevents them coming to life.

While the merits of "Up the Down Staircase" outweigh its faults, it is a pity that the subject of teaching in a depressed area has not yet been treated in a recent feature film with the honesty and realism it deserves.

### The Fearless Vampire Killers

Anyone who likes horror films should be tickled by this hilarious spoof on the vampire cult by the brilliant Polish director Roman Polanski. After a serious treatment of the Gothic in "Two Men and a Wardrobe" and "Repulsion," Polanski has turned to a comedy approach, with just as much success.

"The Vampire Killers," played by Jack McGowan and Polanski himself, are the most unlikely pair imaginable to challenge the power of the fiends in their own home — Transylvania, the country of Dracula himself. All the traditional elements associated with vampirism are present: the garlic to ward off the fiends, the stock of crosses which the Professor brings along, and the stake with which he hopes to quell the vampire for ever, by driving through his heart.

The film is more conventionally made than any of Polanski's previous works (but very well made — as in the fantastic chase through the snow, or in the make-up of the vampires), but achieves success by virtue of a very funny script plus some genuinely scary moments. "The Vampire Killer" is a parody which is not so ridiculous that it cannot exploit the same horror medium which it spoofs.

As well as being an entertaining comedy, the film is technically notable for what is the most extended use of a hand-held camera I have yet seen in the commercial cinema, which effectively adds to the air of suspense which is so well created.



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# BIG GAME HUNTING IN N.Z.

**"Dull, pedestrian, faithful, thorough."**

## BOOK REVIEWS

CRACCUM—July 22, 1968

13

"Big Game Hunting in New Zealand," by Gary Joll. Whitcombe and Tombs. \$3.00.

Children's stories, novels, volumes of verse and short stories are almost certain losers for New Zealand publishers. Non-fictional writing sells well and the book under review should do so for among non-fictional writing on New Zealand hunting it stands out for thoroughness and extent of coverage. It fulfils the promise of its title.

Whole chapters are given to: the rifle, equipment, safety, growth of antlers and care and measurement of trophies. Then each of the animals is discussed under the framework: physical description, antler, horn or tusk description, habitat, habits and hunting tips, and lastly, sexual habits. The animals so discussed are: Red, fallow, rusa, sika, sambar and virginia deer, wapiti, moose, thar and chamois and goats, pigs and wallabies.

Photographs are adequate though not well placed. The distribution of animals is shown on maps. The drawings which accompany the text are amateurish and detract from the book's appearance; they do not show the animals and humans they purport to represent accurately at all. The camera would have done the illustrator's job much better.

A novice should be able to select good gear and find his way to the general habitat of any animal he wishes to hunt following the advice given by Mr Joll. Mr Joll is also generous in the advice he gives on how to hunt.

A distinctively dull, pedestrian, faithful, thorough, gutless New Zealand prose style is now firmly established in our non-fictional writing. Mr Joll's style belongs in this category. It is quite unpretentious — and its lack of pretension is one of its worst faults for in the end such writing becomes obscure. No writing is ever limpid by being dull.

In 1952 the late Joff Thompson published "Deer Hunter," the first of the growing series of books devoted to New Zealand Hunting. This was also non-fictional writing of the pedestrian type. But the country, the men, the animals and the anecdotes got the better of Mr Thompson and despite his inadequacies as a writer sufficient feeling came through the strangled words and the 19th century mannerisms for his book to entice many to deer-culling, and the life he described. Many others have written or touched on the same subject: Peter Newton, Bruce Stronach, John Pascoe, Temple Sutherland, Barry Crump, Rex Forrester — the list becomes longer each year, particularly since Reeds publishing house discovered the profitability of the theme.

John Pascoe's prose has more of a style to it. Rex Forrester's two books have a chatty style which echo the author's own spoken style and the polish given by his professional co-author, Neil Illingworth. But the only writing which shows a real style, which lifts the reader in amusement, pity, disgust, which really moves him, is Barry Crump's. His faultless ear for our speech and his ability to write a prose which is true to the region without becoming dulled, is unequalled. It may be argued that his book ("A Good Keen Man") alone among the works by those named above is fictional. Although I have used the term non-fictional myself, I must beg some latitude here. No book is wholly fictional or non-fictional. Mr Crump's is more fictional than the others but since the anecdotal thread runs through them all there is a case for comparison.

Some hunting descriptions in Mr Joll's book are written by others, some by himself. They all suffer from the dull amateur's voice one has encountered in too many of New Zealand's sporting magazines. If ever there was a case for professionalism in writing then Mr Joll has made it. His "Big Game Hunting in New Zealand" is a textbook in a land that suffers from too many textbooks already. He has made hunting sound like a dreary industry, laudable, profitable, respectable above all, and entirely lacking any feeling, any danger of laughter.

