

CRACCUM

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Free to students



Brian Beresford



THE BOWER CASE — 300 DEMONSTRATE

"Free John Bower, Free John Bower" was the shout of three hundred students who marched from the Student Union Quad to Mt Eden prison last Thursday.

Bower has been held in Mt Eden, in the maximum security wing, without trial, for five days, on a charge of blowing up the Parnell R.N.Z.A.F. depot.

About twenty police and prison wardens stood along the wall of the prison with Superintendent Hobson, in charge of Mt Eden. Looking concerned, they watched while several students got up and spoke to the crowd.

Tim Shadbolt got up and read out an 'ultimatum' signed by The Friends of John Bower. It said simply "Release John Bower, he has been framed." Shadbolt continued that "Cops are no more than London slum dwellers who come over here. In Australia the cops were supporting an abortion racket. The only difference between Australia and here is that the cops in Australia were caught."

SPRUNG

Don Cooke then asked Hobson why Bower had been removed from maximum security into the remand wing where he should have been. Hobson said there had

been two reasons for shifting Bower: the wiring in maximum security was faulty and they had a ring to say that Bower "was about to be sprung." "Probably," said Cooke, "it was because of the large amount of publicity that students had been disseminating. As an indication of good intentions" Hobson was prepared to let two students visit Bower. Cooke then asked if the entire group could go in. A large "Boo" went up from the crowd when this was refused. Shadbolt and Cooke, both of whom are on probation were allowed in.

About twenty minutes later

they returned to say that Bower was looking well. According to Shadbolt, Bower had been interrogated that morning to find out how many protesters would arrive, and what their intentions were.

FULL VOLUME

The prisoners were all moved to the least accessible part of Mt Eden and the radios were turned on to full volume so the inmates would not hear the noise of the protesters. However, the news broadcast carried news of the protest "and prison wardens were running in all directions trying to turn off the radio."

The aim of the protest had been to bolster Bower's hopes. What did Hobson think about the episode? "You are all wasting your time. That's an hour of work you have missed out on. This is the due process of law."

1000s march tomorrow

Tomorrow night, from Whangarei to Dunedin, tens of thousands of New Zealanders will take to the streets to demonstrate their opposition to the proposed All Black tour of Southern Africa. These demonstrations, which have been planned for months, are one of a series of climaxes in the campaign against the rugby tour.

The National Chairman of the Halt All Racist Tours (H.A.R.T.) organization, Mr Trevor Richards, said that the chief purpose of the demonstrations, as with the whole of HART's campaign, is to show to both Government and the Rugby Union, that there is a large and diversified body of opinion opposed to the tour.

Demonstrations are being held in Whangarei, Auckland, Hamilton, Wellington, Christchurch and Dunedin. At all of these demonstrations there will be meetings afterwards at which messages of support from both international and national figures will be read. There will also be a few brief speeches. The meetings will cable the N.Z.R.F.U., South African Rugby Board, and the Governments of New Zealand, South Africa and Rhodesia, condemning their various attitudes to the question of the proposed tour.

These cables will express our fundamental objection to the tour said Richards. This is, in the words of U.N. Secretary-General U.Thant, 'emotionally backward and spiritually bankrupt', and any sporting body which participates in racist sport is in the eyes of the Third World seen to be condoning it. This is also true of Governments who claim that the matter has nothing to do with them.

It amounts to a very simple proposition said Richards. If you are opposed to apartheid, then if you are to be consistent you must be opposed to the tour. To suggest otherwise is cant and hypocrisy.

When questioned by Craccum about the nature of the demonstrations Richards said that he hoped for a peaceful demonstration, and saw no reason why he should expect otherwise.

"I cannot think of one social political or purely moral issue in the whole course of New Zealand's history where an appeal to violence would have aided the cause. What I hope to see tomorrow night is a large, peaceful, sincere group of people

from all walks of life protesting in their thousands against Government's acquiescence to the selfish and immoral attitude which seems to run through all levels of New Zealand Rugby, and which is formalized into policy by the N.Z.R.F.U."

Sharpeville Day itself.

The two anti-tour petitions which are currently circulating on a nation wide basis will be presented to the N.Z.R.F.U. sometime early in April. More signatures are needed for this petition, said Richards, after all, we've got to beat Manapouri, so any one prepared to collect signatures during weekend canvasses should contact Richards.

Invitations refused

Nine Auckland students have refused invitations to a function to be held in the YMCA in honour of Prince Charles and Princess Anne.

The nine are student Liaison Officer John Coster, Contact's Christine Lindop, Publications Officer Mike Volkerling, and students Richard Rudman, Jenni Smith, Sandra Short, Ellis Gilmer, Brian Cox and Richard Harman.

Square dancing

The function was said to be intended to allow the Royal couple an opportunity to meet young New Zealanders as they really are. But when the students received their invitations, they discovered that all guests were supposed to arrive quarter of an hour before the Royalty to practice their square-dancing.

Apparently the idea was that Charles and Anne would enter the doors to be greeted by the unlikely sight of hundreds of sweating squaredancers.

One can sympathise with Messrs Rudman and Volkerling, who have achieved many things in their time, but whose generous physiques have hitherto precluded their gaining notoriety on the dance floor.

More seriously, they felt that young New Zealanders were hardly typical squaredancers and

consequently have returned their invitations.



Richard Rudman

A tenth student, Travel Officer Geoff Perkins is said to be in a quandary over whether to return his invitation or not.

YMCA secretary Don Reisterer is reported to be "disappointed" over the refusals as he felt that only by attending could the students put their point of view.

SGM
today
quad
1pm

HART
DEMO
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7.15 here

Paul's stockists of fresh books

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for ALL UNIVERSITY TEXTS
BACKGROUND BOOKS
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WANT TO READ BUT REALLY
SHOULDN'T

49 HIGH STREET, AUCKLAND
at the Canterbury Arcade

Up the road from the R.S.A., across the road from the Registrar of Births, Deaths and other things, down the road from the Victoria Street Parking Station too.

A trap for liberals

We now have an Auckland Council for Civil Liberties. And the first lesson that the council must learn is not to follow in the footsteps of its Wellington counterpart, the pretentiously-named New Zealand Council for Civil Liberties.

That body, formed in 1951 as a reaction to the waterfront troubles, and still run by the same people who formed it, has done sweet f-a about the very real danger of individual freedom being infringed by wide-ranging and ill-defined legislation.

The NZCL has done well in condemning such idiotic things as the "right-thinking person" criterion in determining the offensiveness of an act, or the catch-all charges of "disorderly behaviour" and "obstructing a footpath" which are being increasingly used for political purposes. But surely, if one is worried about a law, then the best place to question it, and get a ruling, is in a court of law.

Yet when the NZCL chairman Walter Scott spoke here recently, the only example he could think of when his Council used this tactic concerned the highly important issue of whether Lolita was a piece of porn or not. It didn't matter to the NZCL that the book was available in the country before the court decision.

The Auckland Council therefore will have to ensure that it does not fall into the trap of fighting legislation which is oppressive but rather irrelevant.

If it is serious in its desire to change the laws, then it will have to get its priorities right. Money and plenty of it should be raised, lawyers contacted, and a full private legal aid system available on application to the council.

These are only suggestions and by no means exhaustive ones.

But let's see some effective action.

Politics and punks

The Executive is at present having a little internal strife. Now that's nothing unusual and in small doses probably quite helpful in keeping Exec members on their toes. But this time the strife is taking a particularly nasty form.

Some Exec members are lobbying other members in an effort to have House Committee chairman Richard Cross removed from office. They argue that Cross is no longer a full-time student and is not doing his job.

Regardless of the rights or wrongs of this (although the same arguments could apply to other Exec members) this underhand practise of lobbying in secret is despicable.

If those concerned have any guts and/or political honesty, they should speak directly to Cross and raise the matter at the next Executive meeting.

How can they criticize the Government for its lack of honesty when they are guilty of the same lack themselves?

Student politics are not worth this bailing-round and some Exec members should bear this in mind.

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This space provided for armchair REVOLUTIONARIES



Sir,

At the last SRC meeting I reported that a number of students had expressed concern at the presence of police officers, particularly members of the drug squad, on campus taking units.

Although I personally thought your reporter made the matter quite clear, it seems that some students did not realize that this concern had arisen out of comments made by some members of the squad to students. These comments had led a number of students to believe that the police officers would use their time on campus to engage in police inquiries.

Since I initially discussed this matter with the Vice-Chancellor, Mr Maidment, he has been in contact with the police and received the following reply from the late Assistant Commissioner, Mr Scott:

"Dear Mr Maidment,

Further to our discussion on 26 February 1970, I have to advise that all Police attending University have been instructed not to make any inquiries, observations or contacts with a view to instituting prosecutions or gathering information.

You will be aware, I am sure, that Police have been attending the Auckland University as students for the past fifteen years without incident or unfavourable comment.

I am anxious to maintain cordial relations between the University and this Department and hope that you will not hesitate to contact me if any matter should arise in which I can assist.

Yours sincerely,
 (Sgd.) F.O. Scott

Assistant Commissioner of Police
 On the strength of Mr Scott's letter, it would seem that the comments made by some members of the squad were incorrect as well as tactless. It is my intention, therefore, to recommend to SRC that it accept the assurances of Mr Scott and that it express the hope that the same relationship that has existed in the past between Police Officers studying here, and students, continues in the future.

Michael G. Law
 President

Sir,

Orientation Handbook was not intended to be a catalogue of University official's personal credos justifying a University education. Any order of precedence that Mr Dick imagines to have occurred was purely co-incidental. My aim was to include a sampling of current attitudes to the University. The vehicle I chose for the expression of these views was the traditional "welcome" to the University.

To exclude Mr Shadbolt would have been naive and hypocritical. He is, by far, the most eloquent representative of a large anonymous group of people who believe that the University is more than a "chew and spew" machine. To insulate students from "political dogma" is to deny the true function of the University.

Protecting people from ideas and maintaining an educational system based on prestige rather than intellectual thought and action is ethically far more dangerous than spending \$1,000 of Students' Association money to maintain the right to dissent.

Richard M.A. Harman
 Editor, 1970 Orientation Handbook

Sir,

In last week's issue of Craccum, your report on the last Executive meeting indicated that the "emotional Scene" was brought about purely by

discussion of the Capping publicity budget. In fact, it was caused by discussion of several items on the budget, principally "Proesh Materials."

For several reasons, including student apathy, the number of trucking firms alienated over the past few years, and Executive constipation reminiscent of the proverbial tinker, it was decided to reduce the size of Proesh this year to 25 floats. A budget was formulated on this basis, and reduced still further by a capping Committee meeting which included five exec. members. (apart from myself).

