

AUGUST 14, 1969  
VOLUME 43, No. 10

# CRACCUM

## Rudman the Veep

Bill Rudman has been elected Vice-President of NZUSA. He gained 15 votes compared with 11 for his nearest opponent, with 31 votes cast. He got Auckland's seven, Canterbury's five, and three of Victoria's five.

## Faculty Representation

Senate has shown willingness to give students direct representation at faculty meetings. A meeting of Bill Rudman was due to be held yesterday with departmental reps, and proposals will go forward to the Senate.

## Capping Book Censorship

The question of Capping Book censorship will soon be a hot one. There will be a meeting of the University and Mike Law's Exec. next term. Law also wants Council members Robinson, and E. V. Dumbleton present, as well as representatives of the student press, who will be lumbered with any policy which comes out of it.

## Food Foibles

Fifty students have handed like Law a petition calling on the Exec. to investigate improving the quality of caf. food. Law told Craccum that he, Bill Rudman, and caf. manager Agnew have given this much consideration. New equipment to be installed soon will help improve the quality, he hopes, and experimentation with different meals is being tried. Basically, it is a matter of whether the students want to spend more on cooking staff (note that the caf. lost \$26,000 last year).

## Caf Prices

Cafeteria prices will not be altered this year, but they may rise next year. The SRC has decided not to increase the student levy (at present \$1 per student annually), but as costs continue to rise, this will mean eventually prices will rise. Food prices have not risen in four years.

## Rep Replies

Following Craccum's article on student representation in the last issue, a stage 1 Economics Rep has clarified some of the statements made about that department.

The Professor in the department has now agreed that a second stage 1 Rep be appointed to the department's Rep committee.

The incident involving the chalk diagrams according to the Stage 1 Rep was mistaken by the lecturer as an example of student "ragging" and was not conscious of the difficulty that the students were experiencing in seeing the diagrams.

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# National Club Putch ALMOST

On July 31, about forty "leftist dissidents" swamped the National Club AGM in the Student Union building and had a bare majority at the meeting. It is understood that this represented an attempt to take over the meeting and elect Owen Gager as president.

The National Club Executive had held a meeting previous to the AGM and expressed concern that Gager was a candidate for the Presidency (as revealed by Craccum which appeared that morning).

Previous to the AGM, the National Club had held a meeting of their executive in committee, when it was apparent that a take-over attempt was imminent, with leftists streaming into the meeting. However, it was decided that it was impossible to hold the AGM in committee. By some mysterious Act, the pages of the Student Association Constitution referring to the rights of individual students at societies' general meetings were found to be glued together, in the Exec. offices on the floor below. As the Constitution stands, all members of the Students' Association can vote at the general meeting of any club.

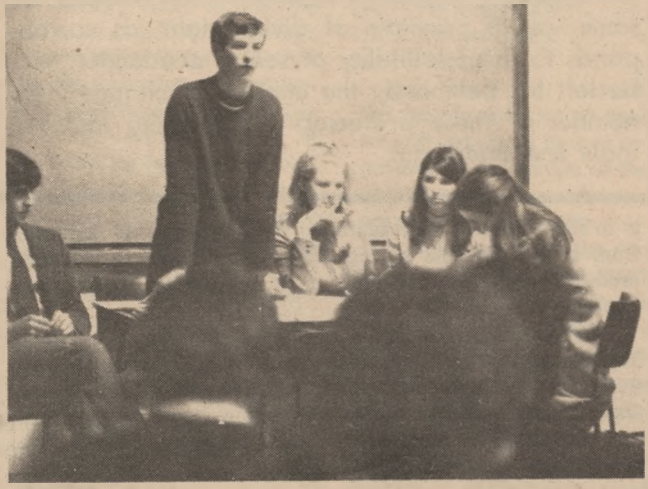
When the meeting was opened and apologies called for, several fictitious names were proposed, including Mao Tse Tung, and then dissensions were recorded against the acceptance of the apologies, and scrutineers appointed for a show of hands. It is understood that many of the false apologies came from National members, who "did not act irresponsibly in this case", because they realised the danger that the club was in, according to the Chairman, Peter Thomas, in a subsequent interview with Craccum.

After this fiasco, Owen Gager moved no confidence in the chairman, which would have forced the election of a new chairman, if carried. Under Standing Orders of the Constitution, such a motion takes precedence over all others. However, considering the circumstances, Thomas did not accept the motion, considering it to be frivolous. In the ensuing chaos which followed, Thomas exercised the prerogative of the chairman to close the meeting.

National Club members and leftists then ploughed into the SRC meeting in B28, and a Special Exec. Meeting was called following the SRC meeting. Members of the National Club executive and representatives of the opposing faction were given speaking rights.

Owen Gager told the Exec. that all his group wanted was an unbiased chairman, preferably a member of the Executive.

Bill Rudman: It seems



Horrocks, Thomas and secretaries at the chaotic National Club AGM.

rather peculiar that you and they should take such an interest in the National Club.

Thomas said that the National Club was a responsible club being subjected to irresponsible elements, and that the good name of the Students' Association was endangered.

Craig Horrocks said that a similar take-over had happened at Victoria University, and that the Vic. Club has been a laughing-stock ever since. He suggested that the Exec. take action to prevent the same thing happening at Auckland. "Is the National Club to be a National Club? We may be rightist, but we don't interfere in your clubs (to Gager), so you don't interfere in ours."

Mike Law said that every member of Studass has the right to go to an annual general meeting, and that the Exec. can sack the committee of a club if it is not furthering the aims and objects of a club.

Bill Rudman: "I have no doubt that Mr Gager gets some sort of social orgasm out of breaking up National Club and Labour Club meetings."

At this stage the meeting was adjourned to Monday afternoon, by Bill Rudman's casting vote, after Mike Law made a counter motion that the AGM be held in a large lecture theatre with an Exec. member in the chair on Tuesday.

At the Monday session, Thomas and Horrocks tabled a letter which they had given to Bill Rudman, asking for the Exec. to suspend the constitution, freeze the funds, and take over all activities of the National Club. "We feel that the Constitutions of affiliated societies and the Association were intended for the protection of the rights of the students of the Association and the action of Mr Gager constitutes a deliberate gross abuse of the intentions of these rights."

They asked that the Exec. appoint an interim committee of present National Club committee members, with Thomas as chairman, to carry on the club's activities, and which would appoint a subcommittee to redraft the club's Constitution.

After a debate between Bill Rudman, representing the view that the Exec. must safeguard the interests of the club, and Jim Stevenson, who maintained that this would be a bad precedent, the motion was split into two parts. The part moving that the Exec. should take over was passed, and discussion moved on to the composition of the interim committee.

Bill Rudman: "We are fooling ourselves if we don't see what we are doing — protecting the National Club — even if it is difficult for you to take, and me to take also."

Stevenson: "Some of those who attended the AGM of the National Club should be on the committee —"

Law: "— because we are depriving them of the vote which they came to the meeting to exercise."

Alan Robson suggested that the committee should be made up of four members from the National Club, and four from the other faction, with a member of Exec. as chairman. Bill Rudman said that this would make an absurdity of the previous motion. He suggested the committee could alter the club constitution so that only paid members of standing of several months could be members of committee, although students could still vote at the AGM, and set down policy guidelines if they wanted to. The motion to form the committee as suggested by the letter was passed by Exec., with Mike Law, the next president, and Lady Vice-President Alison Potter dissenting.

The issue of the protection of the University National Club may not have been finished yet. Unfortunately, since this story was written, the Winter AGM will have considered the amendment to the AUSA Constitution, arising out of this meeting, that only registered members of a club be permitted to vote at its AGM. This motion, moved by Mac Price and seconded by Gary Gottlieb, will mean, if it has passed, that non-members of clubs will not be able to influence the policy of any clubs. According to Alan Robson, this was the intention of leftist students in trying to elect their chairman: to turn the National Club into a political forum to consider a broader range of recommendations, rather than to subvert the club. Unfortunately, the Constitution of the club as it is now written is vague, and lists the aim of the club as merely to promote political activity on campus. This is one of the reasons for redrawing the constitution. Craccum interviewed Bill Rudman and Mike Law during last weekend, since their ideas of the issues seemed to differ.

## EDITORIAL COMMENT

If it is taken into account that recently instituted Scholar of the Year Award is for mature scholarship then all members of the present studass executive can immediately be ruled out of any considerations according to mayor Robinson.

Similarly all members of the Civic Action Party, which according to the mayor is an off-shoot of Exec., can be disregarded on the same grounds.

These rash statements were made to a recent meeting of the Kiwanis Club in Auckland, the same club responsible for the setting up of the award, and show a remarkable amount of irresponsibility on Mr Robinson's behalf.

Irresponsible statements of this kind can only lead to a further breakdown in, to use a trite phrase, town and gown relations.

Since last term's capping debacle, concerted efforts have been made to improve relations with the city, and this kind of statement, made shortly before open day, can do nothing but great harm.

Besides being irresponsible, the statement is also grossly incorrect.

Several members of the Studass Exec. have had distinguished scholastic careers and could well be considered for the award.

But to further state that the Civic Action is a political off-shoot of Exec. is not only incorrect, but ludicrous. Admittedly, some of the members of the Civic Action Party may have been former office and portfolio holders of Studass, but to allege that these people have any active current official affiliation with the Studass as members of Civic Action is incomprehensible.

It appears that according to the mayor's thinking, a group of people who INDEPENDENTLY resolve to offer the people of Auckland some other choice than the Labour Party and the Citizens' and Ratepayers' Associations in local body politics are lacking in maturity. (Mr Robinson was elected last year as an independent candidate.)

As he is an ex-officio member of council, the mayor should have exercised greater discretion before making such a rash statement.

For a member of council, the highest administrative body within the university, to back-stab members of the very group he is supposed to represent is worthy of the strongest reprimand by council.

Craccum also urges both exec and the Civic Action Party to examine the legality of the mayor's statement with specific attention to possible libel.

Craccum fully realises that by criticising the mayor in this fashion it may be widening the public relations breakdown, but this is one occasion where the blame cannot be laid at the students' feet.

The editors have no wish to antagonise the mayor, but had he shown a little more foresight before coming out with this statement this situation would never have arisen.

Public relations should be a matter close to each student who wishes to see the advancement of universities.

Great efforts have been made both by this paper and by the student body generally to improve relations with the town but months of good work can be ruined in a single minute of irresponsibility — a fact voiced by Mr Robinson himself on various occasions.

The views expressed in this article are not necessarily those of the Students' Association, but are the independent views of the editors of Craccum.

— F. J. Bentley.

## NZUSA International Commission by John Laird

The NZUSA International Commission to be held at Otago next weekend could be the most important meeting the Commission has yet held according to Auckland's International Affairs Officer Trevor Richards.

Massey is seeking the approval of a remit which would ask the government to pursue a policy of non-alignment in foreign affairs and Victoria wants to ask the government to discourage the immigration of professional people and skilled workers to New Zealand from developing countries.

If these remits are passed they become the official policy

of NZUSA. Such a process displeases Lincoln College particularly and there is a possibility that they may continue their Easter Council Policy of attempting to reform International Commission.

Lincoln's major aim is to ensure that the Universities have the approval of the majority of their students before submitting remits to the Commission.

This according to Richards is impractical and he considers Lincoln's suggestions manifestly ridiculous.

## The Consequences

Rudman said that basically Gager and his crew are playing games. The Constitution has a hole in it, he said, but it was thought that reasonable people would not use the hole.

On the question of political clubs being subject to outside influence, Rudman said that any club was subject to this, e.g. religious clubs, or football clubs. Direct affiliation of political clubs to parties is forbidden, and Rudman said that the political clubs do not seem to follow the party line often.

He thought that Mac Price's motion for Constitutional amendment was basically a natural consequence considering the danger of students using the Constitution against a club.

Mike Law agreed that bonafide members of a club should be protected from being taken over, but he thought it was alarming that some committee members of the club can now exploit the cover of the executive to introduce some evils they were supposed to be protected from — that some might exploit the fear of a Gager take-over to push their own ideas on the club. The new constitution of the

club will have to be passed by Exec., then the SRC, and then will go to an AGM of the club. Law was concerned over the fact that any changes to the constitution would need a two-thirds majority to change once it was returned to the club.