It is a strange thing that from the time at least of the cave painting of the shaman with antlers on his head to the present day men have maintained a high interest in the bony protuberances from the heads of other animals. (I offer the theme to anyone in the armies of objectionable young people in search of a thesis.) Yet the cuckolded husband is traditionally presented as wearing horns. There is many a New Zealander who has earned two sets of antlers while killing for one.

In phrases used by Mr Joll, and commonly heard among private shooters, phrases such as "splendid trophy," "top-class trophy" and "desirable trophy," perhaps we are really displaying a fondness for cuckoldry. It is also interesting that the adjectives in the phrases are commonly used by land agents and other sorners in the course of their wretched professions. It is probably this sense of ownership that is implied and is sought after in hunting.

We all know the proprietorial feelings we develop about our seat at the staff-room lunch table, our spot on the beach, our walk through the park. Most shooters speak of their "possies" where they hint knowingly game abounds.

As for the often-repeated insinuation that top hunters get "top-class trophies" — this is thorough balderdash! Mr Forrester's descriptions of getting

over-weight American tourists into positions where they could shoot their trophies from the seat of his Landrover should have given the lie to this sort of nonsense. I shot my own best head when still a relatively inexperienced deer-culler. I happened to be at the right place at the right time. It was no harder to shoot than a fawn or a hind, or I suppose, a man.

Now I wish to discuss a number of details I marked on reading Mr Joll's book. He begins it with a dedicatory note to the New Zealand Deer Stalkers' Association which contains among its membership most of the humbugging trophy-talk in the country. As a deer-culler I was always saddened by the fact that the NZDA was never prosecuted under the Noxious Animals Act. It is a body dedicated to the preservation of the noxious animals of New Zealand. It enjoys pre-emptive rights over the wapiti country of the Fiordland National Park, rights that no government has true and legal power to give to any exclusive body of citizens. A National Park is what its name says, a park of the nation's.

Mr Joll largely ignores any of the ecological imbalances due to the presence of "big game" animals in New Zealand. Only on pp 204-5 does he say, "it is more important to have stable hillsides than a few goats to shoot at." Goats are not of course, considered highly as "game" animals. I suggest it is more important to have stable hillsides than to have any animals at all to shoot at. Anybody who has shot our hill and mountain country, bush and tussock, and ignores the colossal damage animals have done and caused, suffers a leviathan among prejudices and selfish blindnesses. For those who are unable to inspect the country themselves there are the numerous Government publications which have recorded animal depredation with excellent illustrations and often better prose than Mr Joll's. Les Pracy's monograph on the opossum, Walter Howard's "Control of Introduced Mammals in New Zealand," "New Zealand Forestry" and the earlier "Introduced Mammals of New Zealand" by Wodzicki are only a few of these. Mr Joll's remark about the chamois, "... cullers have killed many thousands in the last decade for no more worthwhile reason than that they were increasing too fast" is a classic among the many thousands of similarly untruthful statements made by members of the NZDA in their perfidious attempts to ensure the continuation of their "sport."

On p. 101 he says, "We should look after this little animal, which is hemmed in by the hills at Galatea..." The little animal he refers to is the Rusa deer At the mouth of the Horomanga River behind Galatea, after one of the many floods when I was possum-trapping there, there were thirteen new slips caused in part by the "little animal."

The only real mention of deer foods is on p. 150 when the stomach contents of a Virginia deer are mentioned in such a way as to make it sound that deer do not eat live growth. I can only assume Mr Joll's avoidance of the subject is deliberate and therefore misleading.

Less important points are:

The discussion of rifles contains the traditional arguments over calibres. Not mentioned and in favour of the .222 are its qualities of light-weighted ammunition, an important point in packing, its quieter shot and its lack of recoil which makes neck-shooting possible. The top-shooter for New Zealand, Allan Duncan, has used the calibre for many years both as a deer-culler and as a meat-hunter. The highly recommended 30-06 has heavy ammunition and was rarely used by professionals. Rex Forrester provided one for his tourists to make their kills with. Big enough to kill a zeppelin the 30-06 is an obvious "trophy hunter's" weapon. But for cheapness, reliability and toughness, one cannot usually surpass the standard military weapon. The .303 has been the traditional rifle for New Zealanders and the .308 will replace it, now that the latter is standard equipment.

Antlers are not grown expressly as Mr Joll says (p. 48) for doing battle with other males during the rutting season. Recent research indicates they are probably cooling devices for the male during his laying-up of fat in preparation for the rut. Superficial observation shows that hinds do not stick to the stag with the big antlers alone.