At this stage, I was reasonably happy with the amount allocated for materials, but after further investigation found that in 1967 \$360 was spent on timber for about 30 floats. In addition, five truckloads or more were donated. Accordingly, I moved at the last Executive meeting that \$300 be allocated to the timber budget. However, executive refused to allocate more than \$150. Does anyone want to donate his house for wrecking?

Don Henderson
 Capping Controller

Sir,

In Vol 44/1 you have a letter from S.T. Eagle which is either aimed at keeping the flight path open to early greatness or springs from the genuine belief that conversion by coercion is possible. Perhaps Eagle is struggling to understand what the New Left is on about.

I would suggest they are probing the possibility of declaring the day of the giants past; that they are exploring the idea of lifting the status of the rank and file, hoping to upvalue the individual and release potential all round.

Eagle is right to assume they suspect the idea of elite. Elite must assume power and power corrupts.

Any assumption of authority presumes the equivalent lack of surrounding responsibility and the futility of consensus or corporate responsibility.

Authority, however assumed, tends to devolve in time, to repression which slips from subtle to brutal culminating in bloody revolution.

The ideas being explored spring from the will to avoid this cycle and promote an environment where we may all expand to the limits imposed by equality of opportunity and by natural endowment.

They distrust image, personality and establishment. These are seen as outworn vehicles of social order.

At base the choice is consensus or benign dictatorship. Dictatorship, benign or otherwise is cyclically oppressive, destructive of social intercourse and depressive of individual initiative.

Consensus, though a constant restraint on dictator and establishment, has never been refined to the Athenian level by any subsequent society. Nor has it benefited from the advances of science and technology (Apologies to Gallup).

The natural outlet for the New Left is to refine and increasingly employ consensus giving social uplift, intellectual stimulation and individual satisfaction. Authority and responsibility could be firmly based in the same source.

A machinery of constant, peaceful revolution is possible; the best of our technological and social structure can be salvaged.

The potent idea needs no protector, no constitution, only freedom to flourish. History is the true judge of the idea and selector of the elite.

The real peril is neither red, yellow or blue but the selfmotive, hegemony and fear.

The insights of yesterday have no right to suppress or deny the insights of today.

I was tempted to answer

simply — Elite?; Jackboot!!; Beelzebub!!!; Hell!!!, but 1939-45 might be too long ago.

Bill Tong

Sir,

Universities in the past have striven to maintain equal opportunity for all to do university study. Now simply because of their occupational status as upholders of our legal system it seems that there is a move afoot to ban police from university study. I refer in particular to the front page article in Craccum of March 5, largely comprising quotes from our President, Mike Law.

Our great leader for once steps from his high office to indulge in puerile name-calling in referring to the "fuzz". Can we not expect a little better from a university leader?

Mike Law seems to suspect Stapleton's motives in enrolling in the law faculty. He is sniffing for drugs apparently. If Detective Constable Stapleton simply wants to get inside information, why choose the most conservative and straightlaced faculty in the University as avenue for finding drug-takers? And why have police graduates in law existed for numbers of years before this? Simply because graduates in law are a great asset in an increasingly specialised police force.

The argument then proceeds that Stapleton's presence threatens free speech at Forum. "We cannot say what we like", says Mike Law. But we never could. Laws against conspiracy, blasphemy, obscenity etc. deny that. Beyond that Stapleton cannot take action until there is a breach of the law. If Mike Law is afraid of any police action his efforts should be directed towards law reform rather than towards police removal. Further if

Stapleton's aim is to listen in at Forum why go to all the fuss of enrolling and attending lectures? Why not just stand on the Princes Street footpath and listen in?

We complain about racial discrimination. We complain about social discrimination. We complain about economic discrimination. Well then, let's not start occupational discrimination. And let's not make mountains out of molehills. I am surprised that the matter made print let alone a large front page article.

L.D. Guy.

Sir,

I agree entirely with the writer of the letter "Boycott Festival Films" that the Kerridge organization does not do enough to bring good films to New Zealand. There are dozens of important films that are previewed by this organization and rejected because they are not sufficiently "commercial".

It is also true that the Auckland Festival film selection is limited mainly to what can be obtained through Kerridge. Members of the Festival film committee (including myself) are far from happy with this situation, and that is why the committee organized the first Auckland-Adelaide Film Festival last September. The second one will be held this July, and will again consist of films that would not reach New Zealand through commercial channels.

Now that the Auckland-Adelaide festival has been created, should the film season held during the usual Festival period be abandoned? My own opinion is that, despite its limitations, it is still a means of obtaining a few extra good films that would otherwise not be seen in New Zealand. Last year, for example,

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Footnote: I wr
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Just arrived at the University Book Shop

a big shipment of

PAN and FONTANA paperbacks

The Students' Association owns 50% of the shares in UBS.

Always try your own shop first.



More than 400 students attended the Orientation Teddy Bears' Picnic, held recently in Old Government House grounds. From all reports, it was a bit of a bore, the only ones who enjoyed it being these children from the creche.

A GRADUATE OF THE AUCKLAND UNIVERSITY LAW SCHOOL AND MEMBER OF THE AUCKLAND BAR LOOKS AT LEGAL EDUCATION AND FINDS THAT

Law schools are inadequate

It is more years than I care to count since I attended the Auckland Law School. When I recall the Law School as I knew it—a couple of rooms on the bottom floor of the Main Arts building—and compare that with the numerous staff, modern premises and excellent facilities it now enjoys. I can readily appreciate why the average graduate today is, academically, so much better qualified than my generation. Yet, despite the far reaching improvements, I doubt whether today's Law School and its present curriculum achieves any better what I take to be its principal function, to train competent lawyers.

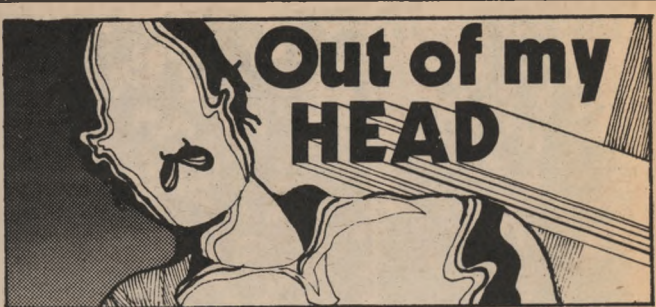
Some preliminary explanation is due to non-lawyers. In New Zealand any British subject who can find three persons prepared to certify, and a fourth to swear to his (or her) good character and who can pay the not entirely exorbitant admission fee is entitled to admission as a solicitor, a barrister or both if he has necessary academic qualifications. Under the present regulations this means having passed the seventeen (if wisely chosen) units of an LLB degree and obtained certificates of competency in four other specified subjects. The ceremonial attached to the admission ensures the new lawyer will have been inside a courtroom at least once but, that aside, there is no requirement that he have any experience of legal practice. Once admitted the new lawyer can immediately be let loose upon the public—although, certainly, his first three years will be spent under at least nominal supervision.

Everyone has their own ideas of the qualities required to make a competent lawyer. In my own experience the most important (in descending order) are common sense, some understanding of human nature, a knowledge of legal forms and procedures and an ability to deal with facts but, as perhaps befits an academic institution, its chief concentration is the intellectually attractive details of the law.

The results are not always happy. Too many newly qualified lawyers are, frankly, ignorant of the fundamentals of their profession. It would be invidious to cite individual examples but I could mention newly qualified solicitors who did not know how to fill in the most common and elementary conveyancing documents or newly qualified barristers who insisted upon arguing, at great length, points of law which had already been conceded in their client's favour. Under the present system everybody suffers; the clients first of all, if only because of the increased costs they have to pay. Established lawyers also suffer because they have to pay professional salaries to individuals who, at least for some time, are of less use to them than their junior office girls. That, in turn, explains

procedures and an ability to deal with facts but, as perhaps befits an academic institution, its chief concentration is the intellectually attractive details of the law.

Unless something is done, and done soon, to provide students with the experience they are prevented from obtaining at Law Schools then the crisis now building up will become real and embarrassingly apparent. Unless the Law Schools make a substantial change in the emphasis of their teaching they will find their graduates barred from the practice of the profession for which the law schools allegedly train them.



Civil liberties

by W.B. Rudman

Two weeks ago, HART, the anti-tour organisation, were refused permission, by the Mt Eden Borough Council, to hold a torch-light procession and church service on the summit of Mt Eden.

Why? In a letter to HART the Town Clerk, Mr W.J. Hirst, gave two reasons. Firstly, he said, the Council considered that because of the very dry conditions, the torches could cause a fire hazard. A reasonable assumption. But why did the Council not suggest torches, not be used, a compromise readily acceptable to HART.

The answer of course is that the fire risk was only a convenient way of hiding their real reason for banning the Church Service. I quote from Hirst's letter:

"... the disruption which would be caused to the customary users of the Domain during these hours and to the necessity for the providing of advertising and patrols, the Council did not consider that it would be IN THE INTERESTS OF THE USERS OF THE DOMAIN GENERALLY, for the parade to be held."

Recently in the Auckland Magistrates Court, a young Auckland with no criminal record was sentenced to six months imprisonment "for possession of a dangerous narcotic". He had in fact been caught growing marijuana. Medically and scientifically cannabis is neither dangerous nor a narcotic. However legally it is defined as such. A week later another Aucklander was sentenced to six months imprisonment under the same act for possessing a large quantity of heroin. Justice?

Three weeks ago in the Auckland Magistrates Court another young Aucklander, also with no police record was before the Courts on charges arising from the Agnew demonstration. The accused and three witnesses refuted the evidence of the arresting policeman.

The magistrate convicted the young man on the grounds that policeman had nothing to gain by lying but the accused and his witnesses obviously had plenty to gain. No mention of the fact that if the policeman had told the truth he may have been incriminating himself on an assault charge.

What do these three incidents have in common? Simply that all occurred within the law, all are manifestly unjust and in all cases the citizen has no right of redress.

In the first case it is clear that the right to organise and participate in an orderly gathering is not guaranteed under the law—even though New Zealand is a charter member of the United Nations and its Universal Declaration of Human Rights. Sir Guy Powles was rightly disturbed when he said at Curious Cove that, by law, Town Clerks (and local bodies) should only be allowed to restrict the right to demonstrate on the grounds of traffic disturbance.

In the second case, although the facts clearly show that marijuana is not a dangerous narcotic, a magistrate must consider it to be such, because of the law. Similar to the situation in South Africa where all non-whites are coloured, unless the law says so.