Law felt that the Exec. should have a closer control over the committee, and that it should have been more representative. He thought it was a bad precedent that tended to solve one problem while creating another.

Law said he was not 100 per cent sympathetic with Price's Constitutional amendment for the AGM. He thought it should be amended to provide some safeguards — but he said he would hear the arguments put forward first.

The whole affair has had the function of showing the suspicion of political clubs that exists among many students. It is widely assumed that the Socialist Club was the main instigator of the debacle, but many of the students involved were non-aligned, anti-political students.



Liz Hughes, an arts student (first year only), faces the prospect of flying to Dunedin with a plane-load of Exec members, sports representatives, and one volatile Craccum editor. Liz will be taking part in the Miss NZ Universities contest.



## View point

What the hell's going on with student representation? In the backwash following the now infamous Rudman Report to Senate, the question of representation is in a considerable state of flux.

The purpose of the Rudman Report was to stir action and thought over the whole aspect of student representation and to bring to light grievances in various departments, which in some cases were against Senate's original directives over student representation, and therefore justifiable. In other cases, criticisms were at best "indiscreet".

There has been a great deal of criticism of the Rudman Report by representatives themselves. They centre on the way the report was presented — many feel that Bill Rudman betrayed a confidence by quoting statements of representatives which they had not intended should turn up in Senate in such a blatant form. The report was a very rushed affair, was not discussed in department committees, and in many cases no doubt represented the views of the most radical student representatives.

In one sense the report succeeded in its aims: it promoted much discussion which in many cases led to direct action benefitting better student-departmental relations. There was of course an element of resentment — in some cases justified

# the representation debacle

— caused by the report. An example of this is that the department which was most severely criticised in the report was in fact far from the worst.

Another result has been a certain amount of alienation by student reps from the machinery of the Students' Association (see article P.10). As Craccum goes to press, meetings have been called to discuss this question.

It is to be hoped that the principle of student participation in university decisions will now be accepted in good faith (despite the indiscretions which have occurred, and been publicised in Craccum) by those professors who have been cool to the idea and have perfunctorily instituted staff-student committees while the spirit of real discussion has been lacking.

Where criticism has been severe, it has at least been sincere. From my experience it has not been the intention of representatives at any time to attack professors as such, but rather to effect more liberal conditions, and to improve course standards and methods. In time those people who are opposed to student representation (usually on some vague principle of divine right, as corresponds to the infallibility of senior academics) will be left far behind by the impetus of change. The number of these professors is becoming increasingly less significant.

The encouraging aspect of the whole "mix up" over student participation is that pressure to make it work has come from above — from the Council, and Vice-Chancellor Maidment, as well as from the disjointed, and often misdirected activities of some students. Also, most of the impetus for liberal change is coming from other highly-placed staff members in the faculties.

The important thing that has emerged from the whole range of world student unrest is a basic change in the concept of universities: socially aware students are regarding it as their right to participate in the decisions involving universities. As it applies to this university, it is not a bid for student power, nor for political advancements of individual students. Of the dozen representatives to the Arts Faculty, only one is, or has been, member of the Studass Executive. The students' representation attracts are those that are genuinely interested in taking a responsible role.

It is now time to leave behind the mistakes and indiscretions that have taken place over representation, which were probably inevitable in a situation where many students and staff were unsure of the role they were meant to play. The keyword now should be "communication".

J. S. Laird

## letters to the editor

### PRESIDENTIAL ADDRESS

Sir, — The front page article "Aftermath" in the last issue of Craccum was extremely unfortunate. If the editors feel that this type of mis-informed comment is of any use in furthering relations between staff and students they are wrong.

Although the general point behind the article was nearly correct, any validity and credibility was destroyed by the totally untrue or illfounded examples used. To quote just one example I should be familiar with; both the staff and senior students in the Zoology Department would be more than interested in knowing who was suing who.

The whole purpose of the report I presented to Senate was to show professors that although in the majority of cases the staff-student committees were working well, in some others they were not. I felt the best way to do this was to show them personal opinions of students who had been on these committees both this year and last year.

The intention was completely constructive and the report was clearly qualified. The reaction of professors has been blown completely out of proportion and many students can attest to the fact that in almost all cases in which Professors were criticised a constructive attitude has been taken now on both sides.

The executive and myself have only one aim. And that

is to make student representation work. I have had criticism from a few students saying that my sole aim is to upset professors and in so doing it is destroying staff-student relations.

My only reply is that I have over the last year spent long hours working towards the aim I stated above. Everything I have done and will continue to do is to improve staff-student relations. My recent actions took into account the fact that I was dealing with reasonable people. The constructive results have proved this.

W. B. Rudman,  
President.

### MORE CRITICISM

Sir, — It would seem that the writer of the article "Aftermath" on page 1 of the last "Craccum", has paid no attention to the criteria of responsible reporting, and has based the article on rumour and petty muck-stirring rather than on facts and informed opinion.

In particular, I would be interested to know exactly who it is that thinks "that a senior student member of the Anthropology Staff-Student Committee may resign in protest", and what (if any) were the "disparaging remarks about the whole concept of staff-student committees", which you claim were made by two professors.

In basing the article on vague statements about the shortcomings of Student Representation, and largely ignoring the more hopeful aspects you have given no help at all to those who are trying to build up a working system.

J. Coster

### TISSUE ISSUE

Sir, — Grot-esque investigations have uncovered a rather messy issue which we feel in passing may make the mind boggle but should be wiped up.

In the light of recent controversy re women demanding equal rights with men, we wish to record our deep-felt indignation regarding the absorbing fact that the fairer sex have the privilege and relief of using Babysoft while males continue to suffer the strain of good ole Jeyes! We desperately hope this matter can be cleaned up — woe are we.

Bill, Craig and Mike

### MALAYSIAN REPLY

Sir, — I refer to the article in Craccum July 17th, 1969, headlined "The Malay Riots — is Democracy failing?" supposedly written for Craccum by a Malaysian student who was in West Malaysia at the time of the riots. But the way I see it, that article was just a reproduction of a cyclo-styled article entitled 'White terror and military dictatorship in Malaya' which was seen around varsity recently.

The article was of course highly inflammatory in character. Your headline "The Malay Riots —" needs qualification. Foreign correspondents were quoted; but why has not anyone spoken for the Malays? Is it because they cannot, or is it just typical of their characteristic biased nature? The writer quotes words such as "Malay privileges" and "Bumiputrahism" without explaining what they actually mean. And to say that the social-economic status and Malay national education has not been improved is just utter nonsense. It may be generally agreed that the government could have done better, but they have done their best; they also still have the support of the majority of the Malaysian people. No-one can deny that the standard of living in Malaysia has greatly improved since the Alliance took over from the British colonials.

The writer also condemns all the political parties in Malaysia except the Labour Party which incidentally decides to go underground just before the elections. His generous use of the words 'Malaya' and 'Malayan people' indicates that he does not recognise Malaysia. That is why I say that the article is subversive and communist inspired. It is not conducive to the Malaysian spirit.

Mokhtar Armad

(This letter has been edited.—Ed)

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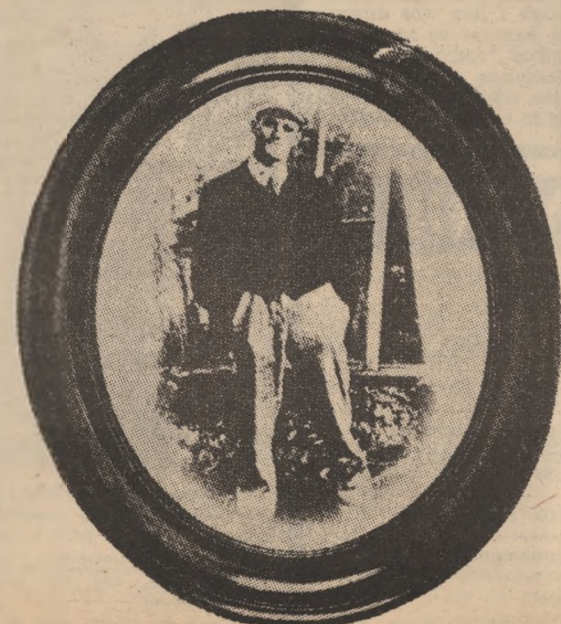
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# Malaysian Govt Interferes At Auckland University

The recent race riots and political upheaval in Malaysia has had repercussions at Auckland University. An article on page 10 of this issue gives some background to the situation in Malaysia, and here Craccum writer Graham Franklin-Browne examines the situation on Campus.

Malaysian students in New Zealand fall into two groups. Those on government grants and bursaries are mainly Malays whilst the non-Malay students have been forced to make it on their own or with parental backing.

Up until November 1968 the Malaysian Government had adopted a more or less non-interference policy regarding its overseas students. However, even before the race riots it has been encouraging overseas students to set up separate Malaysian Student Associations as opposed to Malaysian-Singaporean Student Associations.

Because these bodies would have to be independent from

New Zealand Universities and could not rely on University funds, the Malaysian Government has agreed to subsidise them.

Many Auckland Malaysian students see this as a political move detrimental to the existence of the Malaysian Singaporean Students' Association.

Some non-Malays fear that a Malaysian Student Association will become Malay-extremist dominated.

Auckland is the only centre in New Zealand which has opposed the Government and retained an MSSA.

However on April 14 Auckland proponents for a Malaysian Students Association sent a letter to the Malaysian

High Commissioner in Canberra asking him if the Government would support the body even in the event of a majority student vote against it (Which is what happened).

On April 18 the High Commission sent a telegram officially recognising the MSA as the only body representing the Malaysian students in Auckland. It also asked how much would be required for a subsidy.

This happened before the Malaysian student majority had a chance to vote on the issue.

At a meeting on April 19 a vote of indication was held and the majority voted against the setting up of an MSA. However a committee was set up to look into the formation of a Malaysian Students Association. The committee decided against it and made its findings known to the Malaysian Govt. A reply was later received enquiring about the names of those on the committee.

This development of course has some sections of the Malaysian student body extremely worried.

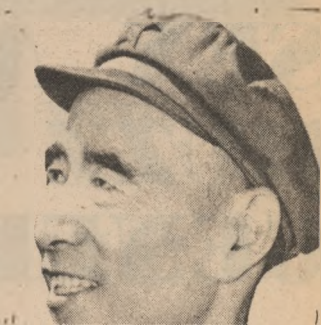
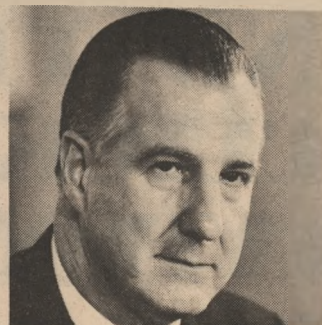
Proponents of MSA have been accused of deliberately distorting the facts in their correspondence. On April 21 they sent a reply to the High Commissioner informing him of MSA progress and that they had obtained 45 per cent in the vote of indication.

What they did not mention was that less than forty of the four hundred Malaysian students attended the meeting.

The Malaysian Government has now by-passed the Malaysian-Singaporean Students Association and is corresponding direct with the proponents of the MSA. The Auckland University Students' Association still officially recognises the MSSA as representing Malaysian students in Auckland. The MSSA is of course affiliated to Studass.

The policy of the Malaysian Singaporean Students' Association has tended in the past to be non-political. However, many Malaysian students now doubt the validity of that stand in light of recent events.

Factions advocating the politicising of the MSSA argue that the indifference of the MSSA to political problems has indirectly created fertile ground for the MSA proponents.



Such indifference may be the result of fear — fear of repercussions when the students return to their country as eventually they must.

Proponents of the MSA say the reason for forming it is to foster a more meaningful Malaysian consciousness amongst Auckland Malaysian students.

The following letter illustrates the Malay-extremist viewpoint. It was distributed to Muslims attending Friday prayers at the National Mosque, Kuala Lumpur on July 4, 1969. The writer is Raja Muktaruddin Dazin from the University of Malaya.