Suggested boots do not include the short lace-up gumboot now worn by many professionals in the bush.

Tyne is an obsolete spelling of the word time.

"A stag will return to the same roaring place every year." Hunters should read the works of the ethologists. Stags like most of us, stick fairly close to their own territory most of the time. The remark about thar herds and the Communist bloc on p. 177 is reprehensible and politically irresponsible.

As I said earlier, the book fulfils the promise of its title. But in doing so Mr Joll raises the problem of conservation and the first conservation must be of the land itself. My contention is that we could best conserve the land by getting rid of the noxious animals altogether from New Zealand. Shooting we always knew was a crude method of holding them in check. Extermination needs biological methods applied scientifically. Then we need to keep domestic stock off much of our high country. Once we have done these things we can decide whether or not to reintroduce game animals. They can always be reintroduced. The topsoil that has finished up in the Tasman and the Pacific can't.

—Jack Lasenby

## Small room with Large Windows



It would be pointless to disagree with the Minister of Aviation, Mr Gordon, when he states that grass sowing by low-flying aircraft at Hobson Bay was "in the public interest." Of course there is a public interest in a playing field for university use. There is also a public interest in the observance of minimum

safety heights by aircraft over suburban homes. It is simply a question of which interest is the more important when the two happen to conflict. Perhaps the Minister could explain why it was made a condition for the operation that "the Newmarket police were to be informed"? Or why the university was not

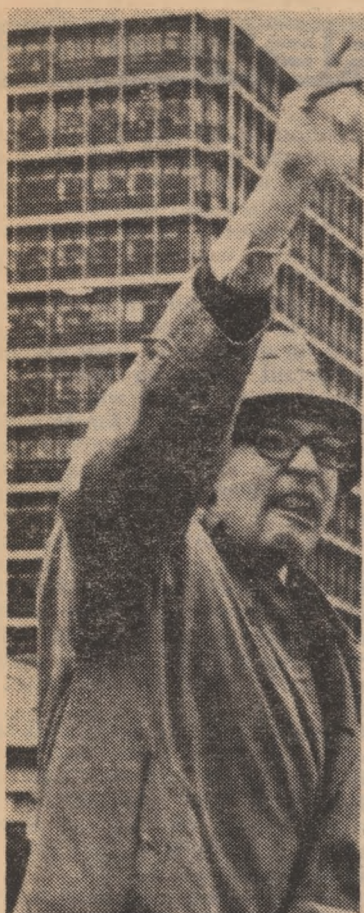
recommended to try hand-sowing? My own concern has been simply that of a single resident, which I find is shared by a good many others. One can only hope that we shall have no more stunting of this description, aerial or verbal.

ALLEN CURNOW

Parnell

—Auckland Star reprint.





WRITER of this article, James Mitchell, in Parliament grounds demonstrating in favour of New Zealand troops in Vietnam.

Photo: M. Vickers

## OMEGA STORY CRITICIZED

Sir,—The item "Exec Refuses to Hear Facts," on page 16 of Craccum, is a superb example of irresponsible journalism. It contains two major faults which no reputable newspaper should fall prey to — namely, the article is biased and inaccurate.

As an independent and relatively unbiased observer at the meeting in question, I present here my version of what actually occurred.

Firstly, your article implies that it was of vital importance that Exec should hear "the facts" about Omega from Messrs Rudman and Harman. This was not — at the time Mr Rudman was refused speaking rights — true, since the motion then on the floor was simply to the effect that a sub-committee should be set up to investigate the facts available on Omega and to present them to a meeting of students.

At this point, while the motion was on the floor (and not before it had been moved, as you incorrectly state), Mr Law moved speaking rights for Mr Rudman. When Exec rejected this, there was no need for the subsequent hysterical behaviour of the affronted parties. In particular, if Mr Law had remained calm instead of acting in a childish and disorderly manner, the meeting would not have become as confused as it did.

Furthermore, when Mr Calder had the good sense to remind the meeting that the original motion to set up the committee was still on the floor, the mover, Mr Price, withdrew it, apparently on the spurious grounds that because Exec did not wish to hear Mr Rudman they did not therefore wish to set up the committee.

I strongly disagree with your implication that the so-called "reactionary element" on Exec was chiefly responsible for the mess. In addition, your choice of the term "reactionary" was unfortunate, since, to me at least, it conveys nothing except that your reporter had a certain antipathy toward a section of the Exec. I would be interested to know your definition of the word.

Finally, your report makes no mention of what occurred during the rest of the meeting in the way of ordinary business. Mention of a few highlights from other parts of the meeting could have helped to dispel the impression that the article was written solely as a piece of sensationalist mud-slinging.