In the third case, two elementary principles of a judicial history are ignored. Firstly the right to be tried by a jury and secondly the principle, (only upheld when there is a jury), that if there is reasonable doubt then the accused must be found not guilty. However, under the Summary Proceedings provisions a citizen is denied, in many cases coming before the Magistrates Court, the right to trial by jury.

If the citizen has no redress under the law, what redress has he? In a free society the free press, no doubt, would crusade on his behalf. Having no free press, or honest free press, in New Zealand what can he do?

On Wednesday evening, last week, a group of Aucklanders: doctors, lawyers, students, teachers, journalists and workers agreed to form an Auckland Council for Civil Liberties. The objects of this Council are:

"to assist in the maintenance of civil liberties and of human rights in accordance with the Declaration of Human Rights: to take steps as it may think necessary to attain that end: and to encourage dialogue in the community concerning civil liberties and human rights."

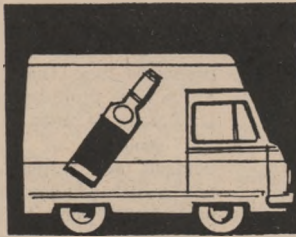
Seventy people attended the meeting and it received very poor press coverage. A small beginning to a huge problem. But in a society where the basis behind much of our legislation, is the restriction of freedom rather than protection of freedom, and in a society where the press is unable or unwilling to fight for such freedoms a Council of Civil Liberties should be supported actively, not only by thinking members of our community, but also by the silent majority. After all, silence not only breeds contempt; in the eyes of the politician, it suggests assent.

GIRLS

Wanted Urgently

Four girls wanted to act as minute secretaries for N.Z.U.S.A. Easter Council 27th - 30th March Shorthand experience helpful but not essential.

For further details contact
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Paul Lee



The Human Instinct

A revolution in education

by Trevor Davies a former General Secretary of the Scottish Union of Students

In July 1969 the Open University was presented with its Royal Charter and just one month ago the first students began sending in their applications—a pattern of events which has been familiar in the UK over the last ten years with the founding of many new universities. But July 1969 will be remembered as the formal beginning of one of the most interesting educational experiments in the world in recent years. And I suspect that in ten years time it will be seen as the formal beginning of a revolution in the educational and social pattern of this country.

The immediate predecessor of the Open University was the projected "University of the Air", the idea of which was first explored in detail in 1965 when Mr Wilson's Labour Government set up an advisory committee, under the Minister of State in the Department of Education and Science, Miss Jennie Lee, to look into the possibility of university teaching by means of radio and television. One year later a "White Paper" on the subject was published. Later on the concept of a University of the Air was incorporated into a wider and more important one — that of making higher education open to all those who wanted it.

Under the guidance of Miss Lee a Planning Committee was constituted and produced a report, from which soon followed the establishment of the Open University. The University is to use the facilities available through the radio and television networks for part of its teaching, and it will use the techniques of programmed learning so that students may learn effectively at home through correspondence with their tutor. It will ensure, because it is organised regionally, that students and teachers meet together regularly at study centres and summer schools. The only requirements for entrance to the University are that students must be resident within the UK and that they must be over 21. There are no compulsory academic requirements for students entering the University. However, before going on to describe the Open University in detail it is necessary, in order to appreciate its significance, to place it in its context of the British educational system.

Expenditure

The major phenomenon of growth in British education can be pointed out by just two simple figures. In the year 1968–1969 the total expenditure on defence was \$4,300 million, whereas the total educational budget amounted to \$4,400 million—for the first time in its history this country spent more on education than on defence!

The number of students in full-time tertiary education in the UK in 1961–62 was 362,000. In other words, about 6% of the country's 18-year-olds were finding their way into education. (The term 'tertiary' is used to describe all that part of formal education which follows school education and includes universities, polytechnics, colleges of education, and technical and further education colleges.) If, over the next ten years, the proportion of those 18-year-olds who are qualified to enter tertiary education actually entering it is to remain stable at about the 80% that it has been over the last ten

years, about 14% of the country's 18-year-olds will be tertiary educated in 1981—all in all at least 825,000 students. (Here "qualified" means having passed two or more Advanced Level Certificates in the General Certificate of Education, or equivalent.) This increase, together with other comparable changes throughout the educational system, will mean that in 1981 the education budget will have to be at least \$10,000 million if the standards of today are to be maintained.

If the figures are looked at from a different point of view it can be seen that we cannot be satisfied with only the standards of today. The percentage of an age-group who will not receive full-time tertiary education was 94% in 1961–2 and will decline to 86% in 1981, but this is not good enough. The deprivation of these large number of people is compounded further by the

inescapable fact that it is the children from the poorest home backgrounds in the poorest neighbourhoods who generally find themselves in inadequate schools with teachers of inadequate number and quality. Steps are being taken to discriminate positively in favour of these areas of need, but many able children have no chance to go on to university or college because education is defective. The school situation is improving however, and will continue to improve, through positive discrimination towards primary schools in the poor priority neighbourhoods and the gradual elimination of the selection of pupils at the point of transfer from primary to secondary schools with the consequent development of a comprehensive system at the secondary level. Because of this trend there is going to be considerable pressure of demand for more facilities of tertiary education to be provided.

Cost

This inevitably brings us back to the question of cost, an examination of which will point out quite clearly the difficulties

inherent in keeping tertiary education in step with the developments in schools. The full cost for keeping a student at a university for one year has on average risen from £601 in 1961–2 to £738 in 1966–7 (at constant 1961–2 prices). This is a daunting enough increase but in itself means little. It is when the costs for the education of one person, at each level of education, are considered that the real difficulties of maintaining growth in the tertiary sector become apparent. With the cost of educating one pupil at the primary school level taken as a base unit the ratio of costs for the UK is 1:2:10, that is one unit for the primary school sector, two units for the secondary school sector and ten units for the tertiary sector, now is it surprising that the proportion of the relevant age group entering tertiary education is constricted to its present low level.

It seems likely therefore that tertiary education in the U.K., under the present system, will continue to be for a relatively small and privileged proportion of the community. This proportion is growing, but unless there is a diversion of resources on such a major scale as to be realistically impossible, this percentage is likely to remain the small and privileged one that it is. The insuperable problems arising from an increase in costs, an increase in the quantity of the justified demand for tertiary education and a rightful determination to maintain the present high standards will certainly see to this.

There are, therefore, inevitably going to be large numbers of people, as there are at the present time, who will not be able to fight their way through to the top of the educational system, precisely because there is no room at the top for them. They will, however, possess both the right to the same opportunities as those who have been more fortunate and the justified aspirations to take advantage of this right. The Open University, with its low unit costs, its disavowal of entry

qualifications, and its unique integrated multi-media approach to teaching, has been established to contribute towards providing some fulfilment of these aspirations.

It is the breadth of opportunity offered which will prove, I am sure, to be the revolutionary factor to emerge from the University's operations over the next few years—meanwhile a description in more detail of the University's methods, courses and organisation will help you to judge for yourself.

Autonomous

The Open University is most definitely a university, an autonomous institution awarding degrees of a status comparable to those awarded by other British universities. It is distinguished by the fact that there are only two restrictions on entry—the student must be over 21 when he starts his course and he must be resident within the U.K. There are no formal entry requirements whatsoever, although a student may be required to show that he is potentially capable of studying at an undergraduate level and able to benefit from the courses. (In practice the University may well be limited by the availability of funds, especially in its early years, to a yearly intake of 25,000 students, which may mean that some students will have to be refused entry for that particular year. Any selection that needs to be done for this reason will be done on a modified first-come-first-served basis, taking into account the applicant's age, suitability, occupation group, region of residence and the availability of tutors in his subject range. Any selection that needs the inclination to follow a degree, regardless as to whether or not he has been fortunate enough to benefit from the sort of primary and secondary education that would normally be necessary for him to obtain entry to a conventional university.)

This radical statement in respect of admission to the University necessarily produces enormous problems in so organising both the curricula and the teaching techniques that the student can obtain the maximum benefit from his course at a cost to himself, both in fees and in loss of wages, that is not prohibitive and at a cost to the State that is

not out of proportion to the costs of education in other tertiary institutions. I have said earlier that the cost per university student per year in 1966–7 was £738 (as 1961–2 prices); at present day prices and allowing for a certain failure rate, the cost of one graduate after a 3-year course in a conventional university would be about £2,400. The cost of a graduate from the Open University cannot be calculated exactly as yet, because the drop-out rate is not known, but it is estimated that it will be unlikely to exceed £1,000. This is a very large saving, especially when it is considered that the University expects perhaps 10,000 students to graduate each year, and it will be achieved through new methods of teaching and organization.

Live at home

Each student will continue to live in his own home and to work at his job and will study for the university degree in his spare time. He studies through many media and these fall into five main groups: firstly, there are the correspondence packages he will receive at regular intervals, consisting not only of written assignments to be returned to his tutor, but also programmed learning materials, photographic slides, gramophone records and perhaps experimental kits; secondly, there are the broadcast materials, both on radio and television, which supplement the correspondence packages, and inject some "live" stimulus at regular intervals into the student's studies; thirdly there are the regular face-to-face meetings at a University Study Centre in his own town with part-time counsellors to advise him and his fellow students with whom to discuss his studies; fourthly, there is the summer school, lasting two weeks, which the student is required to attend, and which will put him in a very different and much more intense learning situation, with plenty of contact with his teachers and opportunities for practical work; and fifthly, there is the whole medium of private study, in which the student will be assisted with advice from his counsellor and with book-lists, etc., from the teaching staff.

Multi-Media

To back up this multi-media approach to its teaching, the University has twelve regional offices throughout the United Kingdom and Study Centres, which include not only facilities for meeting counsellors but also television and radio receivers and, at a later date, computer terminals, in each major population centre. The regional offices administer all the local facilities to be used by the students and recruit the part-time staff. The multi-media approach, mostly using facilities to which

the student has access, and the emphasis on regional and local organisation brings the opportunities for education right into the student's locality.

The University will therefore operate at a low cost, because of the fact that an increase in student numbers will lead to only a marginal increase in costs (the costs of a T.V. programme for instance, stay the same however many people watch it). It will also be effective, for the many media in use will enable the student to learn in the way which best suits him, as an individual and the accessibility of these media will enable him to use them without spending a lot of time and money in obtaining them.

If this integrated organisation of the teaching media has an effect on the way in which the University's students will learn, then the similarly organised inter-disciplinary approach to the curricular in the University's faculties will certainly affect the way that the students think.