## THE STRUGGLE BY THE NON-MALAYS: OUR STAND.

The May 13th incident has clearly brought to light several important factors regarding the ambitions of the non-Malays, especially the Chinese, in our country.

The steps taken by the Government were the most intelligent steps ever to be taken by the Malays in the history of their culture. The establishment of the National Operations Council is not only natural but it should also be preserved until the Malays have attained a standard of living which can be reflected in their possession of the prosperity of their fatherland.

Before we act, it is essential to analyse the attitudes and ambitions of the non-Malays who have been allowed to live in this country. The non-Malays had all along been on the receiving end. Through the Malaysian Chinese Association and Malaysian Indian Congress they have obtained CITIZENSHIP. Now they have left the MCA and MIC to fight for their language and equal rights through their political parties.

The struggle of the non-Malays is planned and subtle. They will of course co-operate with the Government (NOC) to restore peace with the hope

that they will bring back Parliamentary Democracy. They know that only by means of a parliamentary govt will they be able to exercise their citizenship to control the country.

Malay has replaced English as the official language and special rights have been given to the Malays to raise their living standards. In this matter the Chinese have obtained the sympathy of their leaders in the MCA and MIC. (But whatever happens they should not be invited back into the cabinet!).

The non-Malays are struggling for equal rights by wishing to abolish article 153 of the Malaysian Constitution. They want to do so by means of revolution. Their revolution is the same as that of the French revolution where the slogan was "Liberty, Equality and Fraternity". If their revolution gains momentum they will surely succeed.

Our present enemies are not only the Chinese and Indians but also the Americans, British and Australians. In their discussions they have clearly sided with the non-Malays. Their action will only result in splitting the nation into various territories occupied by both Malays and non-Malays.

Having analysed the attitudes and ambitions of the non-Malays, we must now proceed to adopt our stand and our ambition. This is vital if we do not want to disappear from this world. Following are some views and opinions obtained from the Malays in the University of Malaysia.

● The Malays must be united. They have to forget their political differences and fight on national Malay philosophy based on language, religion and economic security. The Malays must not give way. Besides using the terms BUMIPUTRA (Sons of the Soil) Malays must also apply the terms KAUM MENDATANG (immigrant races) to the non-Malays. In other words we are on the offensive rather than the defensive.

● The Malays must not want to return to parliamentary rule. Malays through the NOC must lead the country towards the aims of a NATIONAL MALAY PHILOSOPHY. This can be carried out by expand-

ing the armed forces loyal to the Malay race and by consolidating the unity of the Malays. Malay energies must be co-ordinated at the kampong, administrative and intellectual levels. A committee could be set up in this respect. The NOC must adopt the following slogan. "We rule with justice and equality for the security of the people".

● Non-Malays fight for equal rights. Malays must be defensive, they must be offensive. Malays must fight to review the whole question of citizenship by means of language tests, essays, religion and Malay customs based on the national Malay philosophy. In other words, if there is a revolution it must be a Malay revolution. The struggle requires planning and can be properly implemented by the people outside the NOC but with the understanding of the NOC. We must create the momentum, not they.

● We must now find new friends who can adapt themselves to the methods of our new administration. Among these are Burma, Indonesia, Thailand and Kenya — revolutionary countries which have faced the fact that Democracy will not work in developing countries.

Finally it is necessary to stress that with the will of God, we will have returned to a situation where it is possible to restore Malay sovereignty. May God continue to be with us in struggle after struggle.

Yours sincerely  
Raja Muktaruddin Dazin  
University of Malaya

Commenting on the Auckland situation, Studass President elect, Mike Law, said the Students Association will oppose any attempt by the Malaysian Govt. to interfere with New Zealand students rights to freedom of association. This policy was unanimously affirmed at the NZUSA Easter Committee.

Peter Rosier has written to both the Malaysian High Commission and Dept of External Affairs. The High Commissioner has ignored our protests, said Mr Law.

The New Zealand External Affairs is allowing the situation to develop and is condoning the actions of the Malaysian Govt by not protesting, he said.

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# SEX AND THE BUZZ CLICK GENERATION

CRACCUM reprints here the speech given by Mr P. J. O'Carrol at the POWWOW debate on 31st July on "The Morality of Young People".

The question is on the morality of young people. Clearly it would be meaningless to pass judgment on the morality of the human race as a whole, as there would be no control group. Likewise, it would be meaningless to judge the morality of young people except by comparing them to some other group. All I can do then is contrast the morality of the young with the morality of the old. Now, because I have only ten minutes, I will have to simplify and therefore exaggerate the difference between our generation and our parent generation. When I talk of young people, I will be talking of those who are distinguishable from the old, those who are facing the new challenges, those who are trying to cope with the problems of humanity left exposed by the death of God, King and Country. When I talk of parents, I will talk of our typical parents, focussing on characteristics shared by the large majority — roughly, the white anglo-saxon middle-aged protestants. I will include under the heading "parent generation" the young people who adopt their parents' outlook in toto, and show no sign of individual moral development.

As I see it, moral responsibility includes three elements: goodwill, factual knowledge, and rationality or self-mastery. To be morally responsible is (1) to have goodwill that is to care what happens to people, and (2) to have factual knowledge, experience at 1st or 2nd hand, that is to know what to do about a certain problem, and (3) to be rational, that is to be able to carry out what is decided, not to withdraw for fear or anxiety. How do we score then, on goodwill, experience, and rationality?

There seems to be abundant evidence of goodwill among today's young people, who tend to seek all-round fulfilment, not just of local values, but for all nations, all age-groups, and both sexes. Any goodwill that our parent generation may have had seems to have given way to suspicion and pessimism. They see their God, King and Country becoming senile, and they withdraw from the struggle for co-existence which we have to face. They are scared off by the gradual dissolution of their absolute moral code, unquestioned and unquestionable. Their fear may be forgivable. They were sinners that sought salvation. But we, apes struggling to be rational, cannot afford to give way to fear.

For the second element, experience or factual knowledge, our parents, who have had about 20 years more sex than us, take the prize. But they won't share it. Inhibited by the fears which accompany an inflexible, impersonal, unexamined protestant morality, they often cannot even tell of the simplest facts of sex. How many of our parents have ever told us that they enjoyed sex?

What do we learn from our elders, from our upbringing? As children, we find that certain of our bodily sensations were not acknowledged by our parents: that certain of our spontaneous questions were not answered — or were answered in a special tone of voice, in terms that we could render only as of something dirty or fearful. Our childhood sexual lives were rather mysterious and introspective and we silently accepted that a part of us was peculiar and undesirable.

But later, from peers and books and imagination, we slowly come to realise that sexuality is universal, as old as life, and natural for us personally. Our sexual desire becomes strong. Suddenly the words of our elders are not enough. We must know the real facts. What it is possible to do. How to do it. What are the consequences of doing it. What really causes pain and suffering. What really causes joy and fulfilment.

It is the mystery and fear clouding the facts of sex that breaks down the third element in moral responsibility, namely rationality — being able to carry out what we know to be the best course of action. This does not affect our parents so much for most of them are long-married and do not face so many sexual decisions. But for us, the young, self-determination is essential. We stand or fall by our ability to carry out what we know is best. We must act in spite of our parents blanket condemnation of individual sexual responsibility. The enemy of rationality is fear. Our future is in our hands — our parents will soon die. They cannot solve our problems: they are scared by them and withdraw. We must act according to our passions and our reason. I cannot make an overall judgment whether youth is rational. To be rational is a man's duty to himself. Rationality is tested by fear and panic, and we cannot afford to fail those tests.

Some of us are luckier than others, and learn enough soon enough. Others, doomed to asexuality, never realize that the denial of sex by the parent generation is purely superficial. Others of us come to learn the simple facts, but just too late: the simple facts: that all girls and boys feel sexual desire, that masturbation and devirginisation are irrelevant to the success of future relations, of the cause of pregnancy, of the danger of abortion, of the prevention and cure of V.D., of the practicability of contraception.

Most of us, however, get most of the facts straight sooner or later by talking and reading and inferring. But our attitudes and feelings about them are already largely formed. The facts, although known, are still hard to separate from the taboos. The very words we have to use have built-in shame-value — they are either Latin or obscene.

The views of young people on the particular social issues discussed in this series, illegitimacy, abortion, contraception and VD, are still very much in a state of flux. The most I can do is to give my own views. These will represent the views of some young people and not others. We must keep our minds open on these issues, until we have reached the best possible solutions to them. But here are my present thoughts.

## ILLEGITIMACY

Illegitimacy, as I see it, is not a distinct problem — the problem is of unwanted children. There are more of these within marriage than without. The illegitimate child is under our system an economic problem. But the unwanted child is a living catastrophe. If no one would want our child, and if we want heterosexual intercourse, then whether married or not, we have a responsibility to contraceve.

## CONTRACEPTION

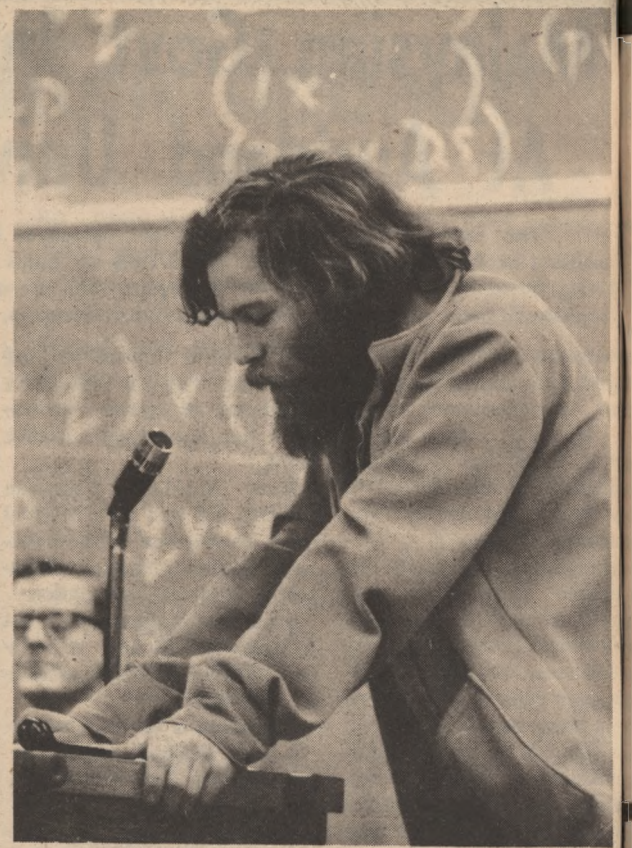
The facts of contraception should be known to all. The methods should be available to all. Where there is a possibility of heterosexual intercourse, but not of a child's being wanted, then contraception is both rational and moral. It is no objection that a person may be disinhibited while practising contraception. For this objection presupposes that sex is in itself a bad thing — and this is absurd.

## ABORTION

On abortion, all I can say is that it must be taken equally seriously as the killing of any homo sapiens. The power lies in the hands of mother and surgeon, so it must be their decision; but as I see it, if considerations of finance, social embarrassment and psychological hardship count as morally sufficient for abortion, then I fear for the invalids, the aged and the insane of the future and even for the criminals, the non-productive, the dissenters . . . the individuals?

## VD

The prevention and cure of VD is simply a matter for rationality. All should be aware of its likelihood and its symptoms. Even more important, all should, if in doubt, take the obvious step of being checked for it and if necessary being cured of it. It is no contribution to call it the wages of sin. Sin must not be confused with infection. The major



barrier to its eradication is that we have learnt to be ashamed of our own bodies — we have learnt to hide them sometimes, unfortunately, from our doctors.

The undesirability of VD, sexually-based neuroses, and production of unwanted children is beyond controversy. Why are people so stupid in this area of their lives? They withdraw from sexual encounters which would be satisfying or enriching. Then they blindly race in to circumstances which promise misery for all concerned. So many people, responsible and purposive in other aspects of life, go completely awry when confronted with sexual decisions. This is almost a hallmark of European man. The important facts about sex and pregnancy, contraception and VD are relatively simple. The need is not for formidable and incomprehensible training programs, but simply for a throwing off of hangups which have got confused with the facts. All that is needed is honesty, openness, and objectivity: particularly on the part of parents. Let us do justice to our children. Let us do justice to the facts. Let us not hide our sexuality. I prize my sexuality, and I prize sexuality in others. Let us not spoil this major part of our lives by either inhibition or stupidity.