—John Coster

# OMEGA—another viewpoint

Jim Mitchell is the former political editor of CRACCUM and also wrote for OUTSPOKE. He is at present employed by the Bank of New Zealand, and is well known for right-wing leanings.

He attended the recent press briefing on Omega and sent the following article to CRACCUM. He writes in a covering letter that "the general conclusion differs slightly from that generally peddled by student reps."

A campaign of lies and distortions, directed by agitators who have relied on their fantastic and warped imaginations for their emotionally loaded "facts," has totally clouded the issue regarding the Omega global radio navigation system.

A special issue of the Canterbury student newspaper *Canta*, distributed free in Christchurch, Dunedin, Invercargill, Wellington, and Auckland, which conveniently ignored most of the known, and readily available, details of the proposed Omega station, was the main cause of confusion.

As a result of the totally unsubstantiated allegations made in *Canta*, a series of protests, luckily involving little violence, but causing some damage to property, occurred in the main cities.

Since *Canta* appears to have played the most important part in disseminating fears of nuclear havoc, it becomes of interest to examine the validity of the allegations in "Special Emergency Edition, Vol. 38, No. 9."

From almost the first paragraph of the main article, *Canta's* facts are wrong.

"However they (nuclear submarines) require constant radio communication to accurately establish their position and remain effective tactical weapons," states *Canta*.

This statement is incorrect. Any cursory reference to a publication dealing with *Polaris* submarines would have established this.

The submarines are guided by SINS (inertial navigation systems), which require only infrequent checking by external aids. There are up to three SINS in a submarine, and they are correlated by a computer constantly checking for drift.

Submarines obtain their initial position fixes (accurate to within several yards) from the United States satellite system, and use this for checking the SINS, at intervals of several weeks. Thus in no sense can they be said to depend upon "constant radio communication."

It is later stated in *Canta* that the "outstanding factor of V.L.F. (very low frequency) signals is that they are the only communications system which will effectively penetrate water."

It is correct to acknowledge that the V.L.F. beacon signals, as used in an Omega transmission operating at full strength, will penetrate water to a depth of up to 40 feet. However, before accepting this as conclusive proof of villainy, it would be wise to remember the history of the development of the Omega concept.

The prime significance of V.L.F. signals is their characteristic ability to follow the curve of the earth when transmitted over long distances — unlike higher frequency signals which are rapidly dissipated as they travel in approximately straight lines.

The second significance of the signals is the inherent stability of the wave-front, resulting in maintenance of accuracy over long distances. As Omega was developed, scientists found that the improved characteristics became strengthened as the frequency was lowered; and this is the reason for Omega using V.L.F.

In a further misstatement, *Canta* refers to "a similar station in an area near the Gulf of Carpentaria." The Australian station has no connection with Omega. It is a communications base for transmissions to submarines, not a radio navigational beacon.

Here is certainly cause for people to be worried about involvement, and it has never been suggested that the base has any other purpose than military communications. But if, however, it were also an Omega station, there would be no need to find another site in New Zealand.

Eight Omega stations are needed to give full global coverage, the nearest one to New Zealand being at Haiku, in Hawaii. The requirement is for another within the Australasian area — and therefore New Zealand will not necessarily be a site. Australia is as convenient.

At this point the myth of "involvement" should be dispelled. The New Zealand Government has entered into no commitment to build, or have built, an Omega station. The nearest we have come to any agreement is in that made public on November 29, 1967 — which was to allow a small team of United States officials to survey for possible sites. According to the Secretary of External Affairs Department, Mr G. R. Laking, the United States authorities have not yet even indicated whether any of the sites they have seen were at all suitable. So much for what *Canta* called "plans (which) were almost complete."

Thus it is totally false and misleading to state, as does *Canta* in an article appropriately bylined "Comment," that "the United States Navy has decided to build an Omega radio station in the Southern Alps."

In the second paragraph of this article the question: "why was the scheme kept secret from the New Zealand public," is asked. The short answer to this is, that it was not kept secret. Statements were given to the press seven months ago, when the first approaches from the United States authorities were made to the New Zealand Government.

Articles in technical journals have freely discussed the uses and development of Omega. The journal *Electronics*, in a 1965 report, mentioned New Zealand as a possible site. So much for "secrecy."

In the paragraph referred to above, a further question is posed: "why should the project be carried out by the United States Navy if it is for the benefit of non-military navigation?"

The sinister implications in the questions are dispelled, unfortunately for *Canta*, if one considers United States Government regulations. "Code ten" of the regulations demarcating areas of jurisdiction prescribes that the Department of Defence has responsibility "for the design and development of navigation systems."