The University is organised academically into four faculties: Humanities, Mathematics, Science and Social Science. When the University has students studying at a second-year level two more faculties will be added, those of Educational Studies and Technology. Each of the four faculties just mentioned has a first-year level course—a "formation" course—covering all the disciplines within that faculty, and each student who is required to study, say, economics at a more advanced level would not take the foundation course in, say, Humanities or Mathematics. Alternatively, a student need not specialise at all but could within certain necessary limits study a wide range of subjects. (It is interesting to note, however, from the first analysis of applications so far received that there is a very similar bias in adult students towards the social sciences and the humanities as there is in students who apply to the conventional universities straight from school.) In order to accommodate this wide-ranging curriculum and the methods of study, the criteria for awarding degrees are different from those normally employed in British Universities. When a student successfully completes a course he will be awarded a "credit", the accumulation of six credits will lead to the award of an ordinary degree and eight credits to the award of an honours degree. Credits will be awarded both as a result of end-of-course examinations and of a continuous assignments and his work during the summer school.

There will be some cost to the students in studying for an Open University degree, although it is hoped to keep this to a reasonable

cont. page 5

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Robin Black explain the ori formulas. Is it

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A Kiwi classified

by Mike Seguin,
M.A., Dip. Tchg.

Robin Blackburn's comments about Establishment sociologists indicate that these sociologists are looking for formulas to explain the origins of revolution. No doubt these sociologists hope to explain the New Left, hippies, Bob Dylan etc. by their formulas. Is it possible that a description of life in New Zealand might throw some light on the matter?

You are born into the Standard Concentrated operating room hovered over by aseptic magicians of the Medical Profession. Your mother is drugged, flaked and manipulated as if she were an experimental animal. You are shunted to the aseptic holding paddock after being wrenched from your mother's womb while she is siphoned off into her cubicle which is decked out in flowers of congratulation, as though she has done something requiring human intelligence, feeling and thinking. Next you are taken Home—Home is where your Socially Conditioned, Hardworking and hateful parents live; now you live there too. Here they will try to imbue you with guilt-ridden inhibitions to stultify your mind, crush your spirit and mold you into a Good Citizen. For this you are expected to "love" your parents right from the day you were born, even though you cannot speak yet. If you cry at the wrong time you will be regarded as "unloving". Your parents will beat you, force unwanted food down your throat, dress you in clothes compatible with their socially accepted psychopathologies, stifle your sexuality, make you feel that pissing, coughing, crying, laughing and talking are seldom acceptable behaviour for a child except when approved on infrequent occasions by The Adult World. Your parents will consider it their right—nay, their God Given Socially Approved Duty—to dominate your thoughts, to control your every action, to manipulate your emotions and to destroy your healthy aggressiveness. For all this "loving" care you will be expected to be Grateful, you will be expected to do exactly what your parents want you to do with your life, you will be expected not to embarrass them with "unconventional" habits.

You are five years old, you will be forced to spend five hours of each day in a mass concentration camp called a "school". Here you will be ordered around by your teacher. Some will order you in a nice pleasant voice, some in a nasty mean voice but they will all order you and you will be required to obey. During your "education" in primary and secondary school you will learn the following things: that boys and girls wee in different places, that boys and girls are totally different and should not "mix", that keeping one's mouth shut is a high virtue (except when ordered to speak by the teacher), that smiling happy Indians, Africans, Chinese, Maoris etc. just go gaily about Their Lands and Cultures like you do in Your Land and Culture, that teachers (as well as parents) beat children, that Mankind's achievements are good and wonderful.

You will learn (from your teacher) how to lie, how to copy miles of verbiage from a blackboard or from the mouth of Authority, how to blame your own anti-human behaviour on your fellow students, how to react with Awed Wonder to the Printed Word, how to think in stereotypes, how to act without moral responsibility for your actions, how to, in effect become completely dehumanized. You will not learn about corporate greed, dehumanized jobs, the turning of technology to profit and pollution rather than to decreased working hours and freedom from drudgery, about racial and social bigotry, about the political alienation of yourself from social decision making, about the manipulation of your life by mass media, advertising agencies, and economists. When you are 15, you will be expected to begin to Take Your Place In The Community. Before this you will have been an implicit social outcast. You will not be expected to engage in sexual activities as yet and to this end of prohibition, you will be bombarded with various brainwashing all of which will have the same psychological impact: sex is Holy, Sacred, Filthy, Furtive and Evil. You will be forced by your "loving" parents and the Good Community to choose a capsule career to which you will be expected to demonstrate life-long loyalty. Some careers offered to you are:

killing people in foreign lands, manipulating people to buy things like plastic hairpins, shuffling papers from one place to another, making little marks on pieces of paper, pulling levers and pushing buttons on machines, making up little plans for computers, putting the rubbish into trucks and carting it away to pollute the sea, driving vehicles hither and yon, counting out money in a bank for grubby-handed businessmen, cutting up freshly killed animals in the slaughter houses, and generally doing the bidding of your lord and master Mr Employer in whatever trivial, disgusting, dehumanized activity he chooses to use you for. What you want to do will be regarded as selfish and/or irrelevant, that is, if you are still capable of actually wanting something that hasn't been implanted in your head by some manipulator. Once you have more or less accepted the social responsibility of your career, you will be rewarded with two Privileges: the right to leave your "loving" parents and the right to engage in the Marriage Farce. Now comes the time when you will be allowed to "flat-with-friends" in an overcrowded, overcharged and homosexual-like environment. Society now sanctions your "dating" and encourages you to Be An Adult and to Get Married. You are expected to choose a suitable life-long partner after a few sexual encounters, without any knowledge of psycho-social facts about human relationships or child rearing, without even knowing who or what you are, without having even begin to scratch the surface of sexuality, without having the least understanding or experience of personal-intimate loving. While you are doing these things you will be seduced by the Security of your job, by the zippyness of your zippy little car and by the negative freedom of being away from your parents' prying, clutching grasp.

You will mistakenly regard sexual gratification as Some Great Experience of Love when, in fact, you've just had your first rather traumatic rut. If you are a girl, you will probably regard that place between your legs as some sort of Hallowed Ground to be broken only after a complex chain of ritualistic preconditions have been established. You will get married and then settle down into the rotten, corrupted, desolate slime of a personally valueless, dehumanized, emotionally phony Average Kiwi Existence. Sooner or later you will die, having "lived" mainly to be used by some rich slob. For this, Society arrogantly demands your respect. For this, you are expected to be thankful. For this sell-out of yourself you are rewarded with life-long hire purchase TV experiences to replace your utterly destroyed life. But the human spirit continues. Some of us get through and we are angry—very angry. Our anger is the anger of the enlightened slave, of the black man who is patronized by honky condescension, of the Jew who suddenly realises the pleasant "work camp" is really a human slaughter house. The profit/power motivated dehumanizers of this society will be stopped, one way or the other.

THE ABOVE DESCRIPTION OF CONTEMPORARY LIFE IN NEW ZEALAND MAY NOT APPEAL TO THE ACADEMIC MENTALITIES OF ESTABLISHMENT SOCIOLOGISTS. BUT SO WHAT? ESTABLISHMENT SOCIOLOGISTS, PSYCHOLOGISTS, HISTORIANS ETC: WILL PROBABLY BE GAZING BLANKLY AROUND ASKING "WHERE IS IT AT?" LONG AFTER THE ACTION IS OVER AND THEIR PROFIT/POWER SOCIAL EDIFICE HAS BEEN RAZED TO THE GROUND.

Ginsberg—'real, warm'

BY BOB STOWELL
Reprinted from CANTA

I met Allen Ginsberg this summer while teaching at the University of Massachusetts at Amherst. He had come to Amherst to read his poetry that evening and, with three or four students, we talked for an hour in the lounge on the sixth floor of the twenty-two storey John F. Kennedy dormitory.

The first impression one has is of warmth; that Ginsberg is real, that he cares about people, that when he talks with you all of his attention is on you and what the two of you are discussing. His heavy black beard serves as a kind of counterpoint to the huge bald head.

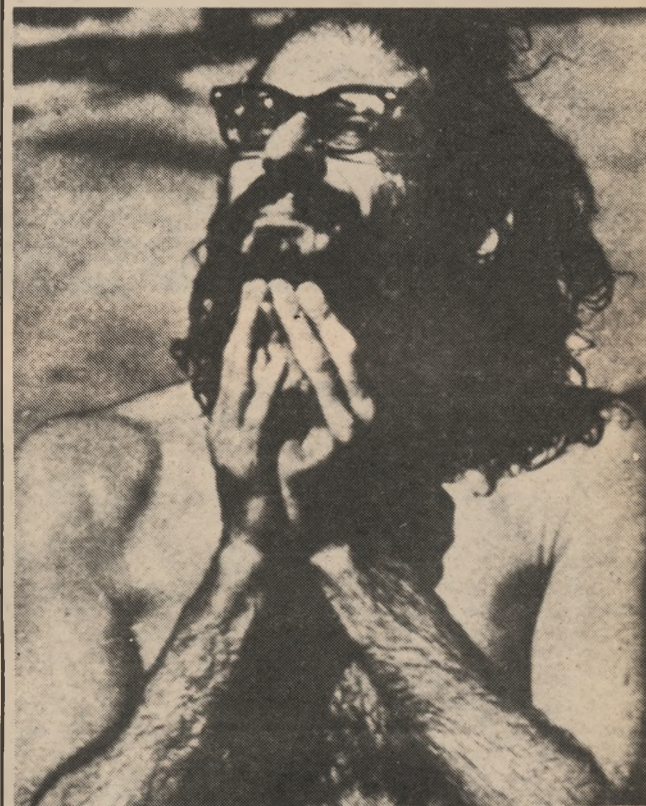
Chicago Convention

We talked first about the student protests and the violent confrontations with the police, particularly the brutality at the Chicago convention of the Democratic party. Ginsberg said that having taken part in some of these, he could say without question that the police had often been both provocative and unnecessarily violent; certainly far more of the violence came from the forces of "law and order" than from the students.

There seemed to be a nearly automatic reaction when policemen see long hair and sandals to wade in with a club. The result has been a universal hatred and distrust of the "pigs" by the young, and this, in turn, has generated more violence.

He said that some of the more revolutionary leaders of the "Resistance" and the underground in America had decided to stay completely out of sight because of the distortions and mis-use of their views by the mass media. The big picture magazines and television were a natural menace to the radical. They often did succeed in "taming" unwary radicals by offering them big fees for articles or television appearances where they destroyed the effectiveness of his ideas by presenting them in "jazzed up" popular versions or through subtle distortions.

One young man in our group seemed obviously to be on drugs during our talk, and Ginsberg was especially gentle with him, speaking slowly so that he could follow the conversation. Ginsberg said that he had seen too often the disastrous effects of such hard drugs as LSD, "speed" and heroin, but he was convinced that the use of marijuana should be legalised. Like many others who have spoken about drugs, Ginsberg pointed out that marijuana was less of a social evil than alcohol. Both alcohol and pot were subject to mis-use by the sick, the weak, the inexperienced, but to forbid their use made little sense; Ginsberg did say that heroin had ruined several years of his own life.