Finally, I would like to comment on marriage.

## INTRAMARITAL SIN

We, young people are condemned for our increasing disregard for marriage, the signing of a legal bond, the authorisation of acceptability. Our sins are said to be pre-marital or extramarital. There are it seems, no intramarital sins. When male and female become husband and wife, they cease to be answerable for whatever malice, stupidity, or apathy they decline into: they form one, amoral unit — the married couple.

Social stability may have depended on this sanctity of marriage, this anonymity of the married person. But in our age, to be realistic, we must discuss the heterosexual life independently of parenthood. Certainly, for raising children under our present economic system, I think that protective legal arrangements are necessary, regardless of marriage, just as we have them in New Zealand.

But for a childless, heterosexual partnership, legal interference is either superfluous or harmful. A satisfactory heterosexual relationship is one form of love and should not be confounded by legal proceedings, compulsory financial deals, or social acceptability. Where the heterosexual life is desirable, marriage is superfluous; but otherwise it is harmful. First, it is harmful because it creates vacuous but cruel stigmata: the concepts of "illegitimacy" and "living in sin". We call the child a "bastard" whereas in fact there is no quality of the child to distinguish it from any other. We call the unmarried couple sinners, whereas in fact there is no quality which distinguishes them from couples called "married".

Second, legal marriage is harmful, because it encourages the senseless continuation of cohabitants who hate each other's guts. So many persons sharing a house and an intense resentment cannot free themselves because they cannot bear the social reaction to "deserters" or "divorcees". A "divorcee" is again, not naturally different from anybody — the term is vacuous but heavily emotive. Worst of all, couples who have found their relationship to fail and are scared to part for fear of loss of "decency" (another vacuous term), try to save the situation by having children. What a grave risk, of producing a child whose parents resent it and each other.

Often the breakdown of a relationship is the cause of great suffering; this is one of the dangers of being alive — but it is neither prevented nor alleviated by talking of legal duties or contracts.

And finally, because the marriage setup includes other factors: religious, social and financial, our notion of sexual fulfilment is adulterated with our notions of righteousness, social status and career success. A girl is advised, not to seek a mutually fulfilling and satisfying sexual relationship, but to get a nice man and settle down (and retire) or to get a man who will be looked up to, or to get a man with the right job, and above all to get a man (on paper, with signature).

The revolution against this legal, social and financial bond has begun because, in both senses, marriage demoralises sexuality.





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# Why not try scoring your Lecturers?

BY JOHN BRADLEY

At the last AGM a motion was carried supporting a NZUSA remit that a programme of course and teacher evaluation be initiated.

The idea is far from new, for such evaluative programmes have been in operation at many American universities for two decades now. Harvard University students for example published the first "Confidential Guide to Courses" in 1924.

At New Zealand universities same attempts have been made in this area. Certain students associated with the Sociology Department at Canterbury University in 1937 attempted an evaluation of lecturers in the Faculty of Arts and in the process, angered many staff members. Similar smaller schemes have also been attempted at both Otago and Victoria.

I would like to present a case for such a programme at this university, outline what it could achieve, and pose a number of questions regarding the way in which such a programme could be carried out.

The case, in my opinion is clear. In America, Britain and certainly this country, there has not been, and is not existing, any investigation on the part of teachers to find out in a systematic way, what effect they have been having on their students.

Many it appears, would not be concerned. The only research has been carried out in the U.S.A. by BRUNER ET AL at primary and secondary level but there is almost a total lack of such research at tertiary level anywhere.

This is incredible: Research overseas continues to confirm the frequent finding that most teachers have little concern with the ultimate effect of their teaching upon their students. Is the same true in this country?

Recently I was told by a lecturer that he could get a good idea of what students thought of his course and teaching from the couple of stage III students who were doing a project under his supervision! I wonder just how widespread similar opinions might be among other lecturers at this university? In a situation such as this, who will defend the interests of the students?

The view has often been stated that the fact that a person is a lecturer means that he has the sole right to organise and teach his course as he sees fit and that any infringement of this right is an infringement of his academic freedom. But surely students, as the recipients of a course, have to be accorded the same measure of academic freedom. The case has been made by Charles Frankel and others for such student academic rights and what is more basic to this than the question of the quality of courses and teaching.

A second objection that might be raised is that student initiated evaluation might not be fair. It may well be the case that such evaluation could not be completely fair but this does not mean to say that such a scheme should be dropped but rather that it should be made as efficient as possible. The problem becomes clear, for since no sufficient definition of teacher and teaching effectiveness exists, and until a consensus is reached or at least attempted, no method of evaluating teaching competency can be validated since there is no criterion to validate it against.

A review of the literature of student ratings by Helmstadter for the American Council of Education however indicates that further studies have confirmed the conclusion that student ratings of teachers and courses are reliable and do differentiate among teachers. On the point of fairness however, we might make a parallel case of whether or not our present exam system is fair? Are the grades students receive fair? Obviously not completely. The point here is that a means of evaluation could be devised, that was just as fair as the grading of students.

What could such a programme achieve here at Auckland? Obviously this depends on the nature and quality of the programme, the attitude of the student body and most important of all, the reaction of the staff. From American experience it is apparent that such a programme can be appreciated by staff. For example at Brooklyn College in 1966, 72% of the faculty felt that their programme was worthwhile. However if such efforts were to be disregarded by staff because of an unwillingness to confront the challenging and important problems that students brought up, this would indeed be unfortunate.

For students it is hoped would not initiate this for its own sake but rather as a genuine attempt to find answers to problems they see and to have these problems resolved.

If the co-operation of staff were gained one might expect such a programme would lead to increased teaching efficiency since the lecturer would have the opportunity to see his course and teaching through the students' eyes. One could also hope that there would result among students an increased awareness of the possibilities for their own education, and that through the greater importance that would be attached to teaching quality, the whole academic atmosphere of the university would be improved.

The overall effectiveness of higher education might thus be improved through the general reforms that might follow.

Finally one might ask, in what way should this programme be set up? It is on the questions of formal and informal procedure that hang the effectiveness of the whole programme. It is obvious that for maximal effectiveness this should be carried out with the approval and indeed, the help and advice of staff.

In many USA universities for example, evaluation is carried out by, or with the help of sociology and related departments.

Overseas programmes often differ as to whether they are scientifically designed or are based on single person interviews (usually senior undergraduate students). At Harvard one student writes an impressionistic review from as many questionnaires as he can obtain. Accurate sampling and analysis of student opinion would, I feel be preferable to such a review.

There are a number of other pertinent questions to be asked, for example, who is to conduct the research? Should the results be published or not? It is obvious that if there

is no concern on the part of staff then the evaluation must be carried out by students. There is no reason why students should not initiate this since they are most harmed by aspects of the curriculum which are outdated or ineffectual or by poor teaching.

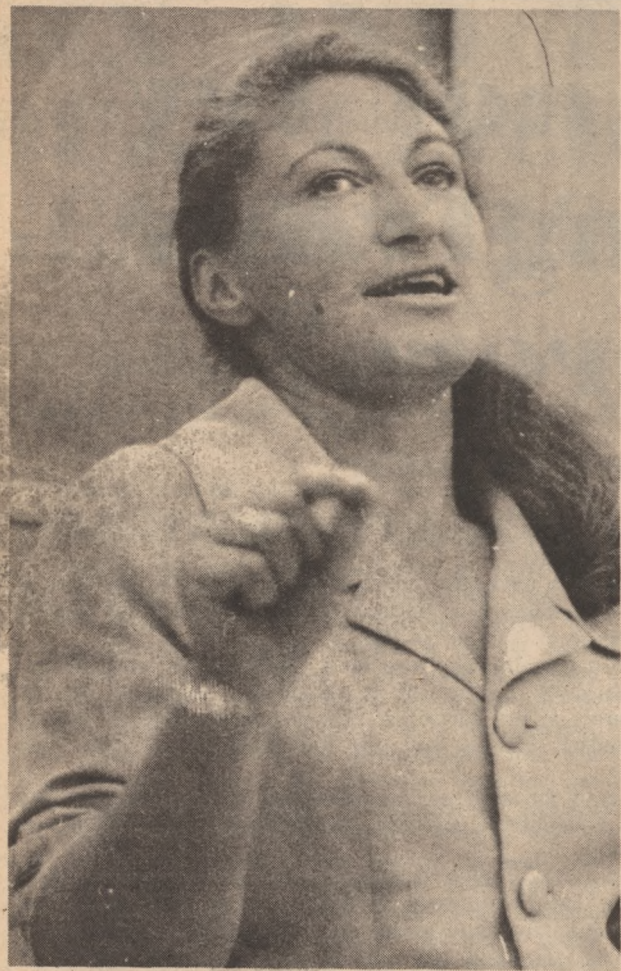
Other questions come to mind. Should such research take place with the approval of each department, each lecturer concerned? And finally should the results be published or not? To publish results initially could prejudice staff co-operation and thus ruin the effectiveness of the whole programme.

One might expect that staff might fear that published evaluations might harm a lecturer's reputation. But a bad review of a lecturer's book or journal article, or an unfavourable recommendation from his peer can do the same thing. If the criticism is just, then it surely should be made.

In many US universities, questionnaires are often given directly to faculty members upon request. They distribute the forms to their students, collect them and are the only ones to see them. However this involves two serious disadvantages. First, many faculty members who might best use the information will not request or use the forms.

Secondly, if they do use the forms and collect results, they may sit on these and not make any effort to evaluate their own course and lecturing effectiveness. In this way the whole programme could be come worthless. There lies the dilemma.





## RUTH BUTTERWORTH

Take the first year BA students. Who are they; where do they come from; what are they doing; where do they go to? Who teaches them; how; in what numbers? and with what result?

I would like to enter a caveat at the very beginning, the real answer to all of these questions is that we don't know — at least not anywhere near enough. The reason we don't know is that we don't have enough money or enough staff to try and find out.

But roughly: Who are they? and where do they come from? We've a rapidly decreasing number of traditional part-time students. Our year-one student is now predominantly straight from school, aged between 17 and 19.

The trend is from one year in the sixth form towards at least two years in the sixth form, and our year one student is likely to be 18-plus.

Overwhelmingly, year one students in the Faculty of Arts come from the Auckland region. This is a declining proportion in the years thereafter but in year one the vast majority come from the Auckland region, and they come from UE accrediting schools.

The numbers from the country areas are probably somewhat misrepresented in that they transfer from the country schools and District High Schools into larger UE accrediting schools for the sixth form years. However, there is an alarmingly small number from such districts at Universities in New Zealand.

We have known for some considerable time that the urban child has a much better chance of getting to university than the country child. Predominantly, university students come from homes where the occupational status is middle to upper: where income is above national average; where one or both parents have some post-secondary education or training, not university training.

Discounting or setting aside the Maori population, the children of average and below average income parents and from lower occupational status parents, are not coming to university, nor are children from country areas.

## What do they do when they come here?

Well, predominantly in the Faculty of Arts they study the traditional subjects, English, History, French, Education, and they add a little adventure in the shape of either Politics or Anthropology, and they take up other languages and economics. Not all within the Faculty of Arts are registered for a BA; nor do all students who are registered for a BA intend completing one.

Stage I classes in the Arts Faculty are very mixed classes indeed. The age range would be from 60 down to 16.

The stage of learning of somebody who would be doing a Stage I subject can be anything from the first year to the fifth year. Classes of 200-500 students will contain the widest possible range of intelligence.

There is another aspect of our full-time student. 50% of all students are living away from home. Most of these will be registered as full-time students. On any honest analysis the student who is registered as a year one full-time student, straight from school, will not be a full-time student because financially he cannot be.

Whether they are a fees-allowances student, whether they have a bursary, even allowing for above average parental income, they will have to work for money to keep themselves at university. Now the demand for unskilled summer season labour has traditionally filled the gap in the male student's finances.