"United States Code fourteen" authorises the United States Coast Guard — a civilian agency under the Office of Transportation — to operate navigation systems. It is as simple as that.

Possibly *Canta* would deplore the fact that it is a function of the United States Army engineers to control inland waterways and canals of the United States, or that the Royal New Zealand Navy, mainly using HMNZS *Lachlan* as a survey ship, produces most of the readily available charts of New Zealand waters. Perhaps, on the other hand, the irresponsible editors, running somewhat short of facts, are attempting to smear by association. If so, the association is certainly there, but the smear falls somewhat flat.

One might begin to have some respect for *Canta's* pseudo-factual case against Omega if it were not so immediately apparent that both they and their sources have little regard for either truth or accuracy. A minimal amount of research would have pointed out the fallacies in most of their arguments. Perhaps this is why they abstained from checking.

An example of this occurs in the references to the alleged accuracy of Omega. *Canta* claims that before Omega can be used by a ship, a position within seven miles must be known. The article then makes the ludicrous assertion, in bold type, that:

"To achieve seven-mile accuracy is beyond the precision of ordinary sextant and nautical calendar methods, therefore the system is useless for merchant ships." Any reference to a competent mariner would have established that the ordinary accepted accuracy of a sextant sight is less than half the figure stated so categorically as being "beyond the precision."

The same paragraph then refers to ship-borne equipment for Omega use as being "of prohibitive cost." Reference to commercial catalogues would have informed *Canta* that Omega receiver costs range from \$1200 to \$30,000. \$1200 is well below the price of most radar sets.

The article then continues in its blithe disregard for facts. Comments on the alleged superfluity of the Omega system are without any foundation. The statement that "the extra precision of Omega is necessary only to guide missiles," is based on little more than inaccurate supposition. "The extra precision" that *Canta* considers so suspicious is about 200 yards, using the most sophisticated equipment—but the satellite system gives position fixes to within a few yards only. This is, of course, the system used for establishing and checking the SINS in nuclear submarines and other units of the U.S. and some allied navies.

The reason the satellite system is not suitable for peaceful purposes is well known: the sophistication and expense of the required apparatus is beyond the abilities of most commercial and private carriers. Omega is an economically feasible system for both ships and aircraft. It is in fact so suitable that the U.S. Federal Aviation Agency, which controls safety regulations in civil flying in the U.S.A., was reported, three years ago, to be considering making the use of the Omega receivers compulsory in civil aircraft.

*Canta* also suggests that another reason for the superfluity of Omega is the present Loran network. It should be well known that there are already 83 Loran stations in operation. They manage to cover only 15 per cent of the globe, mainly in the North Atlantic area. Even if Loran stations were established in the South Pacific, there would still remain vast gaps not covered by the system.

At an international pilots' symposium, held at Rotterdam in 1965, the cost of an Omega system to provide world-wide coverage was estimated at being about \$100 million. This is considerably less than that required to give full world coverage (as far as possible) using other navigational aids of similar accuracy. The symposium also commented on the fact that aircraft at present flying out of Hawaii, toward New Zealand, were unable to give accurate position fixes after about two or three hours flying time. The need for Omega was fully substantiated.

It becomes a futile exercise to further detail the inaccuracies and falsities which make up *Canta's* case against Omega. Space does not permit, but in passing it is worthwhile to examine the use of the nuclear attack fear by this highly emotional special edition.

If there were a case for a potential enemy bombing Omega stations, and there is not, there is certainly no reason to assume that Christchurch would also suffer. Yet *Canta* seeks to frighten readers with maps, containing slanted information regarding likely deaths from bombing, that show Christchurch as the centre of destruction. A headline shouts: "Christchurch Airport would be Prime Target."

It has earlier been established that *Polaris* submarines do not need to use Omega. They have been operating efficiently for the last 10 years: Omega will not be functional until 1975. Omega does not, moreover, give the accuracy attainable by other methods, already in use. There is certainly no point in including Omega bases in a pre-emptive strike against the U.S.A. by a possible enemy. The *Polaris* deterrent would not be in the least affected.

Purely as a matter of interest, nuclear missile strikes are one of the most inefficient methods of removing Omega-type stations. With aerials able to withstand the high winds of the Southern Alps, and being situated in a small valley (a necessary characteristic of an Omega transmitter) the accuracy of aim of a missile would indeed have to be great. As Mr Laking commented, "two blokes and a blonde" would seem to be the best method in this case! But then, as we have seen, why destroy Omega? To do this would certainly not aid the aggressor, or save him from any retaliation.