Allen Ginsberg

We got onto the subject of war resistance when I asked him how he felt about paying his federal income tax when three-quarters of it went for war in Vietnam and preparations for future wars. Ginsberg became quite excited and asked "Are you serious? Do you really want to know?" He had evidently just decided to refuse to pay any federal taxes for the illegal, immoral and unjust war in Vietnam. With a twinkle in his eyes, he said that he was also using the United States government. Ginsberg said that he had good lawyers who would plead his case against the government. A number of doctors were willing to testify that the Vietnam war had done grievous bodily harm to Ginsberg, and they could prove this medically. In some past years his income had been too low to be of interest to the government, but this year he had decided to make a stand. He hoped that many others would also refuse to pay for the war. Ginsberg felt that this was an excellent way for those who were too old for the draft to make a strong protest against the war.

Howl with Ginsberg

Ginsberg was speaking in the evening at the university auditorium, and he excused himself for a few minutes to telephone Robert Creeley who was vacationing nearby to see if he would like to join him on the programme. That evening the crowd was so large that two sessions had to be arranged (the auditorium holds 3,500 people). A guerilla theatre group came on the stage before Ginsberg and put on a raucous "happening" ridiculing the Vietnam War. Then Ginsberg read from Howl and Reality Sandwiches as well as some of his uncollected poems. Robert Creeley also read a few poems and he and Ginsberg exchanged some comment on the modern American scene. The audience was most enthusiastic. Ginsberg's poetry must be read aloud; it suffers more than most work if read silently. Students had somehow managed to hang a huge banner above the stage with red letters three feet high "...the Establishment."

As a footnote, I met another fine poet a few days later when I attended a vigil against the war in Vietnam. A group of about twenty of us stood on the edge of a park in the centre of Amherst, the vigil having been held weekly for nearly three years. Members of the vigil took turns reading the names of Americans who had been killed in Vietnam. Standing next to me was a tall, ruddy-faced man who looked rather like a farmer in his red shirt and khaki pants. After the vigil he turned to me and said "I'm Robert Francis". One book of his poems, The Sound I Listened For, had interested me greatly. A few nights later I sat in front of a log fire in his cabin while he reminisced about his friendship with Robert Frost. Shelves of modern poetry lined his living room, making me realise the extent of the "rebirth" of poetry in the United States since 1950. I look forward to reading his autobiography when it is finished next year.

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Continued from page 4

minimum. If a student obtains an ordinary degree in the shortest time (3 years) it will cost on average £47 per year in fees, together with any travelling expenses to the study centre, summer school and place of examination, and an amount for books and stationery. When it is remembered the average adult income in the country is over £1,000 per year this is not excessive.

Participation

One very important point from the student point of view, as well as, it is to be hoped, from the University's point of view, is that direct student participation in the government of the University through having seats on the University Council has been established in the Charter. There are no students actually studying in the University yet, although applications for admission are coming in now, so it has yet to be seen how this structure will work, but it is a major step in the right direction and will hopefully set a good example to the other universities.

To summarise, the Open University provides unrestricted opportunity for those who did not or were not able to benefit from conventional tertiary education to study at home for a university degree, at a cost per graduate of less than half that which prevails in the conventional sector, in a multi-media situation, with an inter-disciplinary approach and with a guaranteed level for student participation. And the response so far shows that the University is justified in its existence; the first date for accepting applications had been received. This response of the public to the opportunities provided by the establishment of the University indicates the demand that has existed and does exist for tertiary education and suggests that long-term social changes on a major scale may well be the result of the Open University being established.



Lake Monowai

raised 7ft 1927

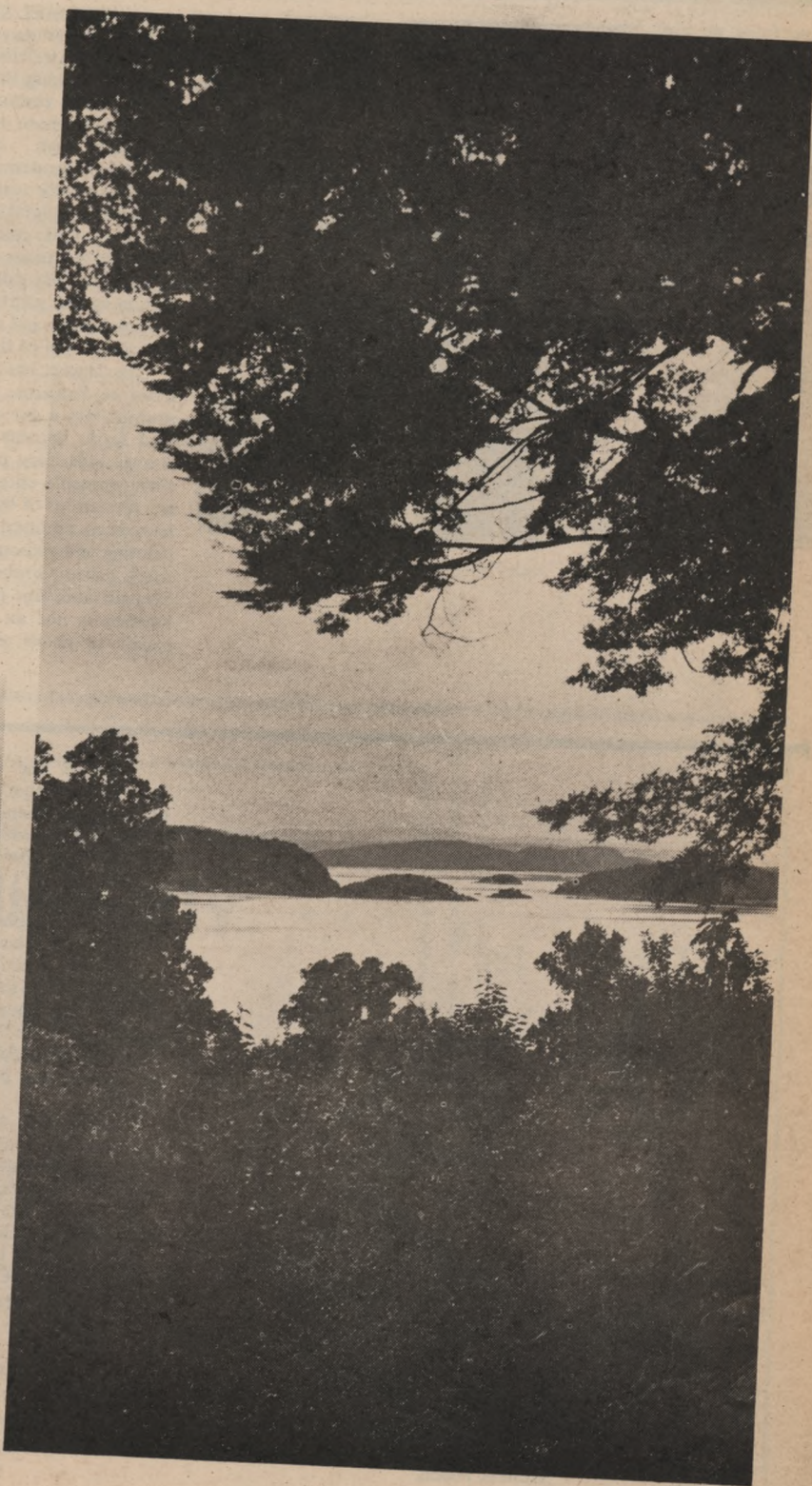


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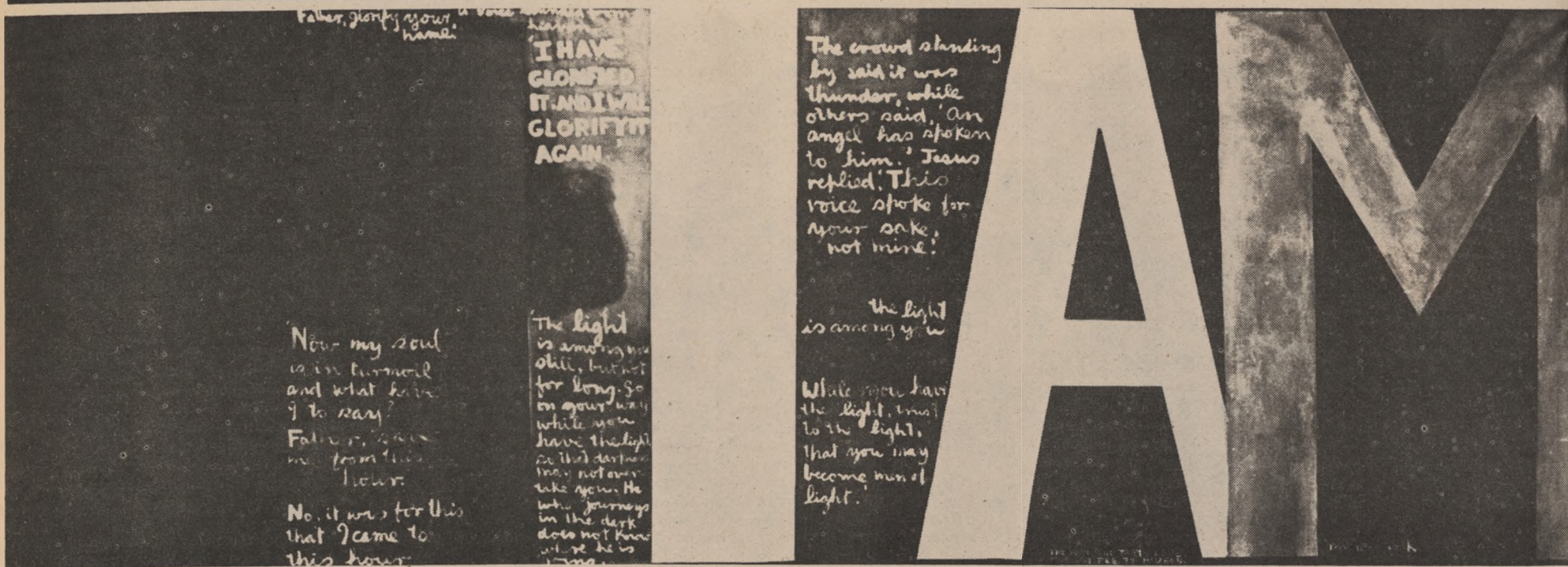
Lake Manapouri

raised 27ft 1970?