However as the cost of living increases; as this side of the labour market tightens; and as the cost of books increases, we can no longer expect summer earnings to fill the gap for students. For the girls it never did, and never could.

Half of one class that I teach work in both the May and August vacations. A somewhat smaller number are taking on casual or hourly paid work in term time. These, remember, are actually 17 and 18 year olds. They are still growing. They are in a stage of emotional development which can place a heavy drain on their physical resources, at which point we heft them into a new and demanding environment — the university, and say "O.K. love, you sink or swim."

## Where are these kids going to?

Because this is year one, in what direction are they pointed? Let us set aside those who are already at work seeking to extend their range, those who are enrolled with other faculties, and those from the training colleges or on a teaching bursary, and what are we left with?

Young men and women who are not yet career oriented, who are seeking to extend their education but are generally uncertain as to what direction they want to extend it in.

Partly as a consequence of this; partly because they have been squeezed by the examination system and the school timetable into particular channels; and partly because they have very little knowledge of the world of employment, they generally spend their first year at university studying subjects which they took at school, with perhaps one out of three or four units, an adventure unit, like politics, philosophy or anthropology.

If they have done well in scholarship papers in their school-university subjects, they are frequently, under-extended in the first year. They may, and I suspect do, as a consequence under-achieve in the first year.

Even if they haven't done well in the scholarship exams they may have been put through unsuitable courses at school, which means they may have been taught wrongly, and in an important sense be worse prepared for university than the simple UE entrant.

They too will have gone through material similar to that which they are expected to do at Stage I and they too will be bored, which is to say they will continue in the condition in which they left school — bored, irritated, exhausted — sometimes all three. They are interested first — and very properly — in themselves; and secondly in either studying something different or the same thing in a different way.

## What happens to them?

Let us consider Ann and John Smith. They are above average intelligence. They come from what in conventional economic-occupational snob terms would be called "a good home." They have stayed longer at school than the average New Zealand boy or girl; which means we have already invested more in them. They are, as the cant phrase would have it, "hesitating at a cross roads in their lives". They come to university because there is no place else to go.

Technical institutes do not cater for this kind of girl or boy. They are not old enough for some of the forms of employment which they are thinking of, as something for which they need a university career. They are not yet mature enough, or articulate enough for other kinds of work which are open commonly to Arts graduates, personnel work, public relations, good journalism (not the sort we generally have). So they come to university because there is no place else.

They are taught by means of lectures and tutorials. They are lectured mainly, though not always, by established members of staff.

Their tutors are junior members of staff who are completing their studies. In many instances, work is marked by a bewildering array of markers and tutors. In many cases, a Stage I lecture will be delivered to over 300 students; often the same lecture has to be repeated twice because classes are too large to be accommodated even within the largest lecture theatres.

The so-called Tutorials are in size often larger than that accepted as the outside tolerance for sixth forms. Most subjects within the Arts Faculty are what is known as "heavy reading" subjects. An affluent student, living at home, just might be able to afford \$60 to buy the prescribed and recommended books for his course.

Most students, of course, cannot. By juggling with assignments, by allowing students to extend the time limit on handing in work, and by other devices, a department with a large Stage I class can hope that not more than 20 students will want to read the same library book in any one week.

Ann and John Smith need to get to know their teachers — and we them. Teaching after all immediately breaks down when inter-play ceases. To put it at its lowest, unless somebody comes up to you and says 'I can't understand that word you used', you go on using it for the next five years imagining that everyone understands it.

The staff/student ratio laid down for UK universities is 1:8, that which the New Zealand authorities have said is acceptable here is 1:10. That is the aim, we hope to approximate to. In one department it is 1:70 and the picture is not much rosier in most of the others. It is all very well to publish the overall staff:student ratio in the university. This is a nonsense figure because it is really meaningless in terms of teachers within a class.

So what happens to Ann and John? As a matter of fact, by far the greatest number of them pass their units, or some of their units in the first year. They get marks in the C range. Having struggled over the first hurdle, they push on to the next — which is much harder.

The books tend to be more expensive and the reading demands even greater. Classes are somewhat smaller and the demand on books slightly less.

They are being taught by the same staff, who are working with the same staff:student ratio and thus teaching too many different courses to be able satisfactorily to keep up with the developments in order to transmit specialist knowledge.

These same people are also called upon to write the text books and help plan the curricula for the secondary schools. These same staff members are also the ones who are supposed to be doing research in order to forward knowledge within the fields that the students wish to proceed in.

It is these same people who talk to outside bodies, to teachers' conferences, to specialist and community groups, to adult education classes. The same few members of staff. Sure Ann and John get taught — after a fashion; most Anns and Johns pass the units they sit; many of them plough on and finally complete a full-scale degree.

## What happens to the rest?

Many do not and some who do might well find greater fulfilment doing something rather different. They have no place else to go except the university.

The evidence of the achievement of those who gain provisional admission — in the Arts Faculty, those without UE but over 25 — shows that many early leavers have by no means reached the top of their achievement potential.

However few of these are able to find the time to come

# THREE VIEWS ON TED

The seemingly insatiable demand for education in New Zealand have reached new heights.

One of the "way" crisis which educationists and politicians suggest recent months is a change system American junior colleges.

Advocates of course argue that the intermediate schools and would:

- act as a sorting-out of those intended to university, and some of them on both the university high school
- open up a wider range of options currently available in high schools
- provide capstone courses in the towns and cities, education facilities closely with community

But how can the "way" get at the public — and the administration the crisis in education?

At a recent conference seminar sponsored by the AU Students' Association of the problem today's educationists

Some of those who outlined her versions of three speed seminars.

to university, and few of these will gain anything but satisfaction of passing units for a degree.

I happen to hold, a hopelessly old-fashioned, liberal view that the purpose of education is to extend for every individual the bounds of the possible, to extend every individual to the fullest. The problem, it seems to me, is right there — we are not doing it, we are not doing it for the kids who are at school and do not go on to any form of further training. We are not doing it to the bottom part of any of our schools. I students who do come to university; we are not doing it for the top half because they are the ones who aren't extended.

I hope I have shown some of the ways why we are doing it.

## BRIAN LONG

The problems of the secondary schools are legion. To make the problems of the universities completely immaterial and insignificant. The rolls in post-primary schools are their very largest. We have 165,000 pupils in the secondary schools of New Zealand, and there are 270 of these schools. This large roll is a combination of two things, first of all the large number of people, which results from the post-war birth boom, and also the pupils who are staying on at schools.

That gives us a problem at both ends of the secondary schools. Larger numbers at the bottom, bigger lots staying at the top.

Many schools, especially city schools as in Auckland, have more students in the fifth and sixth forms than in the rest of the school put together. Auckland Grammar is in this position, Selwyn College is in this position. This creates large problems.

In my own school, for example, we've got 550 students in the fifth and sixth forms and only 400-odd in the third and fourth forms.

The birthrate in New Zealand may well be falling, but certainly the problems are not falling because this increase of staying on and moving to the senior schools is going to snowball.

To take my own school for example 50% of the sixth form students stay on to the sixth form. 50% of the students who stay on to the sixth form stay into the Upper Sixth form.

Soon I hope to live to see this increase to 90%.

This will cause even more frustration in the secondary schools than there is at the moment and the frustration, the moment really occurs in three ways. First of all, staying on, secondly, facilities, and thirdly, the courses or philosophy of education which the schools offer.



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# N TEDUCATION CRISIS

seemingly ins of education in New have reached ons. e of the "way crisis which prominent nists and pol een suggesting in re- onths is a coge system, based on in junior colle vocates of cons argue that an instu- mediate betw schools and universities as a sorting-ose intending to come niversity, and some of the pressure both the unive high schools; en up a wider per options than those ently availabl e high-school student; vide capstone onal system of smaller ns and cities, education facilities more ely with comm how can the by" get across to the - and the ad the complex nature of s in education i recent comm seminar sponsored by Students' Ass of the problems facing educationists e of those outlined here in edited of three spee seminar.

College. Rutherford High School in 1963 had 632 pupils, in 1964, 904 pupils; 1967, 1216; and in 1968, 1505. Pakuranga College in 1963 had 645 pupils, 1965, 881; 1967, 1148; 1968, 1329.

The textbook grant is ridiculously inadequate. There was a slight rise last year but it did not restore to pre-devaluation levels.

In new courses, in stuff like Biology, Physics, Science, Maths, French, German, English, Geography, History, Social Studies and so on, all in the last two or three years, have meant complete re-tooling as far as books are concerned. Books as you know are fairly expensive items. Especially at the senior school level where all of this happens, so everyone overspends even to get the paucity of books that they do manage to get. There is no relationship between the textbooks grant and the textbook prices, or the rise of textbook prices. There's no relationship to new courses, new approaches, new methods. The inspectors on a visit to my own school a couple of years ago recommended some books which we should be using, in my own department. The books they recommended would have taken more than the whole textbook allowance for the whole school, and so we still haven't got them. We also have an amusing thing called an 'Incidentals Grant' which provides everything from heat, light, office salaries and so on, to library books.

If it weren't for school fees, which are fairly high in State schools and Parent-Teacher efforts, things like library books, tape recorders, record players, would be out of consideration, as would overhead projectors, gestafax machines and the like.

The pupils themselves are paying for all sorts of things. We persuade pupils to buy sets of books in our classes. We happen to come from one of those highly desirable eastern suburb areas where children are interested in books and their parents are interested in paying. We charge them for duplicating material, we make them buy school magazines and so on.

The \$700,000 they are shelling out to private schools, would in fact give \$3000 to each state school. That might help a little too. What hope have we got of closed circuit T.V. or the universal teaching aids which are considered necessary these days?

Ancillary help is almost non-existent. We are allowed in my own school and in most schools of about a thousand, 25 hours of ancillary help, which we can use up as school nurse, clerical assistants or laboratory assistants.

Twenty-five hours total. That means we use the lab. strictly for 10 hours, a typist for five hours and we've got enough money to use the nurse for 10 hours.

Most of this is done by teachers, and not very well. I know very little about first aid. If you get someone who arrives there and he is not moving, I ring up a taxi or the ambulance.

It takes up more time and that is why some of them go to universities where they have so much more time.



PROF. TITCHENER

One major problem that I see in education at the moment is the concern, not necessarily within this university, but in certain parts of New Zealand, about the cost of tertiary education, particularly university education. I would say that there may also be some concern in some quarters about the cost of technical education.

Another problem which has been in the headlines lately has been the so-called failure rate in universities. What we haven't heard about, and what exists are the failure rates in other systems of education, but the one in the university is more in the public eye.

A problem, which is not getting any prominence but which is apparent to some of us involved in education and in the administration of education is an imbalance in the output of various kinds of trained people. This is very noticeable, for example in engineering where it is generally considered that you need a minimum of two people working at the technician level for every person working at professional level. The present output of technicians to professionals in engineering is about 1:1, so that we are a long way from being even near the minimum ratio. And there are imbalances in other fields that may be worse but we don't hear much about this problem.

"A" bursars do significantly better than do "B" bursars. Persons who got 280 or better in School Certificate do significantly better than those who got 279 or less. As a group, those who have been unsuccessful at school (failed SC or UE) have a noticeably poorer performance as a group than those who have a straight run at school.

One other set of figures and this set applies to Canterbury only. It is known that performances and failure trends are not identical from university to university in this country, so that this sample from Canterbury may not be typical of Auckland.

If you take, as they did, those who came in full time in 1963 and failed all their units in their first year, and follow their subsequent progress, for each 100 entering in that year only five will graduate within four years and two or three more may graduate someday. But the rest won't. Thus only seven or eight will get a degree.

In 1966 there were over 700 of these people in New Zealand, and only 50 to 60 of them will eventually get a degree. It might be sensible to say that all of these people who passed nothing at the end of the first year in 1963 won't be let in next year unless there are some genuine extenuating circumstances.

That's the failure record. I think once they get beyond the first year, certainly in the faculties in which students are almost all full-time, there is no problem. Thus in Engineering, only about 5% of students who enter first professional don't complete the degree. The major problem occurs in the early years.

## What can be done?

I think there are various things that might be done. One thing which would certainly improve things would be to stretch students academically much more than they are now being stretched. My basis for this opinion, is that we in Engineering thought we were being too hard on our students by requiring them in their intermediate year to pass four units. We cut down the load to about 3½ units and the pass rate has not improved.