Reasons advanced by *Canta* for the bombing of Christchurch airport are even more tenuous. U.S. military and naval transport aircraft fly out of most airports in the Western world—no-one would suggest that these are a threat to a potential enemy. What does pose the threat is a base containing offensive and defensive aircraft and their support and maintenance teams; but none have been observed at Christchurch.

The reactions of some scientists may have seemed surprising, until it is remembered that most were using information which had been presented to them in such a way that only one conclusion was possible. Another "expert source" is actually a technician, while yet another source has been noted for his general readiness to believe without critical examination any allegations which seem to be likely to embarrass the New Zealand and U.S. governments.

The credibility of these "experts" appears to be on a level with that of the "scientific advisers" frequently referred to by a leading figure in the Campaign for Nuclear Disarmament. The phrase sounded impressive when used at the recent briefing in attempts to confound the facts displayed by the External Affairs and other departments, until it inadvertently slipped out that the "scientific advisers" were from the Ruakura Animal Research Station. Experts on bloat control are not perhaps the best source for information on navigational and radio-physics problems.

Looking back at the way in which the "Omega scare" has developed, it can be seen that the damage has already been done. Scare headlines, irresponsible journalism, and blatant distortion of the truth, have led the various university students' associations into invidious positions. The unwillingness to check facts, or to act in a manner commensurate with their power to make trouble, ensures that much of the blame must fall upon the editors of *Canta*, and on the agitators who deliberately presented an unbalanced picture of nuclear horror in an attempt to persuade students to protest.

It would be somewhat more fitting if those who, by their unparalleled immaturity and deceit, helped to lead student opinion into this position, were forced to pay the costs incurred. The costs, it should be remembered, will be borne not only by those who have to pay fines for minor disturbances, but by those who appeal in the future for aid from the Government and people of the country. This is the damage that matters.



## ARTICLE MISINTERPRETED?

Because of some misinterpretation of an article in Craccum 8, entitled "Music Department Has Staffing Problems" (a heading which was itself unfortunate, and not my own) it seems expedient that I should clarify some of the points involved. In the first place, the implication that the departure of two of the staff members was a direct reflection on the Music Department itself, or any of the music staff was not intended.

In talking of the two new staff members, that "the system has not yet had time to dampen their spirits," refers on the one level, to the university system, not in particular the Music Department, nor even Auckland University, but rather the university system in New Zealand. I still think this is justified in that both

these men have just left brilliant professional overseas careers to take up their first university appointments. Naturally they will have to adapt any preconceived ideas to suit their new environment.

But on the second and more significant level, the *system* refers to the socio-cultural system in which the musician in this artistic antipodes has to exist. And this is a criticism of the mentality which in many ways is reflected in the average student.

My plea is for these two new staff members, that they should be appreciated as the fine and dedicated musicians they are. It is too early to take musical talent for granted. And this is true not only of Philip Todd and Glynne Adams — the staff of the executive section of the Music Department contains some other countries' finest musical talent. Jack Body

## GENERAL COMMENT

Sir,—here are several points I wish to raise that would be of interest to a large number of students. They are:—

1. Has it been widely published that students enrolling for their 6th and subsequent years are exempt from paying a building fund levy of \$6 with their student union fees at enrolling?
2. A refund for this year only, can be obtained by students who are enrolling for the 7th and subsequent years. Is this good business practice that money rightfully owing to the student should be forfeited simply because the student was unaware that he could claim a refund last year, his 6th year? When tackled on this point the student president said: "Tough luck, more money for the coffers."
3. A large number of students, especially those doing part-time work, are unaware of what each floor of the Student Union Building contains and would appreciate a guide on where to find the men's common room, the restaurant, for example.
4. Craccum is really the only effective means of communication the university has between all factions and I think that it is serving a very useful function.

D. M. Lawry.

## COMMENT

### BOOK REVIEW CRITICISED

Dear Sir,—Isn't it amazing what a book review can do?; even provoke letter writing. However, while on the one hand Mr J. Jackman makes some interesting comments on Mr Mandle's book, on the other he comes out with some rather ungrounded and oversimplified statements and assumptions, concerning Antisemitism.

Firstly, the title to the article (though maybe this was the editor's work?) "Mandle Writes Another Book" . . . gives the impression that Mandle has been stricken with the dreaded amoebic dysentery for the last 10 years and has just managed to recover, and "write another book!" However, this isn't my main point of contention.

It seems to me that Mr Jackman in his review has undermined the political importance of the book, and oversimplified the basis of Antisemitism. I think that Mandle's coverage of the BUF, from a political point of view is thorough, but he doesn't forget the importance of the social and psychological.