O MA FRIEDLANDER

Craccum's arts



—Alan Kohn

VICTORY OVER DEATH OR PRACTICAL RELIGION Barry Lett Galleries, March 2-15

The word pictures of Colin McCahon have probably caused more controversy than any other paintings in N.Z., not just with the ordinary gallery-goer but also with many art critics. There is a feeling that if only he would compose his pictures they would at least be graphically interesting.

The closest analogy to his work is to be found in Oriental calligraphy in which a statement is made in words or symbols. They are devoid of strong emotion and achieve their effect through the idea stated. Where McCahon differs on one level is in the careful attention to the formation of the elements. There can, also, be seen fairly strong links with certain painters among the Cubists, Surrealists and Pop Artists.

As literary paintings the themes of McCahon's works are reasonably obvious, using quotations from the Bible, he isolates an idea or a feeling. The idea is presented as secondary to the manner or style.

Religious art has been an influence on McCahon's work and many of his paintings have religious themes. However, he relates these religious works to the landscape or the contemporary scene. They are

not religious motifs as such for they have a social significance or at least a personal significance. While each work has these significances McCahon realizes that no work of art can survive at a purely instructional or didactic level.

The work can be seen as very much the same as a traditional literary painting where the emphasis on the visual instruction is replaced by something more verbal, we are left with the work stripped to the essential. McCahon is not interested in painting a subject, he is far more concerned with painting an idea about the subject.

The words are the elements employed and, as elements, they have most significance for we are forced to become aware to a greater degree of the style which is the most important feature of McCahon's work. The canvas is used with only small concern for composition while what is more interesting is the fact that the words exist and establish a reaction. It is not important that the painting should try to "mean" anything so long as the awareness of subject and canvas can be seen in the artist's expression.

McCahon understands, and is able to convey to the viewer a sense of the relationship between artist, canvas and viewer—and for this he is most important.

John Daly Peoples



—Alan Kohn

MICHAEL SMITHER/AT JOHN LEECH GALLERY

Smither has gone to Central Otago, the spiritual home of New Zealand's greatest landscape painting, and returned with a euphoric vision of writhing shapes that undulate in a deathly lunar landscape. McCahon saw contoured tactile hills and Smither has seen McCahon but there is more to Smither than mere eclecticism. His light and dexterity seem derived from Grunewald, however there is a full catalogue of modern influence there as well.

Many of the paintings are far too small to ever convey much beyond mere pictorial design while in others the colours are so garish that they look more like ad-agency roughs. But there are some successful paintings there: It is to be regretted that neither Smither himself nor the gallery management were not more selective when they hung the paintings. The John Leech gallery cannot do justice to sixty paintings and this exhibition would have been far more potent if only about half of them had been hung.

The biggest and most expensive painting in the exhibition is *The Road to Patearoa*. It is also one of the best. A lifeless black road squirms into a gut of gold hills. Because it is big, Smither's simplistic land forms become abstract expressions of mass and light. They are strange hills; they possess an inner energy that has tortured them into their woman's clitoris shapes. Like Grunewald's crucifixion hills they are revelations of light but the sun and candles of the Catholic Church have been replaced by neon signs of a plastic world. This is an eerie painting and although it is a relation to McCahon's landscapes it is so much tighter—probably too tight—it adds another dimension to New Zealand landscape painting.

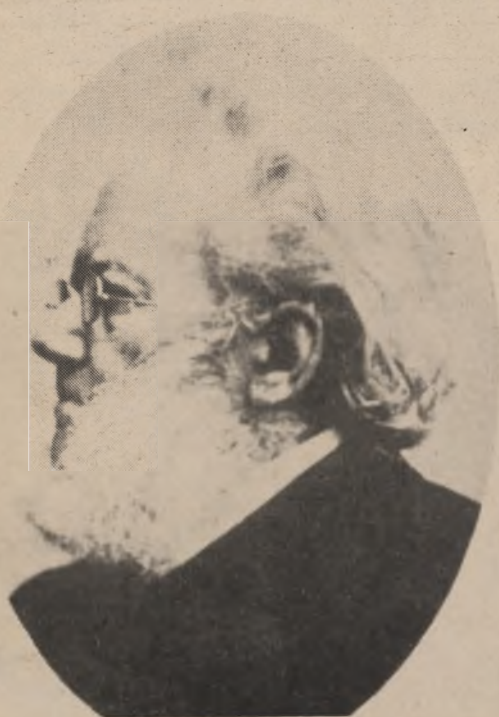
Smither is not an expansive painter. His painting goes where it is meant to go—is almost forced onto the canvas—and after he has

applied it he scrapes most of it off again. This goes halfway towards achieving the subtle tonal gradations with juicy thick paint. Smither could well have another look at Binney.

St Bathans's with Sheep might make you laugh at first but walk back about twenty feet and notice how the mountain seems in part to pierce into the sky and in part to pour into it. The tight painting pays off here—except for the sheep. They are there to break up the large green foreground but they are so small and stiff that they ruin the whole painting. From a distance you can hardly see them which immeasurably adds to the quality of the work.

The rest of the oils exhibit to a greater or less extent most of the qualities evident in the larger works. If they had been bigger they would have achieved the effect of the two mentioned because Smither is too poky and thin when he reduces himself down. He worked within such tight limits that the paintings are really only technical exercises. He can either forget the limits—which would destroy much of his effect or expand his size and so reduce the need for small shapes that have no effect on the viewer.

He also shows twenty watercolours: most of which have been so overpainted that there seems little point in exhibiting them. However one *Poplars on the road to Middemarch* is a glorious example of what the man can do. Tightness has been rejected and the colour seems much stronger than most of the oils, probably because it has been applied quickly and with confidence. This is a bold painting that achieves its strength much more easily than even the two big oils. Perhaps he will translate the essence of this watercolour into oil for his next exhibition. If he does he might really be able to claim more than spiritual kinship with McCahon.—Richard M.A. Harman



Henrik Ibsen

There is one man who has good cause to curse the English language and that's Henrik Ibsen. The recent Festival offering from his pen, *An Enemy of the People*, gave several examples of how a simple phrase can hold surprising connotations when translated into the English tongue.

The play isn't a particularly good one, the major faults being the failure of Ibsen's powers of characterization and the cramming of a grandiose principle into a plot structure about the size of a matchbox. To explain that last remark, a plot summary is necessary.

The action centres around a young scientist-doctor who makes the discovery that the local springs on which the town's prosperity depends are poisoned by industrial waste and an expensive new system must be built. The good doctor's brother, however, is the mayor of said town and is prepared in true corrupt municipal fashion to suppress his brother's discovery in the interests of his financial holdings.

At this stage, the mayor succeeds in having his brother declared an enemy of the people who is out to ruin the town for personal reasons. Stones are hurled through the doctor's windows, he is evicted from his home, his friends turn against him and he has a very bad trip.

In good soul-stirring rhetoric he decides to stand firm against corruption and rants on about truth and integrity.

The trouble is, all this high-principled raving looks rather silly when you realize that it's only about a new water system. And the problems of translation come over in hilarious fashion when the

doctor, having been assured early in the piece of the support of the local radical Press and the bourgeoisie, declares, "I have the support of the liberal Press and the solid majority."

Substitute "silent" for "solid" in that last remark and you have a rather eerie comment on the current American windbagging about pollution—the same thing the doctor is fighting.

Possibly the American overtones came about because Arthur Miller adapted the play but it certainly made the audience laugh at a completely wrong moment.

Miller also did nothing to improve the characters. They are all painted in solid colours, mainly black and white, and the players did nothing to improve on them.

The corrupt mayor, the idealist scientist, the wife worried about the security of the kids, the radical who lacked conviction when it came to the pinch, and all the rest of the stereotypes.

Given these disadvantages, Phil Wilbraham gave a competent performance as the doctor and even became convincing in one or two scenes.

Best of the actors was Ken Warburton as the old father-in-law. He was the only one to attempt to drag some variation out of his character.

Still, it was quite a good evening's entertainment, made even better (in a perverse kind of way) by the heavy strains of Sibelius' Symphony No. 2, which boomed out whenever the sound crew could fit it in. Ted Sheehan

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Alan Brunton as Trooper Jupp

—Brian Beresford

ORIENTATION DRAMA: Prisoner & Escort by Charles Wood.
Chamber Music by Arthur Kopit.

Perhaps Charles Wood's disillusionment over the timidity of actors, managements and the theatre in general has driven him to be over-earnest in the manner of Osborne, Wesker, Cooper etc.—a manner that is by now a little effete. In the play, PRISONER & ESCORT, performed last week in the Varsity Hall, overtly bold themes, such as war, sex, non-conformity, insanity and hereditary psychological hangups over grandfathers, fathers, sisters, brothers are tossed backwards and forwards amongst three British army men—a Corporal, a Trooper, and an ex-Corporal who is now the prisoner of the other two—and for a good half of the play a girl joins the soldiers in their verbal mudslinging. Sometimes the thrusts and parries of mostly below-the-belt insults are as fiery and as effective as in Albee's VIRGINIA WOOLF. At other times however they are thrown with as much awkwardness as Corporal Blake (played by Michael Neill) and Trooper Hoskinson (played by Stephen Gordon) threw the Girl's (Anne Bennett) bag to and fro. But this may be due to the unevenness of the script which ranges from colloquial British plus four letter words to long speeches in the four-adjectives-to-every-noun tradition.

Anyway, so much for the play. The production needs to build in tension towards that grossly farcial announcement of why ex-Corporal Harry Jupp (Alan Brunton) is now a prisoner—the line proclaiming that he pissed on an officer's boots during a parade. Such a build-up to an anti-climax is vital to 'black comedy'. However Brunton killed any climaxes, intermittent or final, by starting the part and sustaining it throughout in a vacuum of semi-tension. His own physical awkwardness (admitting that he spent most of the play handcuffed) was totally un-military and he ruined his lines by a constantly meaningless drawing out of words, thus giving himself no opportunity for emotional variation. Similarly, Anne Bennett, as the Girl, was stilted in her performance. Michael Neill and Stephen Gordon played much more with and against each other to produce the most convincing acting in the play. Neill's pace was sometimes at fault as he inclined to 'Shakespearianise' some of his lines while failing to articulate others—but here again the fault may have lain with the uneven script. It was Stephen Gordon's performance that was at once the least obtrusive and the most impressive. His playing of the thickheaded Trooper, emotionally bound in by the military, gave the clearest picture of the prejudice and confusion that the totality of the

play intends.

The set, catching these players in the claustrophobia of a railway carriage compartment, was effective and stark, constructed entirely out of fishnetting and scaffolding. Why Wood wrote the initial scene with the Porter (Jonathon Lamb) is puzzling—its only contribution was discontinuity, making use of a vast forestage that for the rest of the production only served to separate the audience from the players.