I believe that if one stretched the students and made the conditions of staying in a little tougher one would certainly find that some of the idlers around the place, and there are quite a number of them, would cease to be quite so idle.

Another thing: university itself ought to put more effort into teaching at the first year level. The concentration of tutorial effort in first year is I think, much too low. This is partly a staff problem. The staff-student ratio in New Zealand universities is about half that of British universities, and this is part of the problem — just not having enough staff to spread over the teaching.

I think also there is something to be said for cutting out what seems to me to be an inefficient three years that nearly all students tend to go through — the years U.E., Upper Sixth and first year University. There is considerable repetition of material and I believe that a great many students, certainly the more able of them, could cope with about three calendar years of material in two actual calendar years.

This would mean that they were operating at a higher momentum which would continue at university. No doubt many abler students lose momentum in their first university year because they are doing repetitive work. We see this in the School of Engineering amongst the top end of our classes.

These are three things that might be done to improve the current system. I do not know whether improving the current system is the way to deal with the problem — or whether some new system might provide a better solution. What we need first of all is a careful study of all major problems. Then we need to know the relative cost of re-vamping the present system, if that is possible, compared with the cost of introducing a major new system.

## The staffing problem

To deal with the staffing problem first of all. There are, I think, 6333 full-time teachers in New Zealand today, and 991 part-time teachers, so we have 7000 teachers. However, this 7000 contains 1500 relievers or part-time teachers. That is one in five of all teachers. On top of this the 7000 also contains 500 of superannuitants still keeping the schools from grinding to a halt.

Principals are asked every year to state how many people on their staff they consider to be incompetent or inadequate, under various headings. Last year principals said that 365 teachers were inadequate in some subject they were asked to teach.

It may not be the teacher's fault. It may be some lunatic like me who because he was brought up under the English system, really only knows anything about one subject and finds himself suddenly the local expert on book-keeping, commercial practice, political studies, phys.ed., or girls' careers. In addition to the 365, 202 teachers were considered to be generally inadequate; and 105 positions were unfilled.

If you take the turnover in these, it's fantastic. In Auckland, for example, every post-primary staff turns over completely every three years.

This gives some scintillating variety, but it does cause a lot of other problems. In N.Z. as a whole, there is a turnover of 1 in 5 positions every year — if you have a look in the educational gazette there will be about 1300 postions advertised. This is a result of resignations, country service, promotions, increases in school sizes and so on.

With a turnover like this, and the other problems that I have mentioned, it is very difficult to maintain any policy or implement changes in the school, because your key men and women are only there for five minutes. The key teachers in schools are well qualified and able. These people are the ones who move away, going off to promotion, being offered university positions, being offered teachers' college positions, looking around to see if they can do well in the business world, perhaps looking at Australia, Canada and elsewhere. And so the greatest turnover — a generalisation based on figures which I have read — is in the best teachers. These people either leave the teaching profession or get promotion which gets them out of the classroom. So it's a kind of descending spiral, a credibility gap — an ability gap which goes on in schools. This ability gap is widening all the time.

If you look at all full-time teachers in New Zealand only 60% have degree or diploma qualifications. That means to say, not only are we having losses, we are having constant dilution and if you look at the figures of 10 years ago and compare them with those of today you will find that the proportion of honours graduates in secondary schools have diminished. When you look at the relieving teachers and part-time teachers who are roped in, the dilution there is tremendous because only 38% of those have degrees or equivalent status.

It is interesting to know where all of these people who are leaving the profession go. It is interesting, for example, to see that 26 of them last year went to private schools. I know they can't afford to employ staff so I wonder why they went there.

Eighteen of them went to the university to teach; 26 of them went to teachers' colleges to teach. These would be among the very best people.

I know we need them in the universities; I know we need them in secondary teachers' colleges and training college, but they aren't in the secondary classroom any more doing that dastardly job that ruins people for university life.

One hundred and thirty of them went overseas to work; 87 of them went overseas to travel; 88 of them went into private employment. It's becoming more and more difficult to get good staff, particularly men. I don't say that men are better teachers but it is very difficult to get men.

But we are getting more and more teachers, especially in the co-ed schools and this, in a way, is not a good idea. It is a good idea in some ways, but it does increase the turnover because these girls will not put up with a lot of nonsense, so will leave if they have to.

## Women are too sensible

They are not so interested in career prospects as a whole group. And they are too sensible. Women will not do things as men will, for spurious reasons. If you say to a woman "Will you run a certain hockey team on Saturday", she'll say "No, I want to have my hair done". The man would think "If I don't, perhaps my brain will suffer. Maybe when I'm 73, they won't make me head-master of Auckland Grammar." So they say "Yes". And they do an unwise, unqualified, inadequate job to the best of their ability.

There is only one way to fix that, to stem this thing, and that is create the conditions to attract and retain. These conditions are: better salaries; smaller classes; less teaching; ancillary help, teaching facilities; raise the entry standards; and a few other ones.

While we are on the business of facilities, this major increase in school rolls has been quite staggering. Schools for example like Rutherford High School and Pakuranga

## The course content

The major problems as far as the schools are concerned—and this is my own feeling—is that the philosophy of the whole thing is basically dealing with academic professional courses which I find reaching to some degree at times to general courses. We have also fringe technical courses. One third of the students entering post-primary schools never reach School Certificate, they would never even get to sit it. A half of those, the remaining two thirds, pass School Certificate. I don't know the figure of those who go from 5th form to 6th form, but a half of the lower 6th manages to get U.E., and two-thirds of that half goes to University. That means to say, and I'm not very well up in maths, that about 1 in 100 of our students actually goes to university.

Yet all of our school courses, in some watered-down way or other, are oriented towards this sort of progress. I think we could almost say "Never have so many done so much for so little". And this path, successfully trodden by so few really is the basis for all our courses.

Some schools are making efforts to preliminarise. You see courses like senior business courses and so on which are fairly technical, but you see the development of what is jocularly called liberal studies which means you can broaden the mind of the young and do something which is not academically stultified, but now, to make sure that this is done properly, we are talking about having an examination, and then accrediting in it, and so on.

We've developed things like team teaching which seems to be an elaborate disguise to disguise our lack of teachers. You give them 100 pupils to teach instead of three teachers having 30 each. It also gives some of the staff a rest because they can be sitting normally instead of leaping up and down in front. In a way it is worse than large classes.

Seminars, as they are often called are used in the senior part of the school, we usually don't have them. We really haven't got time to prepare at Selwyn, and tutorial work is impossible.

University standards are being raised constantly and so the top of the school is being chased and the others are being baby sat most of the time. The teachers are, as a whole, ultra-conservative, anyone more conservative than teachers, are the people who set school examinations. And school examinations are frustrating because they too have a case for development. Most of the setting up of exam syllabuses seem to be based on the idea that you can't trust the principal, so you've got to make the exam prescriptions so elaborate to make sure that he does his job. Witness the new School Certificate regulations, where you have to do one subject from each of three groups, just to make sure that the head will have a balanced educational system in his own school.

What we need then, as far as I am concerned, in secondary schools are about seven things.

1. New staffing schedules.
2. More ancillary staff.
3. More salary.
4. And these will recruit and retain teachers.
5. Some constructive immediate consideration of the purpose, the structure and conduct of secondary schools.
6. A greater national expenditure on education. We are spending about 5% of the gross national product at the moment, which brings us into line with education in places like Ghana, Mali, West Indies! We might well have to pay more taxes for this. We might have to have less defence, or less motorways, or less airports.
7. What we'll have to do of course, is to sack the politicians who have a vested interest in lower educational standards.
8. And finally, we'll have to decide on one of two approaches, (1) we kick up hell to get a better deal for the children, or else (2) we grin and bear it and give them something, which is better than nothing. For years we've been grinning and bearing it to give them something which is better than nothing. After all, they are getting something. Are we doing the best for the children in adopting this policy or should we say, once and for all, "No, we won't allow another generation to be educationally deprived. We'll dig our toes in now."



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## Records

### Midnight Special: Leadbelly

R.C.A. Victor, LPV-505

Huddie Leadbetter, better known as Leadbelly, is one of the all time greats of blues. Although long dead, the memory of this great musician is kept very much alive through re-releases of his records like "Midnight Special".

One of the R.C.A. Victor Vintage Series, Midnight Special is a collection of Leadbelly's greatest ranging from prison songs to gospel, from such well-known tunes as "Easy Rider" and "Rock Island Line" to less known tunes such as "Alberta" and "New York City".

Leadbelly's mastery of the 12 string guitar is legend among fans of straight traditional American blues and is amply demonstrated throughout the LP.

Several of the tracks featuring the Golden Gate Quartet along with Leadbelly, while still good listening, aren't real Leadbelly who while forced to sing to his best is only contri-

buted to the total effect of the group.

Leadbelly is best as an individual, just man and guitar.

The title track, Midnight Special, like all prison songs is a call for freedom and illustrates both the range and depth of Leadbelly's voice and his prowess on guitar.

Other well-known tracks presented on this record are "Pick a Bale of Cotton" (with the Golden Gate Quartet), "I'm on my last go-round" (a personal favourite of Leadbelly's) and "Sail on little girl" (pure traditional blues).

All the tracks on the record were originally recorded in June 1940. Now 29 years later R.C.A. have re-released the record and all we can hope for is more like it.

G.R.P.

### The Fifth Dimensions

Aquarius

Liberty, SLYL-933398

This group has probably established itself as the most accomplished vocal combination in pop music, now that the Mamas and Papas have disappeared. However, as with

most pop groups, style tends to outlast musical content and carry the group along. Eventually this style becomes old-fashioned.

This album, while better than most other releases by similar groups, is no advance on the Fifth Dimension's earlier *Magic Garden* and *Stoned Soul Picnic*. It has too many mediocre patches, and appears to be built around the hit single *Aquarius/Let the Sunshine In*, whereas *Magic Garden* was of a consistently high quality.

One sign of a decline is the inclusion of material recorded by other artists. Cream's *Sunshine of Your Love*, Mary Hopkin's *Those Were the Days* and the weakest track *Let it be Me*. This group's versions are full of life, but not sufficiently original.

Most notable about this album — the title track, *The Winds of Heaven* and *Skinny Man*, the excellent backing group which includes jazz musicians Pete Jolly, Dennis Budimir and Larry Bunker and the vitality of the Fifth Dimension themselves. In many respects a good album, but they can do better.

M.M.

### Those who are about to die salute you

Colosseum Fontana

TY-886765

Although Colosseum is a new group — this is their first LP — the members should be well known to blues fans.

As one would expect from musicians of this calibre, the record is of a general high standard with perhaps the best track being the first on side two "Beware the Ides of March."

Another track "Mandarin" based on a Japanese soft scale and arranged by bassist Reeves features a fantastic solo by him.

But the whole album is very much that of a "group" record. It's difficult if not impossible to sort out any one member who contributes more than another to the overall effect.

The first "thing" the group ever did is included on this record and sets a solid base to work from — which they have done to the best of their ability with an extremely pleasing over-all result.

F.J.B.