As far as I can see, any feeling toward the deferential working class Briton is only concerned with some class consciousness, or inferiority; however, unlike Antisemitism, it doesn't make any differentiation, on the basis of religion and customs . . . Antisemitism is practised against all Jews, working class, middle class, or upper class; religious or non-practising; Hitler even went back three generations to differentiate! My important point is that Mr Jackman in his review comments, makes Antisemitism all too simple, and in fact the uninformed could completely misrepresent this meaning, and see Antisemitism in his all too simple manner.

Antisemitism is perennial and virulent, of great scope and intensity, and is deeply rooted in the minds of many people . . . There can be distinguished three broad basis for Antisemitism, not only today, as with the BUF, Hitler; but also since the existence of the Jews who have been looked upon as an alien people ("A thorn in the flesh of humanity!") The first is religiously based, and in fact Christian Antisemitism has been the most pernicious and persistent. From the early days, for example in 386 when St John Chrysostom preached in Antioch, that the Jews were "unclean savage beasts," whose religion was no more than "a mockery, a parody and a disgrace;" up till the present day, the Christians, in many cases, still think of the Jews as worshipping God in the wrong manner, and condemning them for not recognising Jesus and then of the crime of deicide . . . As the Catholic writer Julien Green wrote, "Israel worshipped God only in a conventional manner . . . a widespread, devastating, but ignorant manner." Psychologically speaking, to persons of limited intelligence, the abhorrence Christians quite naturally feel toward Jesus' tormentors, has been turned into a generalised hatred of the Jews of all time; including many of today . . . Historically, however, it is a fact that Jesus died a victim of Roman authority, sentenced by Pilate, and crucified by Roman soldiers . . . all the rest is, unfortunately the product of Christian catechism . . . which has been too often exploited to foster and support the worst prejudices.

The second type, is economic; in which because of the position the Jew was forced into, he has been used as an economic scapegoat . . . The old idea of the Jew and his moneybags, is something that the non-Jewish society of the Middle Ages forced upon the Jew, in the times when usury was illegal to all Christians; and since most trades and professions barred the entrance of Jews, they had to turn to the only available occupation left open . . . usury or moneylending . . . Jews such as Samuel Oppenheimer gained high positions as economic advisors to the Princes of Europe; for as long as it suited the latter; but when there was economic problems and instability, it was the Jews who were immediately blamed. Hitler used exactly the same thing in using the Jews as the national scapegoat.

The third basis, is the psychological, and in this is also included the racist concepts of men such as Chamberlain, Nietzsche, and Hitler; who, using ideas of racial impurity, also played upon the fears of the middle class . . . using again a scapegoat psychology. The Jews were to other people, a strange group, with strange customs and beliefs; they didn't understand the Jews, and basically what you don't understand, you fear . . . and from fear comes hatred, and a scapegoat for their own individual and/or group fears and instability . . . This is exactly what Hitler played on.

It is these three aspects, which generally are the basis for the Antisemite, whatever type he is; the three can work independently or together; but there definitely isn't a clear, one reason for this virulent "disease of the mind."

Mr Jackman's suppositions are all too superficial, and with something like Antisemitism, and in fact any racialism, or bigotry, superficiality is all too dangerous . . . By the way, one of my best friends reviews books.

M. A. Johnstone

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# KINSELLA: NO SUCH THING AS FAILURE

## Maidment Speaks on Varsity Reform

When do students stop thinking about what they want to be taught, and start thinking about how they can influence what they have to be taught?

When do students stop thinking about how they can get the university running their way, and start thinking about how they can best influence the administrative system around which the university revolves?

These and other questions were the sort of problem raised by Mr K. J. Maidment, the vice-chancellor, in a recent address "The Nature of the University."

With vital negotiations on the question of greater student participation at present under way, Mr Maidment stressed the necessity for careful and proper handling of the problems involved in greater responsibility.

"Any change," said Mr Maidment, "means persuading a lot of people — the council, the senate, and the Association of University Teachers. If successful, the sort of communication you have, will not be bad at all."

But he warned that the seemingly trivial matters which concerned the various bodies involved many individual students, and if information was spread around by student representatives it could greatly impair the success of the prior negotiations.

Mr Maidment welcomed these negotiations. The main task he saw for the representatives was to facilitate the movement of student views from departmental level through the faculties to council and senate if need be. However, he reminded the audience that students could not say what they wanted to be taught.

Mr Maidment leaves for abroad in a few months. He hopes that by then the present negotiations will have been successfully completed.

"I don't think anyone can say what is failure at university," said the Minister of Education, Mr Kinsella, at Victoria recently. "I don't regard those who miss units as failures. They benefit themselves and their country. Even those who have passed two or three subjects are of use to the community so long as they have enough drive and stability to make use of their training."