'An adequate production', with an uneven script, marred by badly paced and awkward acting, is the only possible summary.

One must link Wilton Rodger's production of CHAMBER MUSIC with his Orientation effort last year, THE INTERVIEW: A Fugue for 8 Players (from Jean-Claude Van Itale's AMERICA HURRAH). Here again, in CHAMBER MUSIC, Rodger made excellent use of the voice as a musically expressive 'instrument', particularly in the passage where the 8 women build in chorus from a frenetic whisper to an hysterical scream.

The play itself is a farce, with a weak ending and centred on a murder which was quite weakly performed—but the incidental humour of much of the script, exchanged amongst the 8 women who form a 'Grievances Committee' at a mental institution, compensated for these weaknesses.

Perhaps a great deal of the success of voice, appearance and characterisation was due to intelligent type-casting, but this is not to underestimate the performances of several of the actresses (and actor?). Most impressive, in the absurdly butch role of the 'Woman in Safari Outfit', was Sally Rodwell. Judie Henderson, Lesley Kaiser, and Deryn Cooper, were also more than adequate in their various and intriguing personae. Janet Chaaf's acting matched these too, but there were moments when the mask or 'masque' of both actress and persona within the play seemed to slip while she indulged in the amusement of the audience. This is a habit of many actors and actresses in this country and one which should not be encouraged or allowed to grow to the point where actress becomes comedienne.

CHAMBER MUSIC was a slighter and more theatrically exciting piece than PRISONER & ESCORT and therefore more successful. As an evening of theatre it was not as adventurous or experimental as one might have hoped, following as it did, in the wake of Theatre Co.'s conventional production of MIDSUMMER NIGHT'S DREAM—M.D. Edmond



THE BEATLES ILLUSTRATED LYRICS, ed Alan Aldridge. \$3.30
Copy from Whitcombe & Tombs.

The book is the audio-visual experience—look at any picture and the melody starts in the child. Right from the beginning; the ritual chant of love me do when everybody spent school hours pissed as sods at somebody's grandma's place listening to these first achings and now we find that Paul slagged off school himself to write that song with John! The Beatle thing was made in the highschools, in boarding convents, these boys with their bright red guitars gave the girls wet panties and the revolution began. John Lennon next to Marx and Engels (p.102) and the funny feeling that he is the most important; Don't you know it's going to be alright just takes the guts out of the change the world thing—it's time to go, the road thing exactly as early Beatles to Hamburg, the Star Club, Silver Beatles. SHE'S LEAVING HOME BYE BYE BYE . . . and that tender comic notation by Julian Allen (must be the same guy from the old Eagle comics) . . . quietly turning the backdoor key stepping outside she is free . . . social value systems self-destruct because of the newly left home.

The strange preoccupations of this book, almost a concordance of phallic practice: from the stance of the leather boys as caught in Merseyside when the Beatles topped the local fan poll and Paul was called McArtrey Jan 4 - 18, 1962. A man with a gear(joy)stick in his trousers; lover of Sexy Sadie in elephant drawers—I mean standing there with a great proboscis where his fly oughta be; the art of Donald McGill there to illustrate Day Tripper (see Orwell, Decline of the English Murder); and then for Get Back, the best Beatle music ever, the flesh of either sex becomes interchangeable—the woman sits on the man like a pair of overalls. Most of these from Alan Aldridge himself, erstwhile cover designer for Penguin Science-fiction series, turned onto these things through illustrations for the Observer Nov. 1967. But he makes it clear that he is not interested in hagiography, more to grab ahold of the sixties and to see why (perhaps) the Beatles made so much plunder from the times I wanted money to be rich said John.

These images: from Helter skelter, woman as plastic monolith where men twirl from her head to her pudenda as in the carnival, woman eating and destroying the male with her anterior labia! What

goes on repeats the thing, impossible to describe but prettily rank, conclusions reached just by taking the words literally; the mental traveller theme as in Strawberry Fields forever where 2 kids know nothing is real. In my life with its rediscovery of innocence: a beautiful painting by Peter Le Vasseur, and the cat sitting there, was Liverpool ever like this; and the 2 apples in the foreground, perhaps the most successful thing here, in this book, is this one.

The perception of innocence plays throughout with the intelligence of the phallus, the girl who illustrates If I Fell with her elegant naked body (she's only about 7 yrs) and do you remember what Lester did with that one in Hard Day's Night! It's the pencil in her hand that presages knowledge and in ten years time she becomes Polythene Pam . . . those in the cheaper seats clap, the rest of you rattle your jewellery. The knowledge of the old man in Eleanor Rigby and those mortuary beds coming out of the picture, she didn't make it, she never made it with anyone, she didn't even look as if she was going to.

The hermaphrodite theme, the male scratching his pistil, the female grabbing at her stamen like those androgynes that Allen Jones was doing—here again the steadfast literalness of the illustrated lyric leads to such stark conclusions: Tell me what you see; the Myra Breckinridge creature who is there for Back in the U.S.S.R., Roger Law's mask for I'm a loser. All hell breaking loose for that strange asexual figure of Searle's saying Help, I need somebody.

You gotta take this book on your trip Easy and Freedom Riders but for the ponderous, there is more to it. David Hockney who is so close to the Beatles; can we give him the freedom of the city too, Mr Mayor?; Rudolph Hausner, the German Expressionist; Rick Griffen's phantasmagorical strip for Why don't we do it in the road (well, shit, why not?); David Bailey; John Glashan; Heinz Edelman. THE CULT BOOK OF THE YEAR and now I've got it.

"Me used to be angry young man
me hiding me head in the sand
You gave me the word
I finally heard
I'm doing the best that I can."

—Alan Brunton

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Australian new poets 3

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TRANSITORY POEM 1

in one place not this the pictures
of a lost age

and they will not be still

HERE NOW THE CAPTURE

(where its
at "say buddy
can you spare a dime?")

this house's been insulated so nothing
gets in — so i can watch these
plastic visions DISSOLVE

(NO INTERFERENCE ON THIS NETWORK!)

— working myself

inside
and out.

HERE NOW THE CAPTURE—

product of a few years—
in my Watchtower
Charles Buckmaster

the empty circus flutters
against my grey face
and i submit to the pressures of the game
and i am the confusion i create within myself

YOU
ask me
to drive your devils out

YOU
kneel
arms circling your breasts

stuffing nembatal
between your sly lips
(and beyond your words WORDS...)

i see more of your beauty
than i hear of your breathing
pain)

Charles Buckmaster
from "stanzas for War"

STATEMENT

MARC RADZYNER

Editor of AQUARIUS for the War Resisters International
Society of Melbourne University for the Federal Pacifist
Council of Australia; features poetry and articles toward
dismantling the military, emphasis on social reform by
non-violent revolution.

III/15

but we had not been
jolted
from complacency
it had happened so slowly
the gentle removal of our drapes
the end of our enactments, the
end of gestures
had to come
just as we had realized
that entering love was like plucking a flower

and feeling around in that air that we had claimed
was a focus
for suddenly
we were wiping blood upon our hands

near a parked car in Saigon with the bonnet open
on the steps of the Pentagon
in a square in Prague
some were willing to die
imitating silently
the inevitable and intimate contact of napalm

III/16

to need to force the veins to pump
to need to make the heart breathe
to need to make the fingers think
the cortex bleed with light

what drove, what impulse
shed its rocket steel, its ball of flame
before us to drive our arms and
bowing heads forward / we could not think
tried to act

and to return
we had to return
though we could not see
to that primal world
forced these forward steps
backwards, so that we finished
only by marking time
along corridors
along tracks of iron
creating sounds
tried to act

III/18

when the tunnels were clear
of our steps and their hands
we saw we were to come
upon a clear expanse of country
in the distance you could see the flames and flare
a sign that they were smelting ores
(but we were never sure)

and blue flames were entering our bodies
as darkness lifted its thickness from the air

faces amazed each other in the rising pall

and I
was seeing you
as though for the first time
in a growing light
and bodies fused away from the expanding mass
with the engendering warmth of friction
made by moving men and women
young girls and children separating
to see each other in a half, or even
ultraviolet light

and people
these same
who had
minutes before
been trying so hard to listen
for sound on sound
now stupefied
remembered as
in dim memory
the bodies' meeting and
stared at each others' faces
saw the flesh filling, firming
with mouth and eye
the naked skull forgotten

in this
meeting that belief had never quite believed before

Marc Radzyner.

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Officer,

Join unions and get paid—report

Students are making unnecessary trouble for themselves in their holiday jobs through failing to join unions and looking up their award, says Studass President Mike Law in his interim report to next Tuesday's Annual General Meeting.

"Over the 1969 vacation, many students had difficulty in finding employment. The Association employment bureau secured more than 1300 students in jobs. It must be noted that the benefits of this service are being negated by students who are proving unreliable," he says. He says a number of employers had complained about students who did not turn up after they had been referred to the job by the bureau.

"A second problem arises out of students' not acquainting themselves with awards and not joining trade unions. Students are often under the impression that by being a member of the Students' Association is sufficient. Unfortunately this results in the students' not receiving proper remuneration for their employment, and because they have not breached awards, they often have little or no comeback to the employer. At present the Association is handling a number of such cases."

The report says that other areas in which the Association has been active since the present executive was elected have been the issues of marijuana, the proposed All Black tour of South Africa, the education election campaign and extensions to student Union facilities.

Pot

"A special General meeting held in the third term rescinded the Association's earlier policy supporting the legalization of marijuana. This SGM was held in

ium complex.

Flats

Accommodation has again been a big problem and the report says "there is an urgent need for cheap student flats in Auckland. "It seems to me essential that the Association investigate fully the possibility of building a student flat complex similar to that proposed at Canterbury University."

Congress

Curious Cove Congress this year organized by AUSA through Richard Northey's committee and reports from other universities indicate that it is regarded as one of the best ever held.

"At the present time, the Association is continuing to press for action on the treatment of students in the University grounds during the Agnew visit. We are also preparing for Easter Tournament and NZUSA Easter Council both of which will be held in Auckland. We have been fortunate in obtaining the services of Dennis Brutus to open Council."

Lack of support

The report concludes by saying that many Association services are being hampered by lack of student support.

"House committee has been unable to function properly

because of the lack of volunteers. This has meant that the dry cleaning and lost property services have been limited. Tournament is having difficulty in finding sufficient billets for Easter. And in the recent SRC nominations, some faculties could not procure enough to fill their quota.