BILLBOARD ONE Tony Beyer

### BIRDCLAW/LEAFVEIN

no other course  
for you and I  
will thump  
the breast of ditches  
and symbols  
in the star-strewn hedges  
throw to requiem  
as man and woman  
we were born together  
incomplete shards  
of one self  
and the imagined  
shipwreck which marooned  
you near my heart  
displays the severed  
simultaneous manner  
of our dying  
the light is out  
and the Teutonic  
harshness we were weaned to  
knows no  
conditioning  
TO THE DARK

witch's brew  
of colours on  
the palette

BLACK BLACK BLACK  
BLUE BLUE  
BLACK BLACK BLACK  
BLUE BLUE BLUE BLUE

YELLOW

BLACK BLACK BLACK  
BLUE BLUE BLUE  
BLACK BLACK BLACK

YELLOW

VIOLENCE

or a vast stained  
glass window  
framing God  
all soaring  
all skull splitting  
daydream

### THE LESSON BECOMES

RASH

OPINION

song

asleep

in the dead

tongue

dry tongue

parched and

sucking at clay

whisper of cocksfoot  
straw  
from  
her mouth  
moisture and light  
and  
a twelvemonth sickening  
for  
the molten  
bloodflow  
in her groin

the eye  
that cried  
was the one  
in the wind  
we had not  
known hand  
over hand  
endurance

mouth of stone  
last  
of the fourteen  
shards chipped  
from  
the holy vessel

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# THE ARTS

## Theatre

### Hamlet at the

#### Mercury

The best thing about the Mercury production of "Hamlet" is Roderick Horn. Had it been for the distraction of his usually uncalled for antics he could perhaps have made a satisfying Hamlet. There are also some competent supporting performances such as Don Jarr's sincere Ophelia and Peter Vere Jones' Laertes.

comic portrayal of Polonius. Together with Hamlet he juggled skillfully with the play's wit. Also on the credit side are a few instances of well-managed stage choreography, as in the scene where Hamlet is taken prisoner after slaying Polonius.

Lee Grant as Gertrude is quite unconvincing and David Weatherly disappoints after the promise of previous performances at the Mercury. Ophelia's performance is moving but lacks a certain grace. The players are absorbing but too often form a distraction to the main action. Laertes

characterises a fault which is always all too glaring among supporting players in the Mercury productions — that of appallingly untheatrical diction.

His stage presence is embarrassingly self-conscious in his first appearances. That Rosencrantz and Guildenstern are dead is evident.

The stage is sparse — unsuccessfully so, as in former Mercury productions e.g. "The Crucible" — and the attempt at symbolism is irrelevant and meaningless. The time wasted in constructing such meaningless symbols as the sword and the "Richard II" type tableau (the historical background is only a background) could surely have been employed more usefully in constructing a more adequate set.

This irrelevant set only adds further to the disunity of an already fragmentary production, for although the editing of the script is largely successful, the development of a theme is non-existent. A producer must decide "What 'Hamlet' is about" before staging it. If Hamlet progresses from seeing "self-chosen death" as "the only answer", to a "final acceptance of his destiny (which) is stoic and classical", the only indication given to us of such a progression is in the programme notes.

This production seems to rely more heavily on superficial acrobatic violence and wit than on intellectual depth. Although individual performances and scenes are promising, the overall impression is unsatisfactory. The best one can say for the Mercury after a year as Auckland's only "professional" company, is expressed by Jean de Rigault — they are "on the road" to becoming a successful dramatic company.

John Daly-Peoples

### Waiting for Godot Le Treteau de Paris

The dark, sparse outline of a tree on a white wooden saucer taking up the better part of the stage. The tree, standing out, serene and remote, against a backdrop figuring an evening sky. A Japanese setting of stylised beauty. Then, amid this ironic beauty, the circus act, which is existence, breaks loose: Vladimir and Estragon, ageing no-hopers in bowler hats, burst in, and the wait for Godot starts.

The play is now a classic. This production of it by Jean de Rigault makes it into an unusually exciting piece of theatre. Far from the tragic interpretation of the German school. Far from the somewhat romantic, Anglo-Saxon view of the pathetic couple bound together by utter solitude, and rejection from the world.

Here the two tramps, superbly acted by René Lesage and Jean Rodien, unfold for us the

whole gamut of the comical tradition: commedia, guignol, and that pair of circus clowns, one earthly and dim, the other full of flights of fancy and fine words, who have delighted audiences of children in Europe for many generations. In this connection, the use of the saucer-like prop, with its similarity to the round circus arena is significant.

The accent on comedy brings out the truly Gallic flavour of this theatre. The more sardonic, sombre touches of humour stand out, crisp and cool. And those moments when the careful, solemn game-playing of the characters slackens somewhat, and allows unstructured time to rear its ugly head show more clearly what is at stake — a quietly heroic, illusion-free struggle against anguish, terror, 'mal de vivre'. It is not until the second act, in a production which avoids all pitfalls of complacency and easy effects, that the more sombre, despair-

ing undertones are allowed to unfold fully, thus creating dramatic tension in a play singularly devoid of any climax or 'progression' in the traditional sense.

Then Pozzo — the master-figure now turned blind — utters his famous remark about women giving birth astride a tomb, birth into existence, this long, protracted death. Then Vladimir, gazing at the tree observes that the tree alone lives. So that the outcome of the messenger's second visit is already a foregone conclusion: Godot will not come today either. Night falls. Tomorrow is yet another day.

No language-barrier, it seemed, between the superb French actors and their audience. The play was given a rousing reception.

Indeed it is hard to imagine a more satisfying Godot than the one which the Treteau de Paris has given us the privilege to see.

Anne C. Murch

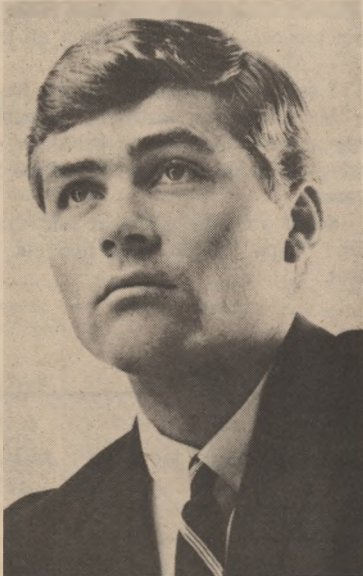
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For more information please contact the Manager of your nearest A.M.P. Society Office or write to Mr. P. Paterson, P.O. Box 1290, Wellington.

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### Francis Batten

Consequent upon his leaving soon to study mime in Prague and Paris, Francis Batten last week presented two evenings of mime at Mercury Theatre.

His programme included mimes he has presented earlier in the year. Balloon Seller, Serenade, Trees and Rope, in which latter mime he was this time assisted by six of his students. Their assistance also effected a splendid new mime Machine.

An ingenious piece, Tease, used ultra-violet light and reflecting costumes to create an invisible stripper who removed visible garments which danced sensuous solos of their own, particularly two gold slippers, which finally separated to leave the stage in opposite directions.

The same technique was used for a park bench meeting with a very sexy yellow balloon. Mr Batten's involvement with his art is contagious to his audience, several of whom were unable to resist offering advice to the poor fellow struggling to reach the water in Act Without Words.

Mime subjects avoided the banal or sentimental and never strived for artificial pathos. The performance was thoroughly entertaining, very funny and full of epigram.

Mr Batten's intelligence and physical competence produced stimulating theatre.

Judie Henderson



## Books

Heir:  
A Novel by  
Roger Simon

Published by Macdonald.

Heir is a book of emotions.

Marcus Rottner, a young Jew of 24 is heir to a major American fortune but is frustrated — frustrated with living the life of a man who has everything in the material sense but in whom something is lacking.

The book, Roger Simon's first novel, begins with a death, that of Marcus' girlfriend, Jennifer, who dies as a result of an overdose of narcotics administered by Marcus.

Several years ago, this book would have been labelled as "zany", "shocking" perhaps even "horrific".

Today it is a highly readable, if slightly disturbing look at many of the phenomena of contemporary America.

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# ARTS REPS ANGRY WITH BILL RUDMAN

Arts Faculty departmental representatives were critical of the Rudman Report to Senate, and asserted their independence from the Students' Association — "a potentially politically biased pressure group" — at a meeting on July 28. Later in the morning these feelings were made known to the Arts Faculty Committee meeting with student representatives.

Senior philosophy student, Phil O'Carroll, who acted as spokesman for the reps, outlined the following points to Craccum:

- We, the members of the Arts Students Representative group, do not wish to be identified with Student Association or its Education Committee.
- Our interests are purely academic.
- Our own organisation is independent of the Student Association.
- Our intention is to co-operate with Faculty, not to compete with it.

"This decision followed discussion of the 'Rudman Report' to senate — its content, its mode of presentation, its

consequences for particular student representatives. An attempt will be made for co-operation between Educational Committee and Arts Students Representatives but any tendency to assimilation of Student Representatives into Student Association policy making structure will be resisted.

"It was agreed that as a matter of principle, and for the sake of future student representation in purely academic matters, representatives must be kept independent from a potentially politically biased pressure group, the Student Association.

"Student Representatives agreed on a rough definition of their area of concern. Issues in which progress will

be sought include: liberalisation of degree structures; methods for assessing academic worth of students (desirability of exams, terms, etc.); exclusion and expulsion; staff student co-operation in formation of departmental policies.

"At the meeting of representatives with the Faculty Committee on the same morning, Faculty Committee agreed to the following submissions:

- That all submissions by Arts Students Representative group be made known to all members of Faculty by both written report to all members of Faculty and A.S.R.G. and explicit members at Faculty meetings.

Up to this time, this was only partly carried out.

- That agendas and reports of all Faculty meetings be sent to departmental student Representatives.
- That the A.S.R.G. may call at any time a meeting of Arts Faculty Committee with A.S.R.G.

"These are only the beginning, but at least it is now agreed that students be aware of all that is to be discussed by Faculty, that student opinion always be made known to all members of Faculty, and that student representatives can raise any issue for consideration by Faculty."

ad hoc basis; we must chart our course with a new sense of purpose."

Malaysians should be ashamed of their masks of common purpose, unity, assimilation and loyalty! As a Malaysian, I feel that collective participation by Malaysian communities, as far as one common sense of purpose was concerned, fell short of expectation. One could not claim that they had "got the message". Would they be prepared on their part to break down the social barriers to assimilation? The artificial homogeneity of traditional patterns of communal settlements, and the widely inherited prejudice deep in their marrows, their negative approach and apathy which placed their response to national sense of purpose out of step; all these are for the people to change; and the new generation to take the sincere lead. Malaysians could have done nothing less wise and more destructive to their unity and aspirations than by subscribing to appeals of ideologies which were particularly responsible for recent racial polarisation.

Popular belief that Kuala Lumpur's population is representative of the Malaysian Chinese and Malays has been the result of gross misrepresentation by 'experts'. Dato Mubin Sheppard, British-born authority on Malayan culture and history, and curator of National Museum in Malaya shares this opinion. I sincerely have avoided hurting the feel-



## Conscientious Objections

A non-military type national service instead of the fourteen weeks of square bashing was proposed by Mr Peter Brookes at a recent meeting of the Humanist Society. Mr Brookes a law lecturer was speaking on "conscientious objections."

"Society tends to brand conscientious objectors as a set of cowards." But a pacifist requires a tremendous amount of courage and conviction if he objects to military drafting. The Criminal Act branded a conscientious objector as a criminal guilty of treason. Mr Brookes said that the State must make the legal position of the objector more clear.

Broader thinking outside a military framework was necessary to achieve more meaning to the term conscientious objector.

Most of the questions from the house were connected with the legal implications of conscientious objection. The stereotype questions asked by the Conscientious Objections Tribunal was criticised by the speaker. It appeared that only a handful of people objected to military drafting on non-religious grounds.

He concluded by saying that a greater number of conscientious objections was necessary to achieve constructive results.

# What the hell is Pipe Soc?

You might well ask, dear unenlightened reader, but Pipe Soc (Pipe Soc it is to you, but Pipe Soc it to me (sorry)) — is, for those who don't already know, the most unusual club on campus. It is the most progressive group of pipe smokers at A.U., and that, in itself, is no mean feat. The club is the brain child of the child-brains of Tutis Kripas and Dave Neumegen, two law students. Very simple really — the club imports foreign (and therefore, exotic) tobaccos which are then distributed among the members of the club. At the time of writing the membership of the club was between 1 and 20 (financial), and about a dozen non-financial (and therefore non-member) members. But it is expected after publication of this blurb that membership will rise considerably — even up to thirty perhaps.

The aims of the club arose out of necessity — New Zealand importing laws are so strict, that any tobacco that is even vaguely smokeable is automatically not allowed to be imported into this country, and of course, it is known by all, that N.Z. pipe tobacco manufacturers are in an ideal position in that no matter what rubbish they dish up, the consumer, (that's you'n'me, pipe-smoking brother), just has to buy, and N.Z. pipe tobaccos are, as a consequence of the non-competition, — real bad news. So, pipe smokers, join the revolt against the "system" and the "establishment" — become a member of Pipe Soc, and have a fill of real tobacco for a change.