"This year in Parliament I hope to bring down a bill to provide for a vocational training council. This council would tie together educational facilities and the needs of industry. It would be a link between technical institutes and technical education generally, and industry and commerce," he said.

"Today more and more businesses seem to be requiring graduates for their executive staff, and this is the way it should be," said the Minister.

"Up to a few years ago the universities could have been said to have had a monopoly over tertiary education. As a result they sometimes had to extend their courses downward and I don't know if this was good for them."

"Technical institutes are new in this country," he said. "But I would say that they will be a major force as far as the future is concerned."

"The technical institutes will develop closer and closer to the universities themselves. We already have this with the engineering school at Canterbury which can in part provide cross-credited units to the university."

"In the coming years we will have an increase in the cross-recognition of work done in these two institutions," said Mr Kinsella.

"The Central Institute of Technology will deal with technical education at a very high level of university education, and they will eventually develop into universities of technology."

"Technical institutes are at the stage now that universities were 30 years ago, with a huge number of part-time students. They will develop in the same way and the percentage of full-timers will grow and grow."

"The greatest possible development we can see ahead of us is the tremendous growth in all forms of tertiary education," he said. "It will be spent on university buildings alone. Last year university education cost about \$36 million. I am sure that this is going to grow even more; the needs of higher education are not going to remain static."

"Technical institutes are growing at an even faster rate," said Mr Kinsella, "because the technologist and technician is required to a greater extent in this economy. In other countries the load is largely taken off professional men by technologists and technicians who are educated to just below professional standard."

Asked whether he thought university salaries should be raised to parity with Australia, Mr Kinsella said, "I would like to see New Zealand university staff salaries increased. This is under discussion between myself and the university grants committee at the moment. It is a subject to which I am very sympathetic. I don't know however if we will be able to raise them to parity."

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## Kingsbury Speaks On Students and Society

In an address to students attending the S.C.M. camp at Brown's Bay over the study break, Mr N. W. Kingsbury, Registrar of Waikato University, commented on the responsibility of students to society. He said that while riots and violent demonstrations similar to those which have occurred overseas are unnecessary and undesirable in New Zealand, he felt that students here influence society far less by comparison with their counterparts overseas, and that insufficient dissent is expressed by the student population.

Commenting on the responsibility in New Zealand of the University to the public, he said that its prime obligation is to provide good scholarship. The expectation, by society, of return from students and graduates is justified, if for no other reason, by the expenditure made on Universities. But, he said, New Zealand students' lack of concern for society is worrying. The tendency here, as in some places overseas, to be content with superficiality, is a sin. We tend to get so interested in what leaders are doing that we no longer consider if they are right. He maintained that the University's main concern for society should be in preparing for the future of that society, and that to express this concern, students should have the right to dissent without being greeted with ostracizing or patronising attitudes.

One of the reasons why there has been insufficient plain speaking on important issues, Mr Kingsbury stated, is that students are required to follow a predetermined pattern of communication. He mentioned the late Robert Kennedy, who frequently commented on the need for more satisfactory communication between the different age groups.

Mr Kingsbury continued by saying that since students are the most mobile section of the com-

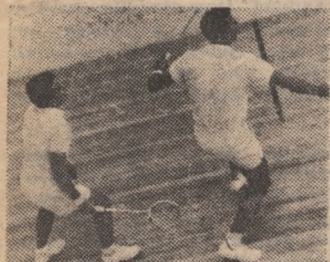
munity, they could provide a "window on the world" for New Zealand. Instead of making the traditional trip to London, students should go to Latin America or the Scandinavian countries, as these areas have more relevance, than Great Britain, to our society.

Equally important, he said, is the ability of students to provide opposition to "stodginess." The Church, traditionally the moral and social guardian of the people, has become so obsessed with its own concern that it has ignored the social needs of the times.

Commenting on student unrest overseas, Mr Kingsbury said that many students feel that they lack responsibility because of the low student-population ratio. People tend to lose their identity with society through disillusionment and disappointment in it, and the recent upsurge of violence has occurred because it is found to be successful. "It is a terrible reflection on society that people can achieve through violence what they cannot achieve through democratic means," he said. National Student Unions are unable to exert sufficient influence on decisions of social concern and therefore they are by-passed by the student population. In New Zealand, the opportunity is available for people to express their opinions through participation in party politics. However the "wishy-washy" politics prevalent in New Zealand are not generally appreciated and are liable to lead to discontent.

While urging students to show more concern for society, Mr Kingsbury pointed out the necessity to accept a compromise of ideas in setting out to achieve one's ideals. He said there is a great danger of falling into the trap of cynicism, with more interest being shown in manipulation than in the ideals being sought after.

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