"At the present time, the Association is providing more services than ever before. Some students are putting in a tremendous amount of work to provide these. A notable example is arts student Stephen Chan who has produced an excellent seminar on "Law and Society", in co-operation with the Student Liaison committee. It is hoped that over the next few months, other students will volunteer their time to assist the Association."

Civil liberties group

An Auckland Council for Civil Liberties was formed last week at a meeting attended by more than 80 people.

President of the Council is education professor A. McNaughton. The meeting was addressed by the chairman of the Wellington-based New Zealand Council for Civil Liberties, Walter Scott.

The objects of the new council are "to assist in the maintenance of civil liberties in accordance with the Declaration of Human Rights; to take such steps as may be necessary to attain that end and to encourage dialogue in the community concerning civil liberties and human rights".

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RACING

Advice to punters

One of the hairier characteristics of the Average Punter's betting methods is usually discernible immediately before the running of a race which includes a particularly dominant favourite. This doesn't mean any favourite, only those which are paying microscopic dividends. They are the subject of derision from many punters who forsake "buying money" for the proverbial Outsider, Piko, this season's classic example, beat virtually the same horses time and time again, yet never paid less than \$1 for a place. Granted he didn't pay much more. But the dividend is irrelevant if you are concerned with making money consistently. What is important is that the horse wins.

At Hutt Park a year ago Sam Tryax, a three-year-old pacer made Cup class with a dozen length win over half a dozen rivals. He paid \$1.30 to win. As I stood in the queue to retrieve the rent money (\$10 queue—big flat) I watched one gentleman checking the \$1,200 he had received from the teller. At that rate solvency would be assured with 3 or 4 bets a year. While a \$1 bet may not be worthwhile for the 30 cents return, the profit in terms of percentages is still 30%, which is good money.

So pick out the surest bet of the day anywhere in the country. Put half your stake on it for a place. It probably won't be carrying more than 9.0: it will have a top jockey on board and it will have drawn inside the first eight or nine barrier stalls. And it will be picked by damn nearly every tipster in the country.

It is a little more difficult to frame similar rules for pacers and trotters. Ensure that it hasn't drawn the second line, and if it is handicapped past 24 yards the safety of the bet increases with the length of the race. It will probably be driven by Wolfie too.

Many punters use systems to endeavour to beat the tote. One student has already given us the details of how he managed to exist at varsity for three years without working. At the moment we are testing this system and will probably publish the details in the first issue after Easter. Already this particular system has turned a \$20 pool into about \$100. Many other students might be prepared to tell us the details of systems they have devised. In every case we will test them over four weeks before publishing.

If one intends to try and live off the horses, (and it is possible), then one should consider the convenience of a TAB telephone account. There are a number of advantages in having such an account, the chief one being that you can reinvest money won the same day. There are no extra charges for operating such an account and they are extremely convenient.

While it is possible to live off the horses, it is still not possible to live off Craccum. Last week the difficulties of working from nominations were clearly demonstrated when only seven of our selections lined up in the races nominated. We did manage to again show a small profit of \$2.60 with two wins and two seconds. Unfortunately the races in between were our downfall.

However some of the horses we saw at Alexandra Park will win in the next few weeks. For example Langburn raced well last Saturday. This horse has recently been racing in Australia and was backed down to 2/2. Of the two year olds, Vicki Star looks a prospect for the future. Since winning a trial some months back she has never been unplaced and has always paid good dividends. Last week she lost a tremendous amount of ground at the start yet finished only 3 lengths away from Scottish Warrior and paid \$3.70. It is often worth noting horses that were unlucky either because of interference or bad barrier draws. Once such horse is Kimchella. She ran out under pressure on the first night, and last week started on the second row in a big field and only got a clear run in the last half furlong. Other horses worth following are Bella's Command, Via Veneto, Sangfroid and Hi Trail. — Roger Wilde, Mike Law.

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STEPHEN CHAN went to hear Sir Leslie Munro speak here last week. In a state of pitiable shock, he returned the following report.

Sir Les in need of learning...

Enter Sir Leslie. (Hooray Hooray Clap Clap). Dressed in badly pressed parliamentarian suit. Trousers upheld by braces. Clutching very thin brown valise. Windblown and windy. Introduced as giant hooka with expertise in diplomacy.

But this day in half-empty B 28 introduced mysteriously as industrial relations expert.

Giant Sir Leslie rises to speak. Grunts twice and proceeds with startling self-revelation. He loves the farmers. He loves the Waikato National Club. All farmers vote National. Therefore he loves the farmers. Audience stunned by such amazing logic! Quick! Quick! Picket Parliament! Sir Leslie for Cabinet!

Sir Leslie graciously accepts tokens of affections. Proceeds with magnificent plan to reconcile industrial breakdowns. Graciously acknowledges plagiarism from illustrious Jim Farmer.

Dr Farmer, astute Labour man, sitting in audience, writhing in unholy horror as Sir Leslie plagiarizes, acknowledges, then misinterprets.

Sir Leslie in holy benevolence condemns strongly the bypassing of Arbitration Court. Direct negotiation between worker and management is NOT to be tolerated sir! No indeed!

Why not? demands young worker type. Sir Leslie reaches down into his pants and drags up example designed to stun young worker type. NZ Forest Products sir! Barbarous thing here. Do you know what? Without even so much as consulting the Arbitration Court, without even the slightest regard to that august body (tones of utter shock in voice), the management DARED, yes they DARED give their employees a 14.5% increase in wages, an increase allowance in sick leave, and an extra week paid holiday!

Riots!! B 28 erupts in pandemonium. How dare the upstarts! Hang them sir, hang them good and proper!

Sir Leslie, pleased with fine reception, raises his arms and calls for order. Reiterates the single theme of his address: the Court's the thing sir, The Court. Long live the Court.

At this stage, after the most electric 20 minute speech this poor man had ever heard, Sir Leslie bowed, spent moment recollecting self and breath. And sat down.

Having recovered from this experience, CHAN staggered off to our new liberal institution of learning from which he emerged much refreshed.

...and where he might get it

By contrast with Sir Leslie Munro's low key address, the Free University was refreshing. Numbers fluctuated between fifty and three hundred students, lecturers and members of the public drifted in and out. Some had neuroses to indulge, some were simply curious and many, more than I had expected, had worthwhile suggestions.

But not one first year student. Most who attended appeared to be disillusioned veterans hammered into rebellion by a slowly bending establishment. This was the central crutch of discussion. No one denied that changes had been made to liberalize university education. The topic of discussion was the 'liberation' of education.



Walter Pollard

St. Paul's Crypt seemed an appropriate setting for some sort of conspiracy against the system. Dark and all gothic intensity. But the speakers were as happy as angry or disillusioned men could be. Phil O'Carroll leant against a pillar and mumbled psychological responses to overwrought problems. The need to abolish duty. To do one's own thing. And those who were already converted were able to gaze at his patriarchal beard and oriental shirt.

But he, like all the other advertised speakers, served not so much as focal objects, but reference points. The audience disintegrated under the sheer weight of nearly everybody speaking, countering and generally enthusing.

In the end, O'Carroll squatted on the floor, leant against his pillar and just watched. This was a magnificent scene to watch! Most of what was said had been said before but never by so many people in such a thrown together embrace.

Later on that evening, Walter Pollard put the finishing touches to the anti-establishment feeling. He gestured, he stamped, he ranted and raved, all the while sitting on the hard bench he had sat on the day long. Pollard upheld a synthesis of Marx and Freud as man's probable salvation. Those who had read neither, Pollard instantly consigned to absolute damnation.

Finishing off the entire affair were Chris Thompson, Lester Calder and John Congerton, musicians one and all, playing something notably beautiful. Dancing off the stage with promises of coming back next week.

And from those who had stayed the entire nine hours from one through to ten, there were also promises of coming back the next week.

Arts Conference 70 on the road

Planning is well advanced for Arts Conference 70, which is being convened in Wellington by the Arts Council in April.

Lord Goodman, chairman of the Arts Council of Great Britain, has accepted an invitation to be principal speaker and a number of other overseas guests are expected. Well over 200 individuals and arts organisations from within New Zealand have accepted invitations.

Conference chairman, Mr Fred Turnovsky, is delighted with the response to invitations and the number and scope of the remits which those attending have forwarded to the Council.

"We're looking for a lead from the arts themselves as to how they should develop in the next decade," he said.

"We want to stimulate thought and discussion on the sociological and environmental as well as the financial aspects of artistic development. We want argument and conflict of views because that is the only way we can achieve the cross-section of opinion which will be the real value of the conference."

The conference will begin on the morning of Friday, April 10, and will end on the Sunday afternoon. Prepared papers, panel discussion, and plenary and working sessions will occupy about 20 hours over the three days.

A special steering committee chaired by Mr Turnovsky and including members co-opted from outside the Arts Council has met regularly to plan conference detail.

The remits which have been received from individuals and organisations attending the conference are being consolidated

and grouped. They will be considered by conference working parties who will bring them to the final session of the conference for discussion and resolution.

Everyone attending the conference will sit on one of the working parties.

One of the major problems in planning the development of the arts is the lack of factual information on the community participation in and financial contribution to the arts. The Arts Council has therefore commissioned a research paper which will be made available to everyone attending the conference.

Hundreds of questionnaires have been sent to individuals and organisations, and the confidential information they have supplied has been analysed.

Although the research paper necessarily limited to broad conclusions, it will be able to quantify the community financial contribution to the arts and identify the main sources of revenue.

The conference is to be held at Victoria University of Wellington.

The first day's discussions will be in the Memorial Theatre, and Saturday's and Sunday's sessions will be in the new Lecture Block.

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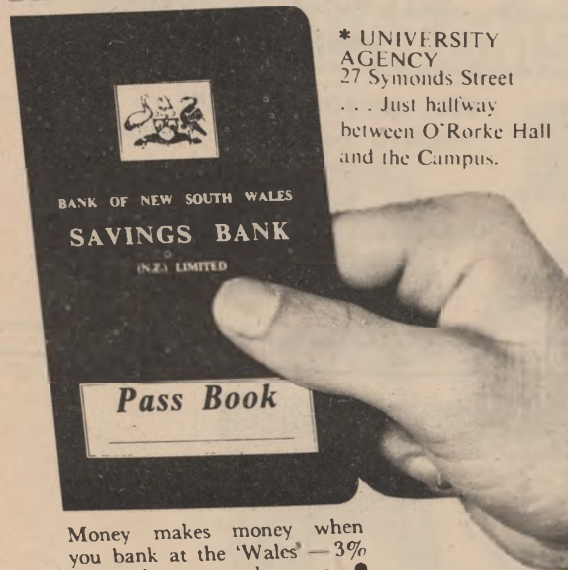
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