Yes, suckers, for the really cheap price of one dollar (\$1), — you can come to meetings, stir, talk tobacco, and vote on anything that is going (this is a complicated procedure, full of tradition and ritual — voting is done by the raising of the left leg at the appropriate moment).

The club, so far, has had a very good response — quite fantastic really — from tobacco manufacturers from all over the world, Australia, Europe, Britain, the States — and because of the club's guild-like quality, all the manufacturers have been very keen to supply us with good smokeable tobacco — not to mention all the free samples . . .

— All the free samples.

I said not to mention all the free samples!

Members can easily be recognised around campus — they are usually close in behind a bowl of burning embers, and proudly display the blue Pipe Soc badge on their left breasts.

So, if you are a sucker and think that life's a drag — come "Pipe Soc"-ing and find out how tobacco can really taste.

P. B. Tremewan  
Publicity Officer  
Pipe Soc

# The Malaysian Situation

by Nik Kamur

Recently Craccum published an article describing the background to the tragic riots in Malaysia which cost the lives of many Malaysians.

The article caused some discontent among some Malaysian students at AU.

In an effort to clarify the situation and to publish as many sides as possible Craccum now presents the following article by another Malaysian student.

The author of "the Malay Riots . . ." may fool New Zealanders who missed the typical slogan which sums up the original propaganda version. Surprisingly, the original was not for CRACCUM; after all why not show the true colour?

A constructive outlet exists for collective and responsible student-opinion for overseas Malaysians; as the Malaysian Chinese Director of Information put it to our Auckland students, "We welcome your opinion and suggestions . . . you're our ambassadors." Any response?

I love my country (the sincere and innocent peoples)

and my non-Malay compatriots, but I certainly never loved the ugly racial strife from which thinking Malaysians will have learnt invaluable lesson, and from which many historians and 'experts' alike will have gathered more knowledge (and ignorance) about Malaysia.

One lesson is that Malaysians must review their political pattern; realising that in post-colonial Malaysia, communal politics no longer deserve a place. One needs not pretend that the ridiculously numerous political parties would fulfil national objectives; but to confuse simple-minded voting-masses. Ten such parties in Malaya alone is no achievement compared with Singapore's two and New Zealand's three! The "Era of Rethinking" in Malaysian politics has indicated a need for terminating disruptive and communal political pattern; the previous liberalism proves a haven for off-beat politicians. There is need to evolve a two-party system dedicated to national interests. "The nation cannot be allowed to just drift along on

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# Auckland's chances at Winter Tournament

In an effort to recoup some of AU's battered prestige after the Easter Tournament debacle at Christchurch, most winter sports clubs are sending strong teams to Dunedin for Winter Tournament during the August vacation.

There is a general air of confidence among the clubs which are sending teams down to Dunedin.

## GOLF

Men's golf team number one, Ted Weber was recently second in the Auckland match play championship and can be expected to do very well in Dunedin. Number two, John Moody is going to his third tournament and has recently completed a successful Pennant series. The other two players will be competing in their first tournament.

The AU team has a good chance of being runner-up this year. The first place is traditionally filled by the home team as their knowledge of the course usually gives them about a 30-stroke lead.

John Gaudin should win the foil event and be well placed in the sabre and epee. He has already won four AU blues and should be awarded an NZU blue this year.

The women's team of Paula Wallis, Sharron Leary, Debbie Gaudin and Clair de Luen is strong with Paula Wallis expected to win the Individual Women's title.

## MEN'S HOCKEY

The team is composed mainly of 3rd or 4th grade players. Four senior players, including the outstanding full back Greg Daymen, are in the N.Z.U. team in Australia for three tests against the Australian Universities.

Auckland won in 1961, 1964 and 1968 and it is hoped that this year's team will repeat these fine performances.

Badminton Association Inter-club competition for the University teams. John Rowe, Paul Gorringer and Jane Skeen all play in the Premier team. The remainder, excepting Gay Pearce who plays B grade, play A grade. Therefore our team is quite an experienced one and the girls' team is stronger this year because of the addition of Jane Skeen, who has had considerable experience in outside tournaments.

## WOMEN'S HOCKEY

With the challenge from Dunedin facing the team again at tournament the team hasn't had much time to shape up, a team to at least repeat last year's record, a draw with Dunedin.

The club games will be played from now on with the tournament team as the A team.

However most of the other competing teams have lost players to the N.Z.U. team touring Australia at the same time. The Auckland team has lost its centre-forward, Lynda Carruthers, and Left Inner, Christine Ringer. And with three people unavailable to go to tournament the team has had to substitute with players from the 2nd and 3rd grade teams.

## KARATE

Under the skilled guidance of Mr Jack Sims and his assistants the Karate team has reached a peak. T. Hume, a blue belt or third Kyu, is the captain of the team and is expected to perform well. S. Beguely, orange belt (rthe Kyu) won his grade contest at the championships and should repeat this performance at Dunedin.

The Auckland team stands an excellent chance of winning. Auckland defeated Massey last year in the first inter-University match ever held. Some difficulty is expected to arise over the refereeing as there will be two styles of Karate, Chidokan or Japanese style and Kokusinkai or Korean style, being used at Tournament.

## WOMEN'S OUTDOOR BASKETBALL

Under the expert guidance of coach Polly King (the Auckland wing defence) this year's team has made excellent progress and is combining into an efficient unit.

Marie Watson, the goal defence, is a strong player and will be a valuable asset to the team.

This is a strong team that is going to Dunedin and an improvement on last year's result is expected.

## RIFLE TEAM

The rifle team picked to go to tournament this year is a better balanced team than any since 1956. Canterbury has won the ICI shield for the last eleven years but Auckland must rate as near equal favourite this year. Once again the team is able to include three graded shooters: Peter Charlesworth, master; John Allen, A; Gerrard Costello, B.

The remaining two shooters are both women. This is the first time Auckland has included women shooters in its rifle team, at least in this decade.

## BADMINTON

All members of the two teams play in the Auckland



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Unsuccessful sports rep candidate Lester Abraham so impressed his fellow Swimming Club members that they conspired against him to nominate Sylvia Breen.

★ ★ ★

Mrs Murch of the French department was the only member of the department to see the recent production of "Endgame". Another fragment of extra-academic education ignored by the titular educators.

★ ★ ★

Muccrac thinks that Stu McKenzie deserves an award for his Tournament/Festival arrangements . . . apparently he was a bit late with his bookings, and instead of a traditional all-night ferry crossing to Lyttelton, teams will face a bus trip from Picton, and a night on the floor of Canterbury's Students' Union. A new kind of fitness training perhaps?

★ ★ ★

Not only CRACCUM recognises greatness in student politicians . . . WOMEN'S WEEKLY carried a one-page feature on Bill Puru in which it speculated that he could be the first Maori president of a students' association in New Zealand.

## THE ROGERS DEMONSTRATION

### The demonstration as Milieu

The issue of a demo has become irrelevant; once an issue has provoked a demo, the latter becomes self-sufficient. This was the case at the "Rogers Demonstration". The reasons for this change have not yet crystallised, but the major one is undoubtedly that demos have lost their novelty — especially anti-VN war demos. Even Archbishop Liston has been demonstrated against.

Rôle-expectations have become defined for both demonstrators and police (anti-demonstrators). The experience of numerous past demos has changed the focus of the demo from the issue involved to a confrontation between demonstrator and anti-demonstrator. The anti-demonstrators have supplanted the rôle of the imperialist power solely by virtue of their physical proximity. The police have an immediate symbolism which US troops in VN are geographically isolated from.

The demo here and now is what counts, and the Rogers Demo, ostensibly anti-VN war in nature, was in fact of this new mode.

A necessary defence mechanism in such a situation is sublime ignorance of its fundamental nature. Each faction creates its own raison d'être which blinds it to the total environment. Thus the police fabricate an "assassination bid"; the Progressive Youth Movement, "police brutality", and Owen Gager, himself, as leader of the "Peace Movement", which he then dissociates from both of the other factions.

Factual — objective reporting of the new mode demo (demo) can obviously give only a non-picture, e.g. in the "8 O'clock" report of the Rogers Demo, the statement: "The demonstrators, confined to the side of the road opposite the hotel, were waiting for the American Secretary of State, Mr Rogers, to arrive for talks with the New Zealand Government," was the only hint of a purpose in the incident. Thus by omitting any specific reference to purpose, the newspapers have unwittingly stumbled upon the heart of the matter: the irrelevance of the overt issue.

The Rogers visit merely provided an occasion. Explicitly, Rogers became redundant the moment the demo had been conceived. This was shown by the "false convoy", i.e. an initial group of cars, not containing Rogers, brought the demo to its climax. When Rogers arrived minutes later his car was able to slip by almost unnoted because the demonstrators and police were wholly absorbed in acting out their ritual. This then is an existential anarchism in which the "leader", embodying the issue figuratively, is interchangeable and replaceable. The demonstration is milieu.

— K. F. Pearson, B. A. Peacock.

The Rogers Demo pointed out several interesting things:

- Students were refused admission to the old Government House grounds — now part of the University campus — by police, in the evening demonstration, who intimated that they had received instructions from Chancellor Cooper. Craccum could not contact Cooper on Sunday, before publishing, to confirm this.
- Police brutality: (1) was virtually non-existent; (2) was provoked by demonstrators after arrest of the two who rushed across the road as the convoy arrived.
- Police used stupid tactics, presuming they wished to avoid a disturbance: (1) Planting plainclothesmen in the crowd. (2) Having uniformed men enter the crowd to make arrests. (3) Having too many policemen too close to the crowd.
- New pre-demonstration police measures have appeared: raiding likely demonstrators' houses before the demo on the pretext of an arms search; the appropriation of fire tenders (four this time) whose significance lies in the implied threat to demonstration.

## Should Varsity and Studass merge on publications?

A committee has been set up, within the Publications Committee of the Students' Association, to consider the future publishing needs of the University and the Association, according to the report of the Publications Officer, Michael Volkerling, to the AGM.

"The report to the Exec. is not quite complete," said Mr Volkerling, "but it seems likely that the Association could profitably explore the possibility of:

- Investing in its own printing equipment, or, in association with the bindery or other printing facilities.
- Forming, in association with the editor of University pub-

lications, an independent publications board with its own professional financial organisation and, possibly, technical staff.

- Using the UBS as a distribution network for national publications and as a marketing point.
- Co-ordinating University and Associations Publishing policies in order to prevent wasteful duplication of publications.
- Producing a University Journal, to provide a vehicle for articles which are too long or too academic for Craccum."

This would transform organisation and role of Varsity publications, he said.

## Owen Gager says

I wish at this stage to withdraw my candidature for the presidency of National Club. My candidature has served its purpose: it has shown that when it comes to the crunch, the present AUSA executive will violate both its own and the National Club's constitution to "protect" — Mr Rudman's words — the discredited Tory rump that is the hard core of National Club membership.

National Club has been probably the worst run political club in the University, as a glance at the changes in its committee over the last six months will prove. Over the last week it has threatened with expulsion any National Club member seen talking to me. To protect a club incapable, even before its abortive AGM, of choosing a chairman, tries to dictate the political behaviour of its members and which constantly launches witch-hunts against any of its members imagined by the leadership, the executive has undertaken its only decisive action in the last two months.

For those National Party sympathisers on campus, who are rightly looking for an alternative to the obsolete Keynesian economic policies fathered by Dr Sutch on the Labour

Party, and to Labour's outstandingly mediocre political leadership, I would suggest the National Club has proved by handling of my candidature that the party it represents no real alternative to Labour.

When confronted with the faintest whiff of radicalism National retreats into a hard Toryism which makes a sitting duck for Labour attacks.

I have never had any intention of leading a "takeover bid" for National Club (National Club assumed I was, and never bothered to ask me my intentions). I wished merely to give National Club an opportunity to show the stuff it was made of. This it has now done, and my candidature serves no further purpose.

It has been suggested that political rights of National Club members may have been infringed during the period of my candidature. I am concerned about this possibility and will set up on campus an organisation to protect minority rights to prevent any further discrimination against any of all National Club members.